Grand Canyon University
Academic Catalog
2026-2027

Fall 2026

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Academic Catalog Version Record

The following is a record of the major changes made to the Grand Canyon University Academic Catalog. This is not a comprehensive itemization of all of the changes made in this revision cycle, but rather an overview of the more significant updates incorporated into the current version of the catalog.

Version	Updated	Changes Made
1	05/04/26	Other Changes Initial Update to Summer 2026 Programs/Minors Added Doctor of Ministry
2	05/08/26	Programs/Minors Added Bachelor of Science in Nursing (BSN) Pre-Licensure (New Mexico Accelerated Track) Advanced Graduate Certificate in Higher Eduation Leadership Advanced Graduate Certificate in Marketing
3	05/15/26	Programs/Minors Added Master of Science in Cybersecurity Governance, Risk, and Compliance
4	06/10/26	Programs/Minors Added Doctor of Nursing Practice in Organizational Leadership
5	07/03/26	Programs/Minors Revised Bachelor of Science in Cybersecurity Programs/Minors Added Undergraduate Certificate in AI Robotics Undergraduate Certificate in Computer Vision Undergraduate Certificate in Cyber Project Professional Undergraduate Certificate in Infrastructure Professional Undergraduate Certificate in Secure Cloud Professional Undergraduate Certificate in Security Professional
6	07/10/26	Programs/Minors Revised Bachelor of Science in Special Education: Mild to Moderate Disabilities, Grades K-12 Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate Post-Master of Science in Nursing: Family Nurse Practitioner Certificate
7	07/31/26	Programs/Minors Added Graduate Certificate in Public Health Programs/Minors Revised Bachelor of Science in Computer Science Bachelor of Science in Software Engineering Master of Science in Engineering Operations Programs/Minors Retired Bachelor of Science in Computer Science with an Emphasis in Big Data Analytics Bachelor of Science in Computer Science with an Emphasis in Business Entrepreneurship Doctor of Nursing Practice
8	08/14/26	Programs/Minors Revised Master of Education in Secondary STEM Education ARL Master of Education in Secondary Humanities Education ARL

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Version	Updated	Changes Made
		Master of Education in Special Education ARL
9	08/21/26	Programs/Minors Added Master of Arts in Christian Leadership (with Pastoral Residency) Master of Arts in Christian Ministry (with Pastoral Residency) Master of Arts in Youth and Family Ministry (with Pastoral Residency) Master of Divinity (with Pastoral Residency) Master of Divinity (Traditional Campus Accelerated)(with Pastoral Residency)
10	09/08/26	Other Changes Initial Update to Fall 2026
11		Programs/Minors Added Undergraduate Certificate in Advanced Manufacturing Undergraduate Certificate in Assembly Test Technician Programs/Minors Retired Undergraduate Certificate in Computer Numerical Control (CNC) Machinist/Manufacturing

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Title IX Coordinator
Shanna Milonas
Director of Institutional Access and Compliance Office
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Contact Information

General Contact Information

Web Site

http://www.gcu.edu/

Main Switchboard

Phone: 1-602-639-7500
Toll-free: 855-GCU-LOPE

Main Campus Mailing Address

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

Main Campus Street Address

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

Additional Locations

GCU Boswell
10484 W. Thunderbird, Suite 102
Sun City, Arizona 85351

Kyrene School District Office
8700 S. Kyrene Rd.
Tempe, Arizona 85284

Mesa Community College
1833 W. Southern Avenue
Mesa, Arizona 85202

Pima-Salt River High School
4827 N Country Club Dr
Scottsdale, Arizona 85256

Student Contacts

Admissions Representatives

Responsibility: Assists students with their initial enrollment into a program of study.

Phone: 855-GCU-LOPE

Campus Operations

Responsibility: Provide parking passes for campus students, faculty and staff along with issue campus ID cards

Phone: 602-639-7739

Canyon Health and Wellness Clinic

Responsibility: Assists campus students with health needs.

Phone: 602-639-6215
Fax: 602-639-7830
Website: http://www.gcu.edu/Campus-Resources/Health-and-Wellness-Center.php

Career Services

Responsibility: Career Services at Grand Canyon University provides students with resources, professional knowledge, and support to help them transition from academics into a career they may find rewarding.

Phone: 602-639-6606
E-mail: careerservices@gcu.edu

Center for Learning and Advancement

Responsibility: Provides learning resources for students through free face-to-face and online tutoring in writing, math (algebra, trigonometry, calculus), accounting, finance, statistics, APA, as well as workshops in test-taking techniques, reading strategies, time management, study skills, and note-taking techniques. The Center also oversees the First Year Experience (FYE) program, Study Abroad, Peer Mentoring, Lifelong Learning Assessment, and the Honors College.

Phone: 1-602-639-8901
Email: centerforlearning@gcu.edu
Website: http://www.gcu.edu/Learning-Resources/Center-for-Learning-and-Advancement.php

GCU Bookstore

Responsibility: Carries materials required in GCU courses along with University-branded apparel and gifts.

Phone: 1-800-866-8917

GCU Library

Responsibility: Provides learning resources through physical and online libraries.

Phone: 602-639-6641 or 855-GCU-LOPE ext. 639-6641
Website: http://library.gcu.edu
Ask A Librarian: https://libguides.gcu.edu/ContactUs

GCU Today

Responsibility: Provides the news and events source for Grand Canyon University students, updated daily.

Phone: 602-639-8011
Email: doug.carroll@gcu.edu
Website: http://news.gcu.edu/
http://www.gcu.edu/News.php

International Students Office

Responsibility: Assists university students and staff in support of F-1 students during their stay in the United States

Phone: 602-639-6733

E-mail: international.office@gcu.edu

Mail and Copy Center

Responsibility: Provide many services to the traditional campus students and staff, which includes mailing out letter and packages along with photocopying services

Phone: 602-639-7905

Website: http://www.gcu.edu/Campus-Resources/Mail-and-Copy-Center.php

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Office of Academic Records

Responsibility: Tracks student progress to degree completion, evaluates transcripts, and admits students to the University.

Phone: 855-GCU-LOPE
E-mail: academicrecords@gcu.edu

Office of Residence Life

Responsibility: Assists students with campus housing

Phone: 602-639-6244
Email: residencelife@gcu.edu
Website: http://www.gcu.edu/Housing/Residence-Life-Information.php

Office of Spiritual Life

Responsibility: Provides spiritual needs of the campus, coordinates Chapel programming and outreach ministry

Phone: 602-639-6750
Email: spirituallife@gcu.edu
Website: http://www.gcu.edu/Spiritual-Life.php

Office of Student Engagement

Responsibility: Assists students with campus clubs, intramurals, Associated Students of GCU, and campus programming.

Phone: 602-639-7250
Email: Student.Engagement@gcu.edu
Website: http://www.gcu.edu/Events-and-Activities.php

Public Safety

Responsibility: Assists students, faculty and staff with issues relating to campus and public safety.

Phone: 602-639-8100
Website: http://www.gcu.edu/Campus-Resources/Public-Safety.php

Student Disability Services

Responsibility: Assists students with obtaining reasonable accommodations, based on student self-disclosure of disability.

Phone: 602-639-6342 or 855-GCU-LOPE ext. 639-6342

Email: disabilityoffice@gcu.edu

Student Services Counselors

Responsibility: Assists students with planning financial resources needed to fund their education along with planning and maintaining their program of study.

Phone: 855-GCU-LOPE

Technical Support

Responsibility: Assists students with technical issues regarding the University systems.

Phone: 1-877-428-8447
Email: techsupport@gcu.edu
Website: http://www.gcu.edu/Learning-Resources/Tutorial-Videos/Technical-Support.php

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Accreditation, Authorizations, and Approvals

Accreditation

Accreditation is a third-party peer review process which provides the public an assurance that the university is providing a quality education which meets or exceeds the accreditors stated requirements and criteria. Accreditation is key factor which may be recognized by employers, other postsecondary institutions, and licensing bodies. The US Department of Education requires accreditation from a body recognized by the agency as a key requirement for a university being permitted to disperse federal financial aid. In short, in choosing a university, parents and students should ensure their university of choice is accredited.

Institutional Accreditation

Grand Canyon University has been accredited by the Higher Learning Commission (HLC) and its predecessor continually since 1968. Every ten years, HLC conducts a comprehensive review of the university to ensure the university continues to meet HLC's standards. In June 2021, HLC reaffirmed GCU's accreditation. The next comprehensive visit is scheduled for the 2026-2027 academic year. A listing of programmatic accreditations held within each college is provided below.

Higher Learning Commission

The Higher Learning Commission accredits Grand Canyon University.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 312-263-0456
Toll-free: 800-621-7440
http://www.ncahlc.org/

Programmatic Accreditations

GCU holds multiple programmatic accreditations for over 80 of its programs. These accreditations demonstrate that the accredited programs meet or exceed the standards for the profession set forth by the accrediting body. Programmatic accreditation may help graduates meet the educational requirements for professional licensure or certification. The programmatic accreditations by college are provided below.

Colangelo College of Business

Accreditation Council for Business Schools and Programs (ACBSP)

The Accreditation Council for Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, KS 66211, 913-339-9356, accredits the following programs of the Colangelo College of Business: Bachelor of Science in Accounting, Bachelor of Science in Applied Management, Bachelor of Science in Business Administration, Bachelor of Science in Business Administration with an Emphasis in Business Intelligence, Bachelor of Science in Business Management, Bachelor of Science in Entrepreneurial Studies, Bachelor of Science in Finance and Economics, Bachelor of Science in Marketing and Advertising, Bachelor of Science in Sports and Entertainment Management, Master of Science in Accounting, Master of Business Administration, Master of Business Administration with an Emphasis in Accounting, Master of Business Administration with an Emphasis in Finance, Master of Business Administration with an Emphasis in Health Systems Management, Master of Business Administration with an Emphasis in Leadership, Master of Business Administration with an Emphasis in Marketing, Master of Business Administration with an Emphasis in Project Management, Master of Business Administration with an Emphasis in Strategic Human Resource Management, and Doctor of Business Administration with an Emphasis in Management. The ACBSP requires each school to Summer 2022 University Policy Handbook 10 © 2022 Grand Canyon University. All Rights Reserved. submit a periodic Quality Assurance Report that summarizes recent activity regarding compliance with ACBSP standards. View our most recent ACBSP Quality Assurance Report. View the results of the Undergraduate Business Field Test.

Grand Canyon University's Colangelo College of Business is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Business for Secondary Education.

College of Education

Association for Advancing Quality in Educator Preparation (AAQEP)

Grand Canyon University's College of Education is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of early childhood, elementary, secondary and special education teachers, as well as administrators.

Association for Advancing Quality in Educator Preparation (AAQEP)

Grand Canyon University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The programs listed below have been awarded full accreditation by AAQEP through June 30, 2026. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

AAQEP-Accredited Programs at GCU:

- Initial Programs
- Advanced Programs

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Association for Advancing Quality in Educator Preparation
P.O. Box 7511
Fairfax Station, VA 22039-9998
Email: aaqep@aaqep.org
aaqep.org

College of Nursing and Health Care Professions

Commission on Accreditation of Athletic Training Education (CAATE)

The Bachelor of Science in Athletic Training is currently accredited by the Commission on Accreditation of Athletic Training Education.

CAATE
2001 K Street NW, 3rd Floor North
Washington, DC 20006
P: 512-733-9700

The program is currently applying to CAATE for a change in level of degree and is pending approval.

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

The Health Information Management accreditor of Grand Canyon University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's accreditation for the baccalaureate degree in Health Information Management has been reaffirmed through 2030-2031. The College's accreditation for the master's degree in Heath Informatics has receive initial accreditation through 2033-2034. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 235- 3255; or by email at info@cahiim.org

Commission on Collegiate Nursing Education (CCNE)

The Commission on Collegiate Nursing Education (CCNE), recognized by ED, assesses the quality and integrity of nursing programs. Grand Canyon University's Bachelor of Science in Nursing (Pre-Licensure), Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing with an Emphasis in Health Informatics, Master of Science in Nursing with an Emphasis in Nursing Education, Master of Science in Nursing with an Emphasis in Public Health Nursing, Master of Science of Nursing with an Emphasis in Nursing Leadership in Health Care Systems, Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology, Master of Science in Nursing: Family Nurse Practitioner, Post Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology, Post Master of Science in Nursing: Family Nurse Practitioner, Doctor of Nursing Practice, and Doctor of Nursing Practice with an Emphasis in Educational Leadership are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 887-6791

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

The Master of Science in Speech Language Pathology (MS-SLP) at Grand Canyon University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

Society for Simulation in Healthcare

The Grand Canyon University Pre-Licensure Nursing Immersive Simulation has been granted Provisional Accreditation from the Society for Simulation in Healthcare (SSH). The SSH accreditation is a peer-reviewed, customized evaluation of the simulation program. With obtaining accreditation, GCU is recognized for its expertise in simulation above and beyond domain expertise. https://www.ssih.org/.

Society for Simulation in Healthcare
P.O. Box 856114
Minneapolis, MN 55485-6114
Phone: 866.730.6127

College of Humanities and Social Sciences

Council on Social Work Education (CSWE) - BSW

Grand Canyon University's College of Humanities and Social Sciences' Bachelor of Social Work program is accredited by the Council on Social Work Education.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards. Spring 2024 University Policy Handbook 12 © 2024 Grand Canyon University. All Rights Reserved. Accreditation applies to all program sites and program delivery methods of an accredited

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program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, you may contact Accreditation.

Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
Phone: 703-683-8080
https://www.cswe.org/

Council on Social Work Education (CSWE) – MSW

Grand Canyon University's Master of Social Work program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, you may contact Accreditation.

Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
Phone: 703-683-8080
https://www.cswe.org/

National Addiction Studies Accreditation Commission (NASAC)

The Master of Science in Addiction Counseling program has been approved for accreditation through the National Addiction Studies

Accreditation Commission (NASAC). NASAC is an academic accreditation organization for higher education addiction studies programs.

National Addiction Studies Accreditation Commission (NASAC)
44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
https://nasacaccreditation.org

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Grand Canyon University's Master of Science in Clinical Mental Health Counseling (CMHC) for both online and in-person delivery methods, and the Master of Education in School Counseling (SC) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP is an independent accrediting organization recognized for its rigorous standards in counselor education. By maintaining accreditation through CACREP, institutions demonstrate the quality and integrity of their programs.

Council for Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990
www.cacrep.org

College of Engineering and Technology

Accreditation Board for Engineering and Technology (ABET)

The College of Engineering and Technology's Bachelor of Science in Computer Science with an Emphasis in Business Entrepreneurship, Bachelor of Science in Computer Science with an Emphasis in Big Data Analytics, and Bachelor of Science in Computer Science with an Emphasis in Game and Simulation Development programs are accredited by the Computing Accreditation Commission of ABET, www.abet.org.

The College of Engineering and Technology's Bachelor of Science in Biomedical Engineering, Bachelor of Science in Electrical Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science in Engineering with an Emphasis in Robotics, and Bachelor of Science in Engineering programs are accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

The College of Engineering and Technology's Bachelor of Science in Electrical Engineering Technology and Bachelor of Science in Mechanical Engineering Technology programs are accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org.

ABET
415 North Charles Street
Baltimore, MD 21201
410.347.7700

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Accreditation Council for Education in Nutrition and Dietetics (ACEND)

GCU's Nutrition and Dietetics Education Program has been granted candidate status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, 312-899-0040 ext. 5400

Grand Canyon Theological Seminary

Commission on Accrediting of the Association of Theological Schools (ATS)

Grand Canyon Theological Seminary, the embedded seminary of Grand Canyon University, is included within the university's accreditation by the Higher Learning Commission. The seminary is also accredited by the Commission on Accrediting of the Association of Theological Schools.

The Commission on Accrediting of the Association of Theological Schools has approved the following degree programs:

- Master of Divinity
- Master of Arts in Christian Leadership
- Master of Arts in Christian Ministry
- Master of Arts in Youth and Family Ministry
- Master of Arts in Urban Ministry

The Commission contact information is:

The Commission on Accrediting of the ATS
10 Summit Park Drive
Pittsburgh, PA 15275
Phone: 412.788.6505
Fax: 412.788.6510
www.ats.edu

State Authorizations

Arizona State Private Post-Secondary Education

Grand Canyon University is licensed in Arizona by the Arizona State Board for Private Postsecondary Education.

Arizona State Board for Private Postsecondary Education
1740 W. Adams St., Suite 3008
Phoenix, AZ 85007
Phone: 602-542-5709
http://ppse.az.gov

California Bureau of Private Postsecondary Education

California Resident Students Rights and Responsibilities Related to the Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Colorado Commission on Higher Education

Grand Canyon University is provisionally authorized by the Colorado Commission on Higher Education to operate to offer laboratory and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
10700 E Gaddes Avenue, Ste 200
Englewood, Colorado 80112

Florida Commission for Independent Education

Grand Canyon University is provisionally licensed by the Commission for Independent Education, Florida Department of Education. As a result, GCU is authorized to offer laboratory and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following locations:

Grand Canyon University
605 Crescent Executive Court, Suite 500
Lake Mary, FL 32746

Grand Canyon University
2901 Southwest 149th Avenue, Suite 200
Miramar, FL 33027

Grand Canyon University is provisionally licensed by the Commission for Independent Education, Florida Department of Education to offer the Bachelor of Science in Applied Management, Bachelor of Science in Business Management, Bachelor of Science in Homeland Security and Emergency Management, Bachelor of Science in Information Technology with an Emphasis in Cybersecurity, and Master of Business Administration programs at the Eglin Air Force Base.

Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in FL programs may file a complaint with the Florida Commission for Independent Education by following the student concern instructions on their website which can be found at the following link: https://www.fldoe.org/policy/cie/student-concerns.stml or by contacting the Commission.

Commission for Independent Education
325 W. Gaines St, Suite 1414
Tallahassee, FL. 32399-0400

Idaho State Board of Education

Grand Canyon University is registered as a Postsecondary Educational Institution with the State Board of Education under Idaho Statute, Title 33, Chapter 24. As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
1144 S. Silverstone Way, Building 2
Meridian, ID 83642

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, Idaho students may file an appeal with the Idaho State Board of Education by following their student compliant procedures which can be found at the following link: https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/

Missouri Department of Higher Education

Grand Canyon University is certified to operate by the Missouri Coordinating Board for Higher Education. As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

721 Emerson Rd. Suite 500,
St. Louis, MO 63141

Nevada Commission on Postsecondary Education (CPE)

Grand Canyon University is licensed by the Nevada Commission on Postsecondary Education (CPE) to operate as a private postsecondary educational institution within the state of Nevada. As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
2485 Village View Drive
Henderson, Nevada 89074

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GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the aBSN – NV program version may file a complaint with the Nevada Commission on Postsecondary Education by filling out the Student Complaint Form which can be found on their website or at the following link:

https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf

This form can be submitted via email, fax, or mailed to the following address:

Nevada Commission on Postsecondary Education
2800 E. St. Louis Avenue
Las Vegas, NV 89104

New Mexico Higher Education Department

Grand Canyon University has been deemed by the New Mexico Higher Education Department to meet the standards for State Authorization through registration under the Post-Secondary Educational Institution Act (Section 21-23-1 et seq. NMSA 1978). As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
6200 Jefferson Street NE
Suite 300
Albuquerque, NM 87109

Utah Division of Consumer Protection

Grand Canyon University is registered under the Utah Postsecondary Proprietary School Act (Title 13, Chapter 34, Utah Code).

As a result, Grand Canyon University is authorized to offer skills lab and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program at the following location:

Grand Canyon University
150 Civic Center Dr
Ste 100
Sandy, UT 84070

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, Utah resident students may file a complaint with the Utah Division of Consumer Protection by following the instructions on their website which can be found at the following link: https://dcp.utah.gov/complaints.html

The Utah Division of Consumer Protection

160 East 300 South, 2nd Floor
P.O. Box 146704 Salt Lake City, Utah 84114-6704
dcp.utah.gov
OR by fax to: (801) 530-6001

Utah Division of Consumer Protection Surety Bond

Grand Canyon University contributes to the Utah Division of Consumer Protection surety bond. This Utah requirement is used as protection against loss of unearned tuition, tuition paid for credits that a student earned but that are not transferrable to a comparable postsecondary school, book fees, supply fees, or equipment fees.

Wyoming Department of Education (WY DOE)

Grand Canyon University has been granted a Chapter 30 license by the Wyoming Department of Education (WYDOE) to offer educational services to Wyoming students. For more information, please visit the following link: https://edu.wyoming.gov/for-district-leadership/school-programs/private- school-licensing/

Wyoming Department of Education
122 W. 25th St
STE E200
Cheyenne, WY 82002
https://edu.wyoming.gov/

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the program versions offered on the military base may file a complaint with the Wyoming Department of Education by completing the student complain form which can be found at the following link:

https://edu.wyoming.gov/for-district-leadership/school-programs/private-%20school-licensing/

State Authorization Reciprocity Agreements (SARA) Participant

Grand Canyon University is an institutional participant in the State Authorization Reciprocity Agreement (SARA) initiative. SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. For more information and a list of member states, please visit http://nc-sara.org/.

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Program Approvals

Many of GCU's programs are approved by state licensing boards or national certifying agencies to meet the educational requirements for licensure or certification or to permit a graduate to sit for a professional exam. A list of agency approvals and registrations are provided below.

The presence of specific content in textbooks or resources does not imply endorsement by Grand Canyon University. The University complies with accreditation, state, and federal requirements to prepare students for licensure and other professional industry expectations. As these requirements evolve, GCU will update and continue to evaluate materials to align with these professional standards, ensuring students receive necessary content.

Colangelo College of Business

Arizona State Board of Education (ASBE/ADE)

GCU's Colangelo College of Business is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Business for Secondary Education.

Certified Financial Planner (CFP®) Board Registered Program

GCU's Bachelor's in Finance with an emphasis in Financial Planning is a Certified Financial Planner (CFP) Board Registered Program (https://www.cfp.net/get-certified/certification-process/education-requirement/certification-coursework-requirement/find-an-education-program).. As such, the program meets the education requirements for CFP® certification. Individuals who meet the CFP Board's education requirement are eligible to sit for the CFP® Certification Examination. CFP Board Registered Programs meet the education coursework requirement and help provide the knowledge required to deliver professional, competent, and ethical financial planning services to clients. For more information visit https://www.cfp.net/contact.

College of Arts and Media

GCU's College of Arts and Media is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Arts in Dance Education, Bachelor of Arts in Music Education and Bachelor of Arts in Theatre Education.

Arizona State Board of Education
1700 W. Washington St.
Phoenix, AZ 85007
https://azsbe.az.gov/

College of Education

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Education is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of early childhood, elementary, secondary and special education teachers, as well as administrators.

Arizona State Board of Education
1700 W. Washington St.
Phoenix, AZ 85007
https://azsbe.az.gov/

Nevada Department of Education (NVDOE)

Grand Canyon University's College of Education is approved by the Nevada Department of Education to offer alternative route to licensure programs that lead to conditional licensure (credentials) for early childhood, elementary, secondary, and special education teachers.

Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701
https://doe.nv.gov/

College of Humanities and Social Sciences

Arizona Board of Behavioral Health Examiners (AZBBHE)

Grand Canyon University's Master of Science in Clinical Mental Health Counseling program is approved by the Arizona Board of Behavioral Health Examiners as being consistent with the curriculum requirements for LAC or LPC licensure.

Grand Canyon University's Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency and Substance Abuse is approved by the Arizona Board of Behavioral Health Examiners as being consistent with the curriculum requirements for LSAT licensure.

Arizona Board of Behavioral Health Examiners
1740 West Adams St
Phoenix, AZ 85007
http://www.azbbhe.us/

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Humanities and Social Sciences is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Arts in History for Secondary Education, Bachelor of Arts in English for Secondary Education and Bachelor of Science in Math for Secondary Education.

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California Consortium of Addiction Programs and Professional (CCAPP)

Grand Canyon University has been approved as an Approved School/Program by the California Consortium of Addiction Programs and Professionals (CCAPP) for the following online programs: Master of Science in Addiction Counseling and Master of Science in Christian Counseling of Substance Use and Addictive Disorders. These programs are approved until February 28, 2025.

Grand Canyon University's Bachelor of Science in Counseling with an Emphasis in Chemical Dependency and Substance Abuse is an Approved School/Program by CCAPP. This program is approved until September 30, 2023.

California Consortium of Addiction Programs and Professionals
2400 Marconi Avenue, Suite C
Sacramento, CA 95821
PO Box 214127
https://www.ccapp.us/

Georgia Addiction Counselors Association (GACA)

Grand Canyon University has been approved as an Education Provider by the Georgia Addiction Counselors Association (GACA) for the Master of Science in Addiction Counseling and Bachelor of Science in Counseling with an Emphasis in Chemical Dependency and Substance Abuse programs.

Georgia Addiction Counselors Association
4015 South Cobb Drive
Suite 160
Smyrna, GA 30080 http://gaca.org/

Wisconsin Department of Safety and Professional Services (DSPS)

Grand Canyon University has been approved as a pre−certification education program for substance abuse counselors by the Wisconsin Department of Safety and Professional Services for the following online programs: Master of Science in Addiction Counseling, Master of Science in Christian Counseling of Substance Use and Addictive Disorders and Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency and Substance Abuse. These programs are approved through August 2026.

Wisconsin Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705
https://dsps.wi.gov/Pages/BoardsCouncils/SubstanceAbuseCounselors/Default.aspx

College of Nursing and Health Care Professions

Arizona State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing (Pre-licensure), Family Nurse Practitioner (Master of Science in Nursing and Post-Master of Science in Nursing options) and Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (Master of Science in Nursing and Post-Master of Science in Nursing options) are currently approved by the Arizona State Board of Nursing. For more information, go to the following link: https://azbn.gov/education/nursing-programs-lists**.**

Arizona State Board of Nursing
1740 W. Adams St., Suite 2000
Phoenix, AZ 85007
https://azbn.gov/

California Board of Registered Nursing (CA BRN)

Grand Canyon University's Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP) program is approved by the California Board of Registered Nursing. Grand Canyon University is also approved by the California Board of Registered Nursing to offer the course: NRS-431N Public Health Nursing for California Nurses. Graduates from GCU's RN-BSN program who complete this course will meet the educational requirements for Public Health Nursing Certification in California. For more information, go to the following link: https://www.rn.ca.gov/education/outofstatenp.shtml

California Board of Registered Nursing
1747 N. Market Blvd., Suite 150
Sacramento, CA 95834-1924
https://www.rn.ca.gov/

Colorado Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program in Englewood, CO has been granted Interim Approval from the Colorado Board of Nursing.

Florida Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program has been granted approval by the Florida Board of Nursing.

Department of Health
Board of Nursing
4052 Bald Cypress Way Bin C-02
Tallahassee, FL 32399-3252

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Idaho State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program is approved by the Idaho State Board of Nursing.

11341 W Chinden Blvd.
P.O. Box 83720
Boise, ID 83720-0063
https://dopl.idaho.gov/bon/

Maryland Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing (Pre-Licensure) program has been approved by the Maryland Board of Nursing. For more information, go to the following link: https://mbon.maryland.gov/Documents/approved-out-of-state-rn-lpn-nursing-education-programs.pdf

Maryland Board of Nursing
Education Department
4140 Patterson Avenue
Baltimore, MD 21215
https://mbon.maryland.gov/Pages/education-index.aspx

Missouri State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program has received initial approval from the Missouri State Board of Nursing and is listed on their website: https://pr.mo.gov/boards/nursing/schoolsofnursing.pdf . This level of approval is contingent on a successful site visit.

Missouri State Board of Nursing
P.O. Box 656
Jefferson City, MO 65102-0656

https://pr.mo.gov/nursing-schools-of-nursing.asp

Nevada State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program has received approval from the Nevada State Board of Nursing and is listed on their website: https://nevadanursingboard.org/wp-content/uploads/2024/06/Nursing-Program-List-05.24.2024.pdf. This level of approval is awarded to all new programs and allows the program to admit students.

Nevada State Board of Nursing
4220 S. Maryland Pkwy. Building B, Suite 300
Las Vegas, NV, 89119-7533
http://nevadanursingboard.org/

New Mexico Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, accelerated (ABSN) program has received initial approval from the New Mexico Board of Nursing and is listed on their website: https://www.bon.nm.gov/approval-accreditation/.

New Mexico Board of Nursing
6301 Indian School Rd NE Suite 710
Albuquerque, New Mexico 87110
https://www.bon.nm.gov/

Utah Division of Occupational and Professional Licensing (UT DOPL)

Grand Canyon University's Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing with an Emphasis in Public Health, Master of Science in Nursing with an Emphasis in Public Health Nursing, Master of Science in Nursing with an Emphasis in Health Informatics, Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems, Master of Business Administration & Master of Science in Nursing: Nursing Leadership in Health Care Systems, Master of Science in Nursing with an Emphasis in Nursing Education, Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety, Post-Master of Science in Nursing: Nursing Education Certificate, Doctor of Nursing Practice, and Doctor of Nursing Practice with an Emphasis in Educational Leadership programs have satisfied the requirements for clinical placement of nursing students by programs located outside of the state of Utah.

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, Accelerated (aBSN) program is currently approved by the Utah Division of Occupational and Professional Licensing – Nursing.

State of Utah Department of Commerce Division of Occupational and Professional Licensing
160 East 300 South
P.O. Box 146741
Salt Lake City, UT 84114-6741

Washington State Board of Nursing

Grand Canyon University is approved by the Washington State Board of Nursing to conduct practice experiences in the state of Washington for RN-BSN, MSN/Health Informatics, MSN/Nurse Educator, MSN/Nurse Leadership in Health Care Systems, MSN/Public Health, MBA-MSN: Nursing Leadership in Health Care Systems, and Post-graduate certificate in Nursing Education. For more information go to the following link: http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx

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Washington State Department of Health (Nursing)
111 Israel Rd
S.E. Tumwater, WA 98501

Wisconsin Department of Safety and Professional Services (DSPS)

Grand Canyon University's RN-Bachelor of Science in Nursing, Master of Business Administration/Master of Science in Nursing Leadership, Master of Science in Nursing in Health Care Informatics, Master of Science in Nursing in Health Informatics, Master of Science in Nursing in Health Care Quality and Patient Safety, Master of Science in Nursing in Public Health Nursing, Master of Science in Nursing in Leadership in Health Care Systems, Master of Science in Nursing in Nursing Education, Doctor of Nursing Practice, and the Doctor of Nursing Practice in Educational Leadership programs have been approved by the Wisconsin Department of Safety and Professional Services

- Board of Nursing. For more information, go to the following link: https://dsps.wi.gov/Documents/ApprovedOutOfStateNursingSchools.pdf.

Wisconsin Board of Nursing
4822 Madison Yards Way
Madison, WI 53705
www.dsps.wi.gov/pages/BoardsCouncils/Nursing/Default.aspx

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, Wisconsin residents enrolled in one of GCU's nursing programs listed above may file a complaint with the Wisconsin Board of Nursing. The Board accepts online complaints at the following link: https://dspscomplaintform.wi.gov/dspslsconlinecomplaint.aspx or mailed at the following address:

Wisconsin Department of Safety and Professional Services
Division of Legal Services and Compliance
P.O. Box 7190
Madison, WI 53707-7190

College of Engineering and Technology

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Engineering and Technology is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Biology for Secondary Education and Bachelor of Science in Chemistry for Secondary Education.

Cyber Defense Education (CAE-CD)

The College of Engineering, and Technology's Bachelor of Science in Cybersecurity and Bachelor of Science in Information Technology with an Emphasis in Cybersecurity programs were awarded the National Center of Academic Excellence in Cyber Defense Education (CAE-CD) designation.* CAE-CD designation recognizes college programs that meet the standards of learning concepts and skills outlined by the National Security Agency (NSA) and Department of Defense (DoD), (https://www.nsa.gov/Academics/Centers-of-Academic-Excellence/).

Professional Licensure Disclosures and Field Experiences

Professional Licensure Disclosures

GCU strives to provide accurate, transparent information to students enrolled in all programs intended to lead to a state-issued, professional license. Grand Canyon University periodically reviews the licensure requirements of its programs in all US states and territories. Each student's Enrollment Agreement provides professional licensure disclosures stating whether a program meets the educational requirements for licensure in the student's location. GCU also publishes licensure disclosures publicly on gcu.edu. The most current disclosures are available on each program's home page clicking the "State Disclosures" link under the "Accreditation and Compliance" header in the toolbar. Students may refer to the information on GCU.edu at any time for the current disclosures.

In addition to the public disclosures, GCU provides a direct and timely notification to students if a change to the licensure determination is identified.

Location and Professional Licensure

GCU is required to determine the location of distance education students, evidenced by a student's address. If you are considering relocating, or have relocated to another state, territory, or outside of the United States during your program, whether relocation is permanent or temporary, you must contact your Student Services Counselor immediately to determine whether your Program of Study is available in the new location and whether it will lead to professional licensure in the new location. Students must do this before incurring any/additional financial obligations. The new location may have additional requirements that would need to be completed in order to be eligible for certification or licensure. In addition, GCU encourages students to contact their state licensure board to ensure the program will meet their needs.

Field Placements within the United States

Students are expected to conduct all field placements, practicum, or student teaching within the state in which they are located at the time of enrollment. Students who seek to conduct field placements, practicum, or student teaching in a state other than the state in which they are located, or who intend to seek licensure in a different state, must disclose this to their Student Services Counselor to determine whether field placement or licensure is possible in the desired location.

International Military Field Placements

Military students who are located outside of the United States who are enrolled in programs that contain field placement must complete all placements on a base or in a Department of Defense approved location. Students are advised to contact a Field Experience Counselor to

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determine whether field experience can be completed. Students who cannot complete field placements on a base or in a DOD-approved location may be required to take a leave of absence until they return to a location at which placements are allowed.

Professional Licensure Outside of the United States

GCU programs are not designed nor intended to lead to licensure or certification outside of the United States. Student teaching, practicum, internship, or field experience is not permitted outside of the United States.

Additional State-Specific Disclosures

Iowa Board of Educational Examiners

Students seeking an Iowa license are advised that successful completion of Grand Canyon University's programs of educator preparation do not qualify you for initial educator licensure by the Iowa Board of Educational Examiners. Candidates seeking licensure in the state of Iowa must first be licensed/certified as educators in Arizona. Grand Canyon University will assist you in understanding the licensure requirements of the Arizona Department of Education prior to completion of your educational preparation program. Arizona Department of Education can be contacted at 800-352-4558 or http://www.azed.gov/. Candidates seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515-281-5849; http://www.boee.iowa.gov/) for licensure requirements in Iowa.

Pennsylvania Department of Education (PADOE)

Teacher education programs have not been reviewed or approved by Pennsylvania. Candidates will have to apply for certification and meet requirements for certification as out-of-state candidates.
Residents of Pennsylvania should direct questions, complaints, or concerns to:
Pennsylvania Department of Education
http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1

Pennsylvania Department of Education - Postsecondary and Adult Education
333 Market Street, 12th Fl
Harrisburg, PA 17126-0333

Athletics

Intercollegiate Athletics (NCAA)

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA) Division I, 700 W. Washington Street, P.O. Box 6222, Indianapolis, IN 46202, regarding eligibility to participate in intercollegiate sports. In the 2013-14 season, Grand Canyon University began the process of reclassifying from Division II to Division I as a member of the Western Athletic Conference.

International Students

Student Exchange Visitor Program (SEVP)

Grand Canyon University has applied for and received certification to enroll F nonimmigrant students per the Student Exchange Visitor Program (SEVP) under 8 CFR 214.3. The International Students Office has access to SEVIS and may issue Forms I-20, Certificate of Eligibility for Student Status, to prospective students. For more information see the International Students Office website.

Veteran's Administration

Veteran's Administration State Approval Agency (SAA)

Grand Canyon University is approved for the education and training of veterans under the provisions of Title 10 and 38, United States Code. We accept Chapter 30, 31, 33, 35, and 1606 recipients. Veterans are approved for benefits for numerous programs. For more information regarding using your VA benefits at Grand Canyon University, email Military.Billing@gcu.edu.

Facilities and Locations

Arizona

Main Campus – Phoenix AZ

3300 West Camelback Road, Phoenix, AZ 85017

GCU's main campus encompasses over 300 acres in Phoenix, Arizona. Comprised of 9 colleges, the campus houses over 1,000,000 square feet of classrooms, labs and faculty space, as well as over 300,000 square feet of office and conference space, a basketball arena, soccer stadium, baseball and softball stadiums, cyber center, and over 18,400 student bedspaces, both apartment and dorm style.

Classroom equipment includes webcams, high-definition projector, drop-down screen, instructor podium with equipment rack, instructor microphone, classroom speakers, dedicated instructor computer systems, instructor touch screen overlap-to-projector image, instructor touch audio and video switcher, and 8Mbps up/down wireless. Some classrooms have additional equipment, including dedicated large flat panel student group screens

West Valley, Phoenix

2600 W. Camelback Rd.
Phoenix, AZ 85017

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Auxiliary Locations

In addition to the locations listed above, the following locations provide classroom space for various GCU cohorts of students. The Arizona State Board for Private Postsecondary Education has granted approval for Grand Canyon University's main Phoenix campus to operate at variable auxiliary locations.

Chandler
4100 W. Chandler Blvd.
Chandler, AZ 85226

Kyrene School District
8700 S. Kyrene Road
Tempe, AZ 85284

Mesa Community College
1833 West Southern Avenue
Mesa, AZ 85202-4822

Phoenix VA Healthcare
650 East Indian School Road
Phoenix, AZ 85012-1839

Pima Salt River High School
4827 N. Country Club Drive
Scottsdale, AZ 85256-2915

Boswell/Sun City aBSN Location

10484 W Thunderbird Blvd #102, Sun City, AZ 85351

GCU's Sun City location is comprised of over 21,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a clinical skills lab, a common area for general student interaction, and multiple small faculty and staff offices.

Tucson aBSN Location

3500 N Campbell Ave, Tucson, AZ 85719

GCU's Tucson location is comprised of over 16,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a clinical skills lab, a common area for general student interaction, and multiple small faculty and staff offices.

Colorado

Denver ABSN Location

10700 E. Geddes Ave Suite 200 Englewood, CO 80112

GCU's Colorado location is comprised of approx. 23,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, two simulation labs with eight simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Florida

Miami (Miramar) ABSN Location

2901 Southwest 149th Ave Suite 200 Miramar, FL 33027

GCU's Miramar, FL location is comprised of approx. 22,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Orlando (Lake Mary) ABSN Location

605 Crescent Executive Court Suite 500 Lake Mary, FL 32746

GCU's Lake Mary, FL location is comprised of approx. 22,500 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Idaho

Boise ABSN Location

1144 S. Silverstone Way, Suite 200 Meridian, ID 83642

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GCU's Idaho location is comprised of approx. 21,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, one simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Missouri

St. Louis ABSN Location

721 Emerson Rd. Suite 500, St. Louis, MO 63141

GCU's Missouri location is comprised of approx. 20,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, one simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Nevada

Las Vegas aBSN Site

2485 Village View Drive, Henderson, Nevada 89074

GCU's Nevada location is comprised of over 21,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, two simulation labs with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

New Mexico

Albuquerque ABSN Location

6200 Jefferson St NE, Suite 300, Albuquerque, NM 87109

GCU's New Mexico location is comprised of approx. 21,000 square feet of classroom, lab space, simulation space, and offices including testing/study rooms, an accommodations testing room, one simulation lab with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices

Utah

Sandy/Salt Lake City aBSN Location

150 Civic Center Dr, Ste 100, Sandy, UT 84070

GCU's Utah location is comprised of over 26,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, two simulation labs with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

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About Grand Canyon University

Vision

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

Mission Statement

GCU is a missional, Christ-centered university with an innovative and adaptive spirit that addresses the world's deep needs by cultivating compassionate Christian community, empowering free and virtuous action, and serving others in ways that promote human flourishing.

Through academic excellence, the university equips students with knowledge of the Christian worldview, instilling in them a sense of purpose and vocational calling that enables them to be innovative thinkers, effective communicators, global contributors, and transformative leaders who change their communities by placing the interests of others before their own.

Mission-Based Student Learning Competencies

Tied to the mission statement of GCU are mission-based competencies that faculty and administration believe are imperative for students to learn. GCU strives to ensure students who progress through their program at different times exit the program with the same foundational knowledge and demonstrable skills, and that graduates bring commensurate knowledge and practical skills to the workforce. Consistent competencies and objectives, regardless of the modality, are the foundation of every program design. All GCU courses provide foundational knowledge and then apply or synthesize the learning. Thus, all graduates of the same program will have developed comparable skill sets.

Mission-based Bachelor's Competencies

Domains	Competencies
Leadership Graduates of Grand Canyon University's bachelor's program will be able to demonstrate an understanding of the reality of the world, examine the consequences of choice, and provide unselfishly to help others meet their highest potential.	• Graduates of the bachelor's program will be able to apply leadership models and demonstrate the capacity for leadership. • Graduates of the bachelor's program will be able to develop a clear vision that informs, inspires, and motivates others to achieve goals. • Graduates of the bachelor's program will be able to determine various leadership styles and rationale for differences.
Communication Graduates of Grand Canyon University's bachelor's program will be able to develop and apply intrapersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.	• Graduates of the bachelor's program will be able to recognize the power, ethical ramifications, and consequences of communication style as it relates to personal and professional success in a diverse society. • Graduates of the bachelor's program will be able to design and disseminate compelling messages that create understanding and desired results using a variety of traditional and innovative modalities.
Global Citizenship Graduates of Grand Canyon University's bachelor's program will be able to apply empathy, identify ethnocentrism, and defend the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.	• Graduates of the bachelor's program will be able to develop long-term relationships across cultures through effective communication. • Graduates of the bachelor's program will be able to perform service initiatives from a tradition of servant leadership in an effort to foster positive interpersonal relationships and a dynamic global community. • Graduates of the bachelor's program will be able to apply the necessary skills to work effectively with individuals from diverse cultural backgrounds.

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Domains	Competencies
Critical Thinking Graduates of Grand Canyon University's bachelor's program will be able to show clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.	• Graduates of the bachelor's program will be able to use personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity that promote effective judgment and actions. • Graduates of the bachelor's program will be able to apply social judgment skills and knowledge gained through gathering, sorting, analyzing, applying, and evaluating information to solve problems in applied learning settings. • Graduates of the bachelor's program will be able to make informed decisions based on historical, current, reliable, and valid information.
Christian Heritage Graduates of Grand Canyon University's bachelor's program will be able to identify and express aspects of a Christian heritage which affect their relationships with others and the community, as well as their decision-making processes.	• Graduates of the bachelor's program will be able to articulate an awareness of a Christian heritage and its effects on Western society. • Graduates of the bachelor's program will be able to identify and comprehend the moral and ethical foundations of Judeo-Christian thought, and analyze situations and problems from this basis. • Graduates of the bachelor's program will be able to demonstrate the ability to make values-based decisions from the perspective of a Christian heritage.
Technology Graduates of Grand Canyon University's bachelor's program will be able to demonstrate efficient and effective use of technological tools.	• Graduates of the bachelor's program will be able to retrieve, organize, assess, process, and safely secure information. • Graduates of the bachelor's program will be able to demonstrate proficiency and adaptability in commonly accepted applications and devices. • Graduates of the bachelor's program will be able to demonstrate competence in mediated communication, connect globally to present an "e-self" that is sensitive to audience and context, and analyze and interpret visual rhetoric.

Mission-based Master's Competencies

Domains	Competencies
Leadership Graduates of Grand Canyon University's master's program will be able to establish effective leadership by being grounded in the reality of the world, accepting the consequences of choice, and striving unselfishly to help others meet their highest potential.	• Graduates of the master's program will be able to utilize responsible leadership through the application of leadership models. • Graduates of the master's program will be able to integrate leadership skills that inform, inspire, and motivate others to achieve their goals. • Graduates of the master's program will be able to select effective leadership styles appropriate to the situation. • Graduates of the master's program will be able to improve their leadership by applying initiative, political sensitivity, self-discipline, and perseverance.
Communication Graduates of Grand Canyon University's master's program will be able to identify and cultivate interpersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.	• Graduates of the master's program will be able to operate in a pluralistic society developing authentic relationships and contributing to their discipline, while serving and promoting community. • Graduates of the master's program will be able to formulate clear and compelling arguments, rationally constructed, prefaced by critical analysis, and composed with a conscious awareness of the power, ethical ramifications, and consequences of communication style. • Graduates of the master's program will be able to design and execute clear communication, which creates understanding and achieves desired results through a variety of communication modalities.

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Domains	Competencies
Global Citizenship Graduates of Grand Canyon University's master's program will be able to propose empathy, refute ethnocentrism, and champion the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.	• Graduates of the master's program will be able to guide and manage global organizations, applying business knowledge within cross-cultural contexts. • Graduates of the master's program will be able to support a global mindset that is sensitive to cultural differences and tolerant of differing perspectives, practices, and values. • Graduates of the master's program will be able to value cultural diversity in order to build more innovative and competitive organizations. • Graduates of the master's program will be able to construct responsible plans and decisions that balance the creation of economic wealth with the promotion of human welfare worldwide.
Critical Thinking Graduates of Grand Canyon University's master's program will be able to champion clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.	• Graduates of the master's program will be able to evaluate and synthesize personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity to promote effective judgment and actions. • Graduates of the master's program will be able to utilize social judgment skills and research through gathering, sorting, analyzing, applying, and evaluating information to solve problems. • Graduates of the master's program will be able to evaluate information based on historical, current, reliable, and valid information and to utilize applications of research to impact decision-making.
Values & Ethics Graduates of Grand Canyon University's master's program will be able to model and communicate the values and ethics formulated within the context of a global perspective by critically integrating them into their decision-making.	• Graduates of the master's program will be able to demonstrate cultural competence by synthesizing a variety of views and perspectives on values and ethics. • Graduates of the master's program will be able to integrate course work, professional life, life experience, and educational experience into a coherent values-based worldview. • Graduates of the master's program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking. • Graduates of the master's program will be able to demonstrate the ability to communicate and model a holistic ethical system.
Technology Graduates of Grand Canyon University's master's program will demonstrate the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.	• Graduates of the master's program will be able to judge the quality of information to determine how it can be best used for problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends. • Graduates of the master's program will be able to develop proficiency in practices that assure the confidentiality, quality, and continuing existence of information. • Graduates of the master's program will be able to demonstrate efficiency in strategies, which will ensure efficient and effective analysis and use of information.

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Mission-based Doctoral Competencies

Domains	Competencies
Leadership Graduates of Grand Canyon University's doctoral program will be able to achieve effective leadership in their organization and discipline by making discoveries, contributing knowledge founded and rooted in proven theory through research, and making effective use of leadership to manage change.	• Graduates of the doctoral program will be able to act as leaders in their discipline through the active application of knowledge in an intelligent and effective way to lead and construct an inventive, original, and creative vision. • Graduates of the doctoral program will be able to employ meta-thinking and self-evaluation to assess their current leadership style and leadership potential in order to develop clarity of vision, purpose, and action in the leading of self and others. • Graduates of the doctoral program will be able to utilize compelling leadership styles and models to manage change, exercise influence, empower others, create interest, motivate followers, and have a greater impact in their field of study.
Communication Graduates of Grand Canyon University's doctoral program will be able to communicate effectively the results of their research in an academic environment, demonstrate a strong link between behaviors, beliefs and ethical values, and be good stewards of their words.	• Graduates of the doctoral program will be able to combine effective oral and written communication to disseminate clear and compelling research to the academic community though multiple modalities in a way that promotes excellence in their discipline. • Graduates of the doctoral program will be able to design and execute succinct synthesis of ideas and data while guiding followers through skilled use of verbal imagery, active listening skill, and audience assessment.
Global Citizenship Graduates of Grand Canyon University's doctoral program will be able to build practices and a culture which honor diversity, demonstrate cultural sensitivity, engage in globally focused leadership, and value international perspectives.	• Graduates of the doctoral program will be able to apply and analyze cultural implications rooted in diverse ethical and global systems to transcend geographical and cultural paradigms, allowing them to think in interconnected and important ways that expand beyond the organization's boundaries and into the global community. • Graduates of the doctoral program will be able to become participants in the global academic community, view their scholarly area from a global perspective, approach scholarly activity from a global mindset, and pursue research beyond the academic traditions of a single culture.
Critical Thinking Graduates of Grand Canyon University's doctoral program will be able to understand the history of ideas, employ empirical examples in order to provide relevance and validity to ideas, and judge their capacity to act based upon various scales of intelligence to create change.	• Graduates of the doctoral program will be able to use critical thinking skills to sustain research and analysis for the purpose of attaining new cognitive processes, critique opinions and assumptions using intellectual reasoning free of egocentrism, and research patterns and relationships in order to promote change. • Graduates of the doctoral program will be able to create new knowledge through critical thinking by combining and integrating different opinions to further understanding in their field.
Values & Ethics Graduates of Grand Canyon University's doctoral program will be able to model and communicate at the organizational level the values and ethics formulated within the context of a global perspective by critically integrating into their decision-making and other professional actions as leaders those values and ethics.	• Graduates of the doctoral program will be able to integrate a multiplicity of views and perspectives to develop cultural competence through values and ethics, while having the capacity to understand and synthesize other worldviews into their actions. • Graduates of the doctoral program will be able to formulate leadership strategies through the context of the highest ethical standards to inform behavior. • Graduates of the doctoral program will be able to effect change and align belief systems in their respective organizations relative to the highest values and ethical standards. • Graduates of the doctoral program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking.

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Domains	Competencies
Technology Graduates of Grand Canyon University's doctoral program will demonstrate the leadership practices that guide the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.	• Graduates of the doctoral program will be able to direct the formulation of policies and implementation strategies for efficient and effective retrieval and organization of information. • Graduates of the doctoral program will be able to judge the quality of information to determine how it can be best used for organizational problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends. • Graduates of the doctoral program will be able to develop and implement at the organizational level practices that assure the confidentiality, quality, and continuing existence of information. • Graduates of the doctoral program will be able to demonstrate leadership dedicated to evidence-driven action by formulating policies and implement strategies at the organizational level which will ensure efficient and effective analysis and use of information.

Historical Sketch

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

Established as a Baptist-affiliated institution with a strong emphasis on religious studies, the school initially focused on offering bachelor's degree programs in education. Over the years, the school expanded its curricula to include programs in the sciences, nursing, business, music, and arts, and developed a strong reputation for producing some of the most effective teachers, nurses, health care professionals and fine-arts students in the Southwest.

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

By the early 2000's, though, GCU was struggling with maintaining its operations in light of dwindling financial support. In September 2003, the University was at a critical juncture, teetering on the verge of insolvency and facing the prospect of bankruptcy with a limited student body. In early 2004, a small group of investors acquired the University and undertook a mission to salvage GCU by focusing primarily on offering online programs to working adults. With an improving financial structure, but a languishing student body and campus, the University recruited a new leadership team in 2008 to envision a future for GCU that centered around a hybrid campus strategy that combined a thriving, traditional student body with a growing nontraditional student body focused primarily on working adults studying at the graduate level. To generate the additional capital necessary to improve its online campus infrastructure and begin the expansion of its ground, traditional campus, the University completed an initial public offering in 2008.

The University began to implement its vision in earnest by making significant investments in its campus. The University began to see a transformation in the quality and growth of its traditional student body which grew from less than 1,000 students attending its campus in 2009 to approximately 19,000 students in fall 2017, with an incoming GPA of approximately 3.5. GCU's nontraditional student body also made tremendous strides during this time as well, growing from approximately 22,000 students at the beginning of 2009 to approximately 70,000 students at the end of 2017, with greater than 50% studying in graduate programs. Almost 70% of the University's traditional students are studying in rigorous science, technology, engineering, math and business programs and the University expects to see its overall traditional student body expand to approximately 25,000 students by 2025.

In total, since 2009, the University has invested over one billion dollars in facilities and technology infrastructure. The University continues to invest in full-time faculty teaching both traditional and nontraditional students, improved technology infrastructure and programmatic expansion in high-growth, high-demand areas such as engineering, computer science, and information technology. Importantly, the University has been able to self-fund these investments with only nominal increases in tuition for nontraditional students while freezing tuition for traditional students for 10 straight years.

GCU's unique history and recent transformation are distinctive in higher education today as no other university in the country has seen such dramatic change. This is further evidenced in 2018 when GCU transitioned back to a tax-exempt IRS 501(c)(3) institution. This decision provided faculty and students equitable opportunities to participate in academic and co-curricular opportunities with peer-institutions, to operate a philanthropic foundation and provide grant writing and research opportunities for faculty and students, to invest in educational infrastructure allowing the University to continue offering tuition at levels that make private higher education affordable to all socio-economic classes of Americans, to provide employment and career growth opportunities for faculty and staff, and continue to invest in the

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communities the University serves. This transition also allowed student-athletes to participate in governance opportunities afforded by the NCAA.

Board of Trustees

Dr. Fred Miller, Chairman
Medical Director, Retired- Arizona Priority Care and Pima County
B.S. Knoxville College, M.S., PhD, Howard University; M.D. University of Medicine and Dentistry of New Jersey

Peggy J. Chase
President and CEO, *Retired*-Terros Health
B.S.W., Arizona State University

Dr. Lupita Ley Hightower
Interim Superintendent, Washington Elementary School District
B.S., University of Arizona; MEd, EdD, Arizona State University

Marion Kelly
Director Community Affairs, *Retired*-Mayo Clinic
B.A., Kentucky State University; B.A., University of Kentucky

Dr. Jim Rice
Retired Superintendent of the Alhambra Elementary School District
B.S., Grand Canyon University; MEd, EdD, Arizona State University

Shawn Boskie
CEO, Canyon Productions
B.S., Grand Canyon University

Jerry Colangelo
Partner, JDM Partners, LLC
Bachelor of Education, University of Illinois Urbana-Champaign

Mike Ingram
Chairman & Founder, El Dorado Holdings, Inc.

Contributors

- Dave Brazell Stadium: David and Mildred Brazell
- The Cooke Health Center: Alumni Association
- Ethington Memorial Theatre: Peter and Anna Ethington
- Fleming Classroom Building and Library: Mr. and Mrs. William Fleming
- College of Nursing and Health Care Professions: Samaritan Foundation
- Tim Salmon Baseball Clubhouse: Tim and Marci Salmon
- Smith Arts Complex: C. J. and Thelma Smith
- Smithey-Parker Building: Jerry and Sarah Smithey along with Bill and Joyce Parker
- Tell Science Building: Mr. and Mrs. Andrew P. Tell
- Williams Building: Dr. Bill and Shirley Williams
- Hegel Hall: Dr. Joni Hegel

University Seal

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

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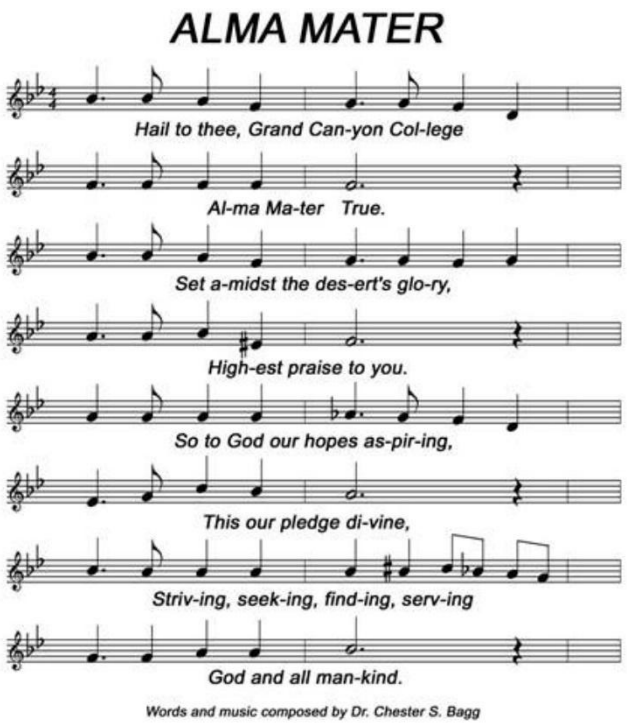
University Mascot and Colors

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

Statement of Principle

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



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University Calendar

Traditional Campus Students

Summer 2026: 5/4/26 – 8/16/26

Instruction/Grade Calendars

15-Week Classes

Instruction begins ..... May 4, 2026
Move in Date (Hall to Apt) ..... May 8, 2026
Memorial Day ..... May 25, 2026
Move in Date (Apt to Apt) ..... May 29, 2026
Session A* ..... May 4, 2026 - June 21, 2026
Session B* ..... June 22, 2026 - August 9, 2026
Final Drop Date Summer A** ..... June 7, 2026
Independence Day ..... July 4, 2026
Final Drop Date Summer B** ..... July 26, 2026
Final Drop Date Summer 15 Week Courses** ..... July 19, 2026
Summer Residents Move to Fall Housing ..... July 31, 2026
Face-to-face Instruction ends ..... August 14, 2026
Move out Date for Non-Fall Residents ..... August 15, 2026
End of Term ..... August 16, 2026
Final Course Grades Due ..... August 23, 2026
Fall Break ..... … August 17, 2026 – September 7, 2026

See Policy Handbook Refund Policy ..... Variable Dates

Fall 2026: 9/8/26 – 12/20/26

Instruction/Grade Calendars

15-Week Classes

Move in Date ..... August 31 – September 2, 2026
Labor Day ..... September 7, 2026
Instruction begins ..... September 8, 2026
Veteran's Day ..... November 11, 2026
Final Drop Date ..... November 22, 2026
Instruction Moves Online for Thanksgiving Break Ω … November 23-25, 2026
Thanksgiving Break ..... November 26 – November 27, 2026
Thanksgiving ..... November 26, 2026
Face-to-face Instruction ends ..... December 18, 2026
Living Area Closed for ALL Students ..... December 20, 2026
End of Term ..... December 20, 2026
Final Course Grades Due ..... December 27, 2026
Christmas Eve/Day ..... December 24-25, 2026
Christmas Break ..... December 21, 2026 – January 3, 2027

See Policy Handbook Refund Policy ..... Variable Dates

Spring 2027: 1/4/27 – 4/25/27

Instruction/Grade Calendars

15-Week Classes

Move in Date ..... January 3, 2027
Instruction begins ..... January 4, 2027
Martin Luther King, Jr. Day ..... January 18, 2027
President's Day ..... February 15, 2027
Spring Break ..... March 15, 2027 – March 21, 2027
Good Friday ..... March 26, 2027
Final Drop Date ..... March 28, 2027
Face-to-face Instruction ends ..... April 23, 2027
Move out Deadline ..... April 26, 2027
End of Term ..... April 25, 2027
Final Course Grades Due ..... May 2, 2027
Summer Break ..... April 26, 2027 – May 2, 2027

Spring Traditional Campus Commencements*

Traditional Campus Commencement ..... Week of April 19, 2027

Spring Nontraditional Campus Commencements*

Online College Commencements ..... Week of April 26, 2027

Nontraditional Campus Students (Online, Evening-Satellite, and Evening-Campus)

Please note that online, onsite and offsite cohort students have classes that begin frequently. Therefore, students are encouraged to contact their University Counselor or Student Services Counselor for more information on class starts.

2026 Online Christmas Break Schedule

Graduates ..... December 24, 2026 -December 30, 2026
Undergraduates ..... December 21, 2026 – December 27, 2026

*For courses shorter than 15 weeks, please refer to the course drop policy in the Policy Handbook ..... Variable Dates

**The Traditional Campus spring break does not apply to Traditional Campus Students taking online courses scheduled during the spring break.

***Dates and times of commencement ceremonies may be subject to change.

◆Students who begin a course during the Christmas break have a shortened break.

Ω During this asynchronous instructional period some courses require in-person attendance (i.e Nursing, Sciences, Engineering, etc.) Faculty will notify students.

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Holiday Schedule

Holiday	Campus Offices Closed	Evening Classes ***do not*** Meet	Online Classes Meet	Traditional students on campus ***do not*** meet
New Year's Day 1/1/26	X	X	X	X
Martin Luther King Day 1/19/26	X	X	X	X
President's Day 2/16/26	X	X	X	X
Good Friday 4/3/26	X	X	X	X
Memorial Day 5/25/26	X	X	X	X
Independence Day 7/4/26	X	X	X	X
Labor Day 9/7/26	X	X	X	X
Veteran's Day Observed 11/11/26		X	X	X
Thanksgiving *and the following Friday* 11/26-11/27/26	X	X	X	X
Christmas Day 12/25/26	X	X	X	X

Online Note: Online students are encouraged to submit work early if an assignment due date falls directly on a holiday. Students are still responsible for timely submission of work.

Evening Classes Note: Classes with scheduled meeting days of the listed holidays will not meet in-person the week of the holiday. During that week, faculty members and students will participate in the online classroom, following the online participation requirements including posting substantively throughout the week.

Evening Classes and Traditional Students Note: In observation of holidays that fall on weekend days, classes do not meet on the Friday before a Saturday holiday, or the Monday after a Sunday holiday.

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Degrees Offered

The University offers curricula leading to the degrees of Doctor of Business Administration, Doctor of Education, Doctor of Nursing Practice, Doctor of Philosophy, Master of Arts, Master of Business Administration, Master of Divinity, Master of Education, Master of Public Administration, Master of Public Health, Master of Science, Bachelor of Arts, and Bachelor of Science, as well as offering graduate and undergraduate certificates. Please refer to the university website (www.gcu.edu) for the locations/modalities in for each program. Students should be advised that some degree programs at GCU have competitive admissions or require college-specific admission requirements beyond the University level admission requirements. If a program is offered on campus and online, the courses within the program are the same regardless of modality.

Doctoral Programs

Doctor of Business Administration

The Doctor of Business Administration (D.B.A.) is designed for those who desire a deeper understanding of business theory and its application to their area of professional interest. Grand Canyon University offers the following emphases for this degree:

- Data Analytics Qualitative
- Data Analytics Quantitative
- Innovation and Corporate Entrepreneurship (Qualitative Research)
- Innovation and Corporate Entrepreneurship (Quantitative Research)
- Management Qualitative
- Management Quantitative
- Marketing Qualitative
- Marketing Quantitative

Doctor of Education in Organizational Leadership

The Doctor of Education (Ed.D.) in Organizational Leadership program is delivered through a combination of online courses and face-to-face residencies. Aspects of the program's curriculum and instruction are shared by the College of Education, College of Humanities and Social Sciences, College of Nursing and Health Care Professions, College of Theology and the Colangelo College of Business, meeting the needs of master's-prepared professionals seeking a terminal degree in leadership. Grand Canyon University offers the following emphases for this degree:

- Behavioral Health Qualitative
- Behavioral Health Quantitative
- Christian Ministry Qualitative
- Christian Ministry Quantitative
- Health Care Administration Qualitative
- Health Care Administration Quantitative
- Higher Education Leadership Qualitative
- Higher Education Leadership Quantitative
- K-12 Leadership Qualitative
- K-12 Leadership Quantitative
- Organizational Development Qualitative
- Organizational Development Quantitative
- Special Education Qualitative
- Special Education Quantitative

Doctor of Education in Teaching and Learning with an Emphasis in Adult Learning

The Doctor of Education in Teaching and Learning program develops educators capable of generating new knowledge and responsibly applying knowledge to achieve educational outcomes as well as mentoring, coaching, and collaborating from the perspective of the Christian worldview. Students will study the major bodies of literature in educational theory and philosophy, will reflect critically on existing theory, will identify appropriate applications of theory, and will conceptualize philosophy from its theoretic foundation. Students will develop academic and research expertise through the study of research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders. Grand Canyon University offers the following emphases for this degree:

- Adult Learning Qualitative
- Adult Learning Quantitative

Doctor of Health Administration

The doctorate in health administration is a terminal research degree that allows for the development of theoretical knowledge in the healthcare industry and application of that knowledge to the improvement of practice. The program will prepare established professionals to design innovative operational approaches to leadership within healthcare organizations through addressing technology, efficiency, quality, safety, and outcomes. The program will prepare students for careers in health system management, healthcare operations, healthcare research, and health policy. Credits: 60+. Grand Canyon University offers the following emphases for this degree:

- Operational Leadership Qualitative
- Operational Leadership Quantitative

Doctor of Ministry

The Doctor of Ministry (DMin) is an advanced professional doctoral degree. This doctoral program involves extensive research and the practical application of theory to a specific ministry context. The DMin supports the vocational goals of pastors, church leaders, missionaries, and other Christian leaders through a combination of robust theological reflection, application, and an exploration of various models for ministry. Doctoral students are prepared to engage their ministry context with biblical insight as they develop a theological vision for faithful and effective leadership and service. The program provides a variety of learning and formative experiences while requiring students to engage in extensive academic research in an area of ministry aligned with the student's sense of vocational calling. The DMin entails residency requirements and culminates in a writing project that applies appropriate research methodologies and resources.

Doctor of Nursing Practice

The Doctor Nursing Practice Degree (DNP) encompasses a mixture of didactic courses and mentored practicum experiences. Each course allows for the demonstration and achievement of programmatic competencies and objectives through real-world health care systems application. The curriculum and instruction meet the needs of master's-prepared nurses seeking a terminal-practice degree.

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Doctor of Nursing Practice in Organizational Leadership

Grand Canyon University's Doctor of Nursing Practice in Organizational Leadership prepares nurses to lead transformative change in health care systems through evidence-based practice, ethical decision-making, and strategic leadership. Rooted in Christian values and servant leadership, the program equips graduates to ensure all individuals have the opportunity to attain their best possible health by improving patient outcomes, influencing policy, and leading system-level change. Aligned with the AACN Essentials Core Competencies for Professional Nursing Education, this program emphasizes systems leadership, population health, informatics, and interprofessional collaboration. Learners engage in practice-based projects and experiential learning that foster innovation and prepare them to lead with integrity across diverse health care settings. All learners must complete a minimum of 1,000 practice immersion hours postbaccalaureate to graduate from the program.

Doctor of Philosophy in Counselor Education and Supervision

The doctoral degree in Counselor Education and Supervision is intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The standards for this program are intended to accommodate the unique strengths of students seeking to enhance their leadership and counseling skills. Grand Canyon University offers the following emphases for this degree:

- Qualitative
- Quantitative

Doctor of Philosophy in General Psychology

The Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. Grand Canyon University offers the following emphases for this degree:

- Cognition and Instruction Qualitative
- Cognition and Instruction Quantitative
- Industrial and Organizational Psychology Qualitative
- Industrial and Organizational Psychology Quantitative
- Integrating Technology, Learning, and Psychology Qualitative
- Integrating Technology, Learning, and Psychology Quantitative
- Performance Psychology Qualitative
- Performance Psychology Quantitative

Professional Programs

Education Specialist

The Education Specialist (Ed.S.) in K-12 Leadership program develops and enhances the learner's ability to grasp, process, and apply doctoral-level constructs that positions them for organizational governance, capacity building, and vision casting.

Master Programs

Master of Arts

The Master of Arts is granted to those students who have completed a bachelor's degree at an accredited, GCU-approved institution and are seeking a Master of Arts degree.

- Autism Spectrum Disorders
- Biblical Studies
  - Emphasis in New Testament
  - Emphasis in Old Testament
- Christian Leadership
- Christian Ministry
- Communication
  - Emphasis in Education
- Curriculum and Instruction
- English
  - Emphasis in Education
- Higher Education Student Affairs
- History
  - Emphasis in Education
- Reading
  - Emphasis in Elementary Education
- Reading Education K-12
- Teaching English to Speakers of Other Languages
- Theology
- Youth and Family Ministry

Master of Business Administration

The Master of Business Administration is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

- Emphases in:
  - Accounting
  - Business Analytics
  - Christian Leadership
  - Cybersecurity
  - Finance
  - Health Systems Management
  - Leadership
  - Marketing
  - Non-Profit Management
  - Project Management
  - Sports Business
  - Strategic Human Resource Management
  - Supply Chain Management

Master of Business Administration and Master of Science in Leadership

The Master of Business Administration and Master of Science in Leadership is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Master of Business Administration and Master of Science in Nursing

The Master of Business Administration and Master of Science in Nursing is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

- Emphasis in:
  - Nursing Leadership in Health Care Systems

Master of Divinity

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers

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comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom of God through missions.

Master of Education

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

- Early Childhood Education
- Early Childhood Education and Early Childhood Special Education
- Educational Administration
  - Emphasis in Christian Education
  - Emphasis in School Business and Finance
- Educational Leadership
  - Emphasis in K-12 Christian Education
- Elementary Education
- Elementary Education and Special Education
- School Counseling
- Secondary Education
  - Emphasis in Humanities*
  - Emphasis in Humanities¢
  - Emphasis in Science Technology Engineering and Mathematics*
  - Emphasis in Science Technology Engineering and Mathematics¢
- Secondary Humanities Education
- Secondary STEM Education
- Special Education
- Special Education: Moderate to Severe

* Initial Program – Leads to Initial Teacher Licensure
¢ Initial Program – Does Not Lead to Initial Teacher Licensure

Master of Public Administration

The Master of Public Administration is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

- Emphases in:
  - Government and Policy
  - Health Care Management
  - Non-Profit Management

Master of Public Health

The Master of Public Health is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Master of Science

The Master of Science is granted to those students who have completed a bachelor's degree at an accredited, GCU-approved institution and are seeking a Master of Science degree.

- Accounting
  - Emphasis in Tax Compliance and Planning
- Addiction Counseling
- Artificial Intelligence
- Athletic Training
- Biology
  - Emphasis in Education
- Biomedical Engineering
- Business Analytics
- Chemistry
  - Emphasis in Education
- Christian Counseling
  - Emphasis in Substance Use and Addiction Disorders
- Clinical Mental Health Counseling
  - Emphasis in Childhood and Adolescence Disorders
  - Emphasis in Christian Counseling
  - Emphasis in Marriage and Family Therapy
  - Emphasis in Trauma
- Computer Science
- Criminal Justice
  - Emphasis in Law Enforcement
  - Emphasis in Legal Studies
- Cybersecurity
- Cybersecurity Governance, Risk, and Compliance
- Cybersecurity Management
- Data Science
- Education Policy
- Electrical Engineering
- Engineering Management
- Engineering Operations
- Exercise Physiology
- Forensic Science
- Health Informatics
- Human Computer Interaction
- Information Assurance and Cybersecurity
- Information Technology
- Instructional Design
- Instructional Technology
- Leadership
  - Emphasis in Disaster Preparedness and Executive Fire Leadership
  - Emphasis in Homeland Security and Emergency Management
- Mathematics
  - Emphasis in Education
- Mental Health and Wellness
  - Emphasis in Christian Ministry
  - Emphasis in Community Mental Health Administration
  - Emphasis in Family Dynamics
  - Emphasis in Grief and Bereavement
  - Emphasis in Integrated Health
  - Emphasis in Prevention
- Nursing
  - Emphasis in Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology
  - Emphasis in Family Nurse Practitioner
  - Emphasis in Health Care Quality and Patient Safety
  - Emphasis in Health Informatics
  - Emphasis in Leadership in Health Care Systems
  - Emphasis in Nursing Education
  - Emphasis in Psychiatric Mental Health Nurse Practitioner
  - Emphasis in Public Health Nursing
- Nutrition and Dietetics
- Occupational Therapy

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- Professional Counseling
- Psychology
  - Emphasis in Forensic Psychology
  - Emphasis in General Psychology
  - Emphasis in GeroPsychology
  - Emphasis in Health Psychology
  - Emphasis in Human Factors Psychology
  - Emphasis in Industrial and Organizational Psychology
  - Emphasis in Life Coaching
- Sociology
  - Emphasis in Education
- Software Development
- Software Engineering
- Speech-Language Pathology
- Sustainability
- Systems Engineering

Master of Science in Health Administration

- Emphasis in:
  - Health Care Quality and Patient Safety

Master of Social Work

- Emphasis in:
  - Advanced Standing

Post-Master of Arts Graduate Diploma/Certificate

The Post-Master of Arts in Theology Certificate provides experienced professionals with fundamental understandings and skills that prepare them to properly interpret and communicate the biblical text for the sake of ministry within a local church.

- Theology
  - Emphasis in Introductory Biblical Languages

Post-Master of Science Graduate Diploma/Certificate

- Counseling
  - Emphasis in Addiction Counseling
  - Emphasis in Childhood and Adolescence Disorders
  - Emphasis in Marriage and Family Therapy
  - Emphasis in Trauma
- Nursing
  - Emphasis in Acute Care Nurse Practitioner Certificate with an Emphasis in Adult Gerontology
  - Emphasis in Family Nurse Practitioner Cert
  - Emphasis in Nursing Education Certificate
  - Emphasis in Psychiatric Mental Health Nurse Practitioner Certficate

Graduate Certificates of Completion

Graduate certificates of completion are designed for working professionals who hold a bachelor's and/or master's degree. These programs provide the opportunity for students to gain credits in master's-level coursework without having to enroll in and complete a graduate program of study. Coursework is designed to give students advanced knowledge and skills in a particular area of study that is pertinent to their career and life goals.

- Higher Education Leadership
- Innovation and Corporate Entrepreneurship
- Leadership
- Marketing
- Performance Psychology
- Advanced Biblical Languages
- Artificial Intelligence
- Biblical Foundations
- Christian Theology
- Cybersecurity
- Data Science
- Instructional Coaching
- Instructional Design
- Learning Behavior Specialist 1
- Ministry Education
- Public Health
- Servant Leadership
- Software Engineering
- Canyon L.E.A.P. to Teach Pathway, Elementary Education
- Canyon L.E.A.P. to Teach Pathway, Secondary Education
- Biblical Foundations
- Christian Counseling
- Communication
- Distance Learning
- English
- Forensic Psychology
- GeroPsychology
- Health Care Quality and Patient Safety
- Health Psychology
- History
- Homeland Security and Emergency Management
- Human Factors Psychology
- Industrial and Organizational Psychology
- Life Coaching
- Mathematics
- Mental Health and Wellness
  - Community Mental Health Administration
  - Christian Ministry
  - Family Dynamics
  - Grief and Bereavement
  - Integrated Health
- Project Management
- Sociology
- Teaching English to Speakers of Other Languages
- Special Education: Mild to Moderate
- Special Education: Moderate to Severe

Baccalaureate Programs

Bachelor of Arts

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

- Advertising and Graphic Design
- Broadcasting
- Christian Ministry
- Christian Studies
  - Emphasis in Apologetics
  - Emphasis in Apologetics
  - Emphasis in Biblical Studies
  - Emphasis in Biblical Studies
  - Emphasis in Global Ministry

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    - Emphasis in Global Ministry
    - Emphasis in Philosophy
    - Emphasis in Philosophy
    - Emphasis in Worship Leadership
    - Emphasis in Worship Leadership
    - Emphasis in Youth Ministry
    - Emphasis in Youth Ministry
- Commercial Music
- Communication
    - Emphasis in Broadcasting and New Media
    - Emphasis in Interpersonal Communication and Human Relationships
- Dance
- Dance Secondary Education
- Digital Design
    - Emphasis in Animation
    - Emphasis in Web Design
- Digital Film
    - Emphasis in Editing and Visual Effects
    - Emphasis in Production
    - Emphasis in Screenwriting
- English
- English for Secondary Education
- Game Design
- Government
    - Emphasis in Legal Studies
    - Emphasis in Public Administration
- History
- History for Secondary Education
- Music
    - Emphasis in Voice Performance
- Music Education
    - Emphasis in Choral: Voice*
- Music-Production
- Professional Writing for New Media
- Social Media
- Spanish
- Theatre
    - Emphasis in Theatre and Drama
- Worship Arts
    - Emphasis in Media and Production Ministry
    - Emphasis in Media and Production Ministry
    - Emphasis in Worship Ministry
    - Emphasis in Worship Ministry

* Initial Program – Leads to Initial Teacher Licensure

Bachelor of Science

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

- Accounting
    - Emphasis in Public Accounting
- Aeronautical Engineering
- Applied Business Analytics
- Applied Business Information Systems
- Applied Cybersecurity Management
- Applied Entrepreneurship
- Applied Human Resources Management
- Applied Management
- Applied Marketing and Advertising
- Applied Technology
- Artificial Intelligence
- Behavioral Health Science
    - Emphasis in Childhood and Adolescence Disorders
    - Emphasis in Family Dynamics
    - Emphasis in Infancy and Early Childhood Studies
    - Emphasis in Substance Use Disorders
    - Emphasis in Trauma
- Biological Sciences
- Biology
    - Emphasis in Pre-Dentistry
    - Emphasis in Pre-Medicine
    - Emphasis in Pre-Pharmacy
    - Emphasis in Pre-Physician Assistant
    - Emphasis in Pre-Veterinary Medicine
- Biology for Secondary Education
- Biomedical Engineering
    - Emphasis in Pre-Medicine
- Business Administration
- Business Analytics
- Business Information Systems
- Business Management
- Chemistry
- Civil Engineering
- Communication Sciences and Disorders
- Computer Engineering
- Computer Science
    - Emphasis in Game and Simulation Development
- Construction Mangement
- Counseling
    - Emphasis in Addiction, Chemical Dependency, and Substance Abuse
- Cybersecurity
- Cybersecurity Management
- Early Childhood Education
- Early Childhood Education and Early Childhood Special Education
- Economics
- Educational Studies
- Electrical Engineering
    - Emphasis in Power Systems
- Elementary Education
    - Emphasis in Christian Education*
    - Emphasis in English as a Second Language*
    - Emphasis in Science Technology Engineering and Mathematics*
    - Emphasis in Teaching Reading*
- Elementary Education and Special Education
- Engineering
    - Emphasis in Project Management
- Entrepreneurial Studies
    - Emphasis in Engineering Management
    - Emphasis in Technology Management
- Environmental Science
    - Emphasis in Environmental Chemistry
- Exercise Science
    - Emphasis in Pre-Athletic Training
    - Emphasis in Pre-Physical Therapy
    - Emphasis in Sports Performance
- Finance
    - Emphasis in Financial Planning
- Fire Science
- Forensic Science

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- Game Development
- Health Care Administration
- Health Information Management
- Health Science
- Health Sciences
- Homeland Security and Emergency Management
- Hospitality and Tourism Management
- Hospitality Management
- Human Resource Management
- Industrial Engineering
- Information Technology
  - Emphasis in Cybersecurity
- International Business
- Justice Studies
- Law Enforcement Advancement
- Marketing and Advertising
- Mathematics for Secondary Education
- Mechanical Engineering
  - Emphasis in Aerospace
  - Emphasis in Facilities Engineering
  - Emphasis in Robotics
- Mechanical Engineering Technology
  - Emphasis in Mechatronics
- Medical Laboratory Science
  - Emphasis in MLT to MLS
- Molecular and Cellular Biology
- Nursing
  - Emphasis in Pre-Licensure
  - Emphasis in Pre-Licensure
  - Emphasis in RN to BSN
- Nutritional Sciences
- Occupational Therapy Assistant
- Physical Education
- Professional Sales and Marketing
- Psychology
  - Emphasis in Forensic Psychology
  - Emphasis in Performance and Sport Psychology
- Public Health
- Risk Management
- Sociology
- Software Development
  - Emphasis in Mobile Application Development
- Software Engineering
- Special Education: Mild to Moderate Disabilities Grades K-12
- Sports and Entertainment Management
- Sports Management
- Strength and Conditioning
- Supply Chain and Logistics Management
- Systems Engineering

* Initial Program – Leads to Initial Teacher Licensure

¢ Initial Program – Does Not Lead to Initial Teacher Licensure

Bachelor of Social Work

Undergraduate Diploma/Certificate - Undergraduate

- Advanced Manufacturing
- AI Robotics
- Assembly Test Technician
- Biblical Studies
- C#.NET Programming
- Christian Theology
- Christian Worldview Studies
- Computer Vision
- Construction
- Cyber Project Professional
- Cybersecurity Foundations
- Elec
- Full-Stack Software Development
- Infrastructure Professional
- Java Programming
- Programming in C#
- Secure Cloud Professional
- Security Professional

Minors

- Accounting
- Advertising and Graphic Design
- African American Experiences
- Air Force (ROTC)
- Animation Design
- Army (ROTC)
- Athletic Coaching
- Behavioral Health Sciences
- Biblical Studies
- Biological Sciences
- Business Analytics
- Business Management
- Chemistry for Chemical and Structural Analysis
- Chemistry for Life Sciences
- Chemistry for Physical Science and Engineering
- Child and Family Services
- Christian Ministry (Pre-Seminary)
- Christian Theology
- Christian Worldview Studies
- Communication
- Counseling
- Criminal Justice
- Cybersecurity
- Dance
- Dietetic Preparation
- Digital Design
- Digital Film
- Entrepreneurial Studies
- Exercise Science
- Faith and Free Markets
- Finance and Economics
- Food and Nutrition Management
- Forensic Psychology
- Forensic Science
- General Business
- Hispanic Experiences
- History
- Hospitality Management
- Human Services Case Management
- Literature
- Marketing
- Mathematics
- Media and Production Ministry
- Music – Instrumental
- Music – Piano

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- Music – Vocal
- Musical Theatre
- Networking Technology
- Nutrition
- Object Oriented Programming in C#
- Object Oriented Programming in Java
- Performance and Sport Psychology
- Philosophy
- Photography
- Pre-Athletic Training
- Pre-Law
- Pre-Medicine
- Professional Writing
- Psychology
- Public Administration
- Short-Term Missions
- Social Media
- Social Work
- Sports and Entertainment Management
- Sports Performance
- Spanish
- Spiritual Formation and Discipleship
- Supply Chain and Logistics Management
- Theatre
- Web Application Development
- Web Design
- Weight Management and Health
- Worship Arts
- Worship Ministry

Note: Students should contact a University Counselor or Student Services Counselor for more information about program availability.

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General Education Requirements

General Education coursework prepares Grand Canyon University graduates to think critically, communicate clearly, live responsibly in a diverse world, and thoughtfully integrate their faith and ethical convictions into all dimensions of life. These competencies, essential to an effective and satisfying life, are outlined in the General Education Learner Outcomes. General Education courses embody the breadth of human understanding and creativity contained in the liberal arts and sciences tradition. Students take an array of foundational knowledge courses that promote expanded knowledge, insight, and the outcomes identified in the University's General Education Competencies. The knowledge and skills students acquire through these courses serve as a foundation for successful careers and lifelong journeys of growing understanding and wisdom.

General Education Information

Requirements for Minnesota Students

Minnesota students should refer to the Minnesota-specific General Education requirements below, and consult their Student Services Counselor if necessary.

Recommended Sequence for Online Students

It is recommended that online students at Grand Canyon University use the suggested GCU Course Options identified in the table below and complete the sequence of general education courses in the following order:

Bachelor of Arts	Bachelor of Science
UNV-103/303$^{\Omega}$	UNV-103/303$^{\Omega}$
UNV-104	UNV-104
PSY-102	PHI-105
ENG-105$^{\Delta}$	ENG-105$^{\Delta}$
SOC-100	PSY-102
CWV-101/301$^{\Omega}$	CWV-101/301$^{\Omega}$
Major Course 1	Major Course 1
ENG-106$^{\Delta}$	ENG-106$^{\Delta}$
MAT-144	BIO-220
Major Course 2	Major Course 2
INT-244	SOC-100
COM-263	MAT-154 or MAT-144*

Students enrolled in the traditional campus may have a wider variety of options available in which to satisfy their general education requirements. Please contact your Student Services Counselor.

*Math requirement is dependent on Program of Study.

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Bachelor of Arts

Competency	Requirements	GCU Course Options	Total Credits
University Foundations	Upon completion of Grand Canyon University's University Foundation experience, students will be able to demonstrate competency in the areas of academic skills and self-leadership. They will be able to articulate the range of resources available to assist them, explore career options related to their area of study, and have knowledge of Grand Canyon's community. Students will be able to: • Demonstrate foundational academic success skills • Explore GCU resources (CLA, library, Career Center, ADA office, etc.) • Articulate strategies of self-leadership and self-management • Recognize opportunities to engage in the GCU community. Students with fewer than 24 credits will fulfill the University Foundations requirement with a specified lower-division course. An upper-division selection will be made available to students who enter the university with more than 24 credits.	• UNV-103/303: University Success, 4 credits • UNV-106: University On-Campus Success, 4 credits	4
Effective Communication	Graduates of Grand Canyon University will be able to construct rhetorically effective communications appropriate to diverse audiences, purposes, and occasions (English composition, communication, critical reading, foreign language, sign language, etc.). Students are required to take 3 credits of English grammar or composition.	• UNV-104: 21st Century Skills: Communication and Information Literacy, 4 credits • ENG-105: English Composition I, 4 credits$^{\Delta}$ • ENG-106: English Composition II, 4 credits$^{\Delta}$ • COM-263: Elements of Intercultural Communication, 4 credits	13-16
Christian Worldview	Graduates of Grand Canyon University will be able to express aspects of Christian heritage and worldview. Students are required to take CWV-101 or CWV-301.	• CWV-101/301: Christian Worldview, 4 credits	4
Critical Thinking	Graduates of Grand Canyon University will be able to use various analytic and problem-solving skills to examine, evaluate, and/or challenge ideas and arguments. Students are required to take 3 credits of college mathematics or higher.	• MAT-144: College Mathematics, 4 credits	3-4
Global Awareness, Perspectives, and Ethics	Graduates of Grand Canyon University will be able to demonstrate awareness and appreciation of and empathy for differences in arts and culture, values, experiences, historical perspectives, and other aspects of life (psychology, sociology, government, Christian studies, Bible, geography, anthropology, economics, political science, child and family studies, law, ethics, cross-cultural studies, history, art, music, dance, theater, applied arts, literature, health, etc.).	• INT-244: World Religions, 4 credits • PSY-102: General Psychology, 4 credits • SOC-100: Everyday Sociology, 4 credits If the predefined course is a part of the major, students need to take an additional course.	10-12

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Bachelor of Science

Competency	Requirements	GCU Course Options	Total Credits
University Foundations	Upon completion of Grand Canyon University's University Foundation experience, students will be able to demonstrate competency in the areas of academic skills and self-leadership. They will be able to articulate the range of resources available to assist them, explore career options related to their area of study, and have knowledge of Grand Canyon's community. Students will be able to: • Demonstrate foundational academic success skills • Explore GCU resources (CLA, library, Career Center, ADA office, etc.) • Articulate strategies of self-leadership and self-management • Recognize opportunities to engage in the GCU community. Students with fewer than 24 credits will fulfill the University Foundations requirement with a specified lower-division course. An upper-division selection will be made available to students who enter the university with more than 24 credits.	• UNV-103/303: University Success, 4 credits (Required) • UNV-106: University On-Campus Success, 4 credits • UNV-108: University Success in the College of Education, 4 credits • UNV-112: Success in Science, Engineering and Technology & Lab, 4 credits	4
Effective Communication	Graduates of Grand Canyon University will be able to construct rhetorically effective communications appropriate to diverse audiences, purposes, and occasions (English composition, communication, critical reading, foreign language, sign language, etc.). Students are required to take 3 credits of English grammar or composition.	• UNV-104: 21st Century Skills: Communication and Information Literacy, 4 credits • ENG-105: English Composition I, 4 credits$^{\Delta}$ • ENG-106: English Composition II, 4 credits$^{\Delta}$	9-12
Christian Worldview	Graduates of Grand Canyon University will be able to express aspects of Christian heritage and worldview. Students are required to take CWV-101 or CWV-301.	• CWV-101/301: Christian Worldview, 4 credits	4
Critical Thinking	Graduates of Grand Canyon University will be able to use various analytic and problem-solving skills to examine, evaluate, and/or challenge ideas and arguments (mathematics, biology, chemistry, physics, geology, astronomy, physical geography, ecology, economics, logic, philosophy, technology, statistics, accounting, etc.). Students are required to take 3 credits of intermediate algebra or higher.	• PHI-105: 21st Century Skills: Critical Thinking and Problem Solving, 4 credits • MAT-144: College Mathematics or MAT-154: Applications of College Algebra, 4 credits • BIO-220: Environmental Science, 4 credits	11-12
Global Awareness, Perspectives, and Ethics	Graduates of Grand Canyon University will be able to demonstrate awareness and appreciation of and empathy for differences in arts and culture, values, experiences, historical perspectives, and other aspects of life (psychology, sociology, government, Christian studies, Bible, geography, anthropology, economics, political science, child and family studies, law, ethics, cross-cultural studies, history, art, music, dance, theater, applied arts, literature, health, etc.).	• HIS-144: U.S. History Themes, 4 credits • PSY-102: General Psychology, 4 credits • SOC-100: Everyday Sociology, 4 credits If the predefined course is a part of the major, students need to take an additional course.	6-8

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Honors College

Honors College Description

The Honors College at Grand Canyon University oversees the success of honors students as they progress through and complete required coursework in the honors program. Each college has a unique set of courses that must be taken to successfully complete the honors program and to earn a certificate of honors from the Honors College. Each college's honors program is designed to challenge students in the areas of personal and academic growth, as well as influence students' mental paradigms for viewing the world in which they live. This is accomplished by holistically developing competencies in the areas of decision-making and research, ethics, leadership, service, and cultural awareness. In particular, students will drive change that affects their community.

Honors College Mission

The Honors College at Grand Canyon University is dedicated to cultivating a learner-centric environment that promotes character and integrity, intellectual growth and practical application through interdisciplinary collaboration. We empower students to amplify their purpose through intentional curricula and comprehensive co-curricular experiences. Honors graduates emerge as adept communicators, evidence-based decision-makers and deliberate global contributors while becoming good stewards of their faith and purpose.

Honors College Goals

While the outcomes of the honors program cannot be confined to a list of specific tangible targets, servant leadership and scholarship are its overarching goals. The honors program:

- Focuses on transforming students academically through a broad exposure to many disciplines while being challenged to higher levels of thinking within those disciplines.
- Expects students to acquire Habits of Mind and novel ways of thinking that prepare them to analyze relevant issues and to become change agents who problem-solve solutions to real-world applications in innovative ways.
- Provides avenues for students to represent the university as ambassadors who display servant leadership through experiential learning and service opportunities.

Programs Requirements

The following expectations for coursework must be completed in order to earn a special designation upon graduation from the Honors College. The honors program requires 28 credits of honors coursework as well the successful completion of an HON prefix course.

Students that transfer in an approved equivalent of an honors general education course through GCU dual-enrollment or from a college or university must complete an additional honors course.

For questions, please review the Honors College website for additional details at www.gcu.edu/honors or contact the Honors College at GCUHonors@gcu.edu.

Degree Requirements - Freshman

Total Honors College Coursework		28 credits
Honors General Education Coursework		
HUM-109HN[Ω]	Knowledge and Technology in the Humanities	4 credits
CWV-106HN[♯Ω]	Christianity: Story, Theology, and Mission	4 credits
HUM-201HN[♯Ω]	Intersections of the Humanities and Sciences	4 credits
COM-211HN	Honors Public Speaking	4 credits
HON-110[♯Ω]	Honors Symposium	0 credits

Degree Requirements - Transfer Student

Total Honors College Coursework	28 credits*

All Honors General Education Coursework will apply to the General Education or elective requirement.

*If the student has already completed UNV-103, CWV-101 or ENG-106 as non-honors prior to being accepted into the Honors College, he/she will make up the honors credits by completing honors addenda or honors enrichment contracts for other courses in his/her program.
*Internal transfer students must complete the full honors application and be accepted to the Honors College prior to reaching their final 40 credits of coursework within their program.

Total Honors College Coursework	28 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable
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The Colangelo College of Business

College Description

The Colangelo College of Business (CCOB) focuses on providing cutting-edge and innovative courses designed to meet students' career needs. The College offers Programs of Study for those who desire the traditional four-year baccalaureate degree, accelerated degree-completion programs for working adults, and graduate degrees for working professionals. The College's academically qualified faculty has relevant business and teaching experience and is committed to providing an excellent business education through the primacy of teaching, offering small class sizes, and building student-faculty relationships that foster the student's academic and professional growth.

College Mission

The Colangelo College of Business challenges and inspires students to be servant leaders with the business skills and values necessary to drive organizational success and positively impact society.

College Features

The Colangelo College of Business is comprised of two academic schools. Each school serves a unique set of students and offers quality programs to meet specific students' career needs.

School of Business Studies

The School of Business Studies exists to serve both undergraduates who are preparing to initiate careers and working professionals who are seeking to develop their careers further. All programs within the School of Business Studies are developed in accordance with the accreditation standards of the Accreditation Council of Business Schools and Programs (ACBSP), which requires that a program be in existence for two or more years before it receives accreditation. Programs in the School of Business Studies that have reached this threshold and received ACBSP accreditation include the Bachelor of Science in Accounting, Bachelor of Science in Business Administration, Bachelor of Science in Entrepreneurial Studies, Bachelor of Science in Finance and Economics, Bachelor of Science in Marketing and Advertising, and Master of Business Administration.

School of Business Studies: Undergraduate Programs

The School of Business Studies offers a Bachelor of Science degree with majors in Accounting, Business Administration, Entrepreneurial Studies, Finance and Economics, Marketing, and Sports and Entertainment Management. The accounting major and the finance and economics major are 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 and for the Certified Public Accountant (CPA) exam in most states. The entrepreneurship major is designed for students who desire to start their own business, or be a change agent for innovation within larger organizations. The business administration major is a broadly-based degree that emphasizes technical, human, and conceptual skills that encompass all functional areas of business. The marketing major combines a strong business core with special emphasis in market forces, marketing strategy, and sales management. The sports and entertainment management major prepares students to become professional managers in areas such as sports marketing, sports media, amateur and professional athletics, and sports and entertainment event planning.

Bachelor of Science in Accounting

The Bachelor of Science in Accounting program prepares graduates for a future career working as an accountant. Upon completing the bachelor's degree in accounting, students possess the skills necessary to work in a variety of careers, such as corporate accounting, financial analysis, tax preparation, and internal auditing. Learning the core foundations of accounting principles and procedures, students qualify to sit for the Certified Management Accountant (CMA) exam. Coursework for the bachelor's degree in accounting includes a focus on accounting principles and theories necessary for preparing financial statements in the United States. Principles of management accounting, including decision making, financial analysis, and cost accounting are also examined in this bachelor's degree in accounting.

Degree Requirements

Total General Education	34-40 credits
Total Accounting Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Accounting Program Credits	120 credits

Accounting Major

BIT-200[♯]	Introduction to Computer Technology	4 credits
ACC-250	Financial Accounting	4 credits
ACC-260	Management Accounting	4 credits
BUS-352	Business Statistics	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
ECN-361	Microeconomics	4 credits
ACC-370	Intermediate Accounting I	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ECN-362	Macroeconomics	4 credits
ACC-360	Cost Accounting	4 credits
ACC-371	Intermediate Accounting II	4 credits
MGT-420	Organizational Behavior and Management	4 credits
ACC-486	Financial Statement Analysis	4 credits
BUS-485[♯Δ]	Strategic Management	4 credits
Accounting Major		60 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Bachelor of Science in Accounting with an Emphasis in Public Accounting

Grand Canyon University's Bachelor of Science in Accounting with an Emphasis in Public Accounting prepares graduates for a future career working as an accountant. Immediately upon completing the bachelor's degree in accounting, students will be provided with the skills necessary to work in a variety of careers within public accounting, such as a staff accountant, tax accountant, or auditor. Graduates may qualify to sit for the Certified Public Accountant (CPA) exam in most states, while continuing to work toward the 150-credit-hour minimum required for licensure. It is recommended that that students continue on to the Master of Science in Accounting in order to meet the educational requirements for becoming licensed as a CPA.

Degree Requirements

Total General Education	34-40 credits
Total Accounting with an Emphasis in Public Accounting Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Accounting with an Emphasis in Public Accounting Program Credits	120 credits

Accounting with an Emphasis in Public Accounting Major

BIT-200[♯]	Introduction to Computer Technology	4 credits
ACC-250	Financial Accounting	4 credits
ACC-260	Management Accounting	4 credits
ACC-335	Accounting Information Systems	4 credits
BUS-352	Business Statistics	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
ECN-361	Microeconomics	4 credits
ACC-361	Intermediate Managerial Accounting	4 credits
ACC-370	Intermediate Accounting I	4 credits
ACC-337	Introduction to Accounting Analytics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ECN-362	Macroeconomics	4 credits
ACC-371	Intermediate Accounting II	4 credits
ACC-460	Taxation	4 credits
ACC-491	Auditing	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-485[♯Δ]	Strategic Management	4 credits
ACC-465	Taxation II	4 credits
ACC-425	Ethics in Accounting	4 credits
Accounting with an Emphasis in Public Accounting Major		80 credits

Bachelor of Science in Applied Business Analytics

Grand Canyon University's Bachelor of Science in Applied Business Analytics program prepares students for career options that include business analytics analyst, business intelligence analyst, data analyst, business analytics manager, and business intelligence manager. Students examine the fundamentals of database structures, data mining, business analytics, and project management. Students also examine the role of governance and ethics within information technology with specific emphasis on preparing for an audit, complying with government regulations, and understanding data-privacy issues. Graduates are prepared to extract, analyze, and interpret data to help enable decision making within data-driven business environments.

Degree Requirements

Total General Education	34-40 credits
Total Applied Business Analytics Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Science in Applied Business Analytics Program Credits	120 credits

Applied Business Analytics Major

BIT-205	Introduction to Computer Technology and Analytics	4 credits
BUS-352	Business Statistics	4 credits
SYM-400	Introduction to Relational Databases	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
BIT-320	Introduction to Programming for Data Science	4 credits
BIT-431	Data Visualization	4 credits
BIT-446	Data Mining Foundations	4 credits
BIT-415	IT Project Management	4 credits
BIT-417[Δ]	IT Governance and Ethics	4 credits
BIT-435	Advanced Business Analytics	4 credits
BIT-456	Special Topics in Business Analytics	4 credits
Applied Business Analytics Major		44 credits

This GCU degree is included in the Air University Associate Baccalaureate Cooperative (AU-ABC) partnership which offers baccalaureate degree opportunities to Community College of the Air Force graduates.

Bachelor of Science in Applied Business Information Systems

Grand Canyon University's Bachelor of Science in Applied Business Information Systems will examine the fundamentals of business information systems and technology, including programming, principles of database management, networking, IT project management, and ethical considerations related to IT governance.

Degree Requirements

Total General Education	34-40 credits
Total Applied Business Information Systems Major	52 credits
Total Electives	28-34 credits
Total Bachelor of Science in Applied Business Information Systems Program Credits	120 credits

Applied Business Information Systems Major

CST-111	Introduction to Computer Science and Information Technology Lecture	4 credits
ITT-116	Platforms and Network Technologies	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ITT-121	System Administration and Maintenance	4 credits
BUS-352	Business Statistics	4 credits
BIT-210	Object-Oriented Programming for Business	4 credits
SYM-400	Introduction to Database Structures	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
BIT-310	Information Systems Design and Development	4 credits
BIT-415	IT Project Management	4 credits
BIT-417[Δ]	IT Governance and Ethics	4 credits
MGT-455	Production/Operations Management	4 credits
BIT-460	Enterprise Systems Integration	4 credits
BIT-470[Δ♯]	Strategic Information Systems Management	4 credits
Applied Business Information Systems Major		52 credits

This GCU degree is included in the Air University Associate Baccalaureate Cooperative (AU-ABC) partnership which offers baccalaureate degree opportunities to Community College of the Air Force graduates.

Bachelor of Science in Applied Cybersecurity Management

Grand Canyon University's Bachelor of Science in Applied Cybersecurity Management program prepares students to compete for leading positions in IT security-related fields by developing skills to become an effective managerial liaison between the technical and non-technical cybersecurity spaces. Students focus on cybersecurity management principles that relates to an organization's processes, technology, and stakeholders.

Degree Requirements

Total General Education	34-40 credits
Total Applied Cybersecurity Management Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Science in Applied Cybersecurity Management Program Credits	120 credits

Applied Cybersecurity Management Major

BIT-205	Introduction to Computer Technology and Analytics	4 credits
CYB-220	Cyber Law and Privacy in a Digital Age	4 credits
CYB-300	Fundamentals in Cybersecurity	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-317	Financial Decision Making	4 credits
CBM-350	Quality Management of Information Security	4 credits
BIT-415	IT Project Management	4 credits
BIT-417	IT Governance and Ethics	4 credits
ENT-436	Entrepreneurship and Innovation	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-470	Applied Business Project	4 credits
CBM-490	Cybersecurity Management and Leadership	4 credits
Applied Cybersecurity Management Major		48 credits

Bachelor of Science in Applied Entrepreneurship

The Bachelor of Science in Applied Entrepreneurship program addresses the areas of innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program is built on the principles of personal integrity, values, and innovation. It provides students with the personal and business skills to think analytically, ask the right questions, solve problems, and function as entrepreneurs in their own business or intrapreneurs in larger companies.

Degree Requirements

Total General Education	34-40 credits
Total Applied Entrepreneurship Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Applied Entrepreneurship	120 credits

Applied Entrepreneurship Major

MKT-315	Introduction to Marketing	4 credits
ENT-320	Public Relations and Networking Skills	4 credits
BUS-317	Financial Decision Making	4 credits
MGT-420	Organizational Behavior and Management	4 credits
ENT-436	Entrepreneurship and Innovation	4 credits
ENT-446	Business Execution	4 credits
MGT-440	Project Management	4 credits
ENT-420	New Venture Financing	4 credits
BUS-470	Applied Business Project	4 credits
Applied Entrepreneurship Major		36 credits

Bachelor of Science in Applied Human Resources Management

Grand Canyon University's Bachelor of Science in Applied Human Resources Management program prepares graduates to possess the skills necessary for careers in talent management – one of the essential business functions. Learning the core foundations of Human Resources Management (HRM) principles and procedures, students gain an understanding of how employees are motivated to accomplish organizational goals. Students explore how to align talent with an organization's strategic mission. The program is based on theory interwoven with practice in order for students to gain an understanding of the strategies and skills needed to successfully execute HRM tasks. Students study the theories and best practices of employee recruitment, selection, placement, retention, total compensation, training, development, and performance management.

Degree Requirements

Total General Education	34-40 credits
Total Applied Human Resources Management Major	36 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Total Electives	44-50 credits
Total Bachelor of Science in Applied Human Resources Management	120 credits

Applied Entrepreneurship Major

MKT-315	Introduction to Marketing	4 credits
BUS-317	Financial Decision Making	4 credits
MGT-325	Managing Business Communications and Change	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-434	Human Resources	4 credits
MGT-440	Project Management	4 credits
MGT-460	Workforce Planning	4 credits
MGT-465	Employee Relations	4 credits
BUS-470	Applied Business Project	4 credits
Applied Human Resources Management Major		36 credits

Bachelor of Science in Applied Management

Grand Canyon University's Bachelor of Science in Applied Management program is designed to provide working professionals skills and concepts that will be immediately applicable to their organizations. The program emphasizes organizational behavior, real-world management, leadership and supervision, marketing concepts, managerial accounting, and effective oral and written business communications required of business managers.

Degree Requirements

Total General Education	34-40 credits
Total Applied Management Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Applied Management Credits	120 credits

Applied Management Major

MKT-315	Introduction to Marketing	4 credits
MGT-325	Managing Business Communications and Change	4 credits
BUS-317	Financial Decision Making	4 credits
MGT-410	Servant Leadership	4 credits
BUS-390	Global Business	4 credits
ENT-436[Δ]	Entrepreneurship and Innovation	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-440	Project Management	

Applied Business Project must be the last course taken in this program.

BUS-470[ΩΔ]	Applied Business Project	4 credits
Applied Management Major		36 credits

This GCU degree is included in the Air University Associate Baccalaureate Cooperative (AU-ABC) partnership which offers baccalaureate degree opportunities to Community College of the Air Force graduates.

Bachelor of Science in Applied Marketing and Advertising

Bachelor of Science in Applied Marketing and Advertising program prepares students to compete for entry-level management and advertising positions in corporate marketing, digital marketing communications, and advertising for products and services markets. The program emphasizes marketing, advertising, and digital marketing strategies and tactics. Students learn how to make data-driven marketing and advertising decisions in global business environments.

Degree Requirements

Total General Education	34-40 credits
Total Applied Marketing and Advertising Major	40 credits
Total Electives	40-46 credits
Total Bachelor of Science in Applied Marketing and Advertising	120 credits

Applied Marketing and Advertising Major

MKT-315	Introduction to Marketing	4 credits
MKT-345	Buyer and Consumer Behavior	4 credits
BUS-317	Financial Decision Making	4 credits
MKT-415	Promotion and Advertising	4 credits
MGT-420[♯]	Organizational Behavior and Management	4 credits
ENT-436	Entrepreneurship and Innovation	4 credits
MKT-450	Marketing Management	4 credits
MGT-440	Project Management	4 credits
MKT-462	Digital Marketing and Advertising	4 credits
BUS-470	Applied Business Project	4 credits
Applied Marketing and Advertising Major		40 credits

Bachelor of Science in Business Administration

Grand Canyon University's Bachelor of Science in Business Administration program prepares students to compete for entry-level management positions in business through coursework that addresses small business management and development, entrepreneurship, and project management.

Degree Requirements

Total General Education	34-40 credits
Total Business Administration Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Science in Business Administration	120 credits

Business Administration Major

BIT-200[♯]	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
BIT-301	Fundamentals in Business Analytics	4 credits
ECN-361	Microeconomics	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
BUS-332	Customer Engagement	4 credits
FIN-375	Introduction to Investments	4 credits
BUS-390	Global Business	4 credits
MGT-420ǂ	Organizational Behavior and Management	4 credits
MGT-455	Production/Operations Management	4 credits
ACC-486	Financial Statement Analysis	4 credits
BUS-485ǂΔ	Strategic Management	4 credits
Business Administration Major		64 credits

Bachelor of Science in Business Analytics

Grand Canyon University's Bachelor of Science in Business Analytics program prepares students for career options that include business analyst, business analytics analyst, business intelligence analyst, data analyst, business analytics manager, and business intelligence manager. Students examine foundational aspects in business, including marketing, accounting, finance, economics, and management. Within the context of business disciplines, students address core areas of business analytics, including data visualization, data mining, and predictive and prescriptive models. Project management and information governance and ethics are also explored. Graduates are prepared to extract, analyze, and interpret data to help enable decision making within data-driven business environments.

Degree Requirements

Total General Education	34-40 credits
Total Business Analytics Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Science in Business Analytics	120 credits

Business Analytics Major

BIT-205	Introduction to Computer Technology and Analytics	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
SYM-400	Introduction to Database Structures	4 credits
BIT-320	Introduction to Programming for Data Science	4 credits
BIT-431	Data Visualization	4 credits
BIT-446	Data Mining Foundations	4 credits
BIT-415ǂ	IT Project Management	4 credits
BIT-417ǂΔ	IT Governance and Ethics	4 credits
BIT-435	Advanced Business Analytics	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-455	Production/Operations Management	4 credits
BIT-456	Special Topics in Business Analytics	4 credits
BUS-485Δ	Strategic Management	4 credits
Business Analytics Major		68 credits

Bachelor of Science in Business Information Systems

Grand Canyon University's Bachelor of Science in Business Information Systems combines a solid business foundation with the technical skills necessary to compete for entry-level management positions in information systems and technology management. Business coursework will address functional area skills such as accounting, economics, statistics, finance, and marketing. Students will also examine the fundamentals of business information systems and technology, including programming, principles of database management, networking, IT project management, and ethical considerations related to IT governance. Innovation and entrepreneurship will be a key focus of the program.

Degree Requirements

Total General Education	34-40 credits
Total Business Information Systems Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Business Information Systems	120 credits

Business Information Systems Major

CST-111	Introduction to Computer Science and Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
BIT-210	Object-Oriented Programming for Business	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
SYM-400	Introduction to Database Structures	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
BIT-310	Information Systems Design and Development	4 credits
BIT-415	IT Project Management	4 credits
BIT-417ΔǂΔ	IT Governance and Ethics	4 credits
MGT-420ǂ	Organizational Behavior and Management	4 credits
MGT-455	Production/Operations Management	4 credits
BIT-460	Enterprise Systems Integration	4 credits
BIT-470Δ	Strategic Information Systems Management	4 credits
Business Information Systems Major		72 credits

Bachelor of Science in Business Management

Grand Canyon University's Bachelor of Science in Business Management program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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communicators, and responsible leaders required in today's global economy. The program prepares students to compete for entry-level management positions in business through coursework that addresses the key functional areas of management, accounting, finance, marketing, operations, and human resources.

Degree Requirements

Total General Education	34-40 credits
Total Business Management Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Science in Business Management	120 credits

Business Management Major

BIT-200♯	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340Δ	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
MGT-325	Managing Business Communications and Change	4 credits
BUS-332	Customer Engagement	4 credits
ECN-351	Essentials of Economics	4 credits
BUS-390	Global Business	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420♯	Organizational Behavior and Management	4 credits
MGT-455	Productions/Operations Management	4 credits
MGT-410	Servant Leadership	4 credits
MGT-434	Human Resources	4 credits
MGT-440	Project Management	4 credits
BUS-485Δ	Strategic Management	4 credits
Business Management Major		64 credits

Bachelor of Science in Business for Secondary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Business for Secondary Education prepares students to become a junior high or high school business teacher. This program provides initial teacher licensure. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 85 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval.

Degree Requirements

Total General Education	34-40 credits
Total Business for Secondary Education Major	77 credits
Total Electives	0-6 credits
Total Bachelor of Science in Business for Secondary Education	120 credits
Total Practicum/Field Experience	80 hours

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

SEC-201	Early Adolescent and Adolescent Psychology	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ECN-361	Microeconomics	4 credits

Business for Secondary Education Major

BIT-200	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
POS-301	U.S. and Arizona Constitutions	2 credits
EDU-330Δ	Social Justice for Educators	4 credits
FIN-210	Personal Finance	4 credits
BUS-340Δ	Ethical and Legal Issues in Business	4 credits
SEC-345	Content Area Literacy for Middle and Secondary Teachers	4 credits
BUS-352	Business Statistics	4 credits
SEC-355	Middle and Secondary Curriculum and Assessment	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
ECN-362	Macroeconomics	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-435	Methods of Teaching Business in Middle and Secondary Schools	4 credits
MGT-420♯	Organizational Behavior and Management	4 credits
SEC-450	Data Driven Instructional Methods for Middle and Secondary Teachers	4 credits
BUS-485Δ	Strategic Management	4 credits
SEC-490	Student Teaching for Secondary Education	8 credits
Business for Secondary Education Major		77 credits

Bachelor of Science in Construction Management

Grand Canyon University's Bachelor of Science in Construction Management gives students a fundamental foundation within the construction management industry. Students learn the essential terminology, methods, and tools that successful construction managers use to manage projects including but not be limited to pre-construction services, leadership and personal management, scope management, innovated and critical thinking, project scheduling, estimating and cost control, quality assurance, site logistics, and safety and risk management. Students are required to complete 300 industry hours with a licensed contractor, and or pre-approved related industry employer.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

Total General Education	34-40 credits
Total Construction Management Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Science in Construction Management Program Credits	120 credits

Construction Management Major

BIT-200	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-485	Strategic Management	4 credits
CTM-300	Introduction to Construction	4 credits
CTM-310	Project Planning and Pre-Construction	4 credits
CTM-320	Environmental Health and Well Being Management	4 credits
CTM-330	Technical Communication and Data Management	4 credits
CTM-340	Construction Design, Document and Contract Management	4 credits
CTM-410	Construction Manager as Leader	4 credits
CTM-460	On-Site Project Management	4 credits
Construction Management Major		64 credits

Bachelor of Science in Cybersecurity Management

Grand Canyon University's Bachelor of Science in Cybersecurity Management program prepares students to compete for leading positions in IT security-related fields by developing skills to become an effective managerial liaison between the technical and non-technical cybersecurity spaces. In addition to fundamental business principles such as accounting, finance, economics, management, and marketing, students focus on cybersecurity management principles that relate to an organization's processes, technology, and stakeholders.

Degree Requirements

Total General Education	34-40 credits
Total Cybersecurity Management Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Cybersecurity Management Program Credits	120 credits

Cybersecurity Management Major

BIT-205	Introduction to Computer Technology and Analytics	4 credits
CYB-220	Cyber Law and Privacy in a Digital Age	4 credits
ACC-240	Fundamentals of Accounting	4 credits
CYB-300	Fundamentals in Cybersecurity	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-352	Business Statistics	4 credits
CBM-350	Quality Management of Information Security	4 credits
ECN-351	Essentials of Economics	4 credits
BIT-415	IT Project Management	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
BIT-417	IT Governance and Ethics	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-455	Production/Operations Management	4 credits
CBM-490	Cybersecurity Management and Leadership	4 credits
BUS-485	Strategic Management	4 credits
Cybersecurity Management Major		60 credits

Bachelor of Science in Economics

Grand Canyon University's Bachelor of Science in Economics program trains students in economic theory along with data analysis and critical thinking skills required to understand and navigate real world economic and business problems. This degree prepares students for careers in business and government, including high-growth industries such as healthcare, finance, and e-commerce. The analytical and business decision making skills developed through this program also help prepare students planning to pursue graduate studies in business, law and public policy.

Degree Requirements

Total General Education	34-40 credits
Total Economics Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Economics Program Credits	120 credits

Economics Major

BIT-200	Introduction to Computer Technology	4 credits
ACC-250	Financial Accounting	4 credits
ACC-260	Management Accounting	4 credits
MAT-251	Brief Calculus	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-361	Microeconomics	4 credits
ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ECN-460	Economics of Money, Banking, and Financial Markets	4 credits
MGT-420	Organizational Behavior and Management	4 credits
ECN-461	Intermediate Microeconomics	4 credits
ECN-462	Intermediate Macroeconomics	4 credits
ECN-465	Public Policy	4 credits
ECN-466	Applied Econometrics	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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BUS-485	Strategic Management	4 credits
Economics Major		72 credits

Bachelor of Science in Entrepreneurial Studies

Grand Canyon University's Bachelor of Science in Entrepreneurial Studies program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program is built on the principles of personal integrity, values, and innovation. It provides students with the personal and business skills to think analytically, ask the right questions, solve problems, and function as entrepreneurs in their own business or intrapreneurs in larger companies.

Degree Requirements

Total General Education	34-40 credits
Total Entrepreneurial Studies Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Entrepreneurial Studies	120 credits

Entrepreneurial Studies Major

BIT-200	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-361	Microeconomics	4 credits
ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-455	Production/ Operations Management	4 credits
ENT-436	Entrepreneurship and Innovation	4 credits
ENT-320	Public Relations and Networking Skills	4 credits
ENT-446	Business Execution	4 credits
ENT-420	New Venture Financing	4 credits
BUS-485[f Δ]	Strategic Management	4 credits
Entrepreneurial Studies Major		60 credits

Bachelor of Science in Entrepreneurial Studies with an Emphasis in Engineering Management

Grand Canyon University's Bachelor of Science in Entrepreneurial Studies with an Emphasis in Engineering Management program addresses solving real-world problems with the tools of technology by partnering business students with electrical, mechanical, and biomedical engineering students at the start of the program and for the final capstone projects. The program embraces servant leadership, innovation, an entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program is built on the principles of personal integrity, values, and innovation. It provides students with the personal and business skills to think analytically, ask the right questions, solve problems, and function as entrepreneurs in their own business or intrapreneurs in larger companies.

Degree Requirements

Total General Education	34-40 credits
Total Entrepreneurial Studies with an Emphasis in Engineering Management Major	62 credits
Total Electives	18-24 credits
Total Bachelor of Science in Entrepreneurial Studies with an Emphasis in Engineering Management	120 credits

Entrepreneurial Studies with an Emphasis in Engineering Management Major

BIT-200	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
ESG-209L	Introduction to Product Design Lab for Non-Engineers	1 credit
ESG-210	Engineering Innovation & Lab	2 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-361	Microeconomics	4 credits
ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-455	Production/ Operations Management	4 credits
ENT-320	Public Relations and Networking Skills	4 credits
ENT-446	Business Execution	4 credits
ENT-496A	Entrepreneurial Studies Capstone Project I	1 credit
ENT-420	New Venture Financing	4 credits
ENT-495	Research for Angel Investors	1 credit
BUS-485[f Δ]	Strategic Management	4 credits
ENT-496B	Entrepreneurial Studies Capstone Project II	1 credit
Entrepreneurial Studies with an Emphasis in Engineering Management Major		62 credits

Bachelor of Science in Entrepreneurial Studies with an Emphasis in Technology Management

Grand Canyon University's Bachelor of Science in Entrepreneurial Studies with an Emphasis in Technology Management program addresses solving real-world problems with the tools of computation and computer hardware by partnering entrepreneurial technology students with computer programing and computer science students at the start of the program and for the final capstone project. The program embraces servant leadership, innovation, an entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program, which is built on the principles of personal integrity, values, and innovation, provides students with the personal and business skills to think

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [f] Honors Major Course | [Ω] Non-Transferable

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analytically, ask the right questions, solve problems, and function as entrepreneurs in their own businesses or as intrapreneurs in larger companies.

Degree Requirements

Total General Education	34-40 credits
Total Entrepreneurial Studies with an Emphasis in Technology Management Major	63 credits
Total Electives	17-23 credits
Total Bachelor of Science in Entrepreneurial Studies with an Emphasis in Technology Management	120 credits

Entrepreneurial Studies with an Emphasis in Technology Management Major

BIT-200	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-361	Microeconomics	4 credits
ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-455	Production/ Operations Management	4 credits
ENT-436	Entrepreneurship and Innovation	4 credits
ENT-320	Public Relations and Networking Skills	4 credits
ENT-446	Business Execution	4 credits
ENT-496A	Entrepreneurial Studies Capstone Project I	1 credit
ENT-420	New Venture Financing	4 credits
ENT-495	Research for Angel Investors	1 credit
BUS-485[♯Δ]	Strategic Management	4 credits
ENT-496B	Entrepreneurial Studies Capstone Project II	1 credit
Entrepreneurial Studies with an Emphasis in Technology Management Major		63 credits

Bachelor of Science in Finance

This degree prepares students to enter financial positions in corporations, financial institutions, brokerage firms, and government. Earning a degree in Finance enables students to identify the functions of financial markets and institutions and their integration on a global basis; understand the impact of changing interest rates; determine the value of stocks, bonds, and securities; analyze the appropriate measures of risk and return for various financial instruments; and understand the regulation of the financial industry.

Degree Requirements

Total General Education	34-40 credits
Total Entrepreneurial Studies Major	76 credits
Total Electives	4-10 credits
Total Bachelor of Science in Finance	120 credits

Finance Major

BIT-200[♯]	Introduction to Computer Technology	4 credits
ACC-250	Financial Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
MAT-251	Brief Calculus	4 credits
ACC-260	Management Accounting	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-361	Microeconomics	4 credits
ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
FIN-375	Introduction to Investments	4 credits
MGT-420[♯]	Organizational Behavior and Management	4 credits
FIN-450	Intermediate Finance	4 credits
FIN-431	Financial Risk Management and Insurance	4 credits
FIN-432	Real Estate	4 credits
FIN-451	Investments and Portfolio Management	4 credits
ECN-450	International Trade and Finance	4 credits
ECN-460	Economics of Money, Banking, and Financial Markets	4 credits
BUS-485[♯Δ]	Strategic Management	4 credits
Finance Major		76 credits

Bachelor of Science in Finance with an Emphasis in Financial Planning

The Bachelor of Science in Finance with an Emphasis in Financial Planning is an industry-supported program which provides students with an education in the financial planning field and the opportunity to meet both the coursework and the degree requirement to sit for the CERTIFIED FINANCIAL PLANNER(TM) exam—an important step in the path to CFP(R) certification. The curriculum teaches students about the process of personal financial planning. Students learn how to assess clients' personal current and future financial needs, develop goals, evaluate alternatives, develop a comprehensive action plan in alignment with their values to achieve their goals, and monitor and adjust plans in a changing environment. The program focuses on personal financial management, investing, retirement planning, taxes, estate planning, risk management, client communication, and ethics.

Degree Requirements

Total General Education	34-40 credits
Total Entrepreneurial Studies Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Finance with an Emphasis in Financial Planning	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

ACC-250	Financial Accounting	4 credits
MAT-251	Brief Calculus	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Finance with an Emphasis in Financial Planning Major

BIT-200♯	Introduction to Computer Technology	4 credits
BUS-352	Business Statistics	4 credits
FIN-210	Personal Finance	4 credits
ACC-260	Management Accounting	4 credits
ECN-361	Microeconomics	4 credits
MKT-315	Introduction to Marketing	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ECN-362	Macroeconomics	4 credits
FIN-431	Financial Risk Management and Insurance	4 credits
ACC-460	Taxation	4 credits
FIN-355	Retirement Planning and Employee Benefits	4 credits
FIN-375	Introduction to Investments	4 credits
MGT-420♯	Organizational Behavior and Management	4 credits
FIN-440	Estate Planning and Special Topics	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
RSM-445	Life and Health Insurance	4 credits
FIN-451	Investments and Portfolio Management	4 credits
FIN-432	Real Estate	4 credits
FIN-490Ω	Financial Planning Capston	4 credits
BUS-485♯Δ	Strategic Management	4 credits
Finance with an Emphasis in Financial Planning Major		80 credits

Bachelor of Science in Homeland Security and Emergency Management

The Bachelor of Science in Homeland Security and Emergency Management program offers students an understanding of the fundamentals of emergency management, while providing an interdisciplinary course of study in the business and leadership skills and practices related to emergency planning and management. The program highlights the application of strategies and techniques related to protection, prevention, mitigation, response, and recovery; the utilization of communication skills at the personal, professional, and public level; and the development of professional skills and knowledge in the fields of Homeland Security and emergency management.

Degree Requirements

Total General Education	34-40 credits
Total Homeland Security and Emergency Management Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Homeland Security and Emergency Management Credits	120 credits

Homeland Security and Emergency Management Major

EMM-301	Introduction to Homeland Security and Emergency Management	4 credits
MGT-420	Organizational Behavior and Management	4 credits
EMM-306Δ	Protection and Security	4 credits
EMM-311	Hazard Mitigation Planning	4 credits
EMM-400	Terrorism Prevention	4 credits
EMM-412	Emergency Response Operations and Techniques	4 credits
EMM-450	Disaster Recovery	4 credits
MGT-440	Project Management	4 credits
EMM-485ΩΔ	Emergency Management Capstone	4 credits
Homeland Security and Emergency Management Major		36 credits

Bachelor of Science in Hospitality and Tourism Management

Grand Canyon University's Bachelor of Science in Hospitality and Tourism Management program prepares students to compete for entry-level and supervisory positions in the hospitality and tourism industries. Core business courses incorporate servant leadership, innovation, and ethical decision-making, and address the key functional areas of management, accounting, finance, marketing, and human resources. The major courses offer a broad-based curriculum specific to hospitality and tourism management, including hotel and restaurant management, event planning, club management, tourism destination and activity management, and revenue management.

Degree Requirements

Total General Education	34-40 credits
Total Hospitality and Tourism Management Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Hospitality and Tourism Management Credits	120 credits

Hospitality Management Major

BIT-200	Introduction to Computer Technology	4 credits
HTM-200	Introduction to Hospitality and Tourism	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340Δ♯	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-434	Human Resources	4 credits
HTM-440	Hotel and Lodging Management and Operations I	4 credits
BUS-332	Customer Engagement	4 credits
HTM-450	Food and Beverage Service Management and Operations	4 credits
HTM-460	Event Management	4 credits
HTM-465	Revenue Management for Hospitality	4 credits
HTM-470	Club Management	4 credits
HTM-480	Tourism Management	

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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BUS-485[Δ]	Strategic Management	4 credits
Hospitality and Tourism Management Major		72 credits

Bachelor of Science in Human Resource Management

Grand Canyon University's Bachelor of Science in Human Resources Management program provides students with the comprehensive human resources knowledge needed to tackle the challenges of a modern workforce. This program equips students to help manage an organization's workforce effectively. Students explore core human resource competencies and learn to navigate complex employment issues. This program explores the critical functions of human resources that include compensation and benefits, equity, employee relations, organizational and employee development, talent management, employee engagement, inclusion, performance management, strategic staffing, diversity, global HR, and labor relations.

Degree Requirements

Total General Education	34-40 credits
Total Human Resource Management Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Marketing and Advertising	120 credits

Human Resource Management Major

BIT-200[♯]	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-325	Managing Business Communications and Change	4 credits
MGT-420[♯]	Organizational Behavior and Management	4 credits
MGT-434	Human Resources	4 credits
MGT-460	Workforce Planning	4 credits
MGT-465	Employee Relations	4 credits
MGT-470	Strategic and Global Human Resource Management	4 credits
MGT-475	Technology in Human Resource Management	4 credits
BUS-485[Δ]	Strategic Management	4 credits
Human Resource Management Major		60 credits

Bachelor of Science in International Business

Grand Canyon University's Bachelor of Science in International Business is designed to equip students with the skills and knowledge to navigate the complexities of global markets. The program integrates core business principles with an emphasis on international trade, cross-cultural management, international law, and economic strategies. This program is designed to provide graduates with the skills necessary for dynamic careers in international trade, logistics, global marketing, risk management, and foreign market analysis in multinational corporations, government agencies, and non-governmental organizations.

Degree Requirements

Total General Education	34-40 credits
Total International Business Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Science in International Business	120 credits

Human Resource Management Major

BIT-200[♯]	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
BUS-390	Global Business	4 credits
SCM-400	Global Supply Chain Operations	4 credits
MGT-420[♯]	Organizational Behavior and Management	4 credits
ECN-450	International Trade and Finance	4 credits
SCM-450	Procurement and Global Supply Chain Management	4 credits
BUS-460	Global Competitive Intelligence	4 credits
BUS-462	International Business Law and Ethics	4 credits
BUS-464	Global Communication, Decision-Making, and Negotiation	4 credits
BUS-485[Δ]	Strategic Management	4 credits
International Business Major		64 credits

Bachelor of Science in Marketing and Advertising

Grand Canyon University's Bachelor of Science in Marketing and Advertising program prepares students to compete for entry-level management and advertising positions in corporate marketing, digital marketing communications, and advertising for global products and services markets. The program emphasizes marketing, advertising, and communications strategies and tactics. Students learn how to make data-driven marketing and advertising decisions in global business environments.

Degree Requirements

Total General Education	34-40 credits
Total Marketing and Advertising Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Marketing and Advertising	120 credits

Marketing and Advertising Major

BIT-200[♯]	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MKT-345	Buyer and Consumer Behavior	4 credits
MGT-420♯	Organizational Behavior and Management	4 credits
MKT-415	Promotion and Advertising	4 credits
MKT-445	Marketing Research and Reporting	4 credits
MGT-455	Production/ Operations Management	4 credits
MKT-462	Digital Marketing and Advertising	4 credits
MKT-450	Marketing Management	4 credits
BUS-485Δ	Strategic Management	4 credits
Marketing and Advertising Major		60 credits

Bachelor of Science in Professional Sales and Marketing

Grand Canyon University's Bachelor of Science in Professional Sales and Marketing program prepares students to compete for sales, customer relationship management, and customer service positions in global corporations and small to medium size product and service businesses across diverse industries. The program emphasizes engagement with customers, prospects, suppliers, and internal stakeholders using the communications strategies and tactics needed to build and sustain long-term and mutually satisfying relationships that add value in today's economy. Students learn how market-driven data enhances and improves decision making in domestic and global business environments.

Degree Requirements

Total General Education	34-40 credits
Total Professional Sales and Marketing Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Professional Sales and Marketing	120 credits

Professional Sales and Marketing Major

BIT-200♯	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340Δ	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420♯	Organizational Behavior and Management	4 credits
BUS-485Δ	Strategic Management	4 credits
BUS-332	Customer Engagement	4 credits
MKT-433	Sales Management	4 credits
MKT-345	Buyer and Consumer Behavior	4 credits
MKT-443	Customer Relationship Management	4 credits
MKT-415	Promotion and Advertising	4 credits
MKT-462	Digital Marketing and Advertising	4 credits
Professional Sales and Marketing Major		60 credits

Bachelor of Science in Risk Management

The Bachelor of Science in Risk Management program prepares graduates for a future career working in risk management. Upon completing the degree, graduates will be able to identify, analyze, and manage risks within an organization, and begin careers in the insurance, corporate finance, or banking industry. The curriculum may prepare student for a certificate in risk management.

Degree Requirements

Total General Education	34-40 credits
Total Risk Management Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Risk Management	120 credits

Risk Management Major

BIT-200♯	Introduction to Computer Technology	4 credits
ACC-250	Financial Accounting	4 credits
ACC-260	Management Accounting	4 credits
BUS-352	Business Statistics	4 credits
MAT-251	Brief Calculus	4 credits
ECN-361	Microeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ECN-362	Macroeconomics	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340Δ	Ethical and Legal Issues in Business	4 credits
MGT-420♯	Organizational Behavior and Management	4 credits
FIN-431	Financial Risk Management and Insurance	4 credits
BUS-485Δ	Strategic Management	4 credits
BUS-332	Customer Engagement	4 credits
RSM-435	Property and Casualty Insurance	4 credits
RSM-445	Life and Health Insurance	4 credits
RSM-465	Global Risk Management Practices	4 credits
RSM-485	Implementing Risk Management Strategies	4 credits
Risk Management Major		72 credits

Bachelor of Science in Sports and Entertainment Management

Grand Canyon University's Bachelor of Science in Sports and Entertainment Management program is uniquely positioned within the Colangelo College of Business. The business-based curriculum prepares students for an array of potential career path opportunities in the multi-billion dollar sports and entertainment industry. Coursework emphasizes key skills specific to sports business, including sales, marketing, revenue generation, and event operations.

Degree Requirements

Total General Education	34-40 credits
Total Sports and Entertainment Management Major	68 credits
Total Electives	12-18 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Total Bachelor of Science in Sports and Entertainment Management		120 credits

Sports and Entertainment Management Major

BIT-200	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
SPT-230	Introduction to Sports and Entertainment Management	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340[Δ]	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
SPT-350	Sports and Entertainment Analytics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-455	Production/ Operations Management	4 credits
SPT-370	Sports and Entertainment Marketing	4 credits
SPT-375	Sports and Entertainment Event Planning	4 credits
BUS-332	Customer Engagement	4 credits
SPT-360	Sports and Entertainment Law	4 credits
BUS-485[♯Δ]	Strategic Management	4 credits
SPT-460	Sports and Entertainment Revenue Generation	4 credits
Sports and Entertainment Management Major		68 credits

Bachelor of Science in Supply Chain and Logistics Management

Grand Canyon University's Bachelor of Science in Supply Chain and Logistics Management program addresses servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program prepares students to compete for entry-level positions that focus on both optimizing organizational effectiveness and managing/analyzing global supply chains. In addition to foundational courses in business, students are required to complete courses addressing lean operations, business process management (BPM), and enterprise optimization. Other courses focus on procurement, logistics, and systems aspects of global supply chains. Coverage of topics also encompasses knowledge areas addressed by Lean Six Sigma Green Belt certification.

Degree Requirements

Total General Education	34-40 credits
Total Marketing Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Supply Chain and Logistics Management	120 credits

Supply Chain and Logistics Management Major

BIT-200[♯]	Introduction to Computer Technology	4 credits
ACC-250	Financial Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
ACC-260	Management Accounting	4 credits
BUS-340[♯]	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-361	Microeconomics	4 credits
BUS-390	Global Business	4 credits
ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
SCM-400[Δ]	Global Supply Chain Operations	4 credits
MGT-420[♯]	Organizational Behavior and Management	4 credits
SCM-410	Lean and Quality Management	4 credits
SCM-450	Procurement and Global Supply Chain Management	4 credits
SCM-452	Global Logistics and Transportation Management	4 credits
SCM-454	Manufacturing Planning and Control Systems	4 credits
SCM-460	Supply Chain Modeling and Analysis	4 credits
BUS-485[Δ♯]	Strategic Management	4 credits
Supply Chain and Logistics Management Major		72 credits

Bridge to Master of Science in Accounting

This Bridge to the Master of Science in Accounting program enables students who have earned a bachelor's degree in business disciplines other than accounting to pursue the Master of Science in Accounting degree. The program includes the undergraduate coursework in accounting and management necessary to prepare students for the rigor of the Master's degree. The Bridge to Master of Science in Accounting prepares graduates for a career in the field of public accounting. The degree is designed to enhance theoretical and practical accounting skills for practitioners, researchers and educators. Graduates may qualify to sit for the Uniform Certified Public Accountant (CPA) exam in most states.

Degree Requirements

ACC-250	Financial Accounting	4 credits
ACC-260	Management Accounting	4 credits
ACC-360	Cost Accounting	4 credits
ACC-370	Intermediate Accounting I	4 credits
ACC-371	Intermediate Accounting II	4 credits
ACC-460	Taxation	4 credits
ACC-491	Auditing	4 credits
Bridge to Master of Science in Accounting		28 credits

School of Business Studies: Dual-Degree Programs

The Colangelo College of Business offers two dual-degree graduate programs: the Master of Business Administration and Master of Science in Leadership, as well as the Master of Business Administration and Master of Science-Nursing with an Emphasis in Nursing Leadership in Health Care Systems.

Information concerning the Master of Science in Nursing: Nursing Leadership in Health Care Systems program is located in the College of Nursing and Health Care Professions section of the Academic Catalog.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Master of Business Administration and Master of Science in Leadership

Grand Canyon University's Master of Business in Administration and Master of Science in Leadership (MBA/MSL) dual degree program is designed for students who desire to pursue a traditional MBA degree and a leadership degree concurrently. Graduates will be able to integrate a conceptual foundation for an executive leadership role that emphasizes the immediate application of ethical and practical leadership skills. They will be able to identify patterns, connections, and relationships across business practices within organizational systems in order to address organizational performance challenges. Students will combine their business management and leadership skills to successfully analyze and evaluate structures, processes, and systems within changing organizational environments in order to build highly effective organizations.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
LDR-630	Servant Leadership	4 credits
LDR-640	Leadership and Innovation	4 credits
LDR-612	Coaching, Mentoring, and Leadership Development	4 credits
LDR-615	Organizational Development and Change	4 credits
LDR-670	Global Leadership	4 credits
Master of Business Administration and Master of Science in Leadership		66 credits

School of Business Studies: Graduate Programs

The Colangelo College of Business offers the Master of Business Administration (MBA) program provides emphases in Accounting, Finance, Health Systems Management, Leadership, Marketing, and Strategic Human Resource Management. The Master of Business Administration (MBA) degree is designed for working professionals who desire to complete their graduate degree without interrupting their professional careers. The program consists of 39-51 graduate credit hours. It affords students the opportunity to develop cross-functional business-management skills, preparing business practitioners for advanced management and executive positions. Students have the option of completing two emphasis areas as part of their MBA degree. Students with the necessary academic or professional background who complete two courses per semester on a trimester basis will be able to complete the MBA program in just over two years. The Colangelo College of Business MBA Program is fully accredited by the Accreditation Council of Business Schools and Programs (ACBSP).

The Master of Science in Accounting program prepares students to sit for the CPA exam and provides opportunities for current CPAs and accountants to advance their skills in theory, practice, and research.

Master of Business Administration

The Master of Business Administration program is designed for working professionals who desire to complete a program of study that allows focus across technical, human, and conceptual skills that encompass the functional areas of business. The core courses in the MBA program allow the student to develop strong foundations across accounting, economics, finance, information systems, management, marketing and quantitative methods provided in the core courses. Courses in the critical areas of leadership and human resources management will provide the student the broad management perspective as well as the analytical and interpersonal skills needed to succeed in global business.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
Master of Business Administration		46 credits

Master of Business Administration with an Emphasis in Accounting

Grand Canyon University's Master of Business Administration with an Emphasis in Accounting program provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and ecommerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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the application of quantitative methods that transform raw data into useful information. The program prepares students to compete for advanced management positions in corporate accounting through emphasis coursework that addresses the areas of financial accounting and reporting, management accounting and reporting, and specialized accounting and emerging topics.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
ACC-660	Advanced Financial Accounting	4 credits
ACC-670	Advanced Financial Statement Analysis	4 credits
Master of Business Administration with an Emphasis in Accounting		54 credits

Master of Business Administration with an Emphasis in Business Analytics

The Master of Business Administration with an Emphasis in Business Analytics program provides the foundation of an MBA, including emphasis on accounting, finance, organizational leadership, management, marketing, and strategic planning, as well as two courses in business analytics. The two business analytics courses address implementation of database functions in relation to performing data analytics along with techniques for extracting knowledge from large data sets. Emphasis is on hands-on application of key concepts.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
MIS-600	Applied Analytics for Business	4 credits
MIS-620	Descriptive and Diagnostic Analytics	4 credits
Master of Business Administration with an Emphasis in Business Analytics		54 credits

Master of Business Administration with an Emphasis in Christian Leadership

The Master of Business Administration with an Emphasis in Christian Leadership program combines a rigorous business education with a strong grounding in Christian ethical principles, preparing graduates to lead with integrity and faith in diverse business environments. This program provides the foundation of an MBA, including accounting, finance, organizational leadership, management, marketing, and strategic planning, as well as two courses that explore the biblical foundations and best practices of Christian leadership.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
CHL-510	Biblical Foundations of Christian Leadership	4 credits
CHL-630	Best Practices in Christian Leadership	4 credits
Master of Business Administration with an Emphasis in Christian Leadership		54 credits

Master of Business Administration with an Emphasis in Cybersecurity

The Master of Business Administration with an Emphasis in Cyber Security program provides the foundation of an MBA, including emphasis on accounting, finance, organizational leadership, management, marketing, and strategic planning, as well as two courses in cyber security. These two courses address cyber security concepts and methodologies specific to enterprise security design such as the NIST Cybersecurity Framework, enterprise governance and compliance, cyber-attacks and countermeasures, and the confidentiality, integrity, and availability of information. Courses utilize case studies and current issues in the field related to a variety of industries and perspectives on cyber security.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
CYB-505	Cyber Warfare and Applications	4 credits
CYB-515	Enterprise Security Infrastructure Design	4 credits
Master of Business Administration with an Emphasis in Cybersecurity		54 credits

Master of Business Administration with an Emphasis in Finance

Grand Canyon University's Master of Business Administration with an Emphasis in Finance program provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program provides students with the skills necessary to demonstrate proficiency in corporate financial management and investments in order to ensure corporate solvency, profitability, and efficiency.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
FIN-655	Investments	4 credits
FIN-660	Advanced Financial Strategies	4 credits
Master of Business Administration with an Emphasis in Finance		54 credits

Master of Business Administration with an Emphasis in Health Systems Management

Grand Canyon University's Master of Business Administration with an Emphasis in Health Systems Management program provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program prepares students to compete for critical leadership roles in current and future organizations through coursework that addresses leadership theory, problem solving, organizational leadership, self-leadership, and highly effective teams. The program prepares students for advanced management or senior administration positions in the health care industry through coursework that addresses the legal and ethical concerns in health care and health care policies and economics.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HCA-530	Health Care Policies and Economics	4 credits
Master of Business Administration with an Emphasis in Health Systems Management		54 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Master of Business Administration with an Emphasis in Leadership

Grand Canyon University's Master of Business Administration with an Emphasis in Leadership program provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program prepares students to compete for critical leadership roles in current and future organizations through coursework that addresses leadership theory, problem solving, organizational leadership, self-leadership, and highly effective teams.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
LDR-615	Organizational Development and Change	4 credits
LDR-670	Global Leadership	4 credits
Master of Business Administration with an Emphasis in Leadership		54 credits

Master of Business Administration with an Emphasis in Marketing

Grand Canyon University's Master of Business Administration with an Emphasis Marketing provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program prepares students to compete for advanced management positions in corporate marketing or brand management through emphasis coursework that addresses the areas of services marketing, marketing management, and technology as tool.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
MKT-650	Services Marketing	4 credits
MKT-660	International Marketing	4 credits
Master of Business Administration with an Emphasis in Marketing		54 credits

Master of Business Administration with an Emphasis in Non-Profit Management

The Master of Business Administration with an Emphasis in Nonprofit Management provides the foundation of an MBA, including emphasis on accounting, finance, organizational leadership, management, marketing, and strategic planning, as well as an understanding the intricacies of the nonprofit sector. This program provides a focus on the role of nonprofit and nongovernmental organizations and fundraising and grant management.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
ADM-630	Introduction to the Nonprofit and NGO Sector	4 credits
ADM-641	Funding and Program Evaluation of Nonprofit Organizations	4 credits
Master of Business Administration with an Emphasis in Non-Profit Management		54 credits

Master of Business Administration with an Emphasis in Project Management

The Master of Business Administration with an Emphasis in Project Management degree prepares students for leadership positions specifically in areas of project management. The program is designed for working professionals who desire to complete a program of study that allows students to focus across the technical, human, and conceptual skills that encompass the functional areas of business. The core courses in the MBA program allow the student to develop strong foundations across accounting, economics, finance, information systems, management, marketing, and quantitative methods provided in the core courses. Courses in the critical areas of leadership and human resources management will provide the student the broad management perspective as well as the analytical and interpersonal skills needed to succeed in global business. The emphasis courses in project management are based upon the Project Management Institute's (PMI) project management body of knowledge (PMBOK), and include coverage of the PMBOK topics covered in the required Certified Associate in Project Management (CAPM), Project Management Professional (PMP), and Agile Certified Practitioner (ACP) exams.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
MGT-640	Fundamentals of Project Management	4 credits
MGT-641	Agile Project Management	4 credits
Master of Business Administration with an Emphasis in Project Management		54 credits

Master of Business Administration with an Emphasis in Sports Business

The Grand Canyon University MBA with Sports Business emphasis is specifically designed for ambitious students who seek to further develop their business knowledge and skills in order to maximize career opportunities within the multi-billion dollar global sports business industry. Graduates receive an MBA diploma from the GCU Colangelo College of Business that is intended for relevance and utility in the modern sports business world. The degree program is immersed with Christian-based business values and entrepreneurism, which are foundations of the GCU experience.

The MBA with Sports Business emphasis examines a broad range of business topics and principles with specific application to some of the sports industry's major job category areas such as sports sales and marketing, entrepreneurship, athletic administration, media, as well as trades and services. While giving a healthy respect to the notable pioneers of the industry, the curriculum primarily explores the current trends and future strategies that seek to help sports organizations remain competitive in a global marketplace. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of administrative resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence diverse cultures have on it. Coursework addresses how the use of emerging digital, social, and e-commerce technologies combine with essential business principles that encompass finance, accounting, economics, marketing, and management. Graduates from the GCU Colangelo College of Business with an MBA Sports Business emphasis are provided with the capacity to lead and manage sports business enterprises both effectively and ethically.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
BUS-635	Sports Business Revenue Generation	4 credits
BUS-655	Sports Business Analytics	4 credits
Master of Business Administration with an Emphasis in Sports Business		54 credits

Master of Business Administration with an Emphasis in Strategic Human Resource Management

The Master of Business Administration with an Emphasis in Strategic Human Resource Management covers the Society for Human Resource Management's critical competencies. By aligning this program to the human resource competencies identified by the Society of Human Resource Management (SHRM), students will be well-prepared for careers as senior

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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human resources specialists or as general managers with strong strategic HR acumen.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
HRM-640	Designing HR for Competitive Advantage	4 credits
Master of Business Administration with an Emphasis in Strategic Human Resource Management		54 credits

Master of Business Administration with an Emphasis in Supply Chain Management

The Master of Business Administration with an Emphasis in Supply Chain Management program provides the foundation of an MBA, including emphasis on accounting, finance, organizational leadership, management, marketing, and strategic planning, as well as two courses in supply chain management. These two courses focus on supply chain management as the lynchpin in the global economy, and connects product design and development with procurement, inventory management, manufacturing, logistics, quality, and continuous improvement.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
SCM-650	The Global Supply Chain	4 credits
SCM-660	Strategic Supply Chain Management	4 credits
Master of Business Administration with an Emphasis in Supply Chain Management		54 credits

Master of Business Administration & Master of Science in Nursing: Nursing Leadership in Health Care Systems

Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems dual-degree program is designed to afford students the opportunity to develop cross functional business management skills, preparing business practitioners for advanced management and executive positions combined with specialized study in leadership theory and application.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
NUR-513AΩ	Foundations of Advanced Nursing Practice	4 credits
NUR-514AΩ	Organizational Leadership and Informatics	4 credits
NUR-550AΩ	Translational Research and Population Health Management	4 credits
NUR-590AΩ	Evidence-Based Practice Project	4 credits
NUR-600Ω	Advanced Integrative Concepts: Pathophysiology, Pharmacology and Assessment	4 credits
HCA-545AΩ	Organizational Structure, Dynamics, and Effectiveness	4 credits
NUR-621AΩ	Principles of Health Care Financial Management	4 credits
NUR-630AΩ	Performance Improvement and Quality in Health Care	4 credits
NUR-674AΩ	Leadership in Health Care Systems Practicum	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
Master of Business Administration & Master of Science in Nursing: Nursing Leadership in Health Care Systems		74 credits

Master of Science in Accounting

Grand Canyon University's Master of Science in Accounting program is designed to enhance theoretical and practical accounting skills for Certified Public Accountant (CPA) candidates. The program prepares students to sit for the Uniform CPA exam through reinforcing content covered in the CPA Exam Core and presenting material covered in the CPA Discipline of Business Analysis and Reporting (BAR).

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
ACC-614	Accounting Research	2 credits
ACC-657	Advanced Data Analytics	4 credits
ACC-680Ω	Auditing and Data Analytics Core	4 credits
ACC-656	Advanced Accounting	4 credits
ACC-681Ω	Tax Core	4 credits
ACC-658	Governmental and Not-For-Profit Accounting	4 credits
ACC-682Ω	Accounting and Data Analytics Core	4 credits
ACC-653	Advanced Managerial Cost Accounting	4 credits
ACC-685Ω	BAR Discipline Capstone	4 credits
Master of Science in Accounting		34 credits

Master of Science in Accounting with an Emphasis in Tax Compliance and Planning

Grand Canyon University's Master of Science in Accounting with an Emphasis in Tax Compliance and Planning program is designed to enhance theoretical and practical accounting skills for Certified Public Accountant (CPA) candidates. The program prepares students to sit for the Uniform CPA Exam through reinforcing content covered in the CPA Exam Core and presenting material covered in the CPA Discipline of Tax Compliance and Planning (TCP).

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
ACC-614	Accounting Research	2 credits
ACC-657	Advanced Data Analytics	4 credits
ACC-680Ω	Auditing and Data Analytics Core	4 credits
ACC-669	Corporate Taxation	4 credits
ACC-682Ω	Accounting and Data Analytics Core	4 credits
ACC-661	Flow-Through Entities and Planning	4 credits
ACC-681Ω	Tax Core	4 credits
ACC-663	Personal Financial Advisory Services	4 credits
ACC-683	TCP Discipline Capston	2 credits
Master of Science in Accounting with an Emphasis in Tax Compliance and Planning		34 credits

Master of Science in Cybersecurity Management

The Master of Science in Cybersecurity Management will prepare students to become a global cutting-edge managerial expert. Featured areas of study includes laws/compliance, governance, leadership/management, and prevention/recovery. Coursework will cover topics such as information security, risk management, compliance, governance, consumer theft, corporate/government data breaches, cybercrime, and cyberterrorism.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
CYB-505	Cyber Warfare and Applications	4 credits
CYB-515	Enterprise Security Infrastructure Design	4 credits
CYB-535	Policy Management for Security Solutions	4 credits
MIS-602	Innovation in Information Technology and Data Management	4 credits
LDR-604	IT Management and Leadership	4 credits
CYB-630	Enterprise Cyber Law and Compliance Strategies	4 credits
MIS-657	Information Security and Risk Management	4 credits
LDR-665Ω	Cybersecurity Leadership Capstone	4 credits
Master of Science in Cybersecurity Mangement		34 credits

Graduate Certificate of Completion in Homeland Security and Emergency Management

The Graduate Certificate of Completion in Homeland Security and Emergency Management provides graduates with foundational skills in homeland security and emergency management. Coursework includes leadership and organizations, emergency planning, economics and human issues, and law and legal issues related to emergency management.

Degree Requirements

MGT-605	Leadership and Organizations	4 credits
EMM-600	Emergency Planning and Management	4 credits
EMM-605	Economics and Human Issues	4 credits
EMM-610	Law and Legal Issues	4 credits
Graduate Certificate of Completion in Homeland Security and Emergency Management		16 credits

Graduate Certificate of Completion in Project Management

Grand Canyon University's Graduate Certificate of Completion in Project Management provides graduates with foundational knowledge and skills necessary to serve as a project manager. The coursework includes concepts related to traditional & agile project management, leadership, and finance fundamentals. Courses in the program align with key aspects of PMI®'s A Guide to the Project Management Body of Knowledge (PMBOK®).

Degree Requirements

LDR-604	IT Management and Leadership	4 credits
LDR-615	Organizational Development and Change	4 credits
MGT-640	Fundamentals of Project Management	4 credits
MGT-641	Agile Project Management	4 credits
Graduate Certificate of Completion in Project Management		16 credits

Graduate Certificate in Servant Leadership

The Graduate Certificate in Servant Leadership provides graduates with foundational skills in leadership. Coursework includes leadership styles and development, coaching and developing leaders, servant leadership, and conscious capitalism.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

MGT-605	Leadership and Organizations	4 credits
LDR-630	Servant Leadership	4 credits
LDR-670	Global Leadership	4 credits
BUS-676	Advanced Conscious Capitalism: Free Market Perspectives	4 credits
Graduate Certificate in Servant Leadership		16 credits

School of Professional Studies

For working adults seeking an undergraduate degree, the School of Professional Studies offers the following undergraduate degree programs:

- Bachelor of Science in Applied Management

The School of Professional Studies also offers the following graduate-level degree programs:

- Master of Public Administration with Emphases in
  - Government and Policy
  - Health Care Management
- Master of Science in Leadership
- Master of Science in Leadership with an Emphasis in Homeland Security and Emergency Management

In addition to its degree offerings, the Colangelo College of Business offers students the opportunity to be a member of Alpha Sigma Lambda. Alphas Sigma Lambda is a national honor society open to both graduate and undergraduate students by invitation only, based primarily upon scholastic achievement.

School of Professional Studies: Graduate Programs

Master of Science in Business Analytics

The Master of Science in Business Analytics program will prepare students for a career in business analytics with a focus on using big data to help organizations make tactical and strategic decisions. Students study topics related to databases, data mining, descriptive analytics, data visualization, predictive analytics, prescriptive analytics, and ethical aspects of using data. Emphasis is on hands-on application using industry tools.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MIS-600	Applied Analytics for Business	4 credits
MIS-605	Introduction to Databases	4 credits
MIS-615	Statistics for Business Analytics Professionals	4 credits
MIS-620	Descriptive and Diagnostic Analytics	4 credits
MIS-650	Performing Analytics Using a Statistical Language	4 credits
MIS-655	Data Mining	4 credits
MIS-661	Predictive Analytics	4 credits
MIS-665	Prescriptive Analytics and Advanced Topics	4 credits
MIS-690Ω	Applied Capstone Project	4 credits
Master of Science in Business Analytics		38 credits

Master of Science in Leadership

Grand Canyon University's Master of Science in Leadership program provides students with the skills to develop professionally and gain self-confidence in their own leadership styles. Students learn to integrate a conceptual foundation for an executive leadership role that emphasizes the immediate application of ethical and practical leadership skills as well as the ability to create, communicate, and influence decisions using critical thinking and problem-solving skills that are grounded in theory and research. The program emphasizes establishing and maintaining relationships based on intrapersonal and interpersonal communication skills in order to lead diverse and global organizations.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
LDR-630	Servant Leadership	4 credits
LDR-612	Coaching, Mentoring, and Leadership Development	4 credits
LDR-615	Organizational Development and Change	4 credits
LDR-640	Leadership and Innovation	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
LDR-670	Global Leadership	4 credits
BUS-676	Advanced Conscious Capitalism: Free Market Perspectives	4 credits
Master of Science in Leadership		34 credits

Master of Science in Leadership with an Emphasis in Homeland Security and Emergency Management

The Master of Science in Leadership with an emphasis in Homeland Security and Emergency Management program offers you a degree in leadership while providing advanced skills and practices in analysis and emergency planning and management. The program highlights the application of disaster response and recovery and in-depth analysis of the strategic, human, economic, legal, political, and environmental issues that impact the field.

Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
LDR-612	Coaching, Mentoring, and Leadership Development	4 credits
LDR-670	Global Leadership	4 credits
LDR-615	Organizational Development and Change	4 credit
EMM-600	Emergency Planning and Management	4 credits
EMM-605	Economic and Human Issues	4 credits
EMM-610	Law and Legal Issues	4 credits
EMM-685Ω	Leadership in Emergency Management Capstone	4 credits
Master of Science in Leadership with an Emphasis in Homeland Security and Emergency Management		34 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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Minors

The Colangelo College of Business offers minors in the following areas:

Minor in Air Force (ROTC)

The U.S. Armed Forces are more sophisticated than ever, demanding well-educated personnel. To meet this demand, GCU offers a robust and relevant education designed specifically for Army and Air Force military service students. Pursue an Army or Air Force minor to sharpen your abilities in team leadership, military history, defense policy and other key areas.

AES-101A	Heritage and Values I	2 credits
AES-102	Leadership Laboratory	0 credit
AES-103A	Heritage and Values II	2 credits
AES-104	Leadership Laboratory	0 credit
AES-201A	Team and Leadership Fundamentals I	2 credits
AES-202A	Leadership Laboratory	0 credit
AES-203A	Team and Leadership Fundamentals II	2 credits
AES-204	Leadership Laboratory	0 credit
AES-301A	Leading People an dEffective Communication I	2 credits
AES-302	Leadership Laboratory	0 credit
AES-303A	Leading People an dEffective Communication II	3 credits
AES-304	Leadership Laboratory	0 credit
AES-401A	National Security, Leadership Responsibilities Commissioning Preparation I	3 credits
AES-402	Leadership Laboratory	0 credit
AES-403B	National Security, Leadership Responsibilities Commissioning Preparation II	3 credits
AES-404	Leadership Laboratory	0 credit
AES-294A	Air Force Physical Fitness	2 credits
AES-294B	Air Force Physical Fitness	2 credits
AES-294C	Air Force Physical Fitness	2 credits
AES-294D	Air Force Physical Fitness	2 credits
AES-294E	Air Force Physical Fitness	2 credits
AES-294F	Air Force Physical Fitness	2 credits
AES-294G	Air Force Physical Fitness	2 credits
AES-294H	Air Force Physical Fitness	2 credits
Minor in Air Force (ROTC)		36 credits

Minor in Army (ROTC)

MSL-101N	Introduction to the Army	3 credits
MSL-102N	Foundations of Agile and Adaptive Leadership	3 credits
MSL-201N	Leadership and Decision Making	3 credits
MSL-202N	Army Doctrine and Team Development	3 credits
MSL-301N	Training Management and the Warfighting Functions	3 credits
MSL-302N	Applied Leadership in Small Unit Operations	3 credits
MSL-401N	The Army Officer	3 credits
MSL-402N	Company Grade Leadership	3 credits
HIS-231	American Military History	3 credits
MSL-300A	Military Science Leadership Lab I	1 credit
MSL-300B	Military Science Leadership Lab II	1 credit
MSL-300C	Military Science Leadership Lab III	1 credit
MSL-300D	Military Science Leadership Lab IV	1 credit
MSL-300E	Military Science Leadership Lab V	1 credit
MSL-300F	Military Science Leadership Lab VI	1 credit
MSL-300G	Military Science Leadership Lab VII	1 credit
MSL-300H	Military Science Leadership Lab MVIII	1 credit
Minor in Army (ROTC)		35 credits

Minor in Accounting

ACC-250	Financial Accounting	4 credits
ACC-260	Managerial Accounting	4 credits
ACC-370	Intermediate Accounting I	4 credits
ACC-371	Intermediate Accounting II	4 credits
ACC-360	Cost Accounting	4 credits
Minor in Accounting		20 credits

Minor in Business Analytics

The Business Analytics minor consists of courses that cover database, data visualization, predictive & perspective analytics, and data mining topics. Emphasis is placed on hands-on learning

BIT-200	Introduction to Computer Technology	4 credits
BUS-352	Business Statistics	4 credits
SYM-400	Introduction to Database Structure	4 credits
BIT-430	Introduction to Business Analytics	4 credits
BIT-415	IT Project Management	4 credits
Minor in Business Analytics		20 credits

Minor in Business Management

MGT-410	Servant Leadership	4 credits
MGT-325	Managing Business Communications and Change	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-390	Global Business	4 credits
MGT-434	Human Resources	4 credits
Minor in Business Management		20 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Minor in Church Planting and Church Revitalization

This minor is intended to equip the student with the entrepreneurial skills to start a church or revitalize an existing church using God's miracle of business principles. Whether the student wants to be a pastor, help plant a church, help grow existing churches or start a company that helps churches, this minor will provide a template and skills that can be used to help the church effectively execute the Great Commandment and the Great Commission.

CWV-101	Christian Worldview	4 credits
ENT-436	Entrepreneurship and Innovation	4 credits
BUS-325	Church Planting and Revitalization	4 credits
CWV-316	Christian Life: The Way of Jesus	4 credits
MIN-480	Pastoral Leadership	4 credits
Minor in Church Planting and Church Revitalization		20 credits

Minor in Culinary Arts

The Minor in Culinary Arts focuses on key culinary topics such as foundational and essential culinary skills, baking and pastry arts, and restaurant operations, preparing students for careers, including pursuits in the dynamic world of food and hospitality. Coursework includes hands-on training in culinary fundamentals, bakeshop techniques, and kitchen management, with the added benefit of preparing for the ServSafe Food Manager certification.

HTM-200	Introduction to Hospitality and Tourism	4 credits
HTM-210	Foundational Culinary Skills	4 credits
HTM-220	Essential Culinary Skills	4 credits
HTM-310	Baking and Pastry Arts	4 credits
HTM-320	Restaurant Operations	4 credits
HTM-450	Food and Beverage Service Management and Operations	4 credits
Minor in Culinary Arts		24 credits

Minor in Entrepreneurial Studies

ENT-320	Public Relations and Networking Skills	4 credits
ENT-420	New Venture Financing	4 credits
ENT-436	Entrepreneurship and Innovation	4 credits
ENT-446	Business Execution	4 credits
Minor in Entrepreneurial Studies		16 credits

Minor in Faith and Free Markets

The minor in faith and free markets is founded on the Christian worldview and free market capitalism. Courses include a cross-college experiences such as theology, entrepreneurship and innovation, eliminating poverty, American government, human flourishing and prosperity, living out one's Christian faith, and conscious/stakeholder capitalism

CWV-101	Christian Worldview	4 credits
GOV-140	American Government and Politics	4 credits
CWV-316	Christian Life: The Way of Jesus	4 credits
ECN-449	Poverty of Nations	2 credits
BUS-476	Free Market Capitalism	4 credits
Minor in Faith and Free Markets		18 credits

Minor in Finance and Economics

BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
ACC-240	Fundamentals of Accounting	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
FIN-450	Intermediate Finance	4 credits
FIN-375	Introduction to Investments	4 credits
ECN-450	International Trade and Finance	4 credits
Minor in Finance and Economics		28 credits

Minor in General Business

BIT-200	Introduction to Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
MGT-420	Organizational Behavior and Management	4 credits
Minor in General Business		20 credits

Minor in Hospitality and Tourism Management

The minor in Hospitality and Tourism Management prepares students for careers in the hospitality and tourism industries. The minor courses offer a broad-based curriculum specific to hospitality and tourism management, including hotel and restaurant management, event planning, and tourism destination and activity management.

HTM-200	Introduction to Hospitality and Tourism	4 credits
HTM-440	Hotel and Lodging Management and Operations	4 credits
HTM-450	Food and Beverage Service Management and Operationg	4 credits
HTM-460	Event Management	4 credits
HTM-480	Tourism Management	4 credits
Minor in Hospitality Management		20 credits

Minor in Human Resources

The minor in human resources focuses on key HR topics such as compensation, diversity, employee relations, talent management, performance, staffing, global HR, and labor relations, preparing students to handle complex workplace challenges and support organizational success.

MGT-420	Organizational Behavior and Management	4 credits
MGT-434	Human Resources	4 credits
MGT-460	Workforce Planning	4 credits
MGT-465	Employee Relations	4 credits
MGT-470	Strategic & Global Human Resource Management	4 credits
Minor in Human Resources		20 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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Minor in Marketing

MKT-315	Introduction to Marketing	4 credits
MKT-345	Buyer and Consumer Behavior	4 credits
MKT-415	Promotion and Advertising	4 credits
MKT-450	Marketing Management	4 credits
MKT-462	Digital Marketing and Advertising	4 credits
Minor in Marketing		20 credits

Minor in Sports and Entertainment Management

Grand Canyon University's Bachelor of Science in Sports The minor in Sports and Entertainment Management prepares students to compete for entry-level positions in both the sports and entertainment industry. Students will gain knowledge of the business operations of sports from youth and recreational sport, through professional sport leagues. In addition, students will learn about live entertainment and the association with the sports industry. Students learn how to engage with customers, sales, venue management, event planning and marketing.

MKT-315	Introduction to Marketing	4 credits
SPT-230	Introduction to Sports and Entertainment Management	4 credits
SPT-350	Sport and Entertainment Analytics	4 credits
SPT-370	Sports and Entertainment Marketing	4 credits
SPT-375	Sport and Entertainment Event Planning	4 credits
Minor in Sports and Entertainment Management		20 credits

Minor in Supply Chain and Logistics Management

The minor in supply chain and logistics management focuses on procurement, logistics and systems aspects of global supply chains. This minor will prepare you to be a competitive candidate for positions that focus on optimizing organizational effectiveness and managing and analyzing global supply chains..

BUS-352	Business Statistics	4 credits
SCM-400	Global Supply Chain Operations	4 credits
SCM-410	Lean and Quality Management	4 credits
SCM-450	Procurement and Global Supply Chain Management	4 credits
SCM-454	Manufacturing Planning and Control Systems	4 credits
Minor in Supply Chain and Logistics Management		20 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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The College of Doctoral Studies

College Description

The College of Doctoral Studies provides planning, administration, and evaluation of GCU doctoral programs. The College is responsible for operations concerning doctoral learners including screening applications, assessing students' needs for support services, interfacing with Enrollment, planning and participating in residencies, helping to develop course materials, and providing support throughout the doctoral process. The College provides oversight to the selection of doctoral faculty and contributes to faculty training and evaluation.

College Mission

The College develops expert practitioners and researchers who become leaders in the disciplines and communities they serve.

College Vision

Through innovative uses of technology, collaboration, and learning communities, the College of Doctoral Studies will be the premier provider of online doctoral education.

College Features

Innovative programs in the College of Doctoral Studies are designed to develop scholars through instruction in theory and research, and through practitioners' knowledge. These activities prepare learners to produce scholarly literature, solve problems, and enhance performance in professional roles. The doctoral programs leverage the knowledge and expertise of faculty, learners, and experts external to the University through learning communities specific to the issues, concepts, and methods of a given discipline. Furthermore, the College of Doctoral Studies emphasizes that graduates apply their professional knowledge and services to the benefit of the community.

Doctoral Program Goals

The College of Doctoral Studies expects its graduates to:

- Be experts in the concepts and methods of their disciplines.
- Create new ways to explain, predict, and improve performance within their areas of expertise.
- Conduct scholarly research that creates knowledge and leads to effective actions.
- Exercise ethical and effective leadership.
- Lead through critical analysis and creative solutions.

Doctoral Programs

Bridge to Doctor of Business Administration with an Emphasis in Data Analytics

Offered online by the College of Doctoral Studies, Grand Canyon University's Bridge to Doctor of Business Administration (DBA) program is designed for ambitious learners with a Master's degree in a field other than business administration. Bridge courses taken prior to the DBA program offer the essential prerequisites to doctoral study. The Bridge to the Doctor of Business Administration with an emphasis in Data Analytics program includes coursework in probability, statistics, finance, accounting, marketing and relational database to help the learner prepare to successfully complete the DBA degree program.

ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
MKT-607	Marketing Management	4 credits
MIS-605	Introduction to Databases	4 credits
Bridge to Doctor of Business Administration with an Emphasis in Data Analytics		20 credits

Bridge to Doctor of Business Administration with an Emphasis in Innovation and Corporate Entrepreneurship

Offered online by the College of Doctoral Studies, Grand Canyon University's Bridge to Doctor of Business Administration (DBA) program is designed for ambitious learners with a Master's degree in a field other than business administration. Bridge courses taken prior to the DBA program offer the essential prerequisites to doctoral study. The Bridge to the Doctor of Business Administration with an emphasis in Innovation and Corporate Entrepreneurship program includes coursework in probability, statistics, finance, accounting, and marketing to help prepare the learner to successfully complete the DBA degree program.

ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
MKT-607	Marketing Management	4 credits
Bridge to Doctor of Business Administration with an Emphasis in Innovation and Corporate Entrepreneurship		16 credits

Bridge to Doctor of Business Administration with an Emphasis in Management

Offered online by the College of Doctoral Studies, Grand Canyon University's Bridge to Doctor of Business Administration (DBA) program is designed for ambitious learners with a Master's degree in a field other than business administration. Bridge courses taken prior to the DBA program offer the essential prerequisites to doctoral study. The Bridge to the Doctor of Business Administration with an emphasis in Management program includes coursework in probability, statistics, finance, accounting, and marketing to help prepare the learner to successfully complete the DBA degree program.

ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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SYM-506	Applied Business Probability and Statistics	4 credits
MKT-607	Marketing Management	4 credits
Bridge to Doctor of Business Administration with an Emphasis in Management		16 credits

Bridge to Doctor of Business Administration with an Emphasis in Marketing

Offered online by the College of Doctoral Studies, Grand Canyon University's Bridge to Doctor of Business Administration (DBA) program is designed for ambitious learners with a Master's degree in a field other than business administration. Bridge courses taken prior to the DBA program offer the essential prerequisites to doctoral study. The Bridge to the Doctor of Business Administration with an emphasis in Management program includes coursework in probability, statistics, finance, accounting, and marketing to help prepare the learner to successfully complete the DBA degree program.

ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
MKT-607	Marketing Management	4 credits
Bridge to Doctor of Business Administration with an Emphasis in Marketing		16 credits

Doctor of Business Administration: Data Analytics (Qualitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Data Analytics (Qualitative Research) will be able to create and manage the deployment of data analytics in a variety of industries with the intent to secure competitive advantage. Students will conceptualize enterprise data analytics; apply analytic techniques and software to interpret data; evaluate methods of data and analytic modeling; and apply analytics to support data-driven business decision making. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820EΩ	The Literature Landscape: Business	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits
MGT-820	Using Business Analytics for Competitive Advantage	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
DBA-831	Analytic Foundations for Business Leaders	3 credits
DBA-833	Predictive Modeling	3 credits
DBA-815	Economics for Business Decisions	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
DBA-839	Enterprise Data Complexity	3 credits
DBA-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DBA-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DBA-965Ω	Dissertation III	3 credits
Doctor of Business Administration: Data Analytics (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DBA-965Ω must take one or more of the following in order to complete their dissertation:

DBA-966EΩ	Research Continuation I	3 credits
DBA-967EΩ	Research Continuation II	3 credits
DBA-968EΩ	Research Continuation III	3 credits
DBA-969EΩ	Research Continuation IV	3 credits
DBA-970EΩ	Research Continuation V	3 credits
DBA-971EΩ	Research Continuation VI	3 credits
DBA-972EΩ	Research Continuation VII	3 credits
DBA-973EΩ	Research Continuation VIII	3 credits
DBA-974EΩ	Research Continuation IX	3 credits

Doctor of Business Administration: Data Analytics (Quantitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Data Analytics (Quantitative Research) will be able to create and manage the deployment of data analytics in a variety of industries with the intent to secure competitive advantage. Students will conceptualize enterprise data analytics; apply analytic techniques and software to interpret data; evaluate methods of data and analytic modeling; and apply analytics to support data-driven business decision making. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820EΩ	The Literature Landscape: Business	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits
MGT-820	Using Business Analytics for Competitive Advantage	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
DBA-831	Analytic Foundations for Business Leaders	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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DBA-833	Predictive Modeling	3 credits
DBA-815	Economics for Business Decisions	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
DBA-839	Enterprise Data Complexity	3 credits
DBA-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DBA-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DBA-965Ω	Dissertation III	3 credits
Doctor of Business Administration: Data Analytics (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DBA-965Ω must take one or more of the following in order to complete their dissertation:

DBA-966EΩ	Research Continuation I	3 credits
DBA-967EΩ	Research Continuation II	3 credits
DBA-968EΩ	Research Continuation III	3 credits
DBA-969EΩ	Research Continuation IV	3 credits
DBA-970EΩ	Research Continuation V	3 credits
DBA-971EΩ	Research Continuation VI	3 credits
DBA-972EΩ	Research Continuation VII	3 credits
DBA-973EΩ	Research Continuation VIII	3 credits
DBA-974EΩ	Research Continuation IX	3 credits

Doctor of Business Administration: Innovation and Corporate Entrepreneurship (Qualitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Innovation and Corporate Entrepreneurship (Qualitative) will learn how to create a company-wide innovation culture. Students learn to encourage and reward participation in the process of proposing new products or processes that result in significant competitive advantage that is difficult for other companies to replicate. Coursework specifically focuses on creating innovation, organizational structure, and prototyping an innovation, product, or process. Moreover, students will learn to secure organizational commitment of advocates resulting in the execution of a scalable solution. Students will apply qualitative methodology to the completion of the student's research dissertation.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820EΩ	The Literature Landscape: Business	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits
INN-812Ω	Innovation and Organizational Structures	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
INN-817Ω	Designing Corporate Entrepreneurial Solutions	3 credits
INN-822Ω	Achieving Corporate Entrepreneurial Commitment	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
DBA-815	Economics for Business Decisions	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
INN-827Ω	Corporate Entrepreneurial Complexity	3 credits
DBA-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DBA-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DBA-965Ω	Dissertation III	3 credits
Doctor of Business Administration: Innovation and Corporate Entrepreneurship (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DBA-965Ω must take one or more of the following in order to complete their dissertation:

DBA-966EΩ	Research Continuation I	3 credits
DBA-967EΩ	Research Continuation II	3 credits
DBA-968EΩ	Research Continuation III	3 credits
DBA-969EΩ	Research Continuation IV	3 credits
DBA-970EΩ	Research Continuation V	3 credits
DBA-971EΩ	Research Continuation VI	3 credits
DBA-972EΩ	Research Continuation VII	3 credits
DBA-973EΩ	Research Continuation VIII	3 credits
DBA-974EΩ	Research Continuation IX	3 credits

Doctor of Business Administration: Innovation and Corporate Entrepreneurship (Quantitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Innovation and Corporate Entrepreneurship (Quantitative) will learn how to create a company-wide innovation culture. Students learn to encourage and reward participation in the process of proposing new products or processes that result in significant competitive advantage that is difficult for other companies to replicate. Coursework specifically focuses on creating innovation, organizational structure, and prototyping an innovation, product, or process. Moreover, students will learn to secure organizational commitment of advocates resulting in the execution of a scalable solution. Students will apply qualntitative methodology to the completion of the student's research dissertation.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820EΩ	The Literature Landscape: Business	3 credits
INN-812Ω	Innovation and Organizational Structures	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
INN-817Ω	Designing Corporate Entrepreneurial Solutions	3 credits
INN-822Ω	Achieving Corporate Entrepreneurial Commitment	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
DBA-815	Economics for Business Decisions	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
INN-827Ω	Corporate Entrepreneurial Complexity	3 credits
DBA-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DBA-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DBA-965Ω	Dissertation III	3 credits

Doctor of Business Administration: Innovation and Corporate Entrepreneurship (Quantitative Research) — 60 credits

Doctoral learners who did not complete their dissertation in DBA-965Ω must take one or more of the following in order to complete their dissertation:

DBA-966EΩ	Research Continuation I	3 credits
DBA-967EΩ	Research Continuation II	3 credits
DBA-968EΩ	Research Continuation III	3 credits
DBA-969EΩ	Research Continuation IV	3 credits
DBA-970EΩ	Research Continuation V	3 credits
DBA-971EΩ	Research Continuation VI	3 credits
DBA-972EΩ	Research Continuation VII	3 credits
DBA-973EΩ	Research Continuation VIII	3 credits
DBA-974EΩ	Research Continuation IX	3 credits

Doctor of Business Administration: Management (Qualitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Management (Qualitative Research) will be able to create and manage the deployment of organizational structures in a variety of industries with the intent to secure competitive advantage. Students will apply theoretical foundations to address complex interconnected management issues; propose organizational structures to achieve optimal organizational performance; propose change management strategies; analyze the implications of law in business management, and analyze complexities of management. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820EΩ	The Literature Landscape: Business	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits
DBA-805	Management Theory in a Global Economy	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
MGT-805	Designing Organizational Structures	3 credits
MGT-825	Contemporary Business Law	3 credits
DBA-815	Economics for Business Decisions	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
MGT-830	Management of Business Complexity	3 credits
DBA-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DBA-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DBA-965Ω	Dissertation III	3 credits

Doctor of Business Administration: Management (Qualitative Research) — 60 credits

Doctoral learners who did not complete their dissertation in DBA-965Ω must take one or more of the following in order to complete their dissertation:

DBA-966EΩ	Research Continuation I	3 credits
DBA-967EΩ	Research Continuation II	3 credits
DBA-968EΩ	Research Continuation III	3 credits
DBA-969EΩ	Research Continuation IV	3 credits
DBA-970EΩ	Research Continuation V	3 credits
DBA-971EΩ	Research Continuation VI	3 credits
DBA-972EΩ	Research Continuation VII	3 credits
DBA-973EΩ	Research Continuation VIII	3 credits
DBA-974EΩ	Research Continuation IX	3 credits

Doctor of Business Administration: Management (Quantitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Management

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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(Quantitative Research) will be able to create and manage the deployment of organizational structures in a variety of industries with the intent to secure competitive advantage. Students will apply theoretical foundations to address complex interconnected management issues; propose organizational structures to achieve optimal organizational performance; propose change management strategies; analyze the implications of law in business management, and analyze complexities of management. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820EΩ	The Literature Landscape: Business	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits
DBA-805	Management Theory in a Global Economy	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
MGT-805	Designing Organizational Structures	3 credits
MGT-825	Contemporary Business Law	3 credits
DBA-815	Economics for Business Decisions	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
MGT-830	Management of Business Complexity	3 credits
DBA-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DBA-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DBA-965Ω	Dissertation III	3 credits
Doctor of Business Administration: Management (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DBA-965Ω must take one or more of the following in order to complete their dissertation:

DBA-966EΩ	Research Continuation I	3 credits
DBA-967EΩ	Research Continuation II	3 credits
DBA-968EΩ	Research Continuation III	3 credits
DBA-969EΩ	Research Continuation IV	3 credits
DBA-970EΩ	Research Continuation V	3 credits
DBA-971EΩ	Research Continuation VI	3 credits
DBA-972EΩ	Research Continuation VII	3 credits
DBA-973EΩ	Research Continuation VIII	3 credits
DBA-974Ω	Research Continuation IX	3 credits

Doctor of Business Administration: Marketing (Qualitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Marketing (Qualitative Research) will be able to create and manage data-driven marketing in a variety of industries with the intent to secure competitive advantage. Students will integrate the history, philosophy, and theories of marketing; assess the influence of digital technologies; evaluate data-driven marketing management strategies and analyze the complexities of global marketing. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820EΩ	The Literature Landscape: Business	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits
MKT-830	The History and Philosophy of Marketing	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
MKT-832	Digital Technology and Consumer Behavior	3 credits
MKT-834	Data-Driven Marketing Management	3 credits
DBA-815	Economics for Business Decisions	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
MKT-838	Complexity of Marketing	3 credits
DBA-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DBA-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DBA-965Ω	Dissertation III	3 credits
Doctor of Business Administration: Marketing (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DBA-965Ω must take one or more of the following in order to complete their dissertation:

DBA-966EΩ	Research Continuation I	3 credits
DBA-967EΩ	Research Continuation II	3 credits
DBA-968EΩ	Research Continuation III	3 credits
DBA-969EΩ	Research Continuation IV	3 credits
DBA-970EΩ	Research Continuation V	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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DBA-971EΩ	Research Continuation VI	3 credits
DBA-972EΩ	Research Continuation VII	3 credits
DBA-973EΩ	Research Continuation VIII	3 credits
DBA-974EΩ	Research Continuation IX	3 credits

Doctor of Business Administration: Marketing (Quantitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Marketing (Quantitative) will be able to create and manage data-driven marketing in a variety of industries with the intent to secure competitive advantage. Students will integrate the history, philosophy, and theories of marketing; assess the influence of digital technologies; evaluate data-driven marketing management strategies and analyze the complexities of global marketing. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820EΩ	The Literature Landscape: Business	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits
MKT-830	The History and Philosophy of Marketing	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
MKT-832	Digital Technology and Consumer Behavior	3 credits
MKT-834	Data-Driven Marketing Management	3 credits
DBA-815	Economics for Business Decisions	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
MKT-838	Complexity of Marketing	3 credits
DBA-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DBA-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DBA-965Ω	Dissertation III	3 credits
Doctor of Business Administration: Marketing (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DBA-965Ω must take one or more of the following in order to complete their dissertation:

DBA-966EΩ	Research Continuation I	3 credits
DBA-967EΩ	Research Continuation II	3 credits
DBA-968EΩ	Research Continuation III	3 credits
DBA-969EΩ	Research Continuation IV	3 credits
DBA-970EΩ	Research Continuation V	3 credits
DBA-971EΩ	Research Continuation VI	3 credits
DBA-972EΩ	Research Continuation VII	3 credits
DBA-973EΩ	Research Continuation VIII	3 credits
DBA-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Behavioral Health (Qualitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health will advance the study of leadership within the field of behavior health with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
PCE-812	Behavioral Health Management	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
PCE-820	Behavioral Health Clinical Supervision	3 credits
PCE-822	Behavioral Health Entrepreneurship	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
PCE-805	Consultation for Behavioral Health Professionals	3 credits
DIS-955Ω	Dissertation I	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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RES-873Ω	Qualitative Data Collection and Management	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational Leadership: Behavioral Health (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Behavioral Health (Quantitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health will advance the study of leadership within the field of behavior health with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
PCE-812	Behavioral Health Management	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
PCE-820	Behavioral Health Clinical Supervision	3 credits
PCE-822	Behavioral Health Entrepreneurship	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
PCE-805	Consultation for Behavioral Health Professionals	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational Leadership: Behavioral Health (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Christian Ministry (Qualitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Emphasis in Christian Ministry will advance the study of leadership within the field of Christian ministry with an in-depth research-based approach to facilitate leadership within Christian ministry and society.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
MIN-812	Theology of Leadership	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
MIN-817	Christian Ministry and Culture	3 credits
MIN-822	Trends and Issues in Christian Ministry	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
MIN-827	Practical Considerations in Christian Ministry	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational Leadership: Christian Ministry (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Christian Ministry (Quantitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Christian Ministry will advance the study of leadership within the field of Christian ministry with an in-depth research-based approach to facilitate leadership within Christian ministry and society.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
MIN-812	Theology of Leadership	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
MIN-817	Christian Ministry and Culture	3 credits
MIN-822	Trends and Issues in Christian Ministry	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
MIN-827	Practical Considerations in Christian Ministry	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational Leadership: Christian Ministry (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Health Care Administration (Qualitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Health Care Administration will advance the study of leadership within the field of health care with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
HCA-812	Health Care Regulation	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
HCA-817	Professional Development and Leadership in Health Care	3 credits
HCA-822	Building a Culture of Community in Health Care	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
HCA-827	Sustainability of Health Care Organizations	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational Leadership: Health Care Administration (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Health Care Administration (Quantitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Health Care Administration will advance the study of leadership within the field of health care with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
HCA-812	Health Care Regulation	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
HCA-817	Professional Development and Leadership in Health Care	3 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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HCA-822	Building a Culture of Community in Health Care	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
HCA-827	Sustainability of Health Care Organizations	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits

Doctor of Education in Organizational Leadership: Health Care Administration (Quantitative Research) — 60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Higher Education Leadership (Qualitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership will advance the study of leadership within the field of higher education leadership with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDU-805	History and Politics of Higher Education	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
EDU-812	Governance and Structures in Higher Education	3 credits
EDU-822	Fiscal Management in Higher Education	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
EDU-827	Strategic Planning in Higher Education	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits

Doctor of Education in Organizational Leadership: Higher Education Leadership (Qualitative Research) — 60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Higher Education Leadership (Quantitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership will advance the study of leadership within the field of higher education leadership with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDU-805	History and Politics of Higher Education	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
EDU-812	Governance and Structures in Higher Education	3 credits
EDU-822	Fiscal Management in Higher Education	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
EDU-827	Strategic Planning in Higher Education	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational Leadership: Higher Education Leadership (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: K-12 Leadership (Qualitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in K-12 Leadership will advance the study of leadership within the field of K-12 education leadership with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDL-807	History and Politics of K-12 Education	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
EDL-812	Governance and Structures in K-12 Education	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
EDL-827	Strategic Planning in K-12 Education	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits

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DIS-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational K-12 Leadership (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: K-12 Leadership (Quantitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in K-12 Leadership will advance the study of leadership within the field of K-12 education leadership with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDL-807	History and Politics of K-12 Education	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
EDL-812	Governance and Structures in K-12 Education	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
EDL-827	Strategic Planning in K-12 Education	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational K-12 Leadership (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Organizational Development (Qualitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development will examine organizational culture, communication, and leader/follower interaction, and will analyze organizational models using

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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constructs from research to explain behaviors and events in an organizational setting.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
ORG-807	Stakeholders: Roles in Organizations	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
ORG-812	Organizational Theory, Structure, and Process	3 credits
ORG-817	Systems Thinking: Building Organizations That Last	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
ORG-827	Strategic Decision Making	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational: Organizational Development (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Organizational Development (Quantitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development will examine organizational culture, communication, and leader/follower interaction, and will analyze organizational models using constructs from research to explain behaviors and events in an organizational setting.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
ORG-807	Stakeholders: Roles in Organizations	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
ORG-812	Organizational Theory, Structure, and Process	3 credits
ORG-817	Systems Thinking: Building Organizations That Last	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
ORG-827	Strategic Decision Making	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational: Organizational Development (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits

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DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Special Education (Qualitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Special Education will advance the study of leadership within the field of special education with an in-depth research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
SPE-812	Special Education Law	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
SPE-817	Supervision and Administration of Special Education	3 credits
SPE-822	Fiscal Management in Special Education	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
SPE-827	Perspectives in Special Education	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational: Special Education (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Organizational Leadership: Special Education (Quantitative Research)

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Special Education will advance the study of leadership within the field of special education with an in-depth research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
SPE-812	Special Education Law	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
SPE-817	Supervision and Administration of Special Education	3 credits
SPE-822	Fiscal Management in Special Education	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
SPE-827	Perspectives in Special Education	3 credits
DIS-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965Ω	Dissertation III	3 credits
Doctor of Education in Organizational: Special Education (Quamntitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

DIS-966EΩ	Research Continuation I	3 credits
DIS-967EΩ	Research Continuation II	3 credits
DIS-968EΩ	Research Continuation III	3 credits
DIS-969EΩ	Research Continuation IV	3 credits
DIS-970EΩ	Research Continuation V	3 credits
DIS-971EΩ	Research Continuation VI	3 credits
DIS-972EΩ	Research Continuation VII	3 credits
DIS-973EΩ	Research Continuation VIII	3 credits
DIS-974EΩ	Research Continuation IX	3 credits

Doctor of Education in Teaching and Learning: Adult Learning (Qualitative Research)

The Doctor of Education in Teaching and Learning program develops educators capable of generating new knowledge and responsibly applying knowledge to achieve educational outcomes as well as mentoring, coaching, and collaborating from the perspective of the Christian worldview. Students will study the major bodies of literature in educational theory and philosophy, will reflect critically on existing theory, will identify appropriate applications of theory, and will conceptualize philosophy from its theoretic foundation. Students will develop academic and research expertise through the study of research methodology. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820BΩ	The Literature Landscape: Teaching and Learning	3 credits
TLC-801	History and Philosophy of Teaching and Learning	3 credits
TLC-802	Learning Theories	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
TLA-830	Adult Learning Theory	3 credits
TLA-832	Worldview and Adult Learning	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
TLA-836	Transformational Learning	3 credits
TLC-803	Coaching, Mentoring, and Collaboration	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
TLA-838	Applications of Adult Learning	3 credits
TLC-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
TLC-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
TLC-965Ω	Dissertation III	3 credits
Doctor of Education in Teaching and Learning: Adult Learning (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in TLC-965 must take one or more of the following in order to complete their dissertation:

TLC-966Ω	Research Continuation I	3 credits
TLC-967Ω	Research Continuation II	3 credits
TLC-968Ω	Research Continuation III	3 credits
TLC-969Ω	Research Continuation IV	3 credits
TLC-970Ω	Research Continuation V	3 credits
TLC-971Ω	Research Continuation VI	3 credits
TLC-972Ω	Research Continuation VII	3 credits
TLC-973Ω	Research Continuation VIII	3 credits
TLC-974Ω	Research Continuation IX	3 credits

Doctor of Education in Teaching and Learning: Adult Learning (Quantitative Research)

The Doctor of Education in Teaching and Learning program develops educators capable of generating new knowledge and responsibly applying knowledge to achieve educational outcomes as well as mentoring, coaching, and collaborating from the perspective of the Christian worldview. Students will study the major bodies of literature in educational theory and philosophy, will reflect critically on existing theory, will identify appropriate applications of theory, and will conceptualize philosophy from its theoretic foundation. Students will develop academic and research expertise through the study of research methodology. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820BΩ	The Literature Landscape: Teaching and Learning	3 credits
TLC-801	History and Philosophy of Teaching and Learning	3 credits
TLC-802	Learning Theories	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851 Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
TLA-830	Adult Learning Theory	3 credits
TLA-832	Worldview and Adult Learning	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
TLA-836	Transformational Learning	3 credits
TLC-803	Coaching, Mentoring, and Collaboration	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
TLA-838	Applications of Adult Learning	3 credits
TLC-955 Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
TLC-960 Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
TLC-965 Ω	Dissertation III	3 credits
Doctor of Education in Teaching and Learning: Adult Learning (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in TLC-965 must take one or more of the following in order to complete their dissertation:

TLC-966 Ω	Research Continuation I	3 credits
TLC-967 Ω	Research Continuation II	3 credits
TLC-968 Ω	Research Continuation III	3 credits
TLC-969 Ω	Research Continuation IV	3 credits
TLC-970 Ω	Research Continuation V	3 credits
TLC-971 Ω	Research Continuation VI	3 credits
TLC-972 Ω	Research Continuation VII	3 credits
TLC-973 Ω	Research Continuation VIII	3 credits
TLC-974 Ω	Research Continuation IX	3 credits

Doctor of Health Administration: Operational Leadership (Qualitative Research)

The doctorate in health administration is a terminal research degree that allows for the development of theoretical knowledge in the healthcare industry and application of that knowledge to the improvement of practice. The program will prepare established professionals to design innovative operational approaches to leadership within healthcare organizations through addressing technology, efficiency, quality, safety, and outcomes. The program will prepare students for careers in health system management, healthcare operations, healthcare research, and health policy.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820GΩ	The Literature Landscape: Health Administration	3 credits
DHA-801	Healthcare Economics	3 credits
DHA-802	Innovation in Healthcare Technology	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851 Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
DHL-821	Organizational Initiatives	3 credits
DHA-803	Policy and Regulation in Healthcare	3 credits
DHA-804	Strategic Healthcare Management and Leadership	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
DHL-823	Risk Management	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
DHL-825	Resource Management	3 credits
DHA-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
DHA-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results, and Findings	3 credits
DHA-965Ω	Dissertation III	3 credits
Doctor of Health Administration: Operational Leadership (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DHA-965 must take one or more of the following in order to complete their dissertation:

DHA-966Ω	Research Continuation I	3 credits
DHA-967Ω	Research Continuation II	3 credits
DHA-968Ω	Research Continuation III	3 credits
DHA-969Ω	Research Continuation IV	3 credits
DHA-970Ω	Research Continuation V	3 credits
DHA-971Ω	Research Continuation VI	3 credits
DHA-972Ω	Research Continuation VII	3 credits
DHA-973Ω	Research Continuation VIII	3 credits
DHA-974Ω	Research Continuation IX	3 credits

Doctor of Health Administration: Operational Leadership (Quantitative Research)

A doctorate in healthcare administration is a terminal degree within health administration. The program will prepare established professionals to design innovative approaches to healthcare operations that address efficiency, quality, safety and outcome. Students will apply theoretical and research knowledge to real-world situations and settings to influence existing

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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practices and policies. The program will prepare students for careers in health system management, health care operations, health care research, and health policy.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820GΩ	The Literature Landscape: Health Administration	3 credits
DHA-801	Healthcare Economics	3 credits
DHA-802	Innovation in Healthcare Technology	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851 Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
DHL-821	Organizational Initiatives	3 credits
DHA-803	Policy and Regulation in Healthcare	3 credits
DHA-804	Strategic Healthcare Management and Leadership	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
DHL-823	Risk Management	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
DHL-825	Resource Management	3 credits
DHA-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DHA-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DHA-965Ω	Dissertation III	3 credits
Doctor of Health Administration: Operational Leadership (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in DHA-965 must take one or more of the following in order to complete their dissertation:

DHA-966Ω	Research Continuation I	3 credits
DHA-967Ω	Research Continuation II	3 credits
DHA-968Ω	Research Continuation III	3 credits
DHA-969Ω	Research Continuation IV	3 credits
DHA-970Ω	Research Continuation V	3 credits
DHA-971Ω	Research Continuation VI	3 credits
DHA-972Ω	Research Continuation VII	3 credits
DHA-973Ω	Research Continuation VIII	3 credits
DHA-974Ω	Research Continuation IX	3 credits

Doctor of Philosophy in General Psychology: Cognition and Instruction (Qualitative Research)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human behavior and mental processes. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of instruction include five emphasis courses in cognition, research methods as well as history and systems in psychology, personality, and social, biological, and developmental psychology. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820CΩ	The Literature Landscape: Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-820	Cognitive Science	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
PSY-863	Cognition and Instruction	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
PSY-866	Social Cognition	3 credits
PSY-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
PSY-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
PSY-965Ω	Dissertation III	3 credits
Doctor of Philosophy in General Psychology: Cognition and Instruction (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in PSY-965 must take one or more of the following in order to complete their dissertation:

PSY-966EΩ	Research Continuation I	3 credits
PSY-967EΩ	Research Continuation II	3 credits
PSY-968EΩ	Research Continuation III	3 credits
PSY-969EΩ	Research Continuation IV	3 credits
PSY-970EΩ	Research Continuation V	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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PSY-971E[Ω]	Research Continuation VI	3 credits
PSY-972E[Ω]	Research Continuation VII	3 credits
PSY-973E[Ω]	Research Continuation VII	3 credits
PSY-974E[Ω]	Research Continuation IX	3 credits

Doctor of Philosophy in General Psychology: Cognition and Instruction (Quantitative Research)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human behavior and mental processes. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of instruction include five emphasis courses in cognition, research methods as well as history and systems in psychology, personality, and social, biological, and developmental psychology. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself.

Degree Requirements

RES-815[Ω]	Introduction to Research	3 credits
RES-820C[Ω]	The Literature Landscape: Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831[Ω]	Foundations of Research Design 1	3 credits
RSD-851[Ω]	Residency: Dissertation	3 credits
RES-832[Ω]	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-820	Cognitive Science	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
RES-842[Ω]	Designing a Quantitative Study 1	3 credits
RES-844[Ω]	Designing a Quantitative Study 2	3 credits
PSY-863	Cognition and Instruction	3 credits
RSD-884[Ω]	Residency: The Quantitative Dissertation	3 credits
PSY-866	Social Cognition	3 credits
PSY-955[Ω]	Dissertation I	3 credits
RES-874[Ω]	Quantitative Data Collection and Statistical Mechanics	3 credits
PSY-960[Ω]	Dissertation II	3 credits
RES-884[Ω]	Quantitative Data Analysis, Results, and Findings	3 credits
PSY-965[Ω]	Dissertation III	3 credits
Doctor of Philosophy in General Psychology: Cognition and Instruction (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in PSY-965 must take one or more of the following in order to complete their dissertation:

PSY-966E[Ω]	Research Continuation I	3 credits
PSY-967E[Ω]	Research Continuation II	3 credits
PSY-968E[Ω]	Research Continuation III	3 credits
PSY-969E[Ω]	Research Continuation IV	3 credits
PSY-970E[Ω]	Research Continuation V	3 credits
PSY-971E[Ω]	Research Continuation VI	3 credits
PSY-972E[Ω]	Research Continuation VII	3 credits
PSY-973E[Ω]	Research Continuation VII	3 credits
PSY-974E[Ω]	Research Continuation IX	3 credits

Doctor of Philosophy in General Psychology: Industrial and Organizational Psychology (Qualitative Research)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province. Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human behavior and mental processes. The program prepares individuals to engage their knowledge and skills in the areas of industrial and organizational psychology in applied business-related settings. Core areas of instruction include five emphasis courses in industrial/organizational psychology, research methods, quantitative and qualitative statistics, as well as history and systems of psychology, personality, and social, biological, and developmental psychology. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself.

Degree Requirements

RES-815[Ω]	Introduction to Research	3 credits
RES-820C[Ω]	The Literature Landscape: Psychology	3 credits
PSY-810[Ω]	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831[Ω]	Foundations of Research Design 1	3 credits
RSD-851[Ω]	Residency: Dissertation	3 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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RES-832Ω	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-830	Principles of Industrial/ Organizational Psychology	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
PSY-834	Psychology of Consulting and Coaching	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
PSY-836	Principles of Personnel and Human Resource Management	3 credits
PSY-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
PSY-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
PSY-965Ω	Dissertation III	3 credits
Doctor of Philosophy in General Psychology: Industrial and Organizational Psychology (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in PSY-965 must take one or more of the following in order to complete their dissertation:

PSY-966EΩ	Research Continuation I	3 credits
PSY-967EΩ	Research Continuation II	3 credits
PSY-968EΩ	Research Continuation III	3 credits
PSY-969EΩ	Research Continuation IV	3 credits
PSY-970EΩ	Research Continuation V	3 credits
PSY-971EΩ	Research Continuation VI	3 credits
PSY-972EΩ	Research Continuation VII	3 credits
PSY-973EΩ	Research Continuation VII	3 credits
PSY-974EΩ	Research Continuation IX	3 credits

Doctor of Philosophy in General Psychology: Industrial and Organizational Psychology (Quantitative Research)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province. Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human behavior and mental processes. The program prepares individuals to engage their knowledge and skills in the areas of industrial and organizational psychology in applied business-related settings. Core areas of instruction include five emphasis courses in industrial/organizational psychology, research methods, as well as history and systems of psychology, personality, and social, biological, and developmental psychology. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820CΩ	The Literature Landscape: Psychology	3 credits
PSY-810Ω	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-830	Principles of Industrial/ Organizational Psychology	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
PSY-834	Psychology of Consulting and Coaching	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
PSY-836	Principles of Personnel and Human Resource Management	3 credits
PSY-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
PSY-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
PSY-965Ω	Dissertation III	3 credits
Doctor of Philosophy in General Psychology: Industrial and Organizational Psychology (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in PSY-965 must take one or more of the following in order to complete their dissertation:

PSY-966EΩ	Research Continuation I	3 credits
PSY-967EΩ	Research Continuation II	3 credits
PSY-968EΩ	Research Continuation III	3 credits
PSY-969EΩ	Research Continuation IV	3 credits
PSY-970EΩ	Research Continuation V	3 credits
PSY-971EΩ	Research Continuation VI	3 credits
PSY-972EΩ	Research Continuation VII	3 credits
PSY-973EΩ	Research Continuation VII	3 credits
PSY-974EΩ	Research Continuation IX	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Doctor of Philosophy in General Psychology: Integrating Technology, Learning, and Psychology (Qualitative Research)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province. Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of knowledge include history and systems of psychology and cognition, as well as personality, abnormal, social, multicultural, and developmental psychology. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself. Entry to this program requires a graduate degree and related coursework. Graduates of Grand Canyon University's Doctor of Philosophy in General Psychology program with an Emphasis in Integrating Technology, Learning, and Psychology will be able to integrate psychology with technology, instruction, and learning to inform research and create solutions to optimize opportunities for stakeholders.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820CΩ	The Literature Landscape: Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-807	Theories of Cognition, Motivation, Collaboration, and Learning	3 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
PSY-817	Technologies for Learning and Communication	3 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
PSY-827	Integrating for Learning and Communication	3 credits
PSY-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
PSY-960Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
PSY-965Ω	Dissertation III	3 credits
Doctor of Philosophy in General Psychology: Integrating Technology, Learning, and Psychology (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in PSY-965 must take one or more of the following in order to complete their dissertation:

PSY-966EΩ	Research Continuation I	3 credits
PSY-967EΩ	Research Continuation II	3 credits
PSY-968EΩ	Research Continuation III	3 credits
PSY-969EΩ	Research Continuation IV	3 credits
PSY-970EΩ	Research Continuation V	3 credits
PSY-971EΩ	Research Continuation VI	3 credits
PSY-972EΩ	Research Continuation VII	3 credits
PSY-973EΩ	Research Continuation VII	3 credits
PSY-974EΩ	Research Continuation IX	3 credits

Doctor of Philosophy in General Psychology: Integrating Technology, Learning, and Psychology (Quantitative Research)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province. Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of knowledge include history and systems of psychology and cognition, as well as personality, abnormal, social, multicultural, and developmental psychology. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself. Entry to this program requires a graduate degree and related coursework. Graduates of Grand Canyon University's Doctor of Philosophy in General Psychology program with an Emphasis in Integrating Technology, Learning, and Psychology will be able to integrate psychology with technology, instruction, and learning to inform research and create solutions to optimize opportunities for stakeholders.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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RES-820C$^{\Omega}$	The Literature Landscape: Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831$^{\Omega}$	Foundations of Research Design 1	3 credits
RSD-851$^{\Omega}$	Residency: Dissertation	3 credits
RES-832$^{\Omega}$	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-807	Theories of Cognition, Motivation, Collaboration, and Learning	3 credits
RES-842$^{\Omega}$	Designing a Quantitative Study 1	3 credits
RES-844$^{\Omega}$	Designing a Quantitative Study 2	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
PSY-817	Technologies for Learning and Communication	3 credits
RSD-884$^{\Omega}$	Residency: The Quantitative Dissertation	3 credits
PSY-827	Integrating for Learning and Communication	3 credits
PSY-955$^{\Omega}$	Dissertation I	3 credits
RES-874$^{\Omega}$	Quantitative Data Collection and Statistical Mechanics	3 credits
PSY-960$^{\Omega}$	Dissertation II	3 credits
RES-884$^{\Omega}$	Quantitative Data Analysis, Results, and Findings	3 credits
PSY-965$^{\Omega}$	Dissertation III	3 credits
Doctor of Philosophy in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology		60 credits

Doctoral learners who did not complete their dissertation in PSY-965 must take one or more of the following in order to complete their dissertation:

PSY-966E$^{\Omega}$	Research Continuation I	3 credits
PSY-967E$^{\Omega}$	Research Continuation II	3 credits
PSY-968E$^{\Omega}$	Research Continuation III	3 credits
PSY-969E$^{\Omega}$	Research Continuation IV	3 credits
PSY-970E$^{\Omega}$	Research Continuation V	3 credits
PSY-971E$^{\Omega}$	Research Continuation VI	3 credits
PSY-972E$^{\Omega}$	Research Continuation VII	3 credits
PSY-973E$^{\Omega}$	Research Continuation VII	3 credits
PSY-974E$^{\Omega}$	Research Continuation IX	3 credits

Doctor of Philosophy in General Psychology: Performance Psychology (Qualitative Research)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of knowledge include history and systems of psychology, cognition, research methods, as well as personality, abnormal, social, multicultural, and developmental psychology. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself. Entry to this program requires a graduate degree and related coursework. Graduates of Grand Canyon University's Doctor of Philosophy in General Psychology program with an Emphasis in Performance Psychology will be able to apply theory and practice to conduct original research or work in applied settings such as sport, military, or medical industries to enhance performance of individuals and groups.

Degree Requirements

RES-815$^{\Omega}$	Introduction to Research	3 credits
RES-820C$^{\Omega}$	The Literature Landscape: Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831$^{\Omega}$	Foundations of Research Design 1	3 credits
RSD-851$^{\Omega}$	Residency: Dissertation	3 credits
RES-832$^{\Omega}$	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-831	Foundations of Performance Psychology	3 credits
RES-841$^{\Omega}$	Designing a Qualitative Study 1	3 credits
RES-843$^{\Omega}$	Designing a Qualitative Study 2	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
PSY-833	Psychomotor Performance	3 credits
RSD-883$^{\Omega}$	Residency: The Qualitative Dissertation	3 credits
PSY-839	Performance Enhancement	3 credits
PSY-955$^{\Omega}$	Dissertation I	3 credits
RES-873$^{\Omega}$	Qualitative Data Collection and Management	3 credits
PSY-960$^{\Omega}$	Dissertation II	3 credits
RES-883$^{\Omega}$	Qualitative Data Analysis, Results and Findings	3 credits
PSY-965$^{\Omega}$	Dissertation III	3 credits
Doctor of Philosophy in General Psychology: Performance Psychology (Qualitative Research)		60 credits

Doctoral learners who did not complete their dissertation in PSY-965 must take one or more of the following in order to complete their dissertation:

PSY-966E$^{\Omega}$	Research Continuation I	3 credits
PSY-967E$^{\Omega}$	Research Continuation II	3 credits
PSY-968E$^{\Omega}$	Research Continuation III	3 credits

$^{\Delta}$ Writing intensive course | ◆ Fulfills General Education requirement | $^{\sharp}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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PSY-969EΩ	Research Continuation IV	3 credits
PSY-970EΩ	Research Continuation V	3 credits
PSY-971EΩ	Research Continuation VI	3 credits
PSY-972EΩ	Research Continuation VII	3 credits
PSY-973EΩ	Research Continuation VII	3 credits
PSY-974EΩ	Research Continuation IX	3 credits

Doctor of Philosophy in General Psychology: Performance Psychology (Quantitative Research)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of knowledge include history and systems of psychology, cognition, research methods, as well as personality, abnormal, social, multicultural, and developmental psychology. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself. Entry to this program requires a graduate degree and related coursework. Graduates of Grand Canyon University's Doctor of Philosophy in General Psychology program with an Emphasis in Performance Psychology will be able to apply theory and practice to conduct original research or work in applied settings such as sport, military, or medical industries to enhance performance of individuals and groups.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820CΩ	The Literature Landscape: Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-831	Foundations of Performance Psychology	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
PSY-833	Psychomotor Performance	3 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
PSY-839	Performance Enhancement	3 credits
PSY-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
PSY-960Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
PSY-965Ω	Dissertation III	3 credits
Doctor of Philosophy in General Psychology: Performance Psychology (Quantitative Research)		60 credits

Doctoral learners who did not complete their dissertation in PSY-965 must take one or more of the following in order to complete their dissertation:

PSY-966EΩ	Research Continuation I	3 credits
PSY-967EΩ	Research Continuation II	3 credits
PSY-968EΩ	Research Continuation III	3 credits
PSY-969EΩ	Research Continuation IV	3 credits
PSY-970EΩ	Research Continuation V	3 credits
PSY-971EΩ	Research Continuation VI	3 credits
PSY-972EΩ	Research Continuation VII	3 credits
PSY-973EΩ	Research Continuation VII	3 credits
PSY-974EΩ	Research Continuation IX	3 credits

Advanced Graduate Certificate in Higher Education Leadership

Students who study Higher Education Leadership will advance the study of leadership within the field of higher education leadership with an in-depth approach to facilitate the leadership abilities and role as a strategic professional. Those who complete the certificate and want to further explore complex theories of business and innovation can transfer the credits directly into either of GCU's Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership programs.

Degree Requirements

EDU-805	History and Politics of Higher Education	3 credits
EDU-812	Governance and Structures in Higher Education	3 credits
EDU-822	Fiscal Management in Higher Education	3 credits
EDU-827	Strategic Planning in Higher Education	3 credits
Advanced Graduate Certificate in Higher Education Leadership		12 credits

Advanced Graduate Certificate in Innovation and Corporate Entrepreneurship

This graduate-level certificate program provides instruction that specifically focuses on creating innovation, optimizing organizational structures, and prototyping an innovation, product, or process. Those who complete the certificate and want to further explore complex theories of business and innovation can transfer the credits directly into GCU's Doctor of Business Administration: Innovation and Corporate Entrepreneurship program.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

INN-812	Innovation and Organizational Structures	3 credits
INN-817	Designing Corporate Entrepreneurial Solutions	3 credits
INN-822	Achieving Corporate Entrepreneurial Commitment	3 credits
INN-827	Corporate Entrepreneurial Complexity	3 credits
Advanced Graduate Certificate in Innovation and Corporate Entrepreneurship		12 credits

Advanced Graduate Certificate in Leadership

This graduate-level certificate program provides instruction in advanced leadership theories and concepts. Existing managers, directors, and executives can build skills in strategic planning and change management, how to navigate complex ethical situations, and how to manage aspects of leading global and diverse workforces. Those who complete the certificate and want to further explore complex theories of leadership can transfer the credits directly into GCU's Doctor of Education in Organizational Leadership program.

Degree Requirements

LDR-800	Ethical Dilemmas and Stewardship	3 credits
LDR-804	Leading Across Cultures	3 credits
LDR-825	Strategic Planning and Change	3 credits
Advanced Graduate Certificate in Leadership		9 credits

Advanced Graduate Certificate in Marketing

Students will integrate the history, philosophy, and theories of marketing; assess the influence of digital technologies; evaluate data-driven marketing management strategies and analyze the complexities of global marketing. Those who complete the Advanced Graduate Certificate in Marketing and want to further explore complex theories of psychology can transfer the credits directly into either of GCU's Doctor of Business Administration with an Emphasis in Marketing programs.

Degree Requirements

MKT-830	The History and Philosophy of Marketing	3 credits
MKT-832	Digital Technology and Consumer Behavior	3 credits
MKT-834	Data-Driven Marketing Management	3 credits
MKT-838	Complexity of Marketing	3 credits
Advanced Graduate Certificate in Marketing		12 credits

Advanced Graduate Certificate in Performance Psychology

This graduate-level certificate program provides instruction in advanced psychology theories and concepts. The certificate contains an array of courses that increase the understanding of human actions in the past and present with a focus on the enhancement of human performance in a variety of areas. Performance psychology digs deeper into the principles of behavior modification to determine how to improve work and leadership. Those who complete the certificate and want to further explore complex theories of psychology can transfer the credits directly into GCU's Doctor of Philosophy in General Psychology: Performance Psychology program.

PSY-831	Foundations of Performance Psychology	3 credits
PSY-833	Psychomotor Performance	3 credits
PSY-839	Performance Enhancement	3 credits
Advamced Graduate Certificate in Performance Psychology		9 credits

Professional Programs

Education Specialist in K-12 Leadership

Grand Canyon University's Education Specialist in K-12 Leadership program is designed to prepare educators to assume a variety of leadership roles in economically and culturally diverse 21st century K-12 educational communities. After foundational instruction in ethics, research, and theory, coursework focuses on educational policy development and decision making, staffing, and organizational leadership, supervision of teaching and learning, instructional and curricular supervision, department and unit management, and other areas related to leadership at the building or district level. The program is aligned with the standards of the Educational Leadership Constituent Council (ELCC) and is consistent with the University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders in a technologically advanced world.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820AΩ	The Literature Landscape: Organizational Leadership	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDL-807	History and Politics of K-12 Education	3 credits
EDL-812	Governance and Structures in K-12 Education	3 credits
EDL-817	Building a K-12 Community	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
EDL-827	Strategic Planning in K-12 Education	3 credits
EDL-912Ω	EDS K-12 Capstone	3 credits
Educational Specialist in K-12 Leadership		30 credits

Education Specialist in K-12 Leadership *Effective April 2026*

Grand Canyon University's Education Specialist in K-12 Leadership program is designed to prepare educators to assume a variety of leadership roles in economically and culturally diverse 21st century K-12 educational communities. After foundational instruction in ethics, research, and theory, coursework focuses on educational policy development and decision making, staffing, and organizational leadership, supervision of teaching and learning, instructional and curricular supervision, department and unit management, and other areas related to leadership at the building or district level. The program is aligned with the standards of the Educational Leadership Constituent Council

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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(ELCC) and is consistent with the University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders in a technologically advanced world.

Degree Requirements

RES-811Ω	Introduction to Advanced Graduate Studies and Scholarship	3 credits
RES-820HΩ	The Literature Landscape: Education Specialist	3 credits
LDR-804	Leading Across Cultures	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDL-807	History and Politics of K-12 Education	3 credits
EDL-812	Governance and Structures in K-12 Education	3 credits
LDR-825	Strategic Planning and Change	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
EDL-827	Strategic Planning in K-12 Education	3 credits
EDL-912Ω	EDS K-12 Capstone	3 credits
Educational Specialist in K-12 Leadership		30 credits

Education Specialist in Teaching and Learning

Building a collaborative community focused on student learning requires research, knowledge and the ability plan strategically. Grand Canyon University's Education Specialist (EdS) in Teaching and Learning program is designed to prepare you to assume a expert role in economically and culturally diverse 21st century educational communities. Offered by the College of Doctoral Studies, this accelerated EdS online program streamlines a rigorous curriculum. Unlike the Doctor of Education in Organizational Leadership with an Emphasis in K-12 Leadership, the EdS degree program does not require a residency or dissertation. With an in-depth analysis-based approach, the Education Specialist degree emphasizes theories and models of teaching, learning and leading in elementary, junior high and high school learning environments. Examine the global politics of education and intervention facilitated by government entities. Study professional learning communities, theories of pedagogy, and explore ways to train and develop the team you will lead and support. Students will learn to excel in teaching with the advanced ability to study industry trends, implement new effective teaching strategies based on original research and apply findings to foster greater classroom success.

Degree Requirements

RES-811Ω	Introduction to Advanced Graduate Studies and Scholarship	3 credits
TLC-801	History and Philosophy of Teaching and Learning	3 credits
TLC-802	Learning Theories	3 credits
EDL-861	Analysis of Educational Research	3 credits
EDL-817	Building a K-12 Community	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
TLC-803	Coaching, Mentoring, and Collaboration	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
TLC-804	Globalization, Innovation, and Change	3 credits
EDL-910Ω	EDS Capstone	3 credits
Educational Specialist in Teaching and Learning		30 credits

Education Specialist in Teaching and Learning *Effective April 2026*

Building a collaborative community focused on student learning requires research, knowledge and the ability plan strategically. Grand Canyon University's Education Specialist (EdS) in Teaching and Learning program is designed to prepare you to assume a expert role in economically and culturally diverse 21st century educational communities. Offered by the College of Doctoral Studies, this accelerated EdS online program streamlines a rigorous curriculum. Unlike the Doctor of Education in Organizational Leadership with an Emphasis in K-12 Leadership, the EdS degree program does not require a residency or dissertation. With an in-depth analysis-based approach, the Education Specialist degree emphasizes theories and models of teaching, learning and leading in elementary, junior high and high school learning environments. Examine the global politics of education and intervention facilitated by government entities. Study professional learning communities, theories of pedagogy, and explore ways to train and develop the team you will lead and support. Students will learn to excel in teaching with the advanced ability to study industry trends, implement new effective teaching strategies based on original research and apply findings to foster greater classroom success.

Degree Requirements

RES-811Ω	Introduction to Advanced Graduate Studies and Scholarship	3 credits
RES-820HΩ	The Literature Landscape: Education Specialist	3 credits
TLC-801	History and Philosophy of Teaching and Learning	3 credits
TLC-802	Learning Theories	3 credits
EDL-817	Building a K-12 Community	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
TLC-803	Coaching, Mentoring, and Collaboration	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
TLC-804	Globalization, Innovation, and Change	3 credits
EDL-910Ω	EDS Capstone	3 credits
Educational Specialist in Teaching and Learning		30 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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The College of Education

College Description

The preparation of teachers and administrators for the public and private schools of this 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. Consequently, most education courses require a certain number of practicum hours. For more detailed information, please refer to the College of Education Web site at: http://www.gcu.edu/College-of-Education.php.

College Mission

The College of Education ("the College" or "COE") at Grand Canyon University ("GCU") is part of a rich heritage of service to the community. For over 60 years, the COE has proudly maintained its place as a prestigious teaching college, ensuring our academic programs meet the changing, diverse needs in education and local communities, and provide opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective. In addition, the College places great importance on the development of authentic partnerships through practicum/field experience, student teaching, and internships. This work extends from embedded partnerships in the greater Phoenix area to affiliation agreements with schools and districts across the United States. With each partnership, knowing what schools and districts value and what our candidates require to have the best learning experiences and to flourish as practitioners in the field of education remains at the forefront of the College of Education's academic and clinical field work.

The Mission of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities and engage a diverse and global community of learners with purpose and passion.

Learning, Leading, and Serving are the foundational components of COE's Conceptual Framework. These words symbolize the College's diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual respect, fellowship, and servant leadership within the educational community. COE's Conceptual Framework directly reflects GCU's commitment to serving educational communities in ways that promote human flourishing:

Learning

We believe that all students can learn and that educators who inspire excellence engage in best practices and maximize student learning achievements. Effective educators are highly experienced and skilled communicators who are dedicated and compassionate, ensuring all students learn to the best of their ability.

Leading

We believe education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world's deep needs.

Serving

We believe in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff, and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others, and excellence for all.

College of Education Promise

Grand Canyon University College of Education's programs are designed to prepare and equip students for a career in the field of education. However, the College of Education's faculty, staff, and college leaders understand the unique opportunities and challenges a career in education might occasionally present. Since 1984, we have upheld the promise to assist COE graduates who need support in an educational setting. The need for assistance may be requested by the Grand Canyon University graduate, the principal, or superintendent. The appropriate assistance will be determined by the College of Education and can range from content-area teaching materials, certification testing resources, course curriculum assistance, or faculty mentoring.

College Features

The College of Education provides learners with special program features. Practical classroom experience begins as early as the freshman year with a minimum of 100+ hours in the elementary and/or secondary classroom prior to student teaching. Student teaching is offered in semester-long courses.

The Faculty has significant experience in the K-12 school system and many adjunct faculty hold concurrent employment in the classroom and administrative positions.

The courses in education are planned to provide curricula for licensure and continuing professional education of elementary teachers, secondary teachers, special education teachers, and principals. The learner is strongly advised to contact the College of Education and/or the Arizona State Department of Education regarding licensure information. The Grand Canyon University College of Education is approved by the Arizona State Board of Education to offer initial programs leading to initial teacher licensure of elementary, secondary, and special education teachers, and an advanced program for principal licensure. The Arizona state-approved programs lead to licensure in Arizona. College of Education learners are responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Benchmarks

Based upon requirements established by the Arizona State Board of Education, all teacher candidates, (i.e., COE learners who are in teacher-education programs), will have to demonstrate competency with essential knowledge, skills, and dispositions that are based upon the Interstate Teacher Assessment and Support Consortium (InTASC). Consequently, certain critical assignments in each course will be developed as benchmarks that serve as check points of learner competencies. Some of the benchmarks will be practicum-based, and others will not. Benchmark rubrics inform learners and instructors of the pre-established levels of competency performance for benchmark assignments.

Endorsements

Grand Canyon University does not issue endorsements.

Several different types of endorsements are made available through the various State Departments of Education. Learners should contact their respective state agency to determine the range and requirements of endorsements that are offered.

The College of Education offers the following courses for teacher candidates to obtain a full Arizona SEI Endorsement:

- ESL-223N - SEI English Language Teaching: Foundations and Methodologies
- ESL-433N - Advanced Methodologies and Assessments of Structured English Immersion

The College of Education offers the following courses for practicing teachers to obtain a full Arizona SEI Endorsement:

- ESL-523 - English Language Teaching Foundations & Methodologies
- ESL-533 - Advanced Methodologies of SEI

Undergraduate Programs

Learners are given the choice of undergraduate study in the areas of early childhood education, elementary education, and secondary education with an emphasis in an academic content area, and elementary/special education. The Arizona state-approved programs lead to initial teacher licensure in Arizona. College of Education learners are responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

The programs are designed to enable learners to demonstrate competency in essential pedagogical and content knowledge, skills, and dispositions that are based upon the Interstate Teacher Assessment and Support Consortium (InTASC) principles and/or the standards of specialized professional associations, depending on the program.

Eligibility for initial educator certification in Washington is based on completion of a state-approved educator preparation program. This program is approved in Arizona. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Bachelor of Science in Early Childhood Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Early Childhood Education program is designed for students seeking initial licensure in the field of early childhood education. The format and courses of this regionally accredited program include instructional strategies, Montessori and other teaching methodologies, assessment techniques, theories of early childhood growth and development, and the effect of family and cultural diversity on early childhood. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Association for the Education of Young Children (NAEYC). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in early childhood field experiences that guide students through 130 hours of observational and practice-based experiences. Teacher candidates also complete a 16-week student teaching experience that includes eight weeks in a Birth – Pre-K classroom and eight weeks in a K-3 classroom. Graduates of this program are eligible for an early childhood teaching credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Early Childhood Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Early Childhood Education	120 credits
Total Practicum/Field Experience	160 hours

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

HIS-144	U.S. History Themes	4 credits
EDU-354	Child Development: Prenatal to Adolescence	4 credits

Early Childhood Education Major

ECE-120	Early Childhood Foundations and the Teaching Profession	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
ECE-130	Educational and Developmental Psychology for Early Childhood Educators	4 credits
ECE-210	Instructional Planning for Young Children	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ECE-222	Typical and Atypical Behaviors in Young Children	4 credits
ECE-232	Child Development in Health, Safety and Nutrition	4 credits
ECS-430	Early Childhood Phonics and Science of Reading Development	4 credits
ECE-402	Child Guidance and Classroom Management in Early Childhood	4 credits

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ECE-332	Assessing, Monitoring, and Reporting Progress of Young Learners	4 credits
ECE-362	Family, Community, and Cultural Awareness Supporting Early Childhood	4 credits
EDU-330	Social Justice for Educators	4 credits
ECE-462	Early Childhood Instructional Methodologies: Science	4 credits
ECE-452	Early Childhood Instructional Methodologies: ELA and the Arts	4 credits
ECE-472	Early Childhood Instructional Methodologies: Social Studies	4 credits
ECE-442	Early Childhood Instructional Methodologies: Mathematics	4 credits
REA-350	Reading Remediation and Intervention in Early Childhood Development	4 credits
ESL-436N	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECE-470	Birth through Preschool Early Childhood Practicum	4 credits

Student teaching must be taken as the last course in the program.

ECE-490Ω	Student Teaching – Kindergarten to Age 8/Grade3	8 credits
Early Childhood Education Major		80 credits

Bachelor of Science in Early Childhood Education and Early Childhood Special Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

The Bachelor of Science in Early Childhood/Early Childhood Special Education dual licensure program is a degree for candidates seeking to build skills and knowledge of pedagogy and methodologies in the field of early childhood/early childhood special education development and teaching. The curriculum includes: early childhood development in the cognitive, physical, linguistic, and social/emotional domains; early language and literacy development, interventions and support, including strategies for behavioral interventions; assessment, evaluation and reporting progress; and child, family, and community collaboration and advocacy to promote the education of young children with and without exceptionalities. All courses are directly aligned with specialized professional teacher preparation standards : Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society for Technology in Education Standards for Teachers (ISTE-E), National Association for the Education of Young Children Standards for Initial and Advanced Early Childhood Preparation Programs (NAEYC), and the Council for Exceptional Children Initial Practice Based Standards Early Interventionists/Early Childhood Special Education (EI/ECSE) . This regionally accredited and Arizona Department of Education approved degree program includes field experiences in special education, inclusive, and general education Birth – Grade 3 classrooms. Teacher candidates also complete a 15-week student teaching experience in an inclusive environment with children Birth to Grade 3. Graduates of this program are eligible for early childhood and early childhood special education teaching certification in Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Early Childhood and Early Childhood Special Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Early Childhood and Early Childhood Special Education	120 credits
Total Practicum/Field Experience	190 hours

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

HIS-144	U.S. History Themes	4 credits
EDU-354	Child Development: Prenatal to Adolescence	4 credits

Early Childhood and Early Childhood Special Education Major

ECS-125	Foundations of Early Childhood and Special Education	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
ECS-210	Instructional Planning for Early Childhood and Early Childhood Special Ed	4 credits
ECS-425	Language, Literacy and Communication in Early Childhood/Special Education	4 credits
ECS-320Δ	Child Guidance and Classroom Management for Typical and Atypical Behaviors	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ECS-220	Legal Aspects of Special Education with an Emphasis in Early Childhood	4 credits
ESL-436N	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECS-430	Early Childhood Phonics and Science of Reading Development	4 credits
ECS-435	Assessment, Evaluation and Reporting for Early Childhood/Special Education	4 credits
ECS-235	Child Development Including Health, Safety, and Nutrition	4 credits
EDU-330Δ♯	Social Justice for Educators	4 credits
ECS-450	Developmentally Appropriate Instruction: ELA, Social Studies, and Arts	4 credits
ECS-462	Early Childhood Special Ed. Practicum I: Birth – Preschool	4 credits
ECS-325	Child, Family, Cultural, Community Relationships, and Advocacy	4 credits
REA-350	Reading Remediation and Intervention in Early Childhood	4 credits
ECS-455	Developmentally Appropriate Instruction: STEM Subjects	4 credits
ECS-465Ω	Early Childhood Special Ed. Practicum II: Kindergarten - Grade 3	4 credits

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ECS-481AΩ	Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting	6 credits
ECS-481BΩ	Student Teaching- Birth to Age 8/Grade 3: Special Education Setting	6 credits
Early Childhood and Early Childhood Special Education Major		80 credits

Bachelor of Science in Educational Studies (IP/Non-TL)

(Initial Program-Does Not Lead to Initial Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those who already licensed as teachers.

Grand Canyon University's Bachelor of Science in Educational Studies develops students for educational opportunities outside of the traditional classroom. An educational studies degree provides foundational skills that focus on developing and applying fundamental pedagogical practices to a variety of settings. The bachelor's degree in educational studies also includes study of educational psychology, literacy, diversity, instructional technology, communications and classroom management. Teaching skills are a cornerstone for a variety of career opportunities. Traditionally, students graduating with an educational studies degree have been interested in education-related jobs that do not require traditional teacher certifications, including parks and recreation, non-profits, workplace training and community programs. After understanding the fundamentals of teaching and learning, students develop skills to effectively teach and train in diverse learning environments.

Degree Requirements

Total General Education	34-40 credits
Total Educational Studies Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Educational Studies	120 credits

Educational Studies Major

EDU-330Δ	Social Justice for Educators	4 credits
ECE-362	Family, Community, and Cultural Awareness Supporting Early Childhood	4 credits
EDU-354	Child Development: Prenatal to Adolescence	4 credits
REA-370	Children's Literature	4 credits
ELM-463	STEM Tools in the Modern Classroom	4 credits
REA-366	Methods for Reading Instruction	4 credits
ELM-462	Interdisciplinary Teaching and Learning in STEM	4 credits
COM-451	Relational Communication	4 credits
MGT-410	Servant Leadership	4 credits
Educational Studies Major		36 credits

Bachelor of Science in Elementary Education and Special Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for students who seek an elementary or cross-categorical teaching license to teach children with special needs in the elementary classroom setting. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Association for Childhood International standards, and/or Council for Exceptional Children standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Teacher candidates must have access to an elementary and elementary-special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning, behavioral, and social needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program. Eight weeks of student teaching are completed in a regular education setting. In addition, eight weeks are completed in an inclusion classroom, resource room, self-contained class, or in a special school, serving students with mild to moderate disabilities and must be completed with a certified special educator. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, applicants should consult the University Policy Handbook and a Student Services Counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Elementary and Special Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Elementary Education and Special Education	120 credits
Total Practicum/Field Experience	115 hours

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ELM-201ǂ	Child and Early Adolescent Development and Psychology	4 credits
HIS-144	U.S. History Themes	4 credits

Elementary Education and Special Education Major

ELM-211	Instructional Planning and Assessments for Elementary Teachers	4 credits
MAT-150	Mathematics for Elementary Teachers I	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
ELM-251♯Δ	Creating and Managing Equitable and Engaging Learning Environments	4 credits
EDU-330Δ	Social Justice for Educators	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
MMS-300	Assessment and Eligibility in Special Education	4 credits
ELM-316	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
MMS-310	Language Development Disabilities and Disorders	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
MMS-320	Professional, Ethical and Legal Practices and Policies in Special Education	4 credits
ELM-455	Instructional Methods and Strategies for Integrating Science and Health	4 credits
MMS-465	Research-Based Methods and Strategies for Teaching Math	4 credits
MMS-330	Case Management and Transition Planning	4 credits
MMS-400	Classroom Management and Collaboration	4 credits
MMS-475	Research-Based Instruction, Remediation, and Intervention in ELA	4 credits
ELM-485	Methods and Strategies for Integrating Social Studies and the Arts	4 credits

Student teaching must be taken as the last course in the program.

ELM-490AΩ	Student Teaching for Elementary Education: Session A	6 credits
SPD-491BΩ	Student Teaching – K-Grade 12 Special Education Mild to Moderate Setting	6 credits
Elementary and Special Education Major		80 credits

Bachelor of Science in Elementary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Elementary Education program is designed for students seeking initial licensure and preparing for a career as an elementary teacher. The format and courses of this regionally accredited and Arizona State Board of Education approved program include studies and practices in lesson planning and assessments, classroom management, social justice, family and cultural diversity, English as a Second Language, and instructional methods and strategies for a variety of content areas. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), the Association for Childhood Education International (ACEI), and the International Society for Technology in Education (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in elementary education field experiences that guide students through 120 hours of observational and practice-based experiences. Teacher candidates also complete a 15-week student teaching experience. Graduates of this program are eligible for an elementary education teaching credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education Major	68 credits
Total Electives	12-18 credits
Bachelor of Science in Elementary Education Major	120 credits
Total Practicum/Field Experience	100 hours

Elementary Education Major

MAT-150	Mathematics for Elementary Teachers I	4 credits
ELM-201♯	Child and Early Adolescent Development and Psychology	4 credits
ELM-211	Instructional Planning and Assessments for Elementary Teachers	4 credits
HIS-144	U.S. History Themes	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
ELM-251Δ♯	Creating and Managing Equitable and Engaging Learning Environments	4 credits
EDU-330Δ	Social Justice for Educators	4 credits
ELM-316	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
REA-326	Literacy Intervention and Remediation for Elementary Education	4 credits
ELM-455	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-465	Methods and Strategies for Teaching Mathematics	4 credits
ELM-475	Methods and Strategies for Teaching English Language Arts	4 credits
ELM-485	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
ELM-490Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits
Elementary Education Major		68 credits

Bachelor of Science in Elementary Education with an Emphasis in Christian Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

The Bachelor of Science in Elementary Education with an Emphasis in Christian Education is designed for students seeking

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initial licensure in the field of Elementary Education. The format and courses of this regionally accredited program include instructional strategies, teaching methodologies, assessment techniques, and Christian values and ethics. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education, Christian studies, and instructional practices prepared for a Christian learning environment. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), Association for Childhood Education International (ACEI), and the Association of Christian Schools International (ACSI). Opportunities are provided to apply concepts, theories, and research throughout the program, particularly in elementary focused experiences that guide students through 130 hours of observational and practice-based experiences. Teacher candidates also complete a 15-week student teaching experience. Graduates of this program are eligible for an Elementary Education credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in Christian Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education with an Emphasis in Christian Education	120 credits
Total Practicum/Field Experience	120 hours

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

HIS-144	U.S. History Themes	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits

Elementary Education with an Emphasis in Christian Education Major

ELM-201♯	Child and Early Adolescent Development and Psychology	4 credits
ELM-211	Instructional Planning and Assessments for Elementary Teachers	4 credits
BIB-100	Bible Survey	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
ELM-251	Creating and Managing Equitable and Engaging Learning Environments	4 credits
CWV-316	Christian Life: The Way of Jesus	4 credits
ELM-316	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
REA-326	Literacy Intervention and Remediation for Elementary Education	4 credits
HTH-330	Christian Ethics	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-455	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-465	Methods and Strategies for Teaching Mathematics	4 credits
MIN-320	Christian Character Formation	4 credits
EDU-330	Social Justice for Educators	4 credits
ELM-475	Methods and Strategies for Teaching English Language Arts	4 credits
ELM-485	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
EDU-456	Christian Education: Philosophies and Methods	4 credits
ELM-490Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits
Elementary Education with an Emphasis in Christian Education Major		80 credits

Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for students who seek an elementary teaching license to teach children who are English Learners in an elementary classroom setting. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, and Teachers of English to Speakers of Other Languages (TESOL) standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through 160 hours of observational and practice-based experiences. Teacher candidates must have access to an elementary and an ESL classroom to complete the program assignments. Graduates of the program qualify for the English as a Second Language (ESL) endorsement in the state of Arizona, as well as their Elementary Teacher license. Teacher candidates must be prepared to complete a full-time, 15-week student teaching component at the end of the program. The 15-week student teaching will be completed in a grades 1-8 ESL classroom and must be completed with a certified ESL teacher. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, applicants should consult the University Policy Handbook and a Student Services Counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in English as a Second Language Major	80 credits
Total Electives	0-6 credits

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Total Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language	120 credits
Total Practicum/Field Experience	120 hours

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

HIS-144	U.S. History Themes	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits

Elementary Education with an Emphasis in English as a Second Language Major

ELM-201♯	Child and Early Adolescent Development and Psychology	4 credits
ELM-211	Instructional Planning and Assessments for Elementary Teachers	4 credits
ESL-251	School, Community, and Family Culture	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
ELM-251	Creating and Managing Equitable and Engaging Learning Environments	4 credits
GOV-260	Arizona Constitution & Government	1 credits
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-316	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
ESL-341	Linguistics	4 credits
EDU-330Δ	Social Justice for Educators	4 credits
REA-326	Literacy Intervention and Remediation for Elementary Education	4 credits
ESL-353	Literacy Development for English Learners	4 credits
ELM-455	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-465	Methods and Strategies for Teaching Mathematics	4 credits
ESL-458	Curriculum and Methods of Instruction for English Learners	4 credits
ELM-475	Methods and Strategies for Teaching English Language Arts	4 credits
ELM-485	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
ESL-465	Assessment for English Learners	4 credits
ESL-490Ω	Student Teaching for Elementary Education with an ESL Emphasis	8 credits
Elementary Education with an Emphasis in English as a Second Language Major		80 credits

Bachelor of Science in Elementary Education with an Emphasis in STEM (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Elementary Education with an Emphasis in STEM program is designed for students seeking initial licensure and preparing for a career as a K-8 elementary teacher who is also seeking a special focus on STEM education. The format and courses of this program include studies and practices in lesson planning and assessments, classroom management, family and cultural diversity, English as a Second Language, and instructional methods and strategies for a variety of content areas. This program emphasizes content knowledge to meet the needs of 21st century learners by specializing in STEM. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society for Technology in Education (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in elementary education field experiences that guide students through 120 hours of observational and practice-based experiences. Teacher candidates also complete a full-time, 15-week student teaching component at the end of the program. Graduates of this program are eligible for an elementary education teaching credential in the state of Arizona. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, applicants should consult the University Policy Handbook and a Student Services Counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in STEM Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education with an Emphasis in STEM	120 credits
Total Practicum/Field Experience	120 hours

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

HIS-144	U.S. History Themes	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits

Elementary Education with an Emphasis in STEM Major

ELM-201♯	Child and Early Adolescent Development and Psychology	4 credits
ELM-211	Instructional Planning and Assessments for Elementary Teachers	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ELM-251	Creating and Managing Equitable and Engaging Learning Environments	4 credits
EDU-330Δ	Social Justice for Educators	4 credits
ELM-316	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
REA-326	Literacy Intervention and Remediation for Elementary Education	4 credits
ELM-451	Three-Dimensional Teaching in STEM Classrooms	4 credits
ELM-455	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-457	Instructional Methods for STEM	4 credits
ELM-465	Methods and Strategies for Teaching Mathematics	4 credits
ELM-463	STEM Tools in the Modern Classroom	4 credits
ELM-475	Methods and Strategies for Teaching English Language Arts	4 credits
ELM-485	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
ELM-462	Interdisciplinary Teaching and Learning in STEM	4 credits
ELM-466	Project-Based Learning and Design Thinking in STEM Education	4 credits
ELM-490Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits
Elementary Education with an Emphasis in STEM Major		80 credits

Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading program is designed for students seeking initial teacher licensure and are preparing for a career as an elementary teacher. The format and courses of this regionally accredited and Arizona State Board of Education approved program include studies and practices in lesson planning and assessments, classroom management, social justice, family and cultural diversity, English as a Second Language, reading instruction and assessment and instructional methods and strategies for a variety of content areas crossing the span of Kindergarten through Grade 8. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), the Association for Childhood Education International (ACEI), and the International Society for Technology in Education (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly supporting reading during elementary education field experiences that guide teacher candidates through 120 hours of observational and practice-based experiences. Teacher candidates will be exposed to elementary learning environment practicums completed in a 15-week student teaching experience. Graduates of this program are eligible for an elementary education teaching credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in Teaching Reading Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading	120 credits
Total Practicum/Field Experience	160 hours

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

HIS-144	U.S. History Themes	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits

Elementary Education with an Emphasis in Teaching Reading Major

ELM-201♯	Child and Early Adolescent Development and Psychology	4 credits
ELM-211	Instructional Planning and Assessments for Elementary Teachers	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
REA-366	Methods for Reading Instruction	4 credits
ELM-251	Creating and Managing Equitable and Engaging Learning Environments	4 credits
ELM-316	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
REA-326	Literacy Intervention and Remediation for Elementary Education	4 credits
REA-370	Children's Literature	4 credits
EDU-330Δ	Social Justice for Educators	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
REA-411	Assessment and Remediation of Reading Proficiencies	4 credits
ELM-455	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-465	Methods and Strategies for Teaching Mathematics	4 credits
ELM-475	Methods and Strategies for Teaching English Language Arts	4 credits
REA-421	Reading Development and Interventions	4 credits
ELM-485	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
REA-461	Diagnosis and Remediation of Reading Proficiencies	4 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ELM-490 Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits
Elementary Education with an Emphasis in Teaching Reading Major		80 credits

Bachelor of Science in Special Education: Mild to Moderate Disabilities, Grades K-12

This program is designed for students who seek a Special Education, K-12 Mild to Moderate Certificate to support students with mild to moderate disabilities within the K-12 setting. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Council for Exceptional Children (CEC), and International Society for Technology and Education for Educators (ISTE-E) standards. Opportunities are provided to apply concepts, theories, and research throughout the program and focus experiences that guide students through 115 hours of observational and practice-based experiences in a variety of settings serving students in K-12 special education. Graduates of the program are prepared to work with students with mild to moderate disabilities and implement individualized educational programs to support, accommodate, or modify the students' academic, functional, and social/communication needs. Teacher candidates must be prepared to complete a full-time, 15-week student teaching component at the end of the program. This must be completed in a K-12 mild to moderate setting with a certified special education teacher. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher licensure program. Graduates of this program are eligible for the Mild-Moderate Disabilities Special Education, K-12 Certificate in the state of Arizona (120 credits).

Degree Requirements

Total General Education	34-40 credits
Total Special Education: Mild to Moderate Disabilities, Grades K-12 Major	80 credits
Total Electives	0-6 credits
Total Special Education: Mild to Moderate Disabilities, Grades K-12	120 credits
Total Practicum/Field Experience	115 hours

Required General Education

HIS-144	U.S. History Themes	4 credits

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

Special Education: Mild to Moderate Disabilities, Grades K-12 Major

EDU-330 Δ	Ethics and Advocacy in Education	4 credits
ELM-201 ♯	Child and Early Adolescent Development and Psychology	4 credits
ELM-251	Creating and Managing Equitable and Engaging Learning Environments	4 credits
ELM-316	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
GOV-260	Arizona Constitution & Government	1 credits
MAT-150	Mathematics for Elementary Teachers I	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
MMS-211	Instructional Planning for Special Education Teachers	4 credits
MMS-300	Assessment and Eligibility in Special Education	4 credits
MMS-310	Language Development Disabilities and Disorders	4 credits
MMS-320	Professional, Ethical and Legal Practices and Policies in Special Education	4 credits
MMS-330	Case Management and Transition Planning	4 credits
MMS-400	Classroom Management and Collaboration	4 credits
MMS-455	Methods in Teaching Executive Functioning	4 credits
MMS-465	Research-Based Methods and Strategies for Teaching Math	4 credits
MMS-475	Research-Based Instruction, Remediation, and Intervention in ELA	4 credits
MMS-485	Methods in an Inclusive Classroom Across the Curriculum	4 credits
MMS-490	Student Teaching for Special Education Teacher Candidates	8 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
Special Education: Mild to Moderate Disabilities, Grades K-12 Major		80 credits

Graduate Programs

Learners are given the choice of graduate study for a Master of Education in the areas of elementary education, secondary education, early childhood education, special education, and educational administration. The Arizona state approved programs lead to initial teacher licensure in Arizona. College of Education learners are responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

Master of Education (IP/Non-TL) programs are available in the areas of elementary education, secondary education, early childhood education, and special education. Master of Education (AP/CPE) programs are available in the following areas: special education for certified special educators; curriculum and instruction: reading/elementary or secondary; curriculum and instruction: technology; educational leadership; and teachers of English to speakers of other languages (TESOL). A Master of Arts in Teaching (AP/CPE) with an emphasis either in professional learning communities or teacher leadership is available as well. These programs do not lead to licensure.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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The graduate program framework provides for the professional growth of the practitioner and permits demonstration of competency in essential pedagogical knowledge, skills, and dispositions that are based upon Interstate Teacher Assessment and Support Consortium (InTASC) principles, Interstate School Leaders Licensure Consortium/Educational Leadership Constituent Council (ISLLC/ELCC) standards, and/or the standards of specialized professional associations, depending on the program. The framework is a cyclical process of inquiry, reflection, application, evaluation, and additional reflection. These elements are incorporated into activities and assessments in each course of a program through a combination of collaborative and individual work. Graduate programs in education are provided in two learning formats; both online and traditional campus courses are available to the learner.

Eligibility for initial educator certification in Washington is based on completion of a state-approved educator preparation program. This program is approved in Arizona. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

The following programs are not intended to lead to teacher certification. Teachers in Washington are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Programs: Master of Education in Early Childhood Education (IP/Non-TL); Master of Education in Educational Leadership (AP/CPE); Master of Education in Elementary Education (IP/Non-TL); Master of Education in Secondary Education (IP/Non-TL); Master of Education in Special Education (IP/Non-TL); and Master of Education in Teaching English to Speakers of Other Languages (AP/CPE).

Master of Arts in Autism Spectrum Disorders (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

During the program of study, professional educators survey the unique characteristics of students with autism spectrum disorders (ASD) and the core challenges associated with language and communication, social skills, behavior, and processing. From this foundational knowledge, educators design and implement program planning and service delivery. As a result, educators demonstrate knowledge, skills, and abilities in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD. In addition, educators collaborate as a member of a multi-disciplinary team with service providers and effectively interact with families.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
SPD-504	Survey of Special Education: Autism Spectrum Disorder	3 credits
SPD-507	Inclusive Practices for Autism Spectrum Disorder	3 credits
SPD-511	Instructional Strategies and Interventions for Autism Spectrum Disorder	3 credits
SPD-517	Data-Driven Assessment for Autism Spectrum Disorder	3 credits
SPD-567	Assistive Tech and Communication Strategies for Autism Spectrum Disorder	3 credits
SPD-527	Positive Behavior Support for Autism Spectrum Disorder	3 credits
SPD-557	Transitions and Life Skills for Autism Spectrum Disorder	3 credits
SPD-537	Advocacy, Policy and Ethics for Autism Spectrum Disorder	3 credits
SPD-547	Collaboration and Leadership in Autism Spectrum Disorder	3 credits
SPD-577Ω	Capstone and Action Research in Autism Spectrum Disorder	3 credits
Master of Arts in Autism Spectrum Disorders		32 credits

Master of Arts in Curriculum and Instruction (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Curriculum and Instruction program is designed for educators who seek to further develop the strategies and skills needed to be curriculum designers or instructional leaders in a variety of professional settings. The program of study includes coursework, research, and practical field experiences that provide graduates with a scholar/practitioner approach to curriculum development, professional development, and assessment of learning. Graduates from the Master of Arts in Curriculum and Instruction program are prepared to research, develop, and implement standards-based curriculum to increase student academic achievement. Coursework and field experiences are prepared for individuals who are already licensed as teachers and/or who have at least one year of teaching or related experience. Program applicants must submit a copy of a current teaching license or provide evidence of a minimum of one year of verified, full-time experience in curriculum or instruction. This curriculum and instruction program does not lead to licensure. The assignments within each course will guide students through 60 hours of observational and practice-based experiences. Candidates must have access to a classroom under the supervision of a certified teacher to complete the field experience and capstone course.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-520	Brain-Based Learning	3 credits
TCH-539	Introduction to Educational Research	3 credits
EDU-527	Leadership in Curriculum	3 credits
EDU-522	Curriculum Design Theories	3 credits
EDU-556	Methods of Instruction and Assessment	3 credits
EDU-557	Differentiated and Culturally Responsive Instruction	3 credits

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EDU-559	Curriculum Mapping	3 credits
EDU-585	Designing Effective Professional Development	3 credits
EDU-584	Instructional Coaching	3 credits
EDU-589Ω	Curriculum and Instruction Capstone	3 credits
Master of Arts in Curriculum and Instruction		32 credits

Master of Arts in Higher Education Student Affairs

The Master of Arts in Higher Education Student Affairs program prepares professionals for a career in student affairs at higher education institutions. Graduates of this program will understand how student affairs directly contribute to the social development, academic success, and overall well-being of students. Coursework establishes and builds upon a strong foundation in student affairs exploring topics in leadership, resource management, student development, law and ethics, professionalism, and strategic planning.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
EDU-518	Introduction to Student Affairs	3 credits
EDU-528	Laws and Ethics in Student Affairs	3 credits
EDU-538	Servant Leadership in Student Affairs	3 credits
EDU-547	Student Development	3 credits
EDU-558	Crisis Management and Intervention	3 credits
EDU-567	Developing Student Leaders	3 credits
EDU-568	Operational Resource Management	3 credits
EDU-561	Culture and Team Building	3 credits
EDU-562	Community Development and Engagement on a University Campus	3 credits
EDU-579Ω	Higher Education Student Affairs Capstone	3 credits
Master of Arts in Higher Education Student Affairs		32 credits

Master of Arts in Reading Education K-12 (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Reading Education (K-12) program is designed for current teaching professionals aiming to enhance the educational success of K-12 students through reading or literacy development and instruction. The program emphasizes collaboration and supervision, integrating the principles of the Science of Reading. Candidates focus on boosting students' reading abilities through a comprehensive process of screening, intervention, remediation, and progress monitoring. Collaboration among educators is encouraged to enhance these instructional approaches. Applicants must submit a copy of a current teaching license or demonstrate at least one year of teaching experience. The curriculum and courses of this regionally accredited program comply with the standards set by the International Literacy Association (ILA), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Association for Advancing Quality in Educator Preparation (AAQEP). Taught by domain experts, the courses cover curriculum and instruction, cognition, emergent literacy, linguistics, phonics, and both developmental and corrective reading processes, all within the framework of the Science of Reading. The program offers opportunities to apply concepts, theories, and research, with assignments that guide students through observational and practice-based experiences. Students must have access to K-12 classrooms for completing practicum courses and program assignments, ensuring a practical, supervised learning environment.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-520	Brain-Based Learning	3 credits
TCH-539	Introduction to Educational Research	3 credits
REA-501	Foundations of Science of Reading Instruction	3 credits
REA-511	Reading Remediation and Intervention Strategies	3 credits
REA-514	K-12 Reading Instructional Methods	3 credits
REA-524	Data-Driven Literacy Assessment	3 credits
REA-534	Advanced Methods for K-12 Reading and Writing Instruction and Remediation	3 credits
REA-550	Literate Environments	3 credits
REA-554	Leadership in Literacy Intervention and Remediation	3 credits
REA-584Ω	Practicum in K-12 Reading	3 credits
Master of Arts in Reading Education K-12		32 credits

Master of Arts in Reading with an Emphasis in Elementary Education (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Reading with an Emphasis in Elementary Education degree is designed for current teaching professionals who would like to become reading specialists or literacy coaches to increase the educational and literacy success of grade K-8 students by working with them to develop and enhance their reading abilities. Other topics of focus include: foundational theory and research, developmental learning and assessments, corrective reading assessment, and instructional leadership and literacy coaching. Applicants to this program are required to submit a copy of a current teaching license or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are aligned to the International Literacy Association (ILA) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of curriculum and instruction, cognition, emergent literature, linguistics, phonics, literacy, assessments, and developmental and corrective

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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reading processes. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to an elementary classroom to complete the practicum course and program assignments.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-539	Introduction to Educational Research	3 credits
TCH-520	Brain-Based Learning	3 credits
REA-500	Foundations in Language and Literacy	3 credits
REA-510	Survey of Reading Assessments	3 credits
REA-515	Advanced Studies in Reading Assessment Systems	3 credits
REA-550	Literate Environments	3 credits
REA-560	Professional Learning and Leadership in Literacy	3 credits
REA-520	Introductory Instructional Methods for Elementary Reading and Writing	3 credits
REA-540	Advanced Studies in Methods for Elementary Content Reading and Writing	3 credits
REA-570Ω	Elementary Practicum in Reading	3 credits
Master of Arts in Reading with an Emphasis in Elementary Education		32 credits

Master of Arts in Reading with an Emphasis in Elementary Education (AP/CPE) *Effective November 2025*

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Reading with an Emphasis in Elementary Education program is designed for current teaching professionals who would like to become reading specialists to increase the educational and literacy success of Grade K-8 students by working with them to develop and enhance their reading abilities. Topics of focus include: foundational knowledge; curriculum and instruction; assessment and evaluation; diversity and equity; learners and the literacy environment; professional learning and leadership. Applicants to this program are required to submit a copy of a current teaching license or provide evidence of a minimum of one year of teaching experience. The course content of this regionally accredited program is aligned to the International Literacy Association (ILA) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of curriculum and instruction, cognition, emergent literature, linguistics, phonics, literacy, assessments, and developmental and corrective reading processes and interventions. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to an elementary classroom to complete the practicum course and program assignments.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-539	Introduction to Educational Research	3 credits
TCH-520	Brain-Based Learning	3 credits
REA-500	Foundations in Language and Literacy	3 credits
REA-510	Survey of Reading Assessments	3 credits
REA-521	Instructional Methods for Elementary Literacy	3 credits
REA-516	Advanced Studies in Reading Assessment Systems	3 credits
REA-541	Advanced Methods for Elementary Literacy	3 credits
REA-550	Literate Environments	3 credits
REA-561	Professional Leadership and Learning in Literacy	3 credits
REA-571Ω	Elementary Practicum in Reading	3 credits
Master of Arts in Reading with an Emphasis in Elementary Education		32 credits

Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is designed for teaching professionals with an interest in working with English language learners (ELLs) in or out of the classroom. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) and the Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (TESOL). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in TESOL field experiences and a practicum that guide students through 110 hours of observational and practice-based experiences. Candidates must have access to a P-12 classroom with ESL students to complete the practicum course and program assignments. Graduates of the program may be eligible for the ESL and/or the BLE endorsement in the state of Arizona, and are prepared to become leaders in ESL/BLE/TESOL at the P-12 classroom, school, and district level.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-539	Introduction to Educational Research	3 credits
TCH-520	Brain-based Learning	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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TSL-532	Foundations of Instruction for English Language Learners	3 credits
TSL-550	School, Community, and Family Culture	3 credits
TSL-541	Linguistics	3 credits
TSL-552	Literacy in Bilingual Settings	3 credits
TSL-558	ELL and Bilingual Curriculum and Methods of Instruction	3 credits
TSL-565	ELL and Bilingual Assessment	3 credits
TSL-568	Methods of Teaching and Evaluating ELLs with Exceptionalities	3 credits
TSL-590 Ω	BLE or TESOL Practicum	3 credits
Master of Arts in Teaching English to Speakers of Other Languages (TESOL)		32 credits

Master of Education in Early Childhood Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Early Childhood Education program is designed for students seeking initial licensure in the field of early childhood education. The format and courses of this program include developmentally appropriate instructional strategies, child-centered and other teaching methodologies, assessment and data literacy, theories of early childhood growth and development, and the effect of family and cultural diversity on early childhood. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Association for the Education of Young Children (NAEYC). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in early childhood field experiences that guide students through 130 hours of observational and practice-based experiences. Teacher candidates also complete a birth to preschool practicum and a 15-week student teaching experience in a K-3 classroom. Graduates of this program are eligible for an early childhood teaching credential in the state of Arizona.

Degree Requirements

ECE-501 Ω	Introduction to Early Childhood Foundations and Graduate Studies	3 credits
ECE-515	Typical and Atypical Child Development	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ECE-522	Instructional Planning and Assessment in Early Childhood	3 credits
ECE-532	Child Growth and Development in Health, Safety, and Nutrition	3 credits
ESL-536	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECS-575	Early Childhood Phonics and Science Reading Development	3 credits
ECE-562	Family Engagement and Cultural Awareness Supporting Early Childhood	3 credits
ECE-602	Managing and Guiding a Positive Early Childhood Environment	3 credits
ECE-550	Literacy Intervention and Remediation	3 credits
ECE-650	Early Childhood Instructional Methodologies: ELA, Social Studies, and Arts	3 credits
ECE-660	Early Childhood Instructional Methodologies: STEM	3 credits
ECE-568 Ω	Birth through Preschool Early Childhood Practicum	3 credits
ECE-598 Ω	Student Teaching - Kindergarten to Age 8/Grade 3	8 credits
Master of Education in Early Childhood Education		47 credits
Total Practicum/Field Experience Hours		130 hours

Master of Education in Early Childhood Education (IP/Non-TL)

(Initial Program–Does Not Lead to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Early Childhood Education NITL program is designed for students seeking information in the field of early childhood education. The format and courses of this regionally accredited program include instructional strategies, Montessori and other teaching methodologies, assessment techniques, theories of early childhood growth and development, and the effect of family and cultural diversity on early childhood. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Association for the Education of Young Children (NAEYC). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in early childhood field experiences that guide students through 118 hours of observational and practice-based experiences (36 credits). This program does not lead to licensure.

Degree Requirements

ECE-501 Ω	Introduction to Early Childhood Foundations and Graduate Studies	3 credits
ECE-515	Typical and Atypical Child Development	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ECE-522	Instructional Planning and Assessment in Early Childhood	3 credits
ECE-532	Child Growth and Development in Health, Safety, and Nutrition	3 credits
ESL-536	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECS-575	Early Childhood Phonics and Science Reading Development	3 credits
ECE-562	Family Engagement and Cultural Awareness Supporting Early Childhood	3 credits
ECE-602	Managing and Guiding a Positive Early Childhood Environment	3 credits
ECE-550	Literacy Intervention and Remediation	3 credits
ECE-650	Early Childhood Instructional Methodologies: ELA, Social Studies, and Arts	3 credits

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ECE-660	Early Childhood Instructional Methodologies: STEM	3 credits
Master of Education in Early Childhood Education		36 credits
Total Practicum/Field Experience Hours		118 hours

Master of Education in Early Childhood Education and Early Childhood Special Education (IP/TL)

(Initial Program–Leads to Teacher Licensure)

Grand Canyon University's Master of Education in Early Childhood and Early Childhood Special Education dual licensure program is a degree for candidates seeking to build skills and apply best-practice pedagogy and methodologies in the field of early childhood education and early childhood special education development. Graduates of this master's program are prepared to become informed educators in public and private schools and other settings requiring a teaching license. The curriculum includes early childhood development in the cognitive, physical, linguistic, and social/emotional domains, including strategies for behavioral interventions; early language and literacy development, interventions and support; assessment, evaluation and reporting progress; and child, family, and community collaboration and advocacy to promote the education of young children with and without exceptionalities. All courses are directly aligned with specialized professional teacher preparation standards: Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society for Technology in Education Standards for Educators (ISTE-E), National Association for the Education of Young Children Standards for Initial and Advanced Early Childhood Preparation Programs (NAEYC), and the Council for Exceptional Children Initial Practice-Based Standards Early Interventionists/Early Childhood Special Education (EI/ECSE). This degree program includes field experiences in special education, inclusive, and general education birth through Grade 3 classrooms. Teacher candidates also complete a 16-week student teaching experience that includes eight weeks in a K-3 general education classroom, and eight weeks in a Birth-3 special education classroom. Graduates of this program are eligible for early childhood and early childhood special education teaching certification in Arizona.

Degree Requirements

ECS-502Ω	Foundations in Early Childhood Ed. and Early Childhood Special Ed.	3 credits
ECS-500	Survey of Early Childhood Special Education	3 credits
ECS-510	Instructional Planning for Early Childhood and Early Childhood Special Ed	3 credits
ECS-570	Language, Literacy, and Communication in Early Childhood/Special Education	3 credits
ECS-550 Ω	Child Guidance and Classroom Management for Typical and Atypical Behaviors	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ESL-536	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECS-520	Legal Aspects of Special Education with an Emphasis in Early Childhood	3 credits
ECS-575	Early Childhood Phonics and Science of Reading Development	3 credits
ECS-590	Assessment, Evaluation, and Reporting for Early Childhood/Special Education	3 credits
ECS-555	Child Development Including Health, Safety, and Nutrition	3 credits
ECS-560	Child, Family, Cultural, Community Relationships, and Advocacy	3 credits
ECS-580	Developmentally Appropriate Instruction: ELA, Social Studies, and Arts	3 credits
ECS-585	Developmentally Appropriate Instruction: STEM Subjects	3 credits
ECS-562	Early Childhood Special Ed. Practicum I: Birth - Preschool	3 credits
ECS-568Ω	Early Childhood Special Ed. Literacy Practicum II: Kindergarten - Grade 3	3 credits
ECS-596AΩ	Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting	4 credits
ECS-596BΩ	Student Teaching- Birth to Age 8/Grade 3: Special Education Setting	4 credits
Master of Education in Early Childhood and Early Childhood Special Education		56 credits
Total Practicum/Field Experience Hours		185 hours

Master of Education in Early Childhood Education and Early Childhood Special Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Early Childhood and Early Childhood Special Education Non-Initial Licensure (NITL) program is a degree for candidates seeking to build skills and apply best-practice pedagogy and methodologies in the field of early childhood/early childhood special education development. This program does not lead to licensure. Graduates of this Master's program are prepared to become informed educators in settings that do not require a teaching license. The curriculum includes: social/emotional development and behavioral interventions; early language and literacy development; assessment, evaluation and reporting progress; and, child, family, and community collaboration and advocacy to promote the education of young children with and without exceptionalities. All courses are directly aligned with specialized professional teaching standards and the associated national content standards: Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society for Technology in Education Standards for Teachers (ISTE-T),

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Preparation Programs, and the Council for Exceptional Children (CEC) Initial Special Educator Preparation Standards Early Childhood Specialist Set. This regionally accredited degree program includes 104 hours of field experience in special education, inclusive, and general education Birth – Grade 3 classrooms.

Degree Requirements

ECS-502Ω	Foundations in Early Childhood Ed. and Early Childhood Special Ed.	3 credits
ECS-500	Survey of Early Childhood Special Education	3 credits
ECS-510	Instructional Planning for Early Childhood and Early Childhood Special Ed	3 credits
ECS-570	Language, Literacy, and Communication in Early Childhood/Special Education	3 credits
ECS-550Ω	Child Guidance and Classroom Management for Typical and Atypical Behaviors	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ESL-536	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECS-520	Legal Aspects of Special Education with an Emphasis in Early Childhood	3 credits
ECS-575	Early Childhood Phonics and Science of Reading Development	3 credits
ECS-590	Assessment, Evaluation, and Reporting for Early Childhood/Special Education	3 credits
ECS-555	Child Development Including Health, Safety, and Nutrition	3 credits
Master of Education in Early Childhood and Early Childhood Special Education		33 credits
Total Practicum/Field Experience Hours		104 hours

Master of Education in Educational Administration (AP/PL)

(Advanced Program for Principal Licensure)

This program is designed for individuals interested in educational administration in the PK-12 setting and seeking a K-12 principal's license. Applicants for this program are required to provide documentation of two years of verified teaching experience. The Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituent Council (ELCC) standards form the foundation of this regionally accredited and Arizona-approved program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and experience in areas of school leadership, administrative/leadership foundations, creating/sustaining positive school cultures, PK-12 legal issues, public school finance, curriculum development, professional development/empowerment of teachers, and instructional leadership. As an opportunity to apply theory to practice, practicum/field experience hours are embedded throughout the program. The Action Planning process frames these experiences. Field work within each course guides Principal Candidates through observation, practice, and hands-on leadership experiences. Principal Candidates must be prepared to complete three clinical internships for a total of 270 hours. Graduates of the program are well-prepared to be informed educational administrators in public and private schools, and other settings requiring a principal's license.

Degree Requirements

EAD-507Ω	Foundations of Educational Administration and Leadership	3 credits
EAD-517	Educational Administration and Education Law	3 credits
EAD-527	Administration of Education Finance	3 credits
EAD-537	Sustaining Educational Environments and Communities	3 credits
EAD-547	School Organization and Management	3 credits
EAD-557	Administration of Curriculum and Academic Programs	3 credits
EAD-567	Coaching and Mentoring to Support Teacher Self-Efficacy and Retention	3 credits
EAD-570	Educational Administration Clinical Internship I	3 credits
EAD-577	Promoting Effective and Respectful Learning Environments	3 credits
EAD-580	Educational Administration Clinical Internship II	3 credits
EAD-587	Distributed and Inclusive Leadership	3 credits
EAD-590	Educational Administration Clinical Internship III	3 credits
Master of Education in Educational Administration		36 credits
Total Practicum/Field Experience Hours		300 hours

The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take a US/Arizona Constitution course (POS-301) and pass the professional knowledge test of the Arizona Education Proficiency Assessment. The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take 6 credits of Structured English Immersion.

POS-301	Arizona and Federal Government	2 credits
ESL-523	English Language Teaching Foundations & Methodologies	3 credits
ESL-533	Advanced Methodologies of SEI	3 credits

Master of Education in Educational Administration with and Emphasis in Christian Education (AP/PL)

(Advanced Program for Principal Licensure)

The Master of Education in Educational Administration, with an Emphasis in Christian Education, licensure program is designed for teachers or administrators interested in advancing their careers as Christian educational leaders in the PK-12 setting. The program is designed with the Association of Christian Schools International (ACSI) accreditation guidelines in mind and allows for students to be ACSI eligible. Applicants for this program are required to provide documentation of two years of verified

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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teaching experience. Course topics include Christian leadership, curriculum theory and development, assessment data and analysis, crisis and change, school law, finance, management, and character development focusing on human flourishing within multiple school settings including the Christian school environment. Graduates would be well-suited to establish an ethos around character education in their schools. In addition, candidates must be prepared to complete three clinical internships for a minimum of 300 hours in an approved PK-12 school setting. This program prepares candidates for educational administration in multiple school settings including Christian schools that require state licensure or certification.

Degree Requirements

CEA-517	Legal Considerations in Christian Education	3 credits
CEA-527	Christian School Finance	3 credits
CEA-537	Christian Educational Environments and Communities	3 credits
CEA-557	Educating from a Christian Worldview	3 credits
EAD-507Ω	Foundations of Educational Administration and Leadership	3 credits
EAD-517	Educational Administration and Education Law	3 credits
EAD-527	Administration of Education Finance	3 credits
EAD-537	Sustaining Educational Environments and Communities	3 credits
EAD-547	School Organization and Management	3 credits
EAD-557	Administration of Curriculum and Academic Programs	3 credits
EAD-567	Coaching and Mentoring to Support Teacher Self-Efficacy and Retention	3 credits
EAD-570	Educational Administration Clinical Internship I	3 credits
EAD-577	Promoting Effective and Respectful Learning Environments	3 credits
EAD-580	Educational Administration Clinical Internship II	3 credits
EAD-587	Distributed and Inclusive Leadership	3 credits
EAD-590	Educational Administration Clinical Internship III	3 credits
Master of Education in Educational Administration with an Emphasis in Christian Education		48 credits
Total Practicum/Field Experience Hours		300 hours

The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take a US/Arizona Constitution course (POS-301) and pass the professional knowledge test of the Arizona Education Proficiency Assessment. The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take 6 credits of Structured English Immersion.

POS-301	Arizona and Federal Government	2 credits
ESL-523	English Language Teaching Foundations & Methodologies	3 credits
ESL-533	Advanced Methodologies of SEI	3 credits

Master of Education in Educational Administration with and Emphasis in School Business and Finance (AP/PL)

(Advanced Program for Principal Licensure)

The Master of Education in Educational Administration with an Emphasis in School Business and Finance program is designed for individuals interested in educational administration in the PK12 setting and seeking a principal's license with a focus on school business and finance. Applicants for this program are required to provide documentation of two years of verified teaching experience. The National Educational Leadership Preparation (NELP) standards and the Professional Standards for Educational Leaders (PSEL) form the foundation of this regionally accredited and Arizona-approved program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and experience in areas of school leadership, administrative foundations, creating and sustaining positive school cultures, PK12 legal issues, finance, curriculum development, professional development and empowerment of teachers, and instructional leadership. Mission driven ventures are explored to ensure both communities and the greater good of society are served. Graduates would be well-suited to establish an ethos around character education in their schools. Principal candidates must be prepared to complete three clinical internships for a minimum of 300 hours. Graduates of the program are well prepared to be informed educational administrators in public and private schools, and other settings requiring a principal's license.

Degree Requirements

EBF-520	Federal Funding for Schools and Districts	3 credits
EBF-525	State Funding for Schools and Districts	3 credits
EBF-530	Local Funding for Schools and Districts	3 credits
EBF-550	Managing School Capital and Human Resources	3 credits
EAD-507Ω	Foundations of Educational Administration and Leadership	3 credits
EAD-517	Educational Administration and Education Law	3 credits
EAD-527	Administration of Education Finance	3 credits
EAD-537	Sustaining Educational Environments and Communities	3 credits
EAD-547	School Organization and Management	3 credits
EAD-557	Administration of Curriculum and Academic Programs	3 credits
EAD-567	Coaching and Mentoring to Support Teacher Self-Efficacy and Retention	3 credits
EAD-570	Educational Administration Clinical Internship I	3 credits
EAD-577	Promoting Effective and Respectful Learning Environments	3 credits
EAD-580	Educational Administration Clinical Internship II	3 credits
EAD-587	Distributed and Inclusive Leadership	3 credits
EAD-590	Educational Administration Clinical Internship III	3 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Master of Education in Educational Administration with an Emphasis in School Business and Finance	48 credits
Total Practicum/Field Experience Hours	300 hours

The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take a US/Arizona Constitution course (POS-301) and pass the professional knowledge test of the Arizona Education Proficiency Assessment. The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take 6 credits of Structured English Immersion.

POS-301	Arizona and Federal Government	2 credits
ESL-523	English Language Teaching Foundations & Methodologies	3 credits
ESL-533	Advanced Methodologies of SEI	3 credits

Master of Education in Educational Leadership (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Education in Educational Leadership (APCPE) program is designed for individuals interested in educational leadership or administration in the PK-12 and social services settings for children, but who must postpone a school site-based administrative internship or do not choose to seek a K-12 principal's license. The National Education Leadership Preparation Program Recognition Standards (NELP) and the Professional Standards for Educational Leaders (PSEL) standards form the foundation of this program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and experience in the areas of school and business leadership, administrative foundations, organizational theory and culture, PK-12 legal issues, public school finance, curriculum development, and instructional and team leadership. The program includes an action research project culminating in a capstone with a 30 hour practicum requirement. Graduates of the program are prepared to become educational leaders at home, church, or private schools, or other settings not requiring a principal's license. To be admitted into this program, two years of teaching experience is strongly recommended. Students who complete this program and then desire to secure a principal's license will be required to complete the requirements of the Master of Education in Educational Administration program.

Degree Requirements

EAD-507Ω	Foundations of Educational Administration and Leadership	3 credits
EDL-517	Legal and Ethical Considerations in Leadership	3 credits
EDL-527	Resource Management	3 credits
EAD-537	Sustaining Educational Environments and Communities	3 credits
EDL-537	Becoming a Leader	3 credits
EAD-577	Promoting Effective and Respectful Learning Environments	3 credits
EDL-557	Leading with an Entrepreneurial and Innovative Mindset	3 credits
EDL-567	Leading Change	3 credits
EDL-577	Leading Projects and Teams	3 credits
EDL-590Ω	Educational Leadership Capstone	3 credits
Master of Education in Educational Leadership		30 credits
Total Practicum/Field Experience Hours		30 hours

Master of Education in Educational Leadership with an Emphasis in K12 Christian Education (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Education in Educational Leadership with an Emphasis in K12 Christian Education, non-licensure program is designed for teachers or administrators interested in advancing their careers as Christian educational leaders in a PK-12 setting. The program is designed with Association of Christian Schools International (ACSI) accreditation guidelines in mind and allows for students to be ACSI eligible. Course topics include Christian leadership, curriculum theory and development, assessment data and analysis, crisis and change, school law, finance, management, and character development focusing on human flourishing within multiple school settings including the Christian school environment. The program includes an action research project culminating in a capstone with a 30 hour practicum requirement. Graduates would be well-suited to establish an ethos around character education in their schools. This program prepares candidates for educational leadership in multiple school settings including Christian schools that do not require state licensure or certification.

Degree Requirements

EAD-507Ω	Foundations of Educational Administration and Leadership	3 credits
CEA-517	Legal Considerations in Christian Education	3 credits
EAD-537	Sustaining Educational Environments and Communities	3 credits
EAD-577	Promoting Effective and Respectful Learning Environments	3 credits
CEA-527	Christian School Finance	3 credits
CEA-537	Christian Educational Environments and Communities	3 credits
EDL-537	Becoming a Leader	3 credits
CEA-557	Becoming a Leader	3 credits
EDL-557	Leading with an Entrepreneurial and Innovative Mindset	3 credits
EDL-567	Leading Change	3 credits
EDL-577	Leading Projects and Teams	3 credits
EDL-590Ω	Educational Leadership Capstone	3 credits
Master of Education in Educational Leadership with an Emphasis in K12 Christian Education		36 credits
Total Practicum/Field Experience Hours		30 hours

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Master of Education in Elementary Education (IP/TL)

(Initial Program-Leads to Initial Teacher Licensure)

The Master of Education in Elementary Education (Eligible for Institutional Recommendation/Credential) program is designed for individuals interested in the education of children in elementary and/or middle school who are seeking initial teacher licensure. Course topics include developmental psychology, assessment, managing learning environments, literacy concepts, and instructional planning and strategies that support diverse learning needs including dyslexia. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society for Technology in Education (ISTE). Graduates of the Master of Education in Elementary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching license. Opportunities are provided to apply concepts, theories, and research throughout the program, particularly in elementary education field experiences that guide students through 104 hours of observational and practice-based experiences. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult student and to maximize the content knowledge the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education, and educational psychology.

Degree Requirements

EDU-525Ω	Foundations in Elementary Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-508	Survey of Special Education: Teaching Children with Exceptionalities	3 credits
ELM-515	Creating and Managing Equitable and Engaging Learning Environments	3 credits
ELM-555	Instructional Planning and Assessment for Elementary Teacher Candidates	3 credits
ESL-540	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-545	Phonics and the Science of Reading	3 credits
ELM-580	Methods and Strategies of Teaching English Language Arts	3 credits
ELM-526	Literacy Intervention and Remediation	3 credits
ELM-570	Methods and Strategies of Teaching and Integrating Science and Health	3 credits
ELM-560	Methods and Strategies of Teaching Mathematics	3 credits
ELM-550	Methods & Strategies of Teaching & Integrating Social Studies & the Arts	3 credits
ELM-590Ω	Student Teaching for Elementary Teacher Candidates	8 credits
Master of Education in Elementary Education		47 credits
Total Practicum/Field Experience Hours		104 hours

Master of Education in Elementary Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The program is designed for any individual interested in the education of children in elementary or middle school. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that teacher candidates possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through more than 100 hours of observational and practice-based experiences. Students have the option of transferring into the version of the program that leads to initial teacher licensure up to, but not after, the time of degree posting. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching license. This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Degree Requirements

EDU-525Ω	Foundations in Elementary Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-508	Survey of Special Education: Teaching Children with Exceptionalities	3 credits
ELM-515	Creating and Managing Equitable and Engaging Learning Environments	3 credits
ELM-555	Instructional Planning and Assessment for Elementary Teacher Candidates	3 credits
ESL-540	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-545	Phonics and the Science of Reading	3 credits
ELM-580	Methods and Strategies of Teaching English Language Arts	3 credits
ELM-526	Literacy Intervention and Remediation	3 credits
ELM-570	Methods and Strategies of Teaching and Integrating Science and Health	3 credits
ELM-560	Methods and Strategies of Teaching Mathematics	3 credits
ELM-550	Methods & Strategies of Teaching & Integrating Social Studies & the Arts	3 credits
Master of Education in Elementary Education		39 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Total Practicum/Field Experience Hours	104 hours

Master of Education in Elementary Education and Special Education (IP/TL)

(Initial Program–Leads to Teacher Licensure)

This program is designed for students who are seeking dual certification in elementary education (K-8) and mild to moderate special education (K-12). The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Council for Exceptional Children (CEC), International Society of Technology Educators (ISTE-E), and Association for Advancing Quality in Educator Preparation (AAQEP) standards. Opportunities are provided to apply concepts, theories, and research throughout the program with focused experiences that guide students through 100 hours of observational and practice-based experiences in both K-8 elementary settings, as well as K-12 special education mild to moderate settings. Graduates of the program are prepared to teach students with disabilities and implement individualized educational plans to accommodate the students' various learning, behavioral, and social needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program. Eight weeks of student teaching are completed in a K-8 general education setting, and 8 weeks are completed in a K-12 setting for students with mild to moderate disabilities. Student teaching settings must be completed with a certified elementary education teacher for the first eight weeks, and a certified special education teacher for the last eight weeks. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher licensure program. Graduates of this program are eligible for the Mild to Moderate Disabilities Special Education, K-12 Certificate and the Elementary Education, K-8 Certificate in the state of Arizona (57 credits).

Degree Requirements

ESD-501	Foundations in Elementary and Special Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
MMS-508	Survey of Teaching Children with Exceptionalities	3 credits
ESD-510	Inclusive Classroom Management Essentials and Behavioral Collaboration	3 credits
ESD-520	Instructional Planning and Assessment in an Inclusive Classroom	3 credits
MMS-530	Language Development Through Phonics and the Science of Reading	3 credits
MMS-540	Assessment and Eligibility in Special Education	3 credits
MMS-550	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
MMS-560	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
ESD-566	Methods for Teaching Science and Health in an Inclusive Classroom	3 credits
MMS-570	Case Management and Transition Planning	3 credits
MMS-580	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
ESD-586	Methods for Teaching Social Studies and the Arts in an Inclusive Classroom	3 credits
ELM-593A[Ω]	Student Teaching for Elementary Teacher Candidates: Session A	6 credits
SPD-593B[Ω]	Student Teaching for K-12 Special Education: Session B	6 credits
Master of Education in Elementary Education and Special Education		57 credits
Total Practicum/Field Experience Hours		100 hours

Master of Education in Elementary Education and Special Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This non-licensure program is designed for candidates interested in the education of children in elementary (K-8) and mild to moderate special education (K-12) settings. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the candidate will possess upon graduation. Courses are taught by experts in their respective fields who have significant proficiency in the course content. Courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Council for Exceptional Children (CEC), International Society of Technology Educators (ISTE-E), and Association for Advancing Quality in Educator Preparation (AAQEP) standards. Opportunities are provided to apply concepts, theories, and research throughout the program with focused experiences that guide students through 100 hours of observational and practice-based experiences in both K-8 elementary settings, as well as K-12 special education mild to moderate settings. Graduates of the program are prepared to work with all students in these settings and to implement individualized educational plans to accommodate various learning, behavioral, and social needs. Graduates of this program are prepared to become informed educators in the settings not requiring a teaching license. This program does not include a student teaching component and does not therefore lead to licensure. (45 credits).

Degree Requirements

ESD-501	Foundations in Elementary and Special Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [f] Honors Major Course | [Ω] Non-Transferable

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MMS-508	Survey of Teaching Children with Exceptionalities	3 credits
ESD-510	Inclusive Classroom Management Essentials and Behavioral Collaboration	3 credits
ESD-520	Instructional Planning and Assessment in an Inclusive Classroom	3 credits
MMS-530	Language Development Through Phonics and the Science of Reading	3 credits
MMS-540	Assessment and Eligibility in Special Education	3 credits
MMS-550	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
MMS-560	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
ESD-566	Methods for Teaching Science and Health in an Inclusive Classroom	3 credits
MMS-570	Case Management and Transition Planning	3 credits
MMS-580	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
ESD-586	Methods for Teaching Social Studies and the Arts in an Inclusive Classroom	3 credits
Master of Education in Elementary Education and Special Education		45 credits
Total Practicum/Field Experience Hours		100 hours

Master of Education in Secondary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Secondary Education ITL program is designed for candidates interested in the education of children in Grades 6-12 who are seeking initial teaching licensure. The format and courses of this program are tailored to meet the needs of the adult learner, introduce pedagogy, and maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates are required to produce documentation of successful completion of the content area exam(s) in the intended field in order to student teach. Teacher candidates may be eligible for the secondary education teaching license in the state of Arizona. (41 credits)

Degree Requirements

SEC-502[Ω]	Foundations in Secondary Education for Graduate Students	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SEC-511	Creating & Managing Engaging Learning Environments for Secondary Educators	3 credits
SEC-583	Curriculum and Instruction for Secondary Educators	3 credits
SEC-518	Assessment and Evaluation for Secondary Educators	3 credits
SPD-508	Survey of Special Education: Teaching Children with Exceptionalities	3 credits
SEC-546	Secondary Literacy Instruction: Assessment, Remediation, Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-526	Instructional Methods and Strategies for Secondary Educators	3 credits
SEC-570	Preparing Secondary Educators for Professional Growth and Advocacy	3 credits

Student teaching must be taken as the last course in the program.

SEC-590[Ω]	Student Teaching: Secondary Education	8 credits
Master of Education in Secondary Education		41 credits
Total Practicum/Field Experience Hours		100 hours

Master of Education in Secondary Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Secondary Education NITL program is designed for candidates interested in the education of children in Grades 6-12 who are looking to advance careers but not seeking initial teaching licensure. The format and courses of this program are tailored to meet the needs of the adult learner, introduce pedagogy, and maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. This program does not lead to licensure. (33 credits)

Degree Requirements

SEC-502[Ω]	Foundations in Secondary Education for Graduate Students	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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SEC-511	Creating & Managing Engaging Learning Environments for Secondary Educators	3 credits
SEC-583	Curriculum and Instruction for Secondary Educators	3 credits
SEC-518	Assessment and Evaluation for Secondary Educators	3 credits
SPD-508	Survey of Special Education: Teaching Children with Exceptionalities	3 credits
SEC-546	Secondary Literacy Instruction: Assessment, Remediation, Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-526	Instructional Methods and Strategies for Secondary Educators	3 credits
SEC-570	Preparing Secondary Educators for Professional Growth and Advocacy	3 credits
Master of Education in Secondary Education		33 credits
Total Practicum/Field Experience Hours		100 hours

Master of Education in Secondary Education with an Emphasis in Humanities (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Secondary Education with Emphasis in Humanities ITL program is designed for candidates interested in the education of children in the Humanities areas in grades 5-12 who are also seeking initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, humanities, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates are required to produce documentation of successful completion of the content area exam(s) in a Humanities field in order to student teach. Teacher candidates who student teach in a middle grades setting may be eligible for the middle grades endorsement, in addition to the Secondary Education teacher license in the state of Arizona.

Degree Requirements

SEC-502Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-581	Middle and Secondary Curriculum and Instruction for Humanities Teachers	3 credits
SEC-516	Assessment and Evaluation for Humanities Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-530	Integrating Humanities Methods for Middle and High School Instruction	3 credits

Student teaching must be taken as the last course in the program.

SEC-590Ω	Student Teaching: Secondary Education	8 credits
Master of Education in Secondary Education with an Emphasis in Humanities		41 credits
Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary Education with an Emphasis in Humanities (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Secondary Education with Emphasis in Humanities ITL program is designed for candidates interested in the education of children in the Humanities areas in grades 5-12 who are also seeking initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, humanities, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates are required to produce documentation of successful completion of the content area exam(s) in a Humanities field in order to student teach. Teacher candidates who student teach in a middle grades setting may be eligible for the middle grades endorsement, in addition to the Secondary Education teacher license in the state of Arizona.

Degree Requirements

SEC-502Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-581	Middle and Secondary Curriculum and Instruction for Humanities Teachers	3 credits
SEC-516	Assessment and Evaluation for Humanities Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-530	Integrating Humanities Methods for Middle and High School Instruction	3 credits

Student teaching must be taken as the last course in the program.

SEC-590 Ω	Student Teaching: Secondary Education	8 credits
Master of Education in Secondary Education with an Emphasis in Humanities		41 credits
Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary Education with an Emphasis in Humanities (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Secondary Education with Emphasis in Humanities ITL program is designed for candidates interested in the education of children in the Humanities areas in grades 5-12. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, humanities, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. This program does not lead to licensure.

Degree Requirements

SEC-502Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-581	Middle and Secondary Curriculum and Instruction for Humanities Teachers	3 credits
SEC-516	Assessment and Evaluation for Humanities Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-530	Integrating Humanities Methods for Middle and High School Instruction	3 credits
Master of Education in Secondary Education with an Emphasis in Humanities		33 credits
Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary Humanities Education (IP/TL) *Nevada ARL*

(Initial Program–Leads to Teacher Licensure)

Grand Canyon University's Master of Education in Secondary Humanities Education program is designed for candidates interested in the education of adolescents and young adults in language arts, social studies, art or music in grades 6-12 who are also seeking alternative route licensure in the state of Nevada. The format and courses of this regionally accredited and Nevada-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of secondary education, humanities, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 101 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are required to produce documentation of successful completion of required Nevada teaching exams that include content exams in language arts, social studies, art, or music in order to progress in this program.

Degree Requirements

SEC-502Ω	Foundations in Secondary Education for Graduate Students	3 credits
EDU-526 Ω	Family and Community Engagement	3 credits
TSL-550	School, Community, and Family Culture	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-581	Middle and Secondary Curriculum and Instruction for Humanities Teachers	3 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SEC-516	Assessment and Evaluation for Humanities Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-530	Integrating Humanities Methods for Middle and High School Instruction	3 credits
Master of Education in Secondary Humanities Education		44 credits
Total Practicum/Field Experience Hours		108 hours

Master of Education in Secondary Education with an Emphasis in STEM (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Secondary Education with Emphasis in STEM ITL program is designed for candidates interested in the education of children in STEM areas in grades 5-12 who are also seeking initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, STEM, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates are required to produce documentation of successful completion of the content area exam(s) in a STEM field in order to student teach. Teacher candidates who student teach in a middle grades setting may be eligible for the middle grades endorsement, in addition to the Secondary Education teacher license in the state of Arizona.

Degree Requirements

SEC-502Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-582	Middle and Secondary Curriculum and Instruction for STEM Teachers	3 credits
SEC-517	Assessment and Evaluation for STEM Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-520	Integrating STEM Methods for Middle and High School Instruction	3 credits

Student teaching must be taken as the last course in the program.

SEC-590Ω	Student Teaching: Secondary Education	8 credits
Master of Education in Secondary Education with an Emphasis in STEM		41 credits
Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary Education with an Emphasis in STEM (Non-IP/TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Secondary Education with Emphasis in STEM program is designed for candidates interested in the education of children in STEM areas in grades 6-12. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, STEM, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. This program does not lead to licensure.

Degree Requirements

SEC-502Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-582	Middle and Secondary Curriculum and Instruction for STEM Teachers	3 credits
SEC-517	Assessment and Evaluation for STEM Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SEC-520	Integrating STEM Methods for Middle and High School Instruction	3 credits
Master of Education in Secondary Education with an Emphasis in STEM		33 credits
Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary STEM Education (IP/TL) *Nevada ARL*

(Initial Program–Leads to Teacher Licensure)

Grand Canyon University's Master of Education in Secondary STEM Education program is designed for candidates interested in the education of adolescents and young adults in the Science, Technology, Engineering and Mathematics (STEM) areas in grades 6-12 who are also seeking alternative route licensure in the state of Nevada. The format and courses of this regionally accredited and Nevada-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of secondary education, STEM, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 101 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are required to produce documentation of successful completion of required Nevada teaching exams that include content exams in biology, physics, or mathematics in order to progress in this program.

Degree Requirements

SEC-502Ω	Foundations in Secondary Education for Graduate Students	3 credits
EDU-526 Ω	Family and Community Engagement	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
TSL-550	School, Community, and Family Culture	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-582	Middle and Secondary Curriculum and Instruction for STEM Teachers	3 credits
SEC-517	Assessment and Evaluation for STEM Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-520	Integrating STEM Methods for Middle and High School Instruction	3 credits
SEC-590 Ω	Student Teaching: Secondary Education	8 credits
Master of Education in Secondary STEM Education		44 credits
Total Practicum/Field Experience Hours		108 hours

Master of Education in Special Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for any individual interested in the education of children with mild to moderate special needs in the K-12 setting who also wish to seek initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of adult learners and to maximize strengths that teacher candidates already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Council for Exceptional Children Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide teacher candidates through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have mild to moderate disability categories represented, which may include: emotional disability, learning disability, intellectual disability, physical impairment, and/or health impairment. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs. Teacher candidates must be prepared to complete a full-time, 15-week student teaching component at the end of the program that must be completed with a certified special educator. Students/applicants are responsible for contacting their state department of education for licensure requirements and program approval. The student/applicant should consult the Grand Canyon Academic Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in an initial teacher licensure program.

Degree Requirements

SPD-514Ω	Foundations in Special Education Graduate Studies	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
MMS-508	Survey of Teaching Children with Exceptionalities	3 credits
MMS-510	Classroom Management and Collaboration	3 credits
MMS-520	Instructional Planning for Special Education Students	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
MMS-530	Language Development Through Phonics and the Science of Reading	3 credits
MMS-540	Assessment and Eligibility in Special Education	3 credits
MMS-550	Research Based Instruction, Remediation, and Intervention in ELA	3 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MMS-560	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
MMS-570	Case Management and Transition Planning	3 credits
MMS-580	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits

Student teaching must be taken as the last course in the program.

MMS-590Ω	Student Teaching for Special Education Teacher Candidates	8 credits
Master of Education in Special Education (IP/TL)		44 credits
Total Practicum/Field Experience Hours		100 hours

Master of Education in Special Education (IP/TL) *Nevada ARL*

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Special Education (ITL) program is designed for candidates interested in the education of children with mild to moderate special needs in the K-12 setting who also wish to seek initial teaching licensure. The format and courses of this program are tailored to meet the needs of adult students and to maximize strengths that teacher candidates already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly align with Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society of Technology Educators (ISTE), and Council for Exceptional Children (CEC) standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Field experience assignments within specific courses guide teacher candidates through 100 hours of observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have mild to moderate disability categories represented, which may include emotional disability, learning disability, intellectual disability, physical impairment, and/or other health impairment. Graduates of the program are prepared to work with K-12 students with mild to moderate disabilities and implement individualized educational programs (IEPs) to help these students reach their fullest potential. Teacher candidates must be prepared to complete a full-time, 15-week student teaching component at the end of the program that must be completed with a certified special educator. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval.

Degree Requirements

SPD-514Ω	Foundations in Special Education Graduate Studies	3 credits
SPD-585	Educational Psychology for Special Education	3 credits
EDU-526Ω	Family and Community Engagement	3 credits
MMS-508	Survey of Teaching Children with Exceptionalities	3 credits
MMS-510	Classroom Management and Collaboration	3 credits
MMS-520	Instructional Planning for Special Education Students	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
PCN-518	Human Growth and Development	3 credits
MMS-540	Assessment and Eligibility in Special Education	3 credits
MMS-550	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
MMS-560	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
MMS-570	Case Management and Transition Planning	3 credits
MMS-580	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits

Student teaching must be taken as the last course in the program.

MMS-590Ω	Student Teaching for Special Education Teacher Candidates	8 credits
Master of Education in Special Education (IP/TL)		47 credits
Total Practicum/Field Experience Hours		100 hours

Master of Education in Special Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Special Education develops educators for special education opportunities not requiring licensure. This program is designed for any individual interested in the education of children with mild to moderate special needs in grades K-12, who does not seek initial teaching licensure. The format and courses of this regionally accredited program are tailored to meet the needs of adult learners and to maximize strengths that students already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Council for Exceptional Children Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide educators through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have mild to moderate disability categories represented, which may include: autism, traumatic brain injury, emotional disability, learning disability, intellectual disability, physical impairment, and/or other health impairments. Traditionally, students graduating from a special education non licensure program have been interested in education-related jobs that do not require traditional teacher certifications, including parks and recreation, non-profits, workplace training and community programs. Graduates of the program are prepared to

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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work with special needs populations and implement individualized educational plans to accommodate various learning needs. The student/applicant should consult the Grand Canyon Academic Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a non-licensure program.

Degree Requirements

SPD-514Ω	Foundations in Special Education Graduate Studies	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
MMS-508	Survey of Teaching Children with Exceptionalities	3 credits
MMS-510	Classroom Management and Collaboration	3 credits
MMS-520	Instructional Planning for Special Education Students	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
MMS-530	Language Development Through Phonics and the Science of Reading	3 credits
MMS-540	Assessment and Eligibility in Special Education	3 credits
MMS-550	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
MMS-560	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
MMS-570	Case Management and Transition Planning	3 credits
MMS-580	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
Master of Education in Special Education		36 credits
Total Practicum/Field Experience Hours		100 hours

Master of Education in Special Education: Moderate to Severe (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Special Education Moderate to Severe (ITL) program is designed for candidates interested in the teaching of children and young adults with moderate to severe exceptionalities in the K-12 setting who also wish to seek initial teaching licensure. Graduates of the program are prepared to work with K-12 students with moderate to severe exceptionalities and implement individualized educational programs (IEPs) to help these students reach their fullest potential. Courses are taught by experts in their respective fields who share knowledge and experience in areas including intellectual disability, autism, traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments, developmental delay, and other health impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society of Technology Educators (ISTE), Council for Exceptional Children (CEC), and Association for Advancing Quality in Educator Preparation (AAQEP) standards. Teacher candidates study topics such as ethical and legal practices; collaboration with internal and external stakeholders; diagnosis and assessment in special education; characteristics of disabilities and disorders; the implementation of communication and behavior strategies; and the use of assistive technologies for individuals with moderate to severe exceptionalities. Classroom management methods, classroom structures, and educational planning are also explored. Opportunities are provided to apply concepts, theories, and research throughout the program. Field experience assignments within specific courses guide teacher candidates through 100 hours of observational and practice-based experiences. The special education degree program concludes with a full-time, 15-week student teaching component that must be completed with a certified special educator. In order to complete the 100 hours of field experience and student teaching requirement, teacher candidates must have access to K-12 special education settings serving a population of students with moderate to severe exceptionalities. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval.

Degree Requirements

SPD-514 Ω	Foundations in Special Education Graduate Studies	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
MSS-508	Survey of Teaching Children with Moderate to Severe Exceptionalities	3 credits
MSS-510	Case Management, Collaboration, and Communication	3 credits
MSS-520	Classroom Management and Supporting Challenging Behaviors	3 credits
MSS-530	Instruction and Assessment for Moderate to Severe Exceptionalities	3 credits
MSS-540	The Science of Reading and Phonics for Effective Adaptive Communication	3 credits
MSS-545	Specialized ELA Instruction: Research, Remediation, and Intervention	3 credits
MSS-550	Assessment and Eligibility in Moderate to Severe Special Education	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
MSS-560	Professional, Ethical, and Legal Practices	3 credits
MSS-570	Methods of Teaching Functional Mathematics and Science	3 credits
MSS-580	Transition Planning for Students with Moderate to Severe Exceptionalities	3 credits
Student teaching must be taken as the last course in the program.		
MSS-590	Student Teaching for Moderate to Severe Special Education	8 credits
Master of Education in Special Education: Moderate to Severe (IP/TL)		47 credits
Total Practicum/Field Experience Hours		100 hours

Master of Education in Special Education: Moderate to Severe (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

Grand Canyon University's Master of Education in Special Education Moderate to Severe (NITL) program is designed for

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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any individual interested in the education of children and young adults with moderate to severe exceptionalities in the K-12 setting. This program does not lead to teacher licensure. Graduates of the program are prepared to work with K-12 students with moderate to severe exceptionalities and implement individualized educational programs (IEPs) to help these students reach their fullest potential. Courses are taught by experts in their respective fields who share knowledge and experience in areas including intellectual disability, autism, traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments, developmental delay, and other health impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society of Technology Educators (ISTE), Council for Exceptional Children (CEC), and Association for Advancing Quality in Educator Preparation (AAQEP) standards. The program includes topics such as: ethical and legal practices; collaboration with internal and external stakeholders; diagnosis and assessment in special education; characteristics of disabilities and disorders; the implementation of communication and behavior strategies; and the use of assistive technologies for individuals with moderate to severe exceptionalities. Classroom management methods, classroom structures, and educational planning are also explored. Opportunities are provided to apply concepts, theories, and research throughout the program. Field experience assignments within specific courses guide candidates through 100 hours of observational and practice-based experiences. In order to complete the 100 hours of field experience, candidates must have access to K-12 special education settings serving a population of students with moderate to severe exceptionalities.

Degree Requirements

SPD-514 Ω	Foundations in Special Education Graduate Studies	3 credits
POS-501	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
MSS-508	Survey of Teaching Children with Moderate to Severe Exceptionalities	3 credits
MSS-510	Case Management, Collaboration, and Communication	3 credits
MSS-520	Classroom Management and Supporting Challenging Behaviors	3 credits
MSS-530	Instruction and Assessment for Moderate to Severe Exceptionalities	3 credits
MSS-540	The Science of Reading and Phonics for Effective Adaptive Communication	3 credits
MSS-545	Specialized ELA Instruction: Research, Remediation, and Intervention	3 credits
MSS-550	Assessment and Eligibility in Moderate to Severe Special Education	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
MSS-560	Professional, Ethical, and Legal Practices	3 credits
MSS-570	Methods of Teaching Functional Mathematics and Science	3 credits
MSS-580	Transition Planning for Students with Moderate to Severe Exceptionalities	3 credits
Master of Education in Special Education: Moderate to Severe (IP/Non-TL)		39 credits
Total Practicum/Field Experience Hours		100 hours

Master of Science in Education Policy (AP/CPE)

The Master of Science in Education Policy is designed for professionals who wish to deepen their understanding of education policies across the entire educational spectrum, from early childhood through higher education. In this program, students engage in rigorous coursework to meticulously research, assess, and formulate education policies. They will build their research skills to analyze both qualitative and quantitative data, enabling them to make evidence-driven policy decisions. Students will learn to identify and address challenges, opportunities, and innovation to improve student outcomes. By analyzing comprehensive data and research findings, students gain insights into the impact of current and proposed policies on various communities. They will also develop skills in proficient communication, persuasive advocacy, and collaborative stakeholder engagement. This program equips students to become adept education policy analysts capable of proposing positive, evidence-driven policy solutions. Courses are taught by experts in the field who share their knowledge and experience in education policy analysis and development.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
ADM-560	Influence, Power, and Politics in Public Administration	4 credits
ADM-634	Policy Studies	4 credits
EDP-510	Foundations in PK-12 and Higher Education Policy	3 credits
EAD-517	Educational Administration and Education Law	3 credits
EDU-528	Laws and Ethics in Student Affairs	3 credits
TCH-539	Introduction to Educational Research	3 credits
EDP-520	Data Analysis for Decision Making in Education Policy	3 credits
EDP-530	Governance and Policy Development in Education	3 credits
EDP-540	Professional, Ethical, and Legal Considerations in Education	3 credits
EDP-550Ω	Education Policy Capstone	3 credits
Master of Science in Education Policy		34 credits

Master of Science in Instructional Design (AP/CPE)

The Master of Science in Instructional Design program is designed for professionals who wish to further their skills in instructional design and/or curriculum development, as well as the use of emerging technology for training purposes. In this program, students learn to apply theory, research, analysis, and problem-solving skills to solve a variety of issues related to training, education, and organizational performance. The program helps students build their research skills, so they can collect and analyze appropriate data to make evidence-driven design decisions. Students learn to use learning theories, instructional design models, and design thinking in the analysis, design, development, implementation, and evaluation of instructional interventions. Students also develop the skills

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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necessary to create, assess, and manage training materials using technology and multimedia tools. The combination of these skills will help students to identify learning needs, determine desired outcomes, and create learning interventions within educational institutions and corporate training environments. Learning theory and systematic design approaches are the fundamentals of instructional design that are accomplished in this program. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of curriculum and instructional design. Technology Requirement: Students are responsible for providing their own Adobe Captivate software and a computer that meets the technical requirements to run the software. The version of Adobe Captivate should not be older than the 2019 release. Verify the University Technology Requirements and Programmatic Technology Requirements in the University Policy Handbook available on www.gcu.edu.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-520	Brain-Based Learning	3 credits
TCH-539	Introduction to Educational Research	3 credits
EID-500	Introduction to Instructional Design	3 credits
EDU-522	Curriculum Design Theories	3 credits
EID-505	Multimedia for Learning	3 credits
EID-510	Systematic Design of Instruction	3 credits
EID-515	Learning Experience Design and Development	3 credits
EID-520	Research and Evaluation for Systems and Experiences	3 credits
EID-525	Organizational Performance and Workplace Learning	3 credits
EID-590Ω	Instructional Design Capstone	3 credits
Master of Science in Instructional Design		32 credits

Master of Science in Instructional Technology (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Science in Instructional Technology program is designed for current teaching professionals who have an interest in becoming a technology specialist or coach. The format and courses of this regionally accredited program are aligned with the International Society for Technology in Education (ISTE) Standards for Coaches and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of technology-based instructional theories and models, digital literacies and new media, ethical and equitable technology integration, technology for student assessment, multimedia instructional strategies, distance learning, andragogy, and coaching. This program includes field experiences that help develop the students' understanding of the complexity of being a leader in the school setting, classroom technology use and training, development of a vision for technology, and ensuring smooth day-to-day technology integration in teaching. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through 60 hours of observational and practice-based experiences. Candidates must have access to a K-12 school classroom with technology to complete the capstone course and program assignments. Graduates of the program are prepared to become leaders in technology at the K-12 classroom, school, and district levels.

Degree Requirements

UNV-501Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-520	Brain-Based Learning	3 credits
TCH-539	Introduction to Educational Research	3 credits
TEC-517	Instructional Technology Essentials	3 credits
TEC-522	Artificial Intelligence in Education	3 credits
TEC-532	Technology for Planning and Organization	3 credits
TEC-533	Assessment and Instructional Technology	3 credits
TEC-562	Multimedia Instructional Strategies and Methods	3 credits
TEC-543	Distance Learning	3 credits
TEC-548	Leadership and Technology Coaching	3 credits
TEC-597Ω	Instructional Technology Capstone	3 credits
Master of Science in Instructional Technology		32 credits

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Elementary Education

The Canyon L.E.A.P. to Teach pathway, Elementary Education Graduate Certificate of Completion pathway option is intended for candidates interested in becoming a teacher of record in their elementary classroom by pursuing a non-traditional route to teacher licensure with the support of their school district. The structured pathway prepares teacher candidates for an elementary education certification through an immersive learning experience that includes daytime teaching, LEA provides professional development and mentor support, Grand Canyon University (GCU) College of Education graduate coursework and Grand Canyon Education (GCE) Canyon Professional Development. The post baccalaureate certificate serves as an alternative route for entering the field of education to champion students mental, emotional and social development, as well as to provide students with an academic foundation and passion for learning. Canyon L.E.A.P. to Teach candidates will have the opportunity to complete coursework, LEA provided professional development and Grand Canyon Education professional development with the support of all three stakeholders. Starting with a week-long in person boot camp before the fall semester begins, candidates will continue their development in partnership with GCU, GCE and the LEA through two formal LEA evaluations, two informal GCU observations each semester, and two GCE coaching sessions each semester. During the year, candidates will also complete four online GCU teacher education courses, four in person Saturday workshops, a culminating capstone, and LEA-led professional development and mentoring. This three-pronged approach ensures that the candidates are well-supported in the pathway as they develop their pedagogical skills.

Degree Requirements

TCH-505	Introduction to Teaching Strategies and Professionalism Expectations	2 credits
ELM-545	Phonics and the Science of Reading	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ELM-526	Literacy Intervention and Remediation	3 credits
ESL-540	Methods of Structured English Immersion for Elementary Education	3 credits
SPD-508	Survey of Special Education: Teaching Children with Exceptionalities	3 credits
TCH-506	Enhanced Learning Plans for Diverse Classrooms Capstone	2 credits
Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Elementary Education		16 credits

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Secondary Education

The Canyon L.E.A.P. to Teach, Secondary Education Graduate Certificate of Completion pathway option is intended for candidates interested in becoming a teacher of record in their secondary classroom by pursuing a non-traditional route to teacher licensure with the support of their school district. The structured pathway prepares teacher candidates for a secondary education certification through an immersive learning experience that includes daytime teaching, LEA provides professional development and mentor support, Grand Canyon University (GCU) College of Education graduate coursework and Grand Canyon Education (GCE) Canyon Professional Development. The post baccalaureate certificate serves as an alternative route for entering the field of education to champion students mental, emotional and social development, as well as to provide students with an academic foundation and passion for learning. Canyon L.E.A.P. to Teach candidates will have the opportunity to complete coursework, LEA provided professional development and Grand Canyon Education curriculum with the support of all three stakeholders. Starting with a week-long in person boot camp before the fall semester begins, candidates will continue their development in partnership with GCU, GCE and the LEA through two formal LEA evaluations, two informal GCU observations each semester, and two GCE coaching sessions each semester. During the year, candidates will also complete four online GCU teacher education courses, four Saturday workshops, a culminating 2 week-long capstone session, and LEA-led professional development and mentoring. This three-pronged approach ensures that the candidates are well-supported in the pathway as they develop their pedagogical skills.

Degree Requirements

TCH-505	Introduction to Teaching Strategies and Professionalism Expectations	2 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SPD-508	Survey of Special Education: Teaching Children with Exceptionalities	3 credits
TCH-506	Enhanced Learning Plans for Diverse Classrooms Capstone	2 credits
Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Secondary Education		16 credits

Graduate Certificate of Completion in Distance Learning

The Graduate Certificate of Completion in Distance Learning explores instructional theories and models in technology education, assessment and instructional technology, and multimedia instructional strategies and methods in preparation for distance learning opportunities.

Degree Requirements

TEC-516	Instructional Theories and Models in Technology Education	3 credits
TEC-521	Digital Literacies, Virtual Tools, and New Media	3 credits
TEC-536	Assessment and Instructional Technology	3 credits
TEC-561	Multimedia Instructional Strategies and Methods	3 credits
TEC-541	Distance Learning	3 credits
TEC-596	Distance Learning Capstone	1 credit
Graduate Certificate of Completion in Distance Learning		16 credits

Graduate Certificate in Instructional Coaching

The Instructional Coaching Certificate program prepares students to guide and support professionals in the field of education through the role of an instructional coach. The certificate presents foundational coaching skills as well as the proper tools to implement support strategies in the areas of curriculum instruction, leadership, professional development, and student learning needs. Students will develop skills to successfully guide and support teachers working within the educational environment.

Degree Requirements

EDL-577	Leading Projects and Teams	3 credits
EDU-527	Leadership in Curriculum	3 credits
EDU-556	Methods of Instruction and Assessment	3 credits
EDU-585	Designing Effective Professional Development	3 credits
EDU-584	Instructional Coaching	3 credits
Graduate Certificate in Instructional Coaching		15 credits

Graduate Certificate in Instructional Design

The Graduate Certificate in Instructional Design offers specialized training for professionals seeking advanced skills in instructional design. Through a focused curriculum, students gain expertise in applying theoretical frameworks, research methodologies, and emerging technologies to address training, educational, and organizational performance challenges. Emphasizing evidence-driven approaches, the program covers key concepts such as learning theories, instructional design models, and design thinking principles. Participants develop proficiency in utilizing technology and multimedia tools for creating, assessing, and managing training materials. Led by experienced faculty, this certificate program provides practical insights and strategies for crafting impactful learning instructional solutions tailored to diverse educational and corporate training settings.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

EID-500	Introduction to Instructional Design	3 credits
EID-505	Multimedia for Learning	3 credits
EID-510	Systematic Design of Instruction	3 credits
EID-525	Organizational Performance and Workplace Learning	3 credits
Graduate Certificate in Instructional Design		12 credits

Graduate Certificate in Learning Behavior Specialist 1 (LBS 1)

This certification includes 12 credits of coursework to meet Illinois Learning Behavior Specialist 1 Endorsement. The LBS1 endorsement is preparing educators for teaching students with a wide range of disabilities, ages 5-21, in various instructional delivery models that include teaching in inclusionary settings through consultations and collaborative teaching.

Degree Requirements

SPD-508	Survey of Special Education: Teaching Children with Exceptionalities	3 credits
SPD-512	Characteristics of Exceptional Students: Mild to Moderate	3 credits
SPD-531	Assessment and Eligibility in Special Educ: Mild to Moderate Disability	3 credits
SPD-550	Instructional and Transitional Planning for Students with Mild to Moderate Disabilities	3 credits
Graduate Certificate in Learning Behavior Specialist 1 (LBS1)		12 credits

Graduate Certificate of Completion: Special Education, Mild to Moderate

The Graduate Certificate of Completion: Special Education, Mild to Moderate allows candidates to complete requirements associated with the Special Education Mild/Moderate Disabilities endorsement from the Arizona Department of Education. Certificate will include practicum and coursework in the following areas: methods of teaching students with disabilities, behavior management for students with disabilities, special education law, special education assessment and individualized education program planning, and language development and disorders.

Degree Requirements

MMS-510	Classroom Management and Collaboration	3 credits
MMS-530	Language Development Through Phonics and the Science of Reading	3 credits
MMS-540	Assessment and Eligibility in Special Education	3 credits
MMS-550	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
MMS-560	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
MMS-580	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
Graduate Certificate of Completion: Special Education, Mild to Moderate		18 credits

Graduate Certificate of Completion: Special Education, Moderate to Severe

The Graduate Certificate of Completion: Special Education, Moderate to Severe allows candidates to complete requirements associated with the Special Education Moderate/Severe Disabilities endorsement from the Arizona Department of Education. Certificate will include practicum and coursework in the following areas: behavior management for students with disabilities, special education law, special education assessment and individualized education program planning, methods for teaching students with severe disabilities, and adaptive communication, including language development and disorders.

Degree Requirements

MSS-520	Classroom Management and Supporting Challenging Behaviors	3 credits
MSS-540	The Science of Reading and Phonics for Effective Adaptive Communication	3 credits
MSS-545	Specialized ELA Instruction: Research, Remediation, and Intervention	3 credits
MSS-550	Assessment and Eligibility in Moderate to Severe Special Education	3 credits
MSS-560	Professional, Ethical, and Legal Practices	3 credits
MSS-570	Methods of Teaching Functional Mathematics and Science	3 credits
Graduate Certificate of Completion: Special Education, Moderate to Severe		18 credits

Graduate Certificate of Completion in Teaching English to Speakers of Other Languages (TESOL)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Graduate Certificate of Completion in Teaching English to Speakers of Other Languages (TESOL) is designed for teaching professionals with an interest in working with English language learners (ELLs) in or out of the classroom. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) and the Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (TESOL). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in TESOL field experiences and a practicum that guide students through 40 hours of observational and practice-based experiences. Candidates must have access to a P-12 classroom with ESL students to complete the practicum course and program assignments. Graduates of the program are prepared to become leaders in ESL/BLE/TESOL at the P-12 classroom, school, community college, and district level (18 credits).

Degree Requirements

TSL-532	Foundations of Instruction for English Language Learners	3 credits
TSL-550	School, Community, and Family Culture	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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TSL-541	Linguistics	3 credits
TSL-558	ELL and Bilingual Curriculum and Methods of Instruction	3 credits
TSL-565	ELL and Bilingual Assessment	3 credits
TSL-567	Methods of Teaching and Evaluating ELLs with Special Needs	3 credits

Graduate Certificate of Completion in Teaching English to Speakers of Other Languages (TESOL)	18 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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The College of Arts and Media

College Description

The College of Arts and Media is dedicated to providing its students with the finest training possible in their chosen fields. All disciplines and majors within the College require a thorough and exhaustive study of subject-specific theory and related performance to translate theory into active and exciting participation and presentation. All of the College's faculty are dedicated professionals who are active within their fields and therefore can offer students the unique opportunity of their current professional expertise as well as classroom knowledge.

College Mission

The College of Arts and Media endeavors to create an environment where students can be challenged to excel throughout all of their class work as well as in their performance opportunities. Faculty members strive to imbue students with the tools to create, analyze, lead, and teach through the eventual mastery of their chosen disciplines.

College Features

Currently, the College consists of four departments, Dance, Music, Production, and Theatre.

The Department of Dance offers a Bachelor of Arts in Dance and Bachelor of Arts in Dance Education.

The Department of Music features seven degrees, a Bachelor of Arts in Music Education-Choral: Voice, a Bachelor of Arts in Music Education-Choral: Piano, a Bachelor of Arts in Music Education–Instrumental: Brass, Percussion, Woodwind, Strings, a Bachelor of Arts in Music Education-Instrumental: Piano, a Bachelor of Arts in Music with an Emphasis in Piano, a Bachelor of Arts in Music with an Emphasis in Instrumental Music, and a Bachelor of Arts in Music with an Emphasis in Voice. The Department of Music features nine ensembles —Canyon Choral Society, Canyon Chorale, Canyon Singers, Critical Mass, Thundering Heard Pep Band, Thunder Big Band, Symphonic Band, Percussion Ensemble and Woodwind Ensemble.

The Department of Production offers a Bachelor of Arts in Advertising and Public Relations with an Emphasis in Advertising Design, Bachelor of Arts in Digital Design with an Emphasis in either Animation or Web Design, and a Bachelor of Arts in Digital Film with an Emphasis in either Production or Screenwriting.

The Department of Theatre offers a Bachelor of Arts in Theatre and Drama and a Bachelor of Arts in Theatre Education. Both departments have several performing groups. The Department of Theatre presents the Grand Canyon University's Ethington Theatre Series, which is comprised of five productions performing over 30 times annually.

Department of Dance

Grand Canyon University's Department of Dance is dedicated to the training of dancers, teachers, and choreographers by blending both the theory and the practice of dance performance and its related disciplines.

In addition to regular classroom studies, dance major students will take part in the Ethington Dance Ensemble in numerous capacities, including performance, choreography and technical production, thus allowing them to explore the creative process from rehearsal to live performance. This global approach to dance education creates a multifaceted graduate who is prepared to succeed in today's marketplace.

Bachelor of Arts in Dance

The Bachelor of Arts in Dance program is designed to train multi-faceted dance professionals who may succeed in a range of career paths related to dance. Experiences in the program promote creativity and entrepreneurial spirit, blending the theory and practice of dance performance and choreography. Additionally, coursework in technology, kinesiology, and pedagogy prepares students with practical skills for their chosen profession with interdisciplinary applications in many fields. The mission of the Dance program is to cultivate an understanding of dance and its relationship to culture and human flourishing from a Christian worldview, preparing outstanding artists who can make a difference in the lives of the global community.

Degree Requirements

Total General Education	34-40 credits
Total Dance Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Arts in Dance	120 credits

Required General Education

(Included in General Education totals credits, applied to the Global Awareness competency.)

MUS-210	Music Appreciation	4 credits

(Included in General Education totals credits, applied to the Effective Communication competency.)

COM-263	Elements of Intercultural Communication	4 credits

Dance Major

DAN-100	Introduction to Ballet Technique	1 credit
DAN-101	Introduction to Jazz Technique	1 credit
DAN-215	Dance EnEnsemble	0 credits
DAN-180A	Elementary Dance Tour	0 credit
DAN-200	Somatics for the Dancer	2 credits
DAN-250	Ballet Technique II	1 credit
DAN-260	Jazz Technique II	1 credit
DAN-120	Introduction to Modern Technique	1 credit
DAN-180B	Elementary Dance Tour	0 credit
DAN-395	Dance Production	4 credits
DAN-270	Modern Technique II	1 credit
DAN-210	Improvisation for Dance	1 credit
DAN-305	Hip Hop I	1 credit
DAN-350	Ballet Technique III	1 credit

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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DAN-360	Jazz Technique III	1 credit
DAN-370	Modern Technique III	1 credit
DAN-355Δ	Dance Kinesiology and Injury Prevention	4 credits
DAN-375	Choreography I: Space and Time/Design and Dance	2 credits
DAN-405	Hip Hop II	1 credit
DAN-315Δ	Dance History I	4 credits
DAN-322	Dance Technology	2 credits
DAN-390	Choreography II: Process	2 credits
DAN-353	Ballet Technique IV	1 credit
DAN-363	Jazz Technique IV	1 credit
DAN-340Δ	Dance History II	4 credits
DAN-475	Dance in Sacred Contexts	4 credits
DAN-373	Modern Technique IV	1 credit
DAN-453	Ballet Technique V	1 credit
DAN-455	Dance Pedagogy	2 credits
DAN-470	Choreography III: Performance	2 credits
BUS-302	Business for the Professional Creative	4 credits
DAN-410	Commercial Dance	2 credits
DAN-463	Jazz Technique V	1 credit
DAN-300	Alignment and Pilates for Dance	2 credits
DAN-302	Tap I	1 credit
DAN-430	Dance Research Seminar I	2 credits
DAN-490	Dance Administration & Entrepreneurship	4 credits
DAN-402	Tap II	1 credit
DAN-473	Modern V	1 credit
DAN-435	Dance Research Seminar II	2 credits
Dance Major		68 credits

Bachelor of Arts in Dance for Secondary Education (IP-TL)

(Initial Program - Leads to Initial Teacher Licensure)

The Bachelor of Arts in Dance for Secondary Education is a program designed to prepare and certify candidates for the instruction of Dance Arts in a secondary education environment. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC), National Association of Schools of Dance (NASD), and the International Society of Technology in Education (ISTE-E) standards. The program spans 126 credit hours of instruction and practicum experience resulting in a recommendation for an Arizona initial certificate to work in the State's schools. The relationship between the College of Arts & Media and the College of Education ensures student teachers will receive both content knowledge, and the means to convey that knowledge in their classrooms from faculty in both colleges. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time student teaching component. These educational settings must be state-certified environments, and mentor teachers must be fully certified. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring teaching licensure. The program is designed to train dance educators and practitioners by blending the theories and practices of dance and its related fields. In addition to regular classroom studies, Dance for Secondary Education majors are required to participate in the Ethington Dance Ensemble for our bi-annual concert series. Students serve in numerous capacities, including onstage and offstage disciplines, thus allowing them to explore the creative process from rehearsal to live performance. The mission of our Dance for Secondary Education program is to cultivate an understanding of dance and its relationship to culture and human flourishing from a Christian worldview, preparing outstanding teaching artists who can make a difference in the lives of their students.

Degree Requirements

Total General Education	34-40 credits
Total Dance for Secondary Education Major	86 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Dance for Secondary Education	126 credits

Required General Education

(Included in General Education totals credits, applied to the Global Awareness competency.)

DAN-315	Dance History I	4 credits
DAN-340	Dance History II	4 credits

Dance for Secondary Education Major

DAN-100	Introduction to Ballet Technique	1 credit
DAN-101	Introduction to Jazz Technique	1 credit
DAN-215	Dance Ensemble	0 credits
DAN-180A	Elementary Dance Tour	0 credits
DAN-200♯	Somatics for the Dancer	2 credits
DAN-250	Ballet Technique II	1 credit
DAN-260	Jazz Technique II	1 credit
DAN-120	Introduction to Modern Technique	1 credit
DAN-180B	Elementary Dance Tour	0 credits
SEC-202	Psychology for Secondary Educators	4 credits
POS-301	Arizona and Federal Government	2 credits
DAN-395♯	Dance Production	4 credits
DAN-210	Improvisation for Dance	1 credit
DAN-270	Modern Technique II	1 credit
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
EDU-330	Social Justice for Educators	4 credits
DAN-350	Ballet Technique III	1 credit
DAN-360	Jazz Technique III	1 credit
DAN-375	Choreography I: Space and Time/Design and Dance	2 credits
DAN-370	Modern Technique III	1 credit

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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DAN-355[Δ]	Dance Kinesiology and Injury Prevention	4 credits
SEC-356	Curriculum and Assessment for Secondary Educators	4 credits
DAN-390[♯]	Choreography II: Process	2 credits
DAN-322	Dance Technology	2 credits
DAN-300	Alignment and Pilates for Dance	2 credits
SEC-351	Lit Instruction: Assessment, Remediation & Intervention for Secondary Ed	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
BUS-302[Ω]	Business for the Professional Creative	4 credits
DAN-455N	Dance Pedagogy	2 credits
DAN-470	Choreography III: Performance	2 credits
SEC-451	Data-Driven Instructional Methods for Secondary Educators	4 credits
DAN-325N	Dance Integration	4 credits
DAN-400	Dance Methods and Assessment in the Secondary School	4 credits
SEC-456	Classroom Engagement and Management for Secondary Educators	4 credits
DAN-305	Hip Hop I	1 credit
SEC-490[Ω]	Student Teaching for Secondary Education	8 credits
Dance for Secondary Education Major		86 credits
Total Practicum/Field Experience Hours		95 hours

Department of Music

The Department of Music offers various areas of study for students desiring to pursue music as a profession; provides classes, ensembles, and private music instruction for students majoring in other fields; and contributes to the cultural environment of the University community.

The Department of Music is dedicated to developing the musicianship of each student through excellence in the classroom and all performance facets. Students from the entire University join with music majors in performing in a variety of ensembles and productions throughout the year.

The Music Department exists to provide accessible and affordable quality undergraduate music education to the next generation of musicians and music educators in the context of a Christian liberal arts university.

The music department aspires to provide strong undergraduate academic programs, multiple music performance opportunities, and a welcoming environment where future musicians and music educators are constantly challenged to greater levels of academic and artistic achievement in order to achieve success in their chosen disciplines.

Each of these mission statements are reflected in the Mission-based Bachelor's Competencies. These competencies are critical components embedded into each undergraduate-level, music program.

Music Education Programs

Grand Canyon University's Bachelor of Arts in Music Education program is designed for students devoted to developing their musical abilities and refining performance skills in order to teach in elementary and secondary schools. The music education curriculum is driven by standards created by the National Association of Schools of Music. Additionally, course topics and objectives have been aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

In the liberal arts setting, in addition to performance, the Bachelor of Arts in Music Education curriculum provides a balanced program of applied music, theoretical and historical studies, professional education studies, and field work experiences. An emphasis is placed on contemporary music education with training and experiences designed to meet the varying needs of today's schools. Students selecting the music education program will need to determine whether they want to pursue a choral or instrumental emphasis. Private instruction in an applied instrument or voice is also required.

The mission of our music education program is to prepare outstanding educators who can make a difference in the lives of their students. Integral to the music education program at Grand Canyon University is the opportunity for students to perform in public. Choir concerts, voice and piano recitals, as well as smaller vocal ensembles are a staple of the musical landscape at GCU. The music education program, in conjunction with the theatre program, produces the University Theatre series, which presents a series of major productions annually. Auditions for all of the productions are open to the entire student body. Scholarships are available by audition and interview.

The Music Department will assign a variable of 14 ensemble courses total, through placement audition, throughout the entirety of the music program effective Fall 2014. Ensembles can include: MEN-308: Canyon Chorale, MEN-348: Jazz Band, MEN-318: Collaborative Music Ensemble, MEN-312: Opera Workshop, MEN-305: Musical Theatre Workshop, MEN-314: Canyon Singers, MEN-306: Canyon Choral Society, MEN-338: Wind Ensemble, MEN-336: Pep Band, or MEN-334: Percussion Ensemble.

Bachelor of Arts in Music Education – Choral: Voice (IP/TL)

Grand Canyon University's Bachelor of Arts in Music Education program is designed for students devoted to developing their musical abilities and refining performance skills in order to teach in elementary and secondary schools. The music education curriculum is driven by professional degree standards from the National Association of Schools of Music (NASM). Course topics and objectives are aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards. The degree leads to Arizona Initial Teacher Licensure in K-12 Music. In the professional studies setting, the Bachelor of Arts in Music Education curriculum provides a balanced program of applied music, theoretical and historical studies, professional education studies, and field work experiences. An emphasis is placed on 21st century music education best practices, with training and experiences designed to meet the varying needs of today's schools. When selecting the Bachelor of Arts in Music Education degree, students declare an instrumental or choral emphasis on a primary instrument. The mission of our music education program is to cultivate an understanding of music and its relationship to

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable
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culture and human flourishing from a Christian worldview, preparing outstanding educators who can make a difference in the lives of their students. Students develop their musical gifts and talents to serve diverse audiences through required participation in a variety of individual and ensemble performances integrated into the GCU community experience. Performance scholarships for program majors and Pep Band members are available by audition and interview (www.gcu.edu/auditions).

(Initial Program-Leads to Initial Teacher Licensure)

Degree Requirements

Total General Education	34-40 credits
Total Music Education – Choir: Voice Major	90 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Music Education – Choir: Voice	130 credits

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

MUS-355	Music History I	4 credits
MUS-365	Music History II	4 credits

Music Education – Choir: Voice Major

MUS-125	Music Theory I	4 credits
MUS-102	Class Piano I	1 credit
MAP-115	Music Applied Lessons I	2 credits
MUS-155	Music Theory II	4 credits
MUS-103	Class Piano II	1 credit
MED-320	Technology for Music Educators	2 credits
MAP-125	Music Applied Lessons II	2 credits
MUS-260	Music Theory III	4 credits
MUS-104	Class Voice	1 credit
MED-245	Strings Instructional Methods	1 credit
MED-246	Brass Instructional Methods	1 credit
MUS-202	Class Piano III	1 credit
MAP-215	Music Applied Lessons III	2 credits
EDU-354	Child Development: Prenatal to Adolescence	4 credits
MUS-203	Class Piano IV	1 credit
MED-248	Woodwinds Instructional Methods	1 credit
MED-249	Percussion Instructional Methods	1 credit
MED-261	Choral Pedagogy & Literature	4 credits
MAP-225	Music Applied Lessons IV	2 credits
MUS-383	Conducting	4 credits
MED-375	Methods of Teaching Music I	4 credits
MAP-315	Music Applied Lessons V	2 credits
EDU-330	Social Justic for Educators	4 credits
MED-390	Methods of Teaching Music II	4 credits
MUS-463	Orchestration & Arranging	4 credits
MAP-325	Music Applied Lessons VI	2 credits
MUS-495	Senior Capstone in Music	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-446N	Methods of Structured English Immersion for K-12 Education	3 credits
WSA-213	Class Guitar	1 credit
MAP-495	Music Senior Recital	0 credit
MAP-415	Music Applied Lessons VII	2 credits
MED-480AΩ	Student Teaching: Elementary Music	6 credits
MED-480BΩ	Student Teaching: Secondary Music	6 credits
Music Education – Choir: Voice Major		90 credits

Bachelor of Arts in Music Education – Instrumental: Brass, Woodwind, Percussion, or Strings (IP/TL)

Grand Canyon University's Bachelor of Arts in Music Education program is designed for students devoted to developing their musical abilities and refining performance skills in order to teach in elementary and secondary schools. The music education curriculum is driven by professional degree standards from the National Association of Schools of Music (NASM). Course topics and objectives are aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards. The degree leads to Arizona Initial Teacher Licensure in K-12 Music. In the professional studies setting, the Bachelor of Arts in Music Education curriculum provides a balanced program of applied music, theoretical and historical studies, professional education studies, and field work experiences. An emphasis is placed on 21st century music education best practices, with training and experiences designed to meet the varying needs of today's schools. When selecting the Bachelor of Arts in Music Education degree, students declare an instrumental or choral emphasis on a primary instrument. The mission of our music education program is to cultivate an understanding of music and its relationship to culture and human flourishing from a Christian worldview, preparing outstanding educators who can make a difference in the lives of their students. Students develop their musical gifts and talents to serve diverse audiences through required participation in a variety of individual and ensemble performances integrated into the GCU community experience. Performance scholarships for program majors and Pep Band members are available by audition and interview (www.gcu.edu/auditions).

(Initial Program-Leads to Initial Teacher Licensure)

Degree Requirements

Total General Education	34-40 credits
Total Music Education – Instrumental: Brass, Woodwind, Percussion or Strings Major	90 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Music Education – Instrumental: Brass, Woodwind, Percussion or Strings	130 credits

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

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MUS-355	Music History I	4 credits
MUS-365	Music History II	4 credits

Music Education – Instrumental: Brass, Woodwind, Percussion or Strings Major

MUS-125	Music Theory I	4 credits
MUS-102	Class Piano I	1 credit
MAP-115	Music Applied Lessons I	2 credits
MUS-155	Music Theory II	4 credits
MUS-103	Class Piano II	1 credit
MED-320	Technology for Music Educators	2 credits
MAP-125	Music Applied Lessons II	2 credits
MUS-260	Music Theory III	4 credits
MUS-104	Class Voice	1 credit
MED-245	Strings Instructional Methods	1 credit
MED-246	Brass Instructional Methods	1 credit
MUS-202	Class Piano III	1 credit
MAP-215	Music Applied Lessons III	2 credits
EDU-354	Child Development: Prenatal to Adolescence	4 credits
MUS-203	Class Piano IV	1 credit
MED-248	Woodwinds Instructional Methods	1 credit
MED-249	Percussion Instructional Methods	1 credit
MED-260	Choral Pedagogy & Literature	4 credits
MAP-225	Music Applied Lessons IV	2 credits
MUS-383	Conducting	4 credits
MED-375	Methods of Teaching Music I	4 credits
MAP-315	Music Applied Lessons V	2 credits
EDU-330	Social Justic for Educators	4 credits
MED-390	Methods of Teaching Music II	4 credits
MUS-463	Orchestration & Arranging	4 credits
MAP-325	Music Applied Lessons VI	2 credits
MUS-495	Senior Capstone in Music	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-446N	Methods of Structured English Immersion for K-12 Education	3 credits
WSA-213	Class Guitar	1 credit
MAP-495	Music Senior Recital	0 credit
MAP-415	Music Applied Lessons VII	2 credits
MED-480A[Ω]	Student Teaching: Elementary Music	6 credits
MED-480B[Ω]	Student Teaching: Secondary Music	6 credits

Music Programs

The Bachelor of Arts in Music program is designed for serious students who wish to devote themselves to developing musical skills, understanding composition, and refining their performance skills. The program is a true liberal arts degree, allowing participation in varied performing ensembles and studies while simultaneously preparing students for a variety of careers both within and outside the field.

The Music Department will assign a variable of 16 ensemble courses total, through placement audition, throughout the entirety of the music program effective Fall 2014. Ensembles can include: MEN-308: Canyon Chorale, MEN-348: Jazz Band, MEN-318: Collaborative Music Ensemble, MEN-312: Opera Workshop, MEN-305: Musical Theatre Workshop, MEN-306: Canyon Choral Society, MEN-315: Critical Mass, MEN-338: Wind Ensemble, MEN-336: Pep Band, or MEN-334: Percussion Ensemble.

Bachelor of Arts in Commercial Music

Grand Canyon University is a premier Christian University, educating people to lead and serve. The Bachelor of Arts in Commercial Music will prepare students to become global citizens, critical thinkers, effective communicators and responsible leaders in the commercial music and entertainment world by providing an academically challenging, values-based curriculum from the context of our Christian heritage. This program will train learners to perform in music in the 21st century market with focus in popular music performance, music and entertainment business. In this program students will receive training in all aspects of the music industry encompassed in the performance of live music including developing a performing technique through private instruction, foundational knowledge of music, sound reinforcement, recording, video production, social media, and business, taught from a distinctively Christian world view in the context of a solid academic Christian liberal arts education.

Degree Requirements

Total General Education	34-40 credits
Total Commercial Music Major	76 credits
Total Electives	4-10 credits
Total Bachelor of Arts in Commercial Music	120 credits

Commercial Music - Major

MUS-123	The Art of Songwriting	4 credits
DSM-101	Introduction to Social Media	4 credits
MUS-285	Logic Pro I	4 credits
ADV-110	Fundamentals of Advertising	4 credits
DSM-215	Photography and Video for Social Media	
MUS-101	Practical Theory for Modern Musicians	4 credits
DSM-320	Social Media Communities	4 credits
MUS-201	Practical Theory II: Chords, Color, and Creative Voice	4 credits
DFP-111	Digital Video Production I	4 credits
MUS-335	Survey of Jazz	4 credits
ADV-340	Media Law and Ethics	4 credits
BUS-302	Business for the Professional Creative	4 credits
MUS-301	Introduction to Commercial Music	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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DSM-350	Personal Brand Management	4 credits
MUS-463	Orchestration & Arranging	4 credits
BUS-302	Business for the Professional Creative	4 credits
MUS-340	Commercial Music Arranging	4 credits
MUS-348	Introduction to Film Scoring	4 credits
MUS-358	Composition Using Music Technology	4 credits
MUS-465	The Entrepreneurial Musician	4 credits
MUS-496	Senior Capstone in Commercial Music	4 credits
Commercial Music Major		76 credits

Bachelor of Arts in Music with an Emphasis in Instrumental Performance

The Bachelor of Arts in Music program is designed for developing musicians who wish to devote themselves to developing musical skills, understanding composition and refining their performance skills. The program is a Bachelor of Arts professional degree, aligned with the National Association of Schools of Music (NASM) standards. The degree allows participation in varied performing ensembles and studies, while simultaneously preparing students for a variety of careers both within and outside the field. Some students enter this program with aspirations of teaching private lessons or owning their own studio. Others wish to pursue their master's degree so they are able to teach studio lessons or other music courses at the collegiate level. Performance scholarships for program majors and/or Pep Band members are available by audition and interview. Students selecting the Bachelor of Arts in Music program will need to determine whether they want to pursue an instrumental, piano or voice emphasis, and a primary instrument must be declared. Private instruction in an applied instrument or voice is required. Additionally, in order to meet NASM professional degree standards, the sixteen (16) elective credits present within the program must be taken from a specified pool of music-related electives. Adherence to this requirement will be checked by the department at regular intervals as part of normal progression through the degree. Integral to the Bachelor of Arts in Music program at Grand Canyon University is the opportunity for students to perform in public. Ensemble concerts and solo recitals, as well as smaller chamber ensembles, are a staple of the musical landscape at GCU. The music program, in conjunction with the theatre program, produces the University's Ethington Theatre series, which presents a series of major productions annually. Auditions for all productions are open to the entire student body.

Degree Requirements

Total General Education	34-40 credits
Total Music with an Emphasis in Instrumental Performance Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Music with an Emphasis in Instrumental Performance	120 credits

Music with an Emphasis in Instrumental Performance Major

MUS-130	Music Theory	3 credits
MUS-130L	Music Theory I Lab (Aural Skills and Musicianship)	1 credit
MPC-109	Class Piano I	1 credit
MBE-115	Private Applied Instruction I	2 credits
MEN-336	Pep Band	0 credits
MEN-338	Wind Ensemble	0 credits
MUS-160	Music Theory II	3 credits
MUS-160L	Music Theory II Lab (Aural Skills and Musicianship)	1 credit
MPC-259	Class Piano II	1 credit
MBE-125	Private Applied Instruction II	2 credits
MUS-360Δ	Music History I	3 credits
MUS-262	Music Theory III	3 credits
MUS-262L	Music Theory III Lab (Aural Skills and Musicianship)	1 credit
MPC-359	Class Piano III	1 credit
MVC-109	Class Voice (Majors)	1 credit
MBE-215	Private Applied Instruction III	2 credits
MUS-369♯Δ	Music History II	3 credits
MUS-351	Music Theory IV	3 credits
MUS-351L	Music Theory IV Lab (Aural Skills and Musicianship)	1 credit
MPC-459Ω	Class Piano IV	1 credit
MUS-223	Conducting	2 credits
MBE-225	Private Applied Instruction IV	2 credits
MUS-393♯	Form and Analysis	3 credits
MUS-378Δ	Chamber Music Literature	2 credits
MUS-453Ω	Advanced Conducting	2 credits
MEN-318Ω	Collaborative Music Ensemble Majors	0 credit
MBE-315	Private Applied Instruction V	2 credits
MUS-379Δ	Symphonic Literature	2 credits
MUS-394	Counterpoint	3 credits
MBE-325	Private Applied Instruction VI	2 credits
MBE-390	Junior Recital	0 credits
MUS-406	Jazz Techniques	1 credit
MUS-326	Orchestration and Arranging	2 credits
MUS-457Ω	Instrumental Pedagogy	2 credits
MBE-415	Private Applied Instruction VII	2 credits
MUS-490Ω	Senior Seminar	2 credits
MBE-425Ω	Private Applied Instruction VIII	2 credits
MAP-490Ω	Senior Recital	0 credit

Students should enroll in a total of 16 credits from the following courses

BUS-301	Professional Success Within the Fine Arts	4 credits
MUS-218	Popular Music in American Society	4 credits
MUS-227	Music in World Culture	4 credits
MUS-335	Survey of Jazz	4 credits
MAP-118	Private Piano Study Secondary Instrument I	1 credit

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MAP-128	Private Piano Study Secondary Instrument II	1 credit
MAP-218	Private Piano Study Secondary Instrument III	1 credit
MAP-250	Private Piano Study Secondary Instrument IV	1 credit
MAP-318	Private Piano Study Secondary Instrument V	1 credit
MAP-350	Private Piano Study Secondary Instrument VI	1 credit
MAP-450	Private Piano Study Secondary Instrument VII	1 credit
MAP-451	Private Piano Study Secondary Instrument VIII	1 credit
MBE-113	Private Brass Study Secondary Instrument I	1 credit
MBE-123	Private Brass Study Secondary Instrument II	1 credit
MBE-213	Private Brass Study Secondary Instrument III	1 credit
MBE-223	Private Brass Study Secondary Instrument IV	1 credit
MBE-313	Private Brass Study Secondary Instrument V	1 credit
MBE-323	Private Brass Study Secondary Instrument VI	1 credit
MBE-413	Private Brass Study Secondary Instrument VII	1 credit
MBE-423	Private Brass Study Secondary Instrument VIII	1 credit
MIE-113	Private Percussion Study Secondary Instrument I	1 credit
MIE-123	Private Percussion Study Secondary Instrument II	1 credit
MIE-213	Private Percussion Study Secondary Instrument III	1 credit
MIE-223	Private Percussion Study Secondary Instrument IV	1 credit
MIE-313	Private Percussion Study Secondary Instrument V	1 credit
MIE-323	Private Percussion Study Secondary Instrument VI	1 credit
MIE-413	Private Percussion Study Secondary Instrument VII	1 credit
MIE-423	Private Percussion Study Secondary Instrument VII	1 credit
MSE-113	Private String Study Secondary Instrument I	1 credit
MSE-123	Private String Study Secondary Instrument II	1 credit
MSE-213	Private String Study Secondary Instrument III	1 credit
MSE-223	Private String Study Secondary Instrument IV	1 credit
MSE-313	Private String Study Secondary Instrument V	1 credit
MSE-323	Private String Study Secondary Instrument VI	1 credit
MSE-413	Private String Study Secondary Instrument VII	1 credit
MSE-423	Private String Study Secondary Instrument VIII	1 credit
MUS-210	Music Appreciation	4 credits
MUS-215	Lyric Diction for Music Educators	1 credit
MUS-310	Choral Literature for Music Educators	2 credits
MUS-327	Band Literature for Music Educators	2 credits
MUS-357	Music Composition Seminar	2 credits
MUS-359	Composition Using Music Technology	2 credits
MUS-370	Piano Literature I	2 credits
MUS-375	Song Literature I	2 credits
MUS-376	Song Literature II	2 credits
MUS-377	Piano Literature II	2 credits
MUS-378	Chamber Music Literature	2 credits
MUS-379	Symphonic Music Literature	2 credits
MUS-453	Advanced Conducting	2 credits
MVA-119	Private Voice Study Secondary Instrument I	1 credit
MVA-129	Private Voice Study Secondary Instrument II	1 credit
MVA-219	Private Voice Study Secondary Instrument III	1 credit
MVA-229	Private Voice Study Secondary Instrument IV	1 credit
MVA-319	Private Voice Study Secondary Instrument V	1 credit
MVA-329	Private Voice Study Secondary Instrument VI	1 credit
MVA-419	Private Voice Study Secondary Instrument VII	1 credit
MVA-429	Private Voice Study Secondary Instrument VIII	1 credit
MWE-113	Individual Instruction Woodwind Secondary Instrument I	1 credit
MWE-123	Individual Instruction Woodwind Secondary Instrument II	1 credit
MWE-213	Individual Instruction Woodwind Secondary Instrument III	1 credit
MWE-223	Individual Instruction Woodwind Secondary Instrument IV	1 credit
MWE-313	Individual Instruction Woodwind Secondary Instrument V	1 credit
MWE-323	Individual Instruction Woodwind Secondary Instrument VI	1 credit
MWE-413	Individual Instruction Woodwind Secondary Instrument VII	1 credit
MWE-429	Individual Instruction Woodwind Secondary Instrument VII	1 credit
WSA-125	Introduction to Sound for Contemporary Worship	2 credits
WSA-213	Class Guitar	1 credit
WSA-214	Class Percussion	1 credit
WSA-330	Philosophy of Music in Worship	4 credits
WSA-408	Sound Recording	2 credits
WSA-418	Sound Reinforcement	2 credits
Music with an Emphasis in Instrumental Performance Major		80 credits

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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Bachelor of Arts in Music with an Emphasis in Voice Performance

The Bachelor of Arts in Music program is designed for developing musicians who wish to devote themselves to developing musical skills, understanding composition and refining their performance skills. The program is a Bachelor of Arts professional degree, aligned with the National Association of Schools of Music (NASM) standards. The degree allows participation in varied performing ensembles and studies, while simultaneously preparing students for a variety of careers both within and outside the field. Some students enter this program with aspirations of teaching private lessons or owning their own studio. Others wish to pursue their master's degree so they are able to teach studio lessons or other music courses at the collegiate level. Performance scholarships for program majors and/or Pep Band members are available by audition and interview. Students selecting the Bachelor of Arts in Music program will need to determine whether they want to pursue an instrumental, piano or voice emphasis, and a primary instrument must be declared. Private instruction in an applied instrument or voice is required. Additionally, in order to meet NASM professional degree standards, the sixteen (16) elective credits present within the program must be taken from a specified pool of music-related electives. Adherence to this requirement will be checked by the department at regular intervals as part of normal progression through the degree. Integral to the Bachelor of Arts in Music program at Grand Canyon University is the opportunity for students to perform in public. Ensemble concerts and solo recitals, as well as smaller chamber ensembles, are a staple of the musical landscape at GCU. The music program, in conjunction with the theatre program, produces the University's Ethington Theatre series, which presents a series of major productions annually. Auditions for all productions are open to the entire student body.

Degree Requirements

Total General Education	34-40 credits
Total Music with an Emphasis in Voice Performance Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Music with an Emphasis in Voice Performance	120 credits

Music with an Emphasis in Voice Performance Major

MUS-130	Music Theory	3 credits
MUS-130L	Music Theory I Lab (Aural Skills and Musicianship)	1 credit
MPC-109	Class Piano I	1 credit
MVA-120	Private Voice Study Majors I	2 credits
MUS-111	Diction: Italian	1 credit
MEN-306	Canyon Choral Society	0 credits
MEN-308	Canyon Chorale	0 credits
MUS-160	Music Theory II	3 credit
MUS-160L	Music Theory II Lab (Aural Skills and Musicianship)	1 credit
MPC-259	Class Piano II	1 credit
MVA-130	Private Voice Study Majors II	2 credits
MUS-211	Diction: German	1 credit
MUS-360[Δ]	Music History I	3 credits
MUS-262	Music Theory III	3 credits
MUS-262L	Music Theory III Lab (Aural Skills and Musicianship)	1 credit
MPC-359	Class Piano III	1 credit
MUS-112	Diction: French	1 credit
MVA-220	Private Voice Study Majors III	2 credits
MUS-369[♯Δ]	Music History II	3 credits
MUS-351	Music Theory IV	3 credits
MUS-351L	Music Theory IV Lab (Aural Skills and Musicianship)	1 credit
MPC-459[Ω]	Class Piano IV	1 credit
MUS-223	Conducting	2 credits
MVA-230	Private Voice Study Majors IV	2 credits
MUS-393[♯]	Form and Analysis	3 credits
MUS-375[Δ]	Song Literature I	2 credits
MUS-455	Vocal Pedagogy	2 credits
MEN-318[Ω]	Collaborative Music Ensemble Majors	0 credit
MVA-320	Private Voice Study Majors V	2 credits
MUS-394	Counterpoint	3 credits
MUS-376[Δ]	Song Literature II	2 credits
MVA-330	Private Voice Study Majors VI	2 credits
MVA-390	Junior Recital	0 credit
MUS-406	Jazz Techniques	1 credit
MUS-326	Orchestration and Arranging	2 credits
MVA-420[Ω]	Private Voice Study Majors VII	2 credits
MUS-490[Ω]	Senior Seminar	2 credits
MVA-430[Ω]	Private Voice Study Majors VIII	2 credits
MAP-490[Ω]	Senior Recital	0 credit

Students should enroll in a total of 16 credits from the following courses

BUS-301	Professional Success Within the Fine Arts	4 credits
MUS-218	Popular Music in American Society	4 credits
MUS-227	Music in World Culture	4 credits
MUS-335	Survey of Jazz	4 credits
MAP-118	Private Piano Study Secondary Instrument I	1 credit
MAP-128	Private Piano Study Secondary Instrument II	1 credit
MAP-218	Private Piano Study Secondary Instrument III	1 credit
MAP-250	Private Piano Study Secondary Instrument IV	1 credit
MAP-318	Private Piano Study Secondary Instrument V	1 credit
MAP-350	Private Piano Study Secondary Instrument VI	1 credit
MAP-450	Private Piano Study Secondary Instrument VII	1 credit
MAP-451	Private Piano Study Secondary Instrument VIII	1 credit

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MBE-113	Private Brass Study Secondary Instrument I	1 credit
MBE-123	Private Brass Study Secondary Instrument II	1 credit
MBE-213	Private Brass Study Secondary Instrument III	1 credit
MBE-223	Private Brass Study Secondary Instrument IV	1 credit
MBE-313	Private Brass Study Secondary Instrument V	1 credit
MBE-323	Private Brass Study Secondary Instrument VI	1 credit
MBE-413	Private Brass Study Secondary Instrument VII	1 credit
MBE-423	Private Brass Study Secondary Instrument VIII	1 credit
MIE-113	Private Percussion Study Secondary Instrument I	1 credit
MIE-123	Private Percussion Study Secondary Instrument II	1 credit
MIE-213	Private Percussion Study Secondary Instrument III	1 credit
MIE-223	Private Percussion Study Secondary Instrument IV	1 credit
MIE-313	Private Percussion Study Secondary Instrument V	1 credit
MIE-323	Private Percussion Study Secondary Instrument VI	1 credit
MIE-413	Private Percussion Study Secondary Instrument VII	1 credit
MIE-423	Private Percussion Study Secondary Instrument VII	1 credit
MSE-113	Private String Study Secondary Instrument I	1 credit
MSE-123	Private String Study Secondary Instrument II	1 credit
MSE-213	Private String Study Secondary Instrument III	1 credit
MSE-223	Private String Study Secondary Instrument IV	1 credit
MSE-313	Private String Study Secondary Instrument V	1 credit
MSE-323	Private String Study Secondary Instrument VI	1 credit
MSE-413	Private String Study Secondary Instrument VII	1 credit
MSE-423	Private String Study Secondary Instrument VIII	1 credit
MUS-210	Music Appreciation	4 credits
MUS-215	Lyric Diction for Music Educators	1 credit
MUS-310	Choral Literature for Music Educators	2 credits
MUS-327	Band Literature for Music Educators	2 credits
MUS-357	Music Composition Seminar	2 credits
MUS-359	Composition Using Music Technology	2 credits
MUS-370	Piano Literature I	2 credits
MUS-375	Song Literature I	2 credits
MUS-376	Song Literature II	2 credits
MUS-377	Piano Literature II	2 credits
MUS-378	Chamber Music Literature	2 credits
MUS-379	Symphonic Music Literature	2 credits
MUS-453	Advanced Conducting	2 credits
MVA-119	Private Voice Study Secondary Instrument I	1 credit
MVA-129	Private Voice Study Secondary Instrument II	1 credit
MVA-219	Private Voice Study Secondary Instrument III	1 credit
MVA-229	Private Voice Study Secondary Instrument IV	1 credit
MVA-319	Private Voice Study Secondary Instrument V	1 credit
MVA-329	Private Voice Study Secondary Instrument VI	1 credit
MVA-419	Private Voice Study Secondary Instrument VII	1 credit
MVA-429	Private Voice Study Secondary Instrument VIII	1 credit
MWE-113	Individual Instruction Woodwind Secondary Instrument I	1 credit
MWE-123	Individual Instruction Woodwind Secondary Instrument II	1 credit
MWE-213	Individual Instruction Woodwind Secondary Instrument III	1 credit
MWE-223	Individual Instruction Woodwind Secondary Instrument IV	1 credit
MWE-313	Individual Instruction Woodwind Secondary Instrument V	1 credit
MWE-323	Individual Instruction Woodwind Secondary Instrument VI	1 credit
MWE-413	Individual Instruction Woodwind Secondary Instrument VII	1 credit
MWE-429	Individual Instruction Woodwind Secondary Instrument VII	1 credit
WSA-125	Introduction to Sound for Contemporary Worship	2 credits
WSA-213	Class Guitar	1 credit
WSA-214	Class Percussion	1 credit
WSA-330	Philosophy of Music in Worship	4 credits
WSA-408	Sound Recording	2 credits
WSA-418	Sound Reinforcement	2 credits
Music with an Emphasis in Voice Performance Major		80 credits

Department of Production: Advertising and Graphic Design Digital Design and Digital Film

The Department of Production is committed to the development of strong artistic leaders in the fields of Digital Design–Animation/Web Design and Digital Film–Production/Screenwriting.

The Bachelor of Arts in Digital Design prepares graduates for careers in the expanding digital arts and media fields, including social media and the Web, animation, and print design industries. Students learn to plan, analyze, and create visual solutions to communication problems for the global world. The program focuses on the development of creativity, communication, and

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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problem-solving skills that demonstrate critical thinking and ethical leadership.

Each Grand Canyon University Digital Film student receives a strong foundation in narrative storytelling, creativity, technical skills, film history, and the hands-on experience necessary to design and deliver effective and affecting stories through the medium of digital film. The integration of scriptwriting and production allows Digital Film graduates a unique breadth of experience which will help prepare them to succeed in the ever changing marketplace of filmmaking.

Bachelor of Arts in Advertising and Graphic Design

The Bachelor of Arts in Advertising and Graphic Design program develops students into creators of innovative advertising solutions utilizing integrated media strategies. The curriculum includes creative thinking, strategic problem solving, collaboration, brand and campaign development, and technology training for multi-platform campaigns. Students choose an emphasis area in Advertising Design, Public Relations, or Advertising Design Management. Students will be creative drivers of the concept and strategy, those who know the ins and outs of bringing ideas from paper to reality. Central to our curriculum are three Studio courses, where students work on active client projects with their peers. Projects grow in complexity, mirroring the progression of job skills in an advertising agency. Students will graduate with portfolios containing a broad variety of projects, exposure to the advertising industry at both the local and national levels, and possessing skills to match current industry job requests for designers, art directors, and creative specialists.

Technology Requirements

Students can view the programmatic technology requirements in the University Policy Handbook.

Degree Requirements

Total General Education	34-40 credits
Total Advertising and Graphic Design	68 credits
Total Electives	12-18 credits
Total Advertising and Graphic Design	120 credits

Advertising and Graphic Design

DDN-101	Design Thinking	4 credits
ADV-110	Fundamentals of Advertising	4 credits
DDN-110	Design Fundamentals	4 credits
DDN-215	Digital Photography I	4 credits
DDN-120	Production Methods	4 credits
ADV-250	Advanced Design Fundamentals	4 credits
DDN-210	Designing with Type	4 credits
ADV-260	Advertising Copywriting	4 credits
ADV-355	Image Creation	4 credits
ADV-340	Media Law and Ethics	4 credits
DDN-300	Web Design I	4 credits
DDN-350	Web Design II	4 credits
ADV-350	Digital Advertising Communication	4 credits
ADV-371	Design Studio I	4 credits
ADV-456	Design Studio II	4 credits
ADV-471	Design Studio III	
DDN-475	Advanced Design Practicum	4 credits
Advertising and Graphic Design		68 credits

Bachelor of Arts in Broadcasting

This program focuses on developing skills to create and deliver content for the evolving field of broadcast communication. Learners examine modern and emerging media platforms, mass media theories, storytelling techniques, ethics in broadcasting, as well as technical skills to produce quality content for a comprehensive spectrum of platforms. Students learn how to create compelling stories that reflect integrity, accuracy, and fairness. This program provides students with the skills and experience necessary to become valued members in the news, sports, entertainment, and other mass communication fields.

Degree Requirements

Total General Education	34-40 credits
Total Broadcoasting Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Broadcasting	120 credits

Broadcasting Major

BRD-100	Introduction to Broadcasting	4 credits
DFP-225	Nonlinear Editing	4 credits
COM-370	Principles of Public Relations	4 credits
PRW-301	Reporting and Newswriting	4 credits
BRD-310	Writing for Broadcast	4 credits
BRD-400	Producing for Broadcast	4 credits
BRD-320	Podcasting	4 credits
BRD-410	Reporting for Broadcast	4 credits
BRD-480	Broadcast Production	4 credits
COM-465	Digital Media and Culture	4 credits
BRD-490	Broadcasting Capstone	4 credits
Broadcasting Major		44 credits

Bachelor of Arts in Digital Design with an Emphasis in Animation

The Bachelor of Arts in Digital Design with an Emphasis in Animation program prepares students to work as entry-level designers in a variety of exciting industries that use motion graphics including advertising, marketing, social media, journalism, and corporate communications. Students learn the design process, including concept development, visualization techniques, stylistic trends, composition, typography, color theory, image creation, and static and sequential composition using industry standard motion graphics software. While building all these skills, students create dynamic visual content in every studio course. Motion graphics pervade digital advertisements, social media videos, and brand experiences. The job opportunities for students with these skills span all sectors of the economy and will offer growth opportunities well into the future. This is a 4-year, 120-hour, traditional campus or online liberal arts program. The design education courses fall into three categories: foundational creative and skill development, motion

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ƒ Honors Major Course | Ω Non-Transferable

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graphics, and portfolio development. A mid-program portfolio focuses on preparing students to pursue internships and the fourth-year portfolio prepares students for employment and continued education. Students are expected to make these portfolios both industry ready and innovative in nature. Grand Canyon University is committed to teaching students to think critically and creatively about using their skills to improve and enrich society. Throughout the program students develop their communication, creativity, and problem-solving skills, because GCU believes in the development of the whole student. Examples of ethical leadership and the integration of a student's faith with their work are shown through profiles of Christian designers and guest speakers. Students can express their personal faith within design projects, as well as when choosing companies and causes to create content for. GCU is committed to building a creative community that is connected to the local and national design industry. The GCU Design Club (a multifaceted student design organization) and the student chapter of AIGA (Professional Association for Design) both provide opportunities for students to participate in extracurricular design events and career networking. Students are required to have both a personal laptop (meeting program specifications) and a subscription to the Adobe Creative Cloud for the duration of the program. Certain courses may require additional hardware and/or software.

Technology Requirements

Students who major in the Bachelor of Arts in Digital Design must purchase specific design-related technology, including hardware and software that will be used throughout all of the courses that comprise the Digital Design major.

Degree Requirements

Total General Education	34-40 credits
Total Digital Design with an Emphasis in Animation Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Digital Design with an Emphasis in Animation	120 credits

Required General Education

(Included in General Education totals credits, applied to the Global Awareness competency.)

DFP-111	Digitial Video Production I	4 credits
DFP-225	Nonlinear Editing	4 credits

Digital Design with an Emphasis in Animation Major

DDN-101	Design Thinking	4 credits
DDN-115	Raster and Vector Technologies	4 credits
DDN-125	Layout and Composition	4 credits
DDN-160	2D Motion Design I	4 credits
DDN-120	Production Methods	4 credits
DDN-210	Designing with Type	4 credits
DDN-200	Creative Processes	4 credits
DDN-250	Interface Design 1: User Experience	4 credits
DDN-260	2D Motion Design 2	4 credits
DDN-276	Portfolio 1	4 credits
DDN-340[ƒΔ]	History of Design	4 credits
DDN-312	Advanced Typography	4 credits
DDN-306	3D Motion Design I	4 credits
DDN-331	3D Motion Design 2	4 credits
DDN-405	Design Professionalism	4 credits
DDN-371	Motion Technologies	4 credits
DDN-366	Advanced Motion Design 1	4 credits
DDN-421	Advanced Motion Design 2	4 credits
DDN-425	Advanced Motion Design 3	4 credits
DDN-476	Portfolio 2	4 credits
Digital Design with an Emphasis in Animation Major		80 credits

Bachelor of Arts in Digital Design with an Emphasis in Web Design

The Bachelor of Arts in Digital Design with an Emphasis in Web Design prepares students to work as entry-level designers in a variety of exciting industries that use screen-based content including advertising, marketing, branding, social media, and corporate communications. Behind every screen today is a digital designer deciding what content goes where, what moves, and how to marry form and function to create an enjoyable brand journey. Students learn the design process, including concept development, visualization techniques, stylistic trends, composition, typography, color theory, user experience and interface concepts, and responsive design. Students will also learn fundamentals of HTML and CSS, content management systems, analytics, and create dynamic visual content in every studio course. The program aims to create adept designers with a set of skills that appeal across all sectors of the economy and will offer growth opportunities well into the future. This is a 4-year, 120-hour, traditional campus or online liberal arts program. The design education courses fall into three categories: foundational creative and skill development, motion graphics, and portfolio development. A mid-program portfolio focuses on preparing students to pursue internships and the fourth-year portfolio prepares students for employment and continued education. Students are expected to make these portfolios both industry ready and innovative in nature. Grand Canyon University is committed to teaching students to think critically and creatively about using their skills to improve and enrich society. Throughout the program students develop their communication, creativity, and problem-solving skills, because GCU believes in the development of the whole student. Examples of ethical leadership and the integration of a student's faith with their work are shown through profiles of Christian designers and guest speakers. Students can express their personal faith within design projects, as well as when choosing companies and causes to create content for. GCU is committed to building a creative community that is connected to the local and national design industry. The GCU Design Club (a multifaceted student design organization) and the student chapter of AIGA (Professional Association for Design) both provide opportunities for students to participate in extracurricular design events and career networking. Students are required to have both a personal laptop (meeting program specifications) and a subscription to the Adobe Creative Cloud for the duration of the program. Certain courses may require additional hardware and/or software.

Technology Requirements

Students who major in the Bachelor of Arts in Digital Design must purchase specific design-related technology, including

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hardware and software that will be used throughout all of the courses that comprise the Digital Design major.

Degree Requirements

Total General Education	34-40 credits
Total Digital Design with an Emphasis in Web Design Major	76 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Digital Design with an Emphasis in Web Design	120 credits

Required General Education

(Included in General Education totals credits, applied to the Global Awareness competency.)

DFP-111	Digitial Video Production I	4 credits
DFP-225	Nonlinear Editing	4 credits

Digital Design with an Emphasis in Web Design Major

DDN-101	Design Thinking	4 credits
DDN-115	Raster and Vector Technologies	4 credits
DDN-125	Layout and Composition	4 credits
DDN-160	2D Motion Design I	4 credits
DDN-120	Production Methods	4 credits
DDN-210	Designing with Type	4 credits
DDN-200	Creative Processes	4 credits
DDN-250	Interface Design 1: User Experience	4 credits
DDN-255	Interface Design 2: Web Design	4 credits
DDN-276	Portfolio 1	4 credits
DDN-340ǂΔ	History of Design	4 credits
DDN-312	Advanced Typography	4 credits
DDN-351	Interface Design 3: Application Design	4 credits
DDN-405	Design Professionalism	4 credits
DDN-336	Front-End Development for Web Design	4 credits
DDN-356	Interface Design 4: Content Management Systems	4 credits
DDN-455	Designing for New Technologies	4 credits
DDN-460	Advanced Web Projects	4 credits
DDN-476	Portfolio 2	4 credits
Digital Design with an Emphasis in Web Design Major		76 credits

Bachelor of Arts in Digital Film with an Emphasis in Editing and Visual Effects

Grand Canyon University's Bachelor of Arts in Digital Film with an Emphasis in Editing and Visual Effects program develops leaders in the fields of narrative film and video postproduction. The program is built on developing a strong foundation in narrative storytelling, creativity, technical skills, and hands on experience necessary to design and deliver poignant messages.

Degree Requirements

Total General Education	34-40 credits
Total Digital Film with an Emphasis in Production Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Digital Film with an Emphasis in Editing and Visual Effects	120 credits

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

DFP-201	Cinema and Self-Expression	4 credits

Digital Film with an Emphasis in Editing and Visual Effects Major

BUS-302	Business for the Professional Creative	4 credits
DFP-101ǂ	Introduction to Cinema: History & Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
DFP-221Δ	Screenwriting I	4 credits
DFP-223	Cinematography	4 credits
DFP-225	Nonlinear Editing	4 credits
DFP-226	Visual Effects	4 credits
DFP-230	Writing the Genre Film	4 credits
DFP-311ǂ	Cinema Directing	4 credits
DFP-323	Advanced Cinematography	4 credits
DFP-326	Visual Effects II	4 credits
DFP-330	Editing the Genre Film	4 credits
DFP-331	Visual Storytelling	4 credits
DFP-335	Promos and Trailers	4 credits
DFP-346	Development and Production of TV Commercials	4 credits
DFP-351	Audio Production for Cinema and Television	4 credits
DFP-352	Advanced Audio Production	4 credits
DFP-416	Advanced Compositing	4 credits
DFP-455	Advanced Digital Post-Production	4 credits
DFP-371	Social Impact Storytelling	4 credits
Digital Film with an Emphasis in Editing and Visual Effects Major		80 credits

Bachelor of Arts in Digital Film with an Emphasis in Production

Grand Canyon University's Bachelor of Arts in Digital Film with an emphasis in Production develops professionals in digital media for film and video. This program cultivates an understanding of film and its relationship to cultures and human flourishing from a Christian worldview. The student's artistic vision is refined through collaboration, storytelling, project management, and hands-on experience while honing technical skills and business acumen. Students will be prepared for entry-level careers in entertainment, marketing, advertising, religious organizations, non-profits, and documentary productions.

Degree Requirements

Total General Education	34-40 credits

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Total Digital Film with an Emphasis in Production Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Digital Film with an Emphasis in Production	120 credits

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

DFP-201	Cinema and Self-Expression	4 credits

Digital Film with an Emphasis in Production Major

DFP-101ǂ	Introduction to Cinema: History and Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
DFP-221Δ	Screenwriting I	4 credits
DFP-230	Writing the Genre Film	4 credits
DFP-223	Cinematography	4 credits
DFP-331	Visual Storytelling	4 credits
DFP-225	Nonlinear Editing	4 credits
DFP-351	Audio Production for Cinema and Television	4 credits
DFP-226	Visual Effects	4 credits
DFP-311ǂ	Cinema Directing	4 credits
DFP-301Δ	Film Production Management	4 credits
BUS-302	Business for the Professional Creative	4 credits
DFP-323	Advanced Cinematography	4 credits
DFP-401	Distribution & Exhibition	4 credits
DFP-346	Development and Production of TV Commercials	4 credits
DFP-371	Social Impact Storytelling	4 credits
DFP-451	Digital Production II	4 credits
DFP-326	Visual Effects II	4 credits
DFP-375	Writing for Interactive Media	4 credits
DFP-481Ω	Digital Production Capstone	4 credits
Digital Film with an Emphasis in Production Major		80 credits

Bachelor of Arts in Digital Film with an Emphasis in Screenwriting

Grand Canyon University's Bachelor of Arts in Digital Film with an emphasis in Screenwriting develops professional writers for film, television, and digital platforms. This program cultivates an understanding of film and its relationship to cultures and human flourishing from a Christian worldview. Through compelling characters, story structure, formatting, narrative storytelling, and professional skills such as pitch presentation and networking, students advance their artistic voice. The program provides students with the skills necessary to create and deliver effective messages to prepare for entry-level careers in entertainment, marketing, advertising, religious organizations, non-profits, and documentary productions.

Degree Requirements

Total General Education	34-40 credits
Total Digital Film with an Emphasis in Screenwriting Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Digital Film with an Emphasis in Screenwriting	120 credits

Required General Education

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

DFP-201	Cinema and Self-Expression	4 credits

Digital Film with an Emphasis in Screenwriting Major

DFP-101ǂ	Introduction to Cinema: History and Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
DFP-221Δ	Screenwriting I	4 credits
DFP-230	Writing the Genre Film	4 credits
DFP-223	Cinematography	4 credits
DFP-331	Visual Storytelling	4 credits
DFP-225	Nonlinear Editing	4 credits
DFP-235	Writing the Character-Centered Screenplay	4 credits
DFP-226	Visual Effects	4 credits
DFP-311ǂ	Cinema Directing	4 credits
DFP-341	Writing Meaningful Dialogue	4 credits
BUS-302	Business for the Professional Creative	4 credits
DFP-375	Writing for Interactive Media	4 credits
DFP-460	Creating the Dramatic Television Series	4 credits
DFP-346	Development and Production of TV Commercials	4 credits
DFP-457Δ	Screenwriting II	4 credits
DFP-463	Adapting Media to Screenplays	4 credits
PRW-381	Writing for Public Relations	4 credits
DFP-470Ω	Screenwriting Capstone	4 credits
ADV-260	Advertising Copywriting	4 credits
Digital Film with an Emphasis in Screenwriting Major		80 credits

Bachelor of Arts in Game Design

As one of the most dynamic fast growing industries in the world, including the vibrant e-sports area, job growth is strong in entertainment, technology, and educational game design arenas. Most businesses are exploring the use of virtual worlds and games for training, sales, and scaleability. Millions of young people play games on a daily basis. This is a degree that allows them to channel that passion into a career. We're focused on the student who is most interested in the look and story of games. This is a program designing for the user experience.

Degree Requirements

Total General Education	34-40 credits
Total Game Design Major	68 credits
Total Electives	12-18 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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Total Bachelor of Arts in Game Design	120 credits

Game Design Major

GMC-101	Game Design	4 credits
GMC-100	Introduction to Gaming	4 credits
GMC-110	Visual Art for Games	4 credits
GDT-115	Introduction to Game Engines	4 credits
MKT-315	Introduction to Marketing	4 credits
DDN-160	2D Motion Design 1	4 credits
DDN-330	3D Modeling Design I	4 credits
GMC-200	World Building	4 credits
DDN-260	2D Motion Design 2	4 credits
DDN-276	Portfolio 1	4 credits
GMC-351	Game Creation 1	4 credits
MKT-345	Buyer and Consumer Behavior	4 credits
GMC-352	Game Creation 2	4 credits
GMC-400	Game Promotion and Marketing	4 credits
GMC-451	Game Creation 3	4 credits
MGT-440	Project Management	4 credits
GMC-452	Game Creation 4	4 credits
Game Design Major		68 credits

Bachelor of Arts in Music Production

The Bachelor of Arts in Music-Production prepares students for a career producing music in the 21st century with focus in classical and popular music, film, video, and multimedia music industries and their application in the current music and entertainment business and industry. In this program students will receive training in all foundational aspects of music and the creative process as well as developing skills in recording, sound reinforcement, sound editing, music production and postproduction, sound reinforcement, video production, social media, and business, taught from a distinctively Christian world view in the context of a solid academic Christian liberal arts education. Grand Canyon University is a premier Christian University, educating people to lead and serve. The Bachelor of Arts in Music-Production will equip students with knowledge of the Christian worldview through academic excellence, instilling in them a sense of purpose and vocational calling that enables them to be innovative thinkers, effective communicators, global contributors, and transformative leaders who change their communities by placing the interests of others before their own by providing an academically challenging, values-based curriculum that embraces a distinctive Christian worldview.

Degree Requirements

Total General Education	34-40 credits
Total Music Production Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Arts in Music Production	120 credits

Music Production Major

WSA-302	Songwriting and Arranging	4 credits
MUS-165	Pro Tools I	4 credits
MUS-218	Popular Music in American Society	4 credits
MUS-265	Pro Tools II	4 credits
WSA-300	Musical Structures I	4 credits
ADV-340	Media Law and Ethics	4 credits
MUS-285	Logic Pro I	4 credits
BUS-302	Business for the Professional Creative	4 credits
WSA-301	Musical Structures II	4 credits
DFP-111	Digital Video Production I	4 credits
MUS-305	Copyright Essentials for Musicians and Music Professionals	4 credits
MUS-301	Introduction to Commercial Music	4 credits
DFP-351	Audio Production for Cinema and Television	4 credits
MUS-340	Commercial Music Arranging	4 credits
MUS-348	Introduction to Film Scoring	4 credits
MUS-358	Composition Using Music Technology	4 credits
MUS-496	Senior Capstone in Commercial Music	4 credits
Music Production Major		68 credits

Bachelor of Arts in Social Media

The Bachelor of Arts in Digital Social Media prepares students to design, write and produce content for social media campaigns, blogs, websites, email marketing, and other digital media activities. Coursework teaches digital media design through the continuum of production including strategic planning and target audience definition; creation of infographics, photographic and video imagery; and copywriting for short and long digital formats. Students also learn how to design and extend a brand, build social media calendars, drive engagement, utilize effective SEO (Search Engine Optimization) strategies, use industry-standard data reporting tools and evaluate the findings. Graduates of the program will be employed as Social Media Managers, Social Media Producers, Digital Content Creators, Digital Media Managers, and other job titles in the growing world of digital marketing. Advertising agencies, corporations, individuals and businesses in all fields utilize social media to deliver their digital content. GCU graduates will have the practical skills to design and produce digital social media content while supporting the business expectations of the employer.

Degree Requirements

Total General Education	34-40 credits
Total Social Media Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Arts in Social Media	120 credits

Social Media

DDN-101	Design Thinking	4 credits
DDN-110	Design Fundamentals	4 credits
DSM-101	Introduction to Social Media	4 credits
DDN-120	Production Methods	4 credits
DSM-215	Photography and Video for Social Media	4 credits
DDN-210	Designing with Type	4 credits
ADV-260	Advertising Copywriting	4 credits

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DSM-300	Social Media for Events, Entertainment, and Sports	4 credits
DSM-320	Social Media Communities	4 credits
DSM-340	Social Media Data and Analytics	4 credits
ENG-365	Multi-Media Journalism in the 21st Century	4 credits
DSM-400	Reputation Management	4 credits
ENG-381	Writing for Advertising and PR	4 credits
ADV-350	Digital Advertising Communication	4 credits
DSM-420	Social Media Campaigns	4 credits
DSM-475Ω	Social Media Capstone	4 credits
DDN-475Ω	Advanced Design Practicum	4 credits
Social Media Major		68 credits

Department of Theatre

The Department of Theatre provides the foundation needed to pursue careers in academic, professional, and community theatre. Students receive a comprehensive knowledge of the body of dramatic literature, theatre history, and practical experience in the production and performance of drama.

The Department of Theatre, in conjunction with the Department of Music, produces the Grand Canyon University Theatre Series which presents five major productions annually. Additionally, the department offers a student-directed series of productions that are performed on campus. Auditions for all productions are open to the entire student body.

Bachelor of Arts in Theatre and Drama

The Bachelor of Arts in Theatre and Drama program provides students the foundation needed to pursue careers in community and professional theatre, the entertainment industry, and/or graduate study. Students are given the opportunity to receive a comprehensive knowledge of theatre history and dramatic literature, as well as practical experience in production and performance. The Theatre program, in conjunction with the Music program, produces the University Theatre series, which presents a series of major productions annually. Auditions for all of the productions are open to the entire student body. Prospective students may complete an audition for performance scholarship consideration, but it is not required for acceptance into the major.

Degree Requirements

Total General Education	34-40 credits
Total Theatre and Drama Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Arts in Theatre and Drama	120 credits

Theatre and Drama Major

TRE-145	Acting I	4 credits
TRE-130	Stagecraft	4 credits
TRE-101	Theatre Participation I	1 credit
TRE-253	Acting II	4 credits
TRE-155	Voice and Movement for the Stage	4 credits
TRE-245	Fundamentals of Theatrical Design	4 credits
TRE-325ǂΔ	Theatre History I: Greek to Restoration	4 credits
TRE-201	Theatre Participation II	1 credit
TRE-335	Dramatic Literature I	4 credits
TRE-330ǂΔ	Theatre History II: 18th Century to Present	4 credits
TRE-439ǂ	Stage Direction	4 credits
TRE-301	Theatre Participation III	1 credit
TRE-339	Dramatic Literature II	4 credits
TRE-377	Scenic Design	4 credits
TRE-372	Costume Design	4 credits
TRE-490	The Business of Theatre	4 credits
TRE-401	Theatre Participation IV	1 credit
TRE-441	Stage Direction II	4 credits
TRE-475	Stage Lighting and Design	4 credits

Students should enroll in a total of 4 credits from the following courses

TRE-280	Playwriting	4 credits
TRE-251	Improvisation	4 credits
Arts in Theatre and Drama Major		68 credits

Bachelor of Arts in Theatre for Secondary Education (IP-TL)

(Initial Program - Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Arts in Theatre for Secondary Education (leads to credential) degree program is designed for students interested in teacher certification for the education of children in grades seven through twelve. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with the Interstate New Teacher Support and Assessment Consortium (InTASC, April 2011), National Association of Schools of Theatre (NAST-Handbook, 2015-2016), and the International Society of Technology in Education (Standards-T2008) standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 15-week student teaching component. These educational settings must be state certified environments and mentor teachers must be fully certified. Teacher candidates are responsible for contacting their state department of education for certification requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. While completing a solid path in theatre content knowledge, learners will complete the methodological courses necessary to become certified secondary educators. All education courses will be offered and designed by the College of Education. Graduates of the Bachelor of Arts in Theatre for Secondary Education program are prepared

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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to become informed educators in public and private schools and other settings requiring a teaching credential. Students and applicants are responsible for contacting their state department of education for certification requirements and program approval. All students entering the program must audition; at which point scholarships may be awarded. The program is designed to train theatre educators and theatre practitioners by blending both the theory and the practice of theatre education/performance and its related fields. In addition to regular classroom studies, students are encouraged to take part in the Ethington Theatre Series in a variety of capacities, including onstage and offstage disciplines, thus allowing learners to explore the creative process from rehearsal to live performance. This global approach to theatre education training creates a graduate who is multi-faceted and prepared to succeed in today's marketplace.

Degree Requirements

Total General Education	34-40 credits
Total Theatre for Secondary Education Major	85 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Theatre for Secondary Education	125 credits

Required General Education

(Included in General Education totals credits, applied to the Global Awareness competency.)

TRE-335	Dramatic Literature I	4 credits
TRE-339	Dramatic Literature II	4 credits

Theatre for Secondary Education Major

EDU-330	Social Justice for Educators	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
POS-301	Arizona and Federal Government	2 credits
SEC-202	Psychology for Secondary Educators	4 credits
SEC-351	Lit Instruction: Assessment, Remediation & Intervention for Secondary Ed	4 credits
SEC-356	Curriculum and Assessment for Secondary Educators	4 credits
SEC-451	Data-Driven Instructional Methods for Secondary Educators	4 credits
SEC-456	Classroom Engagement and Management for Secondary Educators	4 credits
SEC-490	Student Teaching for Secondary Education	8 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
TRE-101	Theatre Participation I	1 credit
TRE-130	Stagecraft	4 credits
TRE-145	Acting I	4 credits
TRE-201	Theatre Participation II	1 credits
TRE-225	Theatre Technology	4 credits
TRE-245	Fundamentals of Theatrical Design	4 credits
TRE-253	Acting II	4 credits
TRE-280	Playwriting	4 credits
TRE-301	Theatre Participation III	1 credit
TRE-347	Theatre Methods and Assessment in the Secondary School	4 credits
TRE-350	Theatre History	4 credits
TRE-401	Theatre Participation IV	1 credit
TRE-439	Stage Direction	4 credits
TRE-475	Stage Lighting and Design	4 credits
Theatre for Secondary Education Major		85 credits
Total Practicum/Field Experience Hours		100 hours

Minors

Minor in Advertising and Graphic Design

Communication using fundamentals of advertising can be used across a variety of disciplines in many settings. The Advertising and Graphic Design minor at Grand Canyon University introduces students to the foundations of design and methods of production. The student is familiarized with a fundamental understanding of advertising principles that have many applications.

ADV-110	Fundamentals of Advertising	4 credits
DDN-115	Raster and Vector Technologies	4 credits
DDN-101	Design Thinking	4 credits
ADV-250	Advanced Design Fundamentals	4 credits
ADV-260	Advertising Copywriting	4 credits
Minor in Advertising and Graphic Design		20 credits

Minor in Animation Design

The Minor in Animation Design provides non-major students a foundational understanding used to design and produce 2D motion graphics. Students will learn the technology and processes for developing ideas, storyboarding, creating assets and building the structure for motion graphics.

DDN-101	Design Thinking	4 credits
DDN-115	Raster and Vector Technologies	4 credits
DDN-160	2D Motion Design I	4 credits
DDN-260	2D Motion Design II	4 credits
Minor in Animation		16 credits

Minor in Dance

A minor in Dance is designed to develop a student's physical and cognitive skills and knowledge in the art of dance. Dance studies enhance any other area of study by providing opportunities to develop character, leadership skills, cooperation, and respect for others. Dance reflects cultural influences throughout the world and transcends religious barriers in its ability to communicate universal truths, leading to a shared understanding and expression of the human experience.

DAN-120	Modern I	1 credit
DAN-100	Ballet I	1 credit
DAN-101	Jazz I	1 credit
DAN-270	Modern II	1 credit

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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DAN-210	Improvisation	1 credit
DAN-250	Ballet II	1 credit
DAN-260	Jazz II	1 credit
DAN-315	Dance History I	4 credits
DAN-355	Dance Kinesiology	4 credits
DAN-302	Tap I	1 credit
DAN-305	Hip-Hop I	1 credit
DAN-375	Choreography I: Space and Time/Design and Dance	2 credit
Minor in Dance		19 credits

Minor in Digital Design

Design principles can be used in a variety of disciplines. The Minor in Digital Design provides non-major students a foundational understanding of design thinking, design principles, and the basic technical tools and processes used in the creation of designed content, laying a foundation for understanding design concepts that can be applied in many settings, from simple presentations to complex proposals.

DDN-101	Design Thinking	4 credits
DDN-115	Raster and Vector Technologies	4 credits
DDN-125	Layout and Composition	4 credits
DDN-120	Production Methods	4 credits
Minor in Digital Design		16 credits

Minor in Entertainment Technology

The Entertainment Technology minor provides students with fundamental skills in audio, broadcast engineering, streaming and lighting design tailored towards live events.

BRD-110	Live Broadcast and Streaming Production	4 credits
PRD-101	Audio Production Fundamentals	4 credits
BRD-301	Broadcast Engineering	4 credits
PRD-300	Lighting and Visual Design for Modern Media Productions	4 credits
Minor in Entertainment Technology		16 credits

Minor in Digital Film

The Digital Film Minor introduces students from various programs to the foundation of strong filmmaking. Students study and analyze film history before engaging in production and screenwriting courses. Digital Film Minors are also encouraged to participate in Digital Film events such as the 48 Hour Film Challenge, the GCU Film Festival, and Screenwriting Competition.

DFP-101♯	Introduction to Cinema: History and Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
DFP-221Δ	Screenwriting I	4 credits
DFP-225	Nonlinear Editing	4 credits
DFP-311♯	Cinema Directing	4 credits
Minor in Digital Film		20 credits

Minor in Game Design

Game Design skills focus on the imagination and creation of games in all forms, including analog, digital, mobile, and immersive. These courses provide students a foundation game theory, user motivations, the game creation pipeline, and the adoption of gaming content across multiple industries. Students interested in play, e-sports, and the business and design of games will benefit from this minor.

GMC-100	Introduction to Gaming	4 credits
GMC-101	Game Design	4 credits
GMC-110	Visual Arts for Games	4 credits
GMC-200	World Building	4 credits
Minor in Game Design		16 credits

Minor in Music – Piano

A minor in Music at Grand Canyon University will enhance any area of study, from Accounting to Worship, and everything in between. Music studies enhance any other area of study by providing opportunities to develop character, creative problem solving, higher level thinking, leadership skills, cooperation and respect for others, and a greater understanding of an individual's place within the Christian World View. All music minors are requested to take the Music Theory Placement Assessment, to determine their level of knowledge in music theory.

MUS-125	Music Theory I	4 credits
MUS-155	Music Theory II	4 credits
MUS-210	Music Appreciation	4 credits
MUS-218	Popular Music in American Society	4 credits
8 Credits of Applied Instruction		
MAP-201	Secondary Music Applied Lessons	1 credit
Four Semesters of Music Ensemble		0 credit
Minor in Music - Piano		24 credits

Minor in Music – Vocal

A minor in Music at Grand Canyon University will enhance any area of study, from Accounting to Worship, and everything in between. Music studies enhance any other area of study by providing opportunities to develop character, creative problem solving, higher level thinking, leadership skills, cooperation and respect for others, and a greater understanding of an individual's place within the Christian World View. All music minors are requested to take the Music Theory Placement Assessment, to determine their level of knowledge in music theory.

MUS-125	Music Theory I	4 credits
MUS-155	Music Theory II	4 credits
MUS-210	Music Appreciation	4 credits
MUS-218	Popular Music in American Society	4 credits
8 Credits of Applied Instruction		
MAP-201	Secondary Music Applied Lessons	1 credit
Four Semesters of Music Ensemble		0 credit
Minor in Music - Vocal		24 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Minor in Musical Theatre

The minor in Musical Theatre at Grand Canyon University introduces students to the foundations of musical theater styles and history and advances principles applied to the form through courses in acting, movement, and voice production. The minor in Musical Theatrer provides students from all majors the opportunity to focus on effective communication, using the body and the voice, and to develop critical thinking skills, analyzing music, text, and movement from a wide variety of styles and cultures. The minor specifically complements theatre, music, or dance majors in their major program of study with an artistic form that broadens marketability within the industry and promotes self-development, artistic exploration, and creative innovation.

DAN-101	Introduction to Jazz Technique	1 credit
DAN-302	Tap I	
TRE-145	Acting I	4 credits
TRE-155	Voice and Movement for the Stage	4 credits
DAN-260	Jazz Technique II	1 credit
DAN-402	Tap II	1 credit
TRE-380	Musical Theatre Literature	4 credits
8 Credits of Applied Instruction		
MAP-201	Secondary Music Applied Lessons	1 credit
Minor in Musical Theatre		24 credits

Minor in Photography

A minor in photography provides students the ability to create images that can expand and improve their ability to communicate. Classes cover basic and studio photography, basic video creation, and photo and video for social media.

DDN-215	Digital Photography I	4 credits
DDN-315	Digital Photography II	4 credits
DSM-215	Photo and Video for Social Media	4 credits
DFP-111	Digital Film Production I	4 credits
Minor in Photography		16 credits

Minor in Social Media

Social media skills are in high demand for every professional, regardless of industry. It is essential that all university students have access to social media coursework that will be practical for them as they move forward in their careers. A minor in Social Media provides this foundation of understanding in social channels, content creation, brand and campaign management.

DSM-101	Introduction to Social Media	4 credits
DSM-215	Photo and Video for Social Media	4 credits
DSM-350	Personal Brand Management	4 credits
DSM-420	Social Media Campaigns	4 credits
Minor in Social Media		16 credits

Minor in Sports Broadcasting

This program focuses on developing skills to create and deliver content for the evolving field of broadcast communication. Learners will examine modern and emerging media platforms, mass media theories, storytelling techniques, ethics in broadcasting, as well as technical skills to produce quality content for a comprehensive spectrum of platforms. Students will learn how to create compelling stories that reflect integrity, accuracy, and fairness. This program provides students with the skills and experience necessary to become valued members in the news, sports, entertainment and other mass communication fields.

DFP-111	Digital Video Production I	4 credits
TRE-212	Commercial Acting	4 credits
BRD-385	Sports Anchoring and Reporting	4 credits
BRD-425	Sports Play-by-Play	4 credits
Minor in Sports Broadcasting		16 credits

Minor in Theatre

A Minor in Theatre and Drama at Grand Canyon University will enhance any area of study, from Accounting to Worship, and everything in between. A theatre minor is the perfect way to develop individual strengths and interpersonal skills such as speaking techniques, practical methods of creating trust and attaining goals, creative problem solving, higher level thinking, teamwork, and a greater understanding of an individual's place within the Christian World View.

TRE-130	Stagecraft	4 credits
TRE-145	Acting I	4 credits
TRE-439ǂ	Stage Direction	4 credits
TRE-245	Fundamentals of Theatrical Design	4 credits
One of the following two courses:		
TRE-325ǂΔ	Theatre History I: Greek to Restoration	4 credits
TRE-330ǂΔ	Theatre History II: 18th Century to Present	4 credits
One of the following two courses:		
TRE-335	Dramatic Literature I	4 credits
TRE-339	Dramatic Literature II	4 credits
Minor in Theatre		24 credits

Minor in Theatre

A Minor in Theatre and Drama at Grand Canyon University will enhance any area of study, from Accounting to Worship, and everything in between. A theatre minor is the perfect way to develop individual strengths and interpersonal skills such as speaking techniques, practical methods of creating trust and attaining goals, creative problem solving, higher level thinking, teamwork, and a greater understanding of an individual's place within the Christian World View.

TRE-130	Stagecraft	4 credits
TRE-145	Acting I	4 credits
TRE-439ǂ	Stage Direction	4 credits
TRE-245	Fundamentals of Theatrical Design	4 credits
TRE-490	The Business of Theatre	4 credits
Minor in Theatre		20 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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Minor in Web Design

The Minor in Web Design provides non-major students a foundational understanding of user experience design for web-based products. Students will learn the technology and processes for launching and supporting basic web sites.

DDN-101	Design Thinking	4 credits
DDN-115	Raster and Vector Technologies	4 credits
DDN-250	Interface Design 1: User Experience	4 credits
DDN-255	Interface Design 2: Web Design	4 credits
Minor in Web Design		16 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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The College of Humanities and Social Sciences

College Description

The College of Humanities and Social Sciences (CHSS) is dedicated to providing its learners with rigorous programs and the highest levels of pedagogy. Faculty and staff work to create a Christian-based learning environment focused on expanding students' understanding while preparing them for professional environments. Using practical experiences students learn in-depth knowledge of their fields of study, problem solving skills, rational thinking, leadership, and effective communication. Faculty and staff build meaningful relationships with students through extracurricular communities related to their discipline of study.

College Mission

In the College of Humanities and Social Sciences, we cultivate in our students a profound sense of purpose rooted in a Christian perspective that prioritizes the intrinsic value and dignity of every individual. Our faculty inspire and enhance the lives of our students through deep learning experiences and meaningful curriculum that provide opportunities for direct application of new skills. By studying both the humanities and social sciences, our learners ultimately embark on a journey that will transform and enrich individual lives and communities so they may flourish.

Humanities Programs

The Humanities programs are designed to tell the stories, stimulate the ideas, and provide the words that help students make sense of their lives and the world in which they live. The programs introduce students to people and cultures that they have never met or experienced, places they have never seen or visited, and ideas that may have never crossed their minds. Through study of how others have lived and thought about life, students will begin to discern what is important in their own lives and what they might do to make them better, what is right or wrong, and the impact that heritage and history have on their thoughts and experiences. Graduates of the humanities programs will enter the workforce with a solid understanding of themselves and the human conditions. They will have the cultural knowledge and communication skills to address the challenges that we face together in our families, our communities, our nation, and our global society.

Bachelor of Arts in Communications

Students majoring in communication engage in a thoughtful exploration of how the construction of messages, communicator characteristics, and contextual factors influence professional and personal lives. The Bachelor of Arts in Communication program at GCU provides opportunities for scholarship in organizational, political, mass mediated, interpersonal, and intercultural communication contexts. The organizational emphasis allows students to focus on communication skills directly applicable to public relations, political communication, human resources, sales, and marketing. This program, like the greater GCU community, embodies Christian virtues in the way people communicate with each another. Faculty act as guides, collaborators, and mentors as students find their purpose. Students who earn their degree in communication work in a wide variety of contexts. Students at GCU learn the skills necessary to be competitive in both for profit and nonprofit sectors. Common careers for communication majors with an organizational emphasis are public relations specialists, corporate trainers, campaign managers, community action directors, account executives, sales representatives, and human resources coordinators.

Degree Requirements

Total General Education	34-40 credits
Total Communications Major	52 credits
Total Electives	28-34 credits
Total Bachelor of Arts in Communications	120 credits

Communication Major

COM-100	Fundamentals of Communication	4 credits
COM-222	Small Group Communication	4 credits
COM-263[Δ]	Elements of Intercultural Communication	4 credits
COM-312	Conflict and Negotiation	4 credits
COM-333	Communication Ethics	4 credits
COM-355	Communication Research Methods	4 credits
COM-362[♯]	Argumentation and Advocacy	4 credits
COM-370	Principles of Public Relations	4 credits
COM-451[♯Δ]	Relational Communication	4 credits
COM-456	Organizational Communication	4 credits
COM-472	Training and Development	4 credits
COM-475	Communication Campaigns	4 credits
COM-490[Ω]	Communication Capstone	4 credits
Communications Major		52 credits

Bachelor of Arts in Communications with an Emphasis in Broadcasting and New Media

This program emphasis is for people who are passionate about mass communication and media. Examination of modern communication techniques, learning about theories of mass media, the characteristics and effects of mass communication channels, developing skills to interpret visual and verbal communication in the mainstream and social media, learning about new media tools will prepare students to apply critical thinking when it comes to analyzing different media content. It will also give them practical skills on the job market like being able to create effective press releases, podcast, pitch a news story or recognize the effects of media on consumers.

Degree Requirements

Total General Education	34-40 credits
Total Communications with an Emphasis in Broadcasting and New Media Major	52 credits
Total Electives	28-34 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Total Bachelor of Arts in Communications with an Emphasis in Broadcating and New Media	120 credits

Communications with an Emphasis in Broadcasting and New Medica Major

COM-100	Fundamentals of Communication	4 credits
DFP-111	Digital Video Production I	4 Credits
COM-222	Small Group Communication	4 credits
COM-263[Δ]	Elements of Intercultural Communication	4 credits
COM-312	Conflict and Negotiation	4 credits
COM-333	Communication Ethics	4 credits
COM-355	Communication Research Methods	4 credits
COM-362[♯]	Argumentation and Advocacy	4 credits
COM-451[♯Δ]	Relational Communication	4 credits
COM-461	Media Theory	4 credits
COM-463	Broadcasting and Podcasting	4 credits
COM-465	Digital Media and Culture	4 credits
COM-490[Ω]	Communication Capstone	4 credits
Communications with an Emphasis in Broadcasting and New Media Major		52 credits

Bachelor of Arts in Communications with an Emphasis in Interpersonal Communication and Human Relationships

This program emphasis is for people who are passionate about building healthy relationships and who recognize that the 21st century economy, with all of its technological advancements and innovations, is still grounded in effective relationships and collaboration between people. In this emphasis, students will take a deep dive into interpersonal communication theory and research applied to the 21st century workplace. Students will learn how to leverage interpersonal skills such as social influence, nonverbal effectiveness, advanced speech communication, leadership and group problem solving, and digital literacy to foster the effective and ethical communication that creates successful teams and organizations.

Degree Requirements

Total General Education	34-40 credits
Total Communications with an Emphasis in Interpersonal Communication and Human Relationships Major	52 credits
Total Electives	28-34 credits
Total Bachelor of Arts in Communications with an Emphasis in Interpersonal Communication and Human Relationships	120 credits

Communication with an Emphasis in Interpersonal Communication and Human Relationships Major

COM-100	Fundamentals of Communication	4 credits
COM-222	Small Group Communication	4 credits
COM-263[Δ]	Elements of Intercultural Communication	4 credits
COM-312	Conflict and Negotiation	4 credits
COM-333	Communication Ethics	4 credits
COM-355	Communication Research Methods	4 credits
COM-362[♯]	Argumentation and Advocacy	4 credits
SOC-320	Marriage and Family	4 credits
COM-451[♯Δ]	Relational Communication	4 credits
COM-453	Darkside Communication and Forgiveness in Relationships	4 credits
COM-455	Nonverbal Communication in Relationships	4 credits
COM-457	Workplace Relationships	4 credits
COM-490[Ω]	Communication Capstone	4 credits
Communications with an Emphasis in Interpersonal Communication and Human Relationships Major		52 credits

Bachelor of Arts in English for Secondary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Arts in English for Secondary Education degree program is designed to provide future secondary teachers with skills in comprehending and interpreting texts, thinking critically about texts in a number of media, and effectively expressing their ideas orally and in writing. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. By studying works of literature in context, focusing on particular authors and genres of literature, and analyzing the English language, students will be introduced to diverse artistic expressions. They will grapple with major issues and themes common to human life. Writing courses within the major will give students further practice in effective communication for a variety of media. Emphasis will be given to examining and implementing methodologies needed to teach writing, texts, and language to adolescents, enabling majors in this area to make informed, context-based decisions about instruction at the middle and secondary levels. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC), National Council of Teachers of English (NCTE), and the International Society of Technology in Education (ISTE) standards. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 100 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval.

Degree Requirements

Total General Education	34-40 credits
Total English for Secondary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in English for Secondary Education	120 credits
Total Practicum/Field Experience	85 hours

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Required General Education

(Included in General Education totals credits, applied to the Global Awareness competency.)

HIS-144	U.S. History Themes	4 credits
ENG-130	Introduction to Young Adult Literature	4 credits

English for Secondary Education Major

SEC-202	Psychology for Secondary Educators	4 credits
ENG-250	Analysis of World Literature	4 credits
EDU-330[Δ]	Social Justice for Educators	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
GOV-260	Arizona Constitution & Government	1 credit
SEC-356	Curriculum and Assessment for Secondary Educators	4 credits
ENG-357	Foundational Texts of British Literature	4 credits
SEC-351	Lit Instruction: Assessment, Remediation & Intervention for Secondary Ed	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
ENG- 355	Multicultural Literature	4 credits
SEC-451	Data-Driven Instructional Methods for Secondary Educators	4 credits
ENG-360	American Encounter Narratives	4 credits
ENG-470	Methods for Teaching Writing, Grammar and Linguistics for Secondary Education	4 credits
ENG-460	The Novel	4 credits
ENG-361	The Art and Craft of Creative Writing	4 credits
ENG-450	Shakespeare	4 credits
ENG-359	Transatlantic Literature	4 credits
ENG-472	Methods for Teaching Literature for Secondary Education	4 credits
SEC-456	Classroom Engagement and Management for Secondary Educators	4 credits
SEC-490[Ω]	Student Teaching for Secondary Education	8 credits
English for Secondary Education Major		80 credits

Bachelor of Arts in Government with an Emphasis in Legal Studies

The degree in Government with an Emphasis in Legal Studies is designed to provide students with a solid foundation in the skills, knowledge, and ethical leadership to excel in law school. Rooted in the study of politics and policy, the emphasis provides additional interdisciplinary course work in communication, justice studies, philosophy, business, and theology.

*Program completion does not guarantee acceptance into law school.

Degree Requirements

Total General Education	34-40 credits
Total Government with an Emphasis in Legal Studies Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Government with an Emphasis in Legal Studies	120 credits

Government with an Emphasis in Legal Studies Major

GOV-140	American Government and Politics	4 credits
GOV-210	Introduction to Comparative Government and International Politics	4 credits
GOV-307[♯]	Introduction to Political Theory	4 credits
GOV-358	Research Methods in Government and Politics	4 credits
GOV-378[♯Δ]	American Constitution	4 credits
GOV-364	Public Policy Analysis	4 credits
GOV-357	Philosophy of Law	4 credits
GOV-360	Civil Law	4 credits
JUS-430	Criminal Law	4 credits
GOV-455	Practice of Law	4 credits
GOV-459[Δ]	Government Capstone	4 credits
Government with an Emphasis in Legal Studies Major		44 credits

Bachelor of Arts in Government with an Emphasis in Public Administration

The degree in Government with an Emphasis in Public Administration is designed to provide public service leadership in the local and state arena. Students will study the inner workings of local and state government, as well as the public policies that are necessary for sustaining and improving the lives of people in their local and state communities.

Degree Requirements

Total General Education	34-40 credits
Total Government with an Emphasis in Public Administration Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Government with an Emphasis in Public Administration	120 credits

Government with an Emphasis in Public Administration Major

GOV-140	American Government and Politics	4 credits
GOV-210	Introduction to Comparative Government and International Politics	4 credits
GOV-378[♯Δ]	American Constitution	4 credits
GOV-366	State and Local Government	4 credits
GOV-358	Research Methods in Government and Politics	4 credits
GOV-364	Public Policy Analysis	4 credits
GOV-307[♯]	Introduction to Political Theory	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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GOV-376	Municipal Government and Administration	4 credits
GOV-351	Public Administration	4 credits
GOV-467	Special Topics in Federal-State-Local Relations	4 credits
GOV-459Δ	Government Capstone	4 credits
Government with an Emphasis in Public Administration Major		44 credits

Bachelor of Arts in History for Secondary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Arts in History for Secondary Education degree program is designed to provide future middle and high school teachers with the content knowledge they need to be successful teachers of history and social studies. While completing a solid path in historical content, learners will complete the methodological courses necessary to become certified secondary educators. All education courses will be designed and offered by the College of Education. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Teacher candidates will attain an extensive breadth and depth of content knowledge as well as research-based pedagogical practices prior to entering the classroom. This program prepares graduates to use the skills of the historian such as research, critical thinking, and effective communication in their future educational settings. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 85 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval

Degree Requirements

Total General Education	34-40 credits
Total History for Secondary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in History for Secondary Education	120 credits
Total Practicum/Field Experience	85 hours

Required General Education

(Included in General Education totals credits, applied to the Global Awareness competency.)

HIS-110	World History Themes	4 credits
HIS-327	Community History	4 credits

History for Secondary Education Major

EDU-330Δ	Social Justice for Educators	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
GOV-260	Arizona Constitution & Government	1 credit
HIS-144	U.S. History Themes	4 credits
HIS-255Δ	Historical Research and Applied Methods	4 credits
HIS-304	Methods of Teaching History in Secondary Schools	4 credits
HIS-306	Historians in Theory and Practice	4 credits
HIS-325	Ancient Mediterranean History	4 credits
HIS-350♯	Survey of Asian Empires	4 credits
HIS-380	Renaissance and Reformation	4 credits
HIS-386Δ	War and Revolution	4 credits
HIS-450♯	U.S. History Since 1945	4 credits
HIS-466♯	Southwest Borderlands	4 credits
SEC-202	Psychology for Secondary Educators	4 credits
SEC-351	Lit Instruction: Assessment, Remediation & Intervention for Secondary Ed	4 credits
SEC-356	Curriculum and Assessment for Secondary Educators	4 credits
SEC-451	Data-Driven Instructional Methods for Secondary Educators	4 credits
SEC-456	Classroom Engagement and Management for Secondary Educators	4 credits
SEC-490Ω	Student Teaching for Secondary Education	8 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
History for Secondary Education Major		80 credits

Bachelor of Arts in History

Grand Canyon University's Bachelor of Arts in History degree program allows students to study the past as a means of understanding the complexity of the world today. Earning a history degree affords graduates essential skills including critical thinking and writing. These proficiencies may prepare graduates for careers in teaching, public service, government, policy making, communication, or business management. A history degree allows students to develop the skills and knowledge associated with a liberal arts degree, while providing an orientation to the complexity and diversity of the world through a disciplined study of the past, necessary to compete in a global economy. This degree program provides graduates with foundational structures that may prepare them for graduate degrees in business, history, or law.

Degree Requirements

Total General Education	34-40 credits
Total History Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in History	120 credits

History Major

HIS-110	World History Themes	4 credits
HIS-255Δ	Historical Research and Applied Methods	4 credits
HIS-144	U.S. History Themes	4 credits
HIS-306	Historians in Theory and Practice	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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HIS-350	Survey of Asian Empires	4 credits
HIS-386[Δ]	War and Revolution	4 credits
HIS-325	Ancient Mediterranean History	4 credits
HIS-463	Women in History	4 credits
HIS-380	Renaissance and Reformation	4 credits
HIS-450[♯]	U.S. History Since 1945	4 credits
HIS-466[♯]	Southwest Borderlands	4 credits
HIS-426	20th Century Europe	4 credits
History Major		48 credits

Bachelor of Arts in Professional Writing for New Media

GCU's Bachelor of Arts in Professional Writing degree program prepares students for successful writing careers in the 21st century. This program focuses on developing writers for a constantly changing media landscape. Exploring multiple genres and writing disciplines allows students to develop advanced writing skills, enrich critical thinking, and enhance their understanding of power of the English language as a whole. Coursework in diverse areas such as journalism, public relations, design, copywriting, technical writing and creative writing uniquely qualifies graduates to pursue a successful writing career. The program is designed to hone writers' storytelling skills and refine insights needed to deliver information to audiences using the tools of various media. Graduates will strengthen organizations and communities with ethical communication of accurate research, based on an understanding of the power and ramifications of language choice and communication styles. A Bachelor of Arts in Professional Writing allows students to develop the array of skills necessary to be successful in the professional world.

Degree Requirements

Total General Education	34-40 credits
Total Professional Writing for New Media Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in Professional Writing for New Media	120 credits

Professional Writing for New Media Major

PRW-100	Introduction to Professional Writing	4 credits
DDN-115	Raster and Vector Technologies	4 credits
PRW-301	Reporting and Newswriting	4 credits
ENG-365	Multi-Media Journalism in the 21st Century	4 credits
PRW-345	Introduction to Grant Writing	4 credits
PRW-381	Writing for Public Relations	4 credits
ADV-260	Advertising Copywriting	4 credits
ENG-456	Communicating Scientific Ideas to Popular Audiences	4 credits
ENG-361	The Art and Craft of Creative Writing	4 credits
PRW-466	Technical Writing	4 credits
PRW-470	Multimedia Feature Writing	4 credits
ENG-477[Ω]	Professional Writing Capstone	4 credits
Professional Writing for New Media Major		48 credits

Bachelor of Arts in Spanish

The Bachelor of Arts in Spanish prepares students with active communication skills, cultural and historical awareness, and viable professional skills for careers in every area of life. Courses in the program provide students with foundational skills in conversation, reading and writing through advanced language studies in literature, history, and contemporary issues.

Degree Requirements

Total General Education	34-40 credits
Total Spanish Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Spanish	120 credits

Spanish Major

SPA-214	Intermediate Spanish I	4 credits
SPA-224	Intermediate Spanish II	4 credits
SPA-310[Δ]	Spanish Composition and Grammar	4 credits
SPA-309	Spanish Conversation	4 credits
SPA-320[♯]	Contemporary Issues	4 credits
SPA-341[Δ Ω]	Introduction to Literature in Spanish	4 credits
SPA-410[♯Ω]	Theory and Methodology for Translation and Interpretation	4 credits
SPA-420[Ω]	Spanish for Professions I	4 credits
SPA-440[Ω]	Web-Based Resources and Technology for Translation and Interpretation	4 credits
SPA-430[Ω]	Spanish for Professions II	4 credits
SPA-450[Ω]	Spanish Capstone	4 credits
Spanish Major		44 credits

Bachelor of Science in Fire Science

The Bachelor of Science in Fire Science program provides the requisite skills and knowledge to be successful in the field of Fire Service. This program will also help students develop skills for leadership in ranking positions such as a Firefighter, Captain, or Chief Officer positions. Emphasizing servant leadership, the program will develop one's ability to communicate an organization's mission and vision to diverse audiences and key stakeholders. As part of GCU's Christian learning community, enrollees in the program will develop leadership skills that place special importance on contributing to the greater social good.

Degree Requirements

Total General Education	34-40 credits
Total Fire Science Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Science in Fire Science	120 credits

Fire Science Major

FSC-180	Fire and Emergency Services Administration	4 credits
FSC-285	Political and Legal Foundations for Fire Protection	4 credits

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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FSC-310	Personnel Management for the Fire Service	4 credits
FSC-340	Applications of Fire Research	4 credits
FSC-400	Fire Prevention	4 credits
FSC-415	Community Risk Reduction for the Fire and Emergency Services	4 credits
FSC-450	Fire Service Ethics	4 credits
PRW-345	Introduction to Grant Writing	4 credits
MGT-420	Organizational Behavior and Management	4 credits
COM-457	Workplace Relationships	4 credits
FSC-490Ω	Fire Science Capstone	4 credits
Fire Science Major		44 credits

Bachelor of Science in Mathematics for Secondary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Mathematics for Secondary Education program is designed to provide future teachers with the content and pedagogical knowledge for success in teaching mathematics. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Graduates will be prepared with the critical thinking and general problem-solving skills to tackle difficult problems from any field and to prepare their own students to do the same. With a balanced program of applied and theoretical mathematics and education courses, students complete a solid curriculum of mathematics content while developing the methodological expertise necessary to become effective and skilled secondary educators. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 85 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval.

Degree Requirements

Total General Education	34-40 credits
Total Mathematics for Secondary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Mathematics for Secondary Education	120 credits
Total Practicum/Field Experience	85 hours

Required General Education

(Included in General Education totals credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

HIS-144	U.S. History Themes	4 credits

(Included in General Education totals credits, applied to the Critical Thinking competency.)

MAT-261	Pre-Calculus	4 credits

Mathematics for Secondary Education Major

SEC-202	Psychology for Secondary Educators	4 credits
MAT-252	Calculus and Analytic Geometry I	4 credits
MAT-253	Calculus and Analytic Geometry II	4 credits
EDU-330Δ	Social Justice for Educators	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
GOV-260	Arizona Constitution & Government	1 credit
SEC-351	Lit Instruction: Assessment, Remediation & Intervention for Secondary Ed	4 credits
MAT-225	Mathematics and Technology Through Time	4 credits
MAT-380	Mathematics for the Secondary Educator	4 credits
SEC-356	Curriculum and Assessment for Secondary Educators	4 credits
SEC-451	Data-Driven Instructional Methods for Secondary Educators	4 credits
MAT-215	Discrete Mathematics	4 credits
MAT-374	Probability and Statistics – Calculus Based	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
MAT-345	Applied Linear Algebra I	4 credits
MAT-312♯	Higher Geometry	4 credits
MAT-470♯Δ	Mathematical Modeling	4 credits
MAT-480	Methods of Teaching Mathematics in Secondary Schools	4 credits
SEC-456	Classroom Engagement and Management for Secondary Educators	4 credits
SEC-490	Student Teaching for Secondary Education Teacher Candidates	8 credits
Mathematics for Secondary Education Major		80 credits

Master of Arts in Communication with an Emphasis in Education

Grand Canyon University's Master or Arts in Communication with an Emphasis in Education program prepares students for teaching undergraduate courses at the 2-year or 4-year institution in both ground and online modalities. The program balances communication content (e.g., intercultural and relational) with pedagogy to create a unique program that satisfies the requirements for ongoing professional development. Furthermore, graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the postsecondary level.

Degree Requirements

UNV-503 Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
COM-500	Relationships in the Workplace	4 credits
COM-505	Organizations, Culture, and Society	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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COM-510	Strategic Communication	4 credits
COM-515	Training, Learning and Pedagogy	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
COM-520	Media Literacy	4 credits
COM-525	Organizational Communication	4 credits
Master of Arts in Communication with an Emphasis in Education		34 credits

Master of Arts in English with an Emphasis in Education

Grand Canyon University's Master or Arts in English with an Emphasis in Education program prepares students for teaching undergraduate courses at two-year or four-year institutions of higher learning in both ground and online modalities. Including courses in rhetoric, literature, and pedagogy, this unique program provides advanced training in the field of English, while satisfying the requirements for ongoing professional development.

Degree Requirements

UNV-503 Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
ENG-503	Writing Theory: An Applied Approach to Rhetoric and Composition	4 credits
ENG-506	Social and Technological Contexts of Writing	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
ENG-507	Grant Writing	4 credits
ENG-505	Critical Practices for Teaching Literature	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
ENG-508	Multimedia Writing: Creating a Campaign for Social Media	4 credits
ENG-509	Applied Theories of Rhetoric and Organizational Communication	4 credits
Master of Arts in English with an Emphasis in Education		34 credits

Master of Arts in History with an Emphasis in Education

Grand Canyon University's Master of Arts in History with an Emphasis in Education program prepares students for teaching undergraduate courses at the 2-year or 4-year institution in both ground and online modalities. Balancing history content with pedagogy and classroom techniques, this unique program offers a pathway to obtaining advanced training in the field of history while satisfying the requirements for ongoing professional development. Additionally, graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the postsecondary level.

Degree Requirements

UNV-503 Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
HIS-510	Concepts in Understanding World History	4 credits
HIS-544	Concepts in Understanding U.S. History	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
HIS-530	Applied Studies in History Graduate Education	4 credits
HIS-555	Studies in the American West	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
HIS-565	Historical Perspectives of Race, Class, Gender, & Ethnicity	4 credits
HIS-570Ω	Graduate Research Seminar in History	4 credits
Master of Arts in History with an Emphasis in Education		34 credits

Master of Science in Mathematics with an Emphasis in Education

Grand Canyon University's Master or Science in Math with an Emphasis in Education program focuses on deeper understanding of mathematics while instilling the best practices in pedagogy. Redefining the graduate degree for professionals who would like to be the change-makers in higher education, graduates will grasp the conceptual knowledge of mathematics, which will drive their teaching in the classroom. Through a combined program of study offering graduate credits in mathematics and graduate credits in higher education teaching, the program open doors for its graduates and redefines mathematics education at the college level.

Degree Requirements

UNV-509 Ω	Introduction to Graduate Studies in Mathematics	2 credits
MAT-525	History of Mathematical Thought	4 credits
MAT-512	Graduate Linear Algebra	4 credits
MAT-513	Graduate Algebra	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
MAT-571	Real Analysis	4 credits
MAT-574	Graduate Probability and Statistics	4 credits
MAT-550	Mathematical Modeling	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
Master of Science in Mathematics with an Emphasis in Education		34 credits

Graduate Certificate of Completion in Communication

The Graduate Certificate in Communication prepares students with the content expertise required to teach Communication coursework at a 2-year or 4-year institution of higher learning in both ground and online modalities. Including courses in relationships, strategic communication, training, and media literacy, this unique program provides advanced training in the field of Communication, while satisfying the requirements for ongoing professional development.

Degree Requirements

COM-500	Relationships in the Workplace	4 credits
COM-505	Organizations, Culture, and Society	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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COM-510	Strategic Communication	4 credits
COM-515	Training, Learning and Pedagogy	4 credits
COM-520	Media Literacy	4 credits
Graduate Certificate of Completion in Communication		20 credits

Graduate Certificate of Completion in English

The Graduate Certificate in English prepares students with the content expertise required to teach English coursework at a 2-year or 4-year institution of higher learning in both ground and online modalities. Including courses in rhetoric, literature, and pedagogy, this unique program provides advanced training in the field of English, while satisfying the requirements for ongoing professional development.

Degree Requirements

ENG-503	Writing Theory: An Applied Approach to Rhetoric and Composition	4 credits
ENG-506	Social and Technological Contexts of Writing	4 credits
ENG-507	Grant Writing	4 credits
ENG-505	Critical Practices for Teaching Literature	4 credits
ENG-510	Literature Pedagogy	4 credits
Graduate Certificate of Completion in English		20 credits

Graduate Certificate of Completion in History

The Graduate Certificate in History prepares students with the content expertise required to teach History coursework at a 2-year or 4-year institution of higher learning in both ground and online modalities. Including courses in world history, U.S. history, and historical perspectives, this unique program provides advanced training in the field of History, while satisfying the requirements for ongoing professional development.

Degree Requirements

HIS-510	Concepts in Understanding World History	4 credits
HIS-544	Concepts in Understanding U.S. History	4 credits
HIS-530	Applied Studies in History Graduate Education	4 credits
HIS-555	Studies in the American West	4 credits
HIS-565	Historical Perspectives of Race, Class, Gender, & Ethnicity	4 credits
Graduate Certificate of Completion in History		20 credits

Graduate Certificate of Completion in Mathematics

The Graduate Certificate in Mathematics prepares students with content expertise required to teach Mathematics coursework at a 2-year or 4-year institution of higher learning in both ground and online modalities. Content rich, focusing on deeper understanding of Mathematics. Students completing this certificate will grasp the conceptual knowledge of Mathematics which will drive their teaching in the classroom.

Degree Requirements

UNV-509	Introduction to Graduate Studies in Mathematics	2 credits
MAT-513	Graduate Algebra	4 credits
MAT-525	History of Mathematical Thought	4 credits
MAT-505	Discrete Math: Data-Analysis	4 credits
MAT-550	Mathematical Modeling	4 credits
MAT-552	Applied Nonlinear Dynamics	4 credits
Graduate Certificate of Completion in Mathematics		22 credits

Social and Behavioral Studies Programs

The Social and Behavioral Studies programs prepare students to understand, predict, and treat human behavior at both individual and societal levels. Depending on the program that is chosen, students are able to choose career paths that could involve direct patient care and treatment, justice services, social study, the development of impact initiatives, organizational understanding, human resource management, individual behavioral study and research, or consulting, to name a few. Graduates of the Social and Behavioral Studies programs will develop greater understanding and predictive knowledge of behavior at both the individual and societal levels that will provide significant impact on the overall behavioral health and wellness of society and its members.

Bachelor of Science in Behavioral Health Science

Grand Canyon University's Bachelor of Science in Behavioral Health Science degree is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students an exhaustive study of human behavior. It prepares students to work in behavioral health, counseling, health services management, human services, government, and law enforcement. Additionally, this curriculum offers a strong foundation for students who want to pursue a master's degree in counseling, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science Major	48 credits
Total Electives	32-40 credits
Total Bachelor of Science in Behavioral Health Science	120 credits

Behavioral Health Science Major

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320[Δ]	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470[Δ♯]	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430♯	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-490Ω	Professional Capstone Project	4 credits
Behavioral Health Science Major		48 credits

Bachelor of Science in Behavioral Health Science with an Emphasis in Childhood and Adolescence Disorders

Grand Canyon University's Bachelor of Science in Behavioral Health Science degree with an Emphasis in Childhood and Adolescence Disorders is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students a comprehensive study of childhood and adolescent development and behavior, in particular understanding childhood and adolescence disorders. It prepares students to work in the fields of behavioral health, counseling, health services management, human services, government, and law enforcement. Additionally, this curriculum offers a strong foundation for students who want to pursue a master's degree in counseling, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Childhood and Adolescence Disorders Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Behavioral Health Science with an Emphasis in Childhood and Adolescence Disorders	120 credits

Behavioral Health Science with an Emphasis in Childhood and Adolescence Major

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320Δ	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470Δ♯	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430♯	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-450	Childhood and Adolescence Disorders	4 credits
BHS-455	Introduction to Childhood and Adolescent Physical and Behavioral Health	4 credits
BHS-490Ω	Professional Capstone Project	4 credits
Behavioral Health Science with an Emphasis in Childhood and Adolescence Disorders Major		56 credits

Bachelor of Science in Behavioral Health Science with an Emphasis in Family Dynamics

Grand Canyon University's Bachelor of Science in Behavioral Health Science degree with an Emphasis in Family Dynamics is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students a comprehensive study of dynamics as it relates to couples and family systems. It prepares students to work in behavioral health, counseling, health services management, human services, government, and child welfare systems. Additionally, this curriculum offers a strong foundation for students who want to pursue a master's degree in counseling, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Family Dynamics	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Behavioral Health Science with an Emphasis in Family Dynamics	120 credits

Behavioral Health Science with an Emphasis in Family Dynamics

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320Δ	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470Δ♯	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430♯	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-460	Introduction to Couples and Family Systems	4 credits
BHS-465	Marriage and Family Ethical and Legal Issues	4 credits
BHS-490Ω	Professional Capstone Project	4 credits
Behavioral Health Science with an Emphasis in Family Dynamics		56 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Bachelor of Science in Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies

Grand Canyon University's Bachelor of Science in Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies program is designed for students interested in becoming behavioral health technicians or specialists in various settings as members of a clinical team, particularly in the fast-growing specialization in the Infancy and Early Childhood field. The program provides students with an introductive study on the development and behavior of infants and young children. Students will gain the knowledge and skills necessary to work with young children and advocate the importance of the family system and caregiving environment to the well-being of infants and young children. Graduates of this degree program will be prepared for careers in behavioral health, health services management, human services, government, and law enforcement.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Behavioral Health Science with an Emphasis in Family Dynamics	120 credits

Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320[Δ]	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470[Δ♯]	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430[♯]	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-480	Infancy and Early Childhood Development	4 credits
BHS-485	Infancy and Early Childhood Disorders and Assessment	4 credits
BHS-490[Ω]	Professional Capstone Project	4 credits
Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies		56 credits

Bachelor of Science in Behavioral Health Science with an Emphasis in Substance Use Disorders

Grand Canyon University's Bachelor of Science in Behavioral Health Science with an Emphasis in Substance Use Disorders program is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students an introduction to behavioral health and substance abuse disorders and addiction. It prepares students to work in the fields of behavioral health, counseling, health services management, human services, government, and law enforcement. Additionally, this curriculum offers a strong foundation for students who want to pursue a master's degree in counseling, mental health, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Substance Use Disorders	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Behavioral Health Science with an Emphasis in Substance Use Disorders	120 credits

Behavioral Health Science with an Emphasis in Substance Use Disorders

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320[Δ]	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PCN-373	Spirituality and Addiction	4 credits
PSY-470[Δ♯]	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430[♯]	Introduction to Family Dynamics	4 credits
PCN-360	Dom.Violence,Child,Elder Abuse-Fam w/Addiction &Substance Use Disorders	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-490[Ω]	Professional Capstone Project	4 credits
Behavioral Health Science with an Emphasis in Substance Use Disorders		56 credits

Bachelor of Science in Behavioral Health Science with an Emphasis in Trauma

Grand Canyon University's Bachelor of Science in Behavioral Health Science degree with an Emphasis in Trauma is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students a comprehensive study of the

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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biopsychosocial impact of trauma and trauma-informed care. It prepares students to work in behavioral health, counseling, health services management, human services, government, and law enforcement. Additionally, this curriculum offers a strong foundation for students who want to pursue a master's degree in counseling, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Trauma	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Behavioral Health Science with an Emphasis in Trauma	120 credits

Behavioral Health Science with an Emphasis in Trauma

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320[Δ]	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470[Δ♯]	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430[♯]	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-470	Introduction to Trauma-Informed Care	4 credits
BHS-475	Overview of Assessment and Treatment of Trauma	4 credits
BHS-490[Ω]	Professional Capstone Project	4 credits
Behavioral Health Science with an Emphasis in Trauma		56 credits

Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse

The Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse is designed to meet the needs of learners who wish to pursue entry-level careers as addiction counselors/behavioral health technicians. The demand for addiction counselors is expected to grow in both the public and private sectors in the near future. A bachelor's degree is the first step for individuals seeking certification/licensure in many states. Graduates from this degree program are prepared to meet the minimum academic requirements for licensure in Arizona as Licensed Associate Substance Abuse Counselors and Licensed Substance Abuse Technicians. Additionally, program graduates from many other states will be academically prepared to begin the process of seeking certification and/or licensure in their home states. Licensing and/or certification requirements may vary from state to state, and it is the student's responsibility to check the requirements in specific states.

Degree Requirements

Total General Education	34-40 credits
Total Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse	120 credits

Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
PCN-150	Psychopharmacology in Treatment of Addiction and Substance Use Disorders	4 credits
PCN-153	Co Occurring Disorders and HIV/AIDS	4 credits
PCN-158	Multicultural Counseling in a Diverse Society	4 credits
PCN-162	Group Interventions and Community Resources for Addiction and Substance Use Disorders	4 credits
PCN-255	Case Management and Crisis Intervention Skills for Addiction and Substance Use Disorders	4 credits
PCN-265	Relapse Prevention in the Treatment of Addiction and Substance Use Disorders	4 credits
PCN-275	Family Dynamics and Comm Ed - Treatment of Addiction & Substance Use Disorders	4 credits
PCN-360	Dom. Violence, Child, Elder Abuse - Fam w/ Addiction & Substance Use Disorders	4 credits
PCN-365[♯]	Advanced Counseling Theories - Addiction & Substance Use Disorder Counselors	4 credits
PCN-370[Δ]	Psychopathology & Adv Treatment - Spec Pop w/ Addiction & Substance Use Disorders	4 credits
PCN-373	Spirituality and Addiction	4 credits
PCN-404[♯Δ]	Prof., Legal, & Ethical Issues - Addiction & Substance Use Disorder Counselors	4 credits
PCN-475	Treatment of Addiction & Substance Use Disorders - Children and Adolescents	4 credits
PCN-481	Process Addictions	4 credits
PCN-485	Advanced Case Management for Addiction and Substance Use Disorders	4 credits
PCN-488	Trauma, Addiction, and Substance Use Disorders	4 credits

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major		72 credits
Select states may require additional practicum hours to be completed to meet the standards for certification/licensure in that state, students should reference their Enrollment Agreement for state specific practicum requirements:		
PCN-490Ω	Practicum	4 credits
PCN-491Ω	Practicum II	4 credits

Bachelor of Science in Justice Studies

Grand Canyon University's Bachelor of Science in Justice Studies prepares students to enter careers in law enforcement, governmental and private agencies, research, social work, political science, and a variety of other fields. Graduates will be able to describe the components of the justice system from a systems perspective, including function, organization, issues, practices, and interrelationship of law enforcement agencies, the courts, and the corrections system.

Degree Requirements

Total General Education	34-40 credits
Total Justice Studies Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Science in Justice Studies	120 credits

Justice Studies Major

JUS-104	Introduction to Justice Studies	4 credits
JUS-202♯	Professional Responsibility in Justice	4 credits
JUS-212	Criminal Behavior and Victimology	4 credits
JUS-320	The Police Function	4 credits
JUS-325♯Δ	The Adjudication Function	4 credits
GOV-360	Civil Law	4 credits
JUS-430♯	Criminal Law	4 credits
JUS-441Δ	Criminal Procedure and Public Policy	4 credits
JUS-445	Justice Problem Analysis	4 credits
JUS-470	Threat Assessment and Behavioral Analysis	4 credits
JUS-481	Community-Based Strategic Planning	4 credits
JUS-491	Justic Studies Capstone	
Justice Studies Major		48 credits

Bachelor of Science in Law Enforcement Advancement

The Bachelor of Science in Law Enforcement Advancement degree explores all components of the justice system while maintaining an emphasis on advanced leadership models for law enforcement professionals. Emphasizing servant leadership, the program will develop one's ability to communicate their organization's mission and vision to diverse audiences and key stakeholders. As part of GCU's Christian learning community, enrollees in the program will develop leadership skills that place special importance on contributing to the greater social good. By being a part of this unique program, a law enforcement student will explore the fundamentals of how to inspire and lead others through established, modern theories with the ethical principles of servant leadership. Candidates gain self-confidence in their leadership styles as they examine the core principles of communication, team-leading, and ethical practices in law enforcement. In addition, one will examine the function, organization, issues, and practices of law enforcement agencies. Students gain a thorough grounding in constitutional law, statutory law and case law interpretation, as well as 21st-century issues such as strategic policing and cybercrime. The Bachelor of Science in Law Enforcement Advancement degree offers candidates the opportunity to prepare themselves to advance within their organizations, ready to lead their agencies through the challenges of policing diverse communities facing modern policing problems.

Degree Requirements

Total General Education	34-40 credits
Total Law Enforcement Advancement Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Science in Justice Studies	120 credits

Law Enforcement Major

JUS-105	Introduction to Law Enforcement	4 credits
JUS-220	Policing	4 credits
JUS-301	Criminal Procedure in Law Enforcement	4 credits
JUS-309	Communication in Law Enforcement	4 credits
JUS-323	Ethics in Leadership	4 credits
COM-312	Conflict and Negotiation	4 credits
MGT-410	Servant Leadership	4 credits
COM-457	Workplace Relationships	4 credits
MGT-420	Organizational Behavior and Management	4 credits
JUS-481	Community-Based Strategic Planning	4 credits
JUS-484Ω	Law Enforcement Capstone	4 credits
Law Enforcement Major		44 credits

Bachelor of Science in Psychology

Grand Canyon University's Bachelor of Science in Psychology program offers a broad array of courses that increase the understanding of past and present human actions. With this understanding comes the responsibility to improve relationships with others and to help others achieve similar understanding of and insight into their own behaviors. The program helps prepare students for entry-level positions in agencies and organizations that seek to help those in need. It should be understood that the requirements for employment in many positions in the helping professions include advanced education beyond the bachelor's degree.

Degree Requirements

Total General Education	34-40 credits
Total Psychology Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Science in Psychology	120 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Psychology Major

PSY-102	General Psychology	4 credits
PSY-255Δ	Personality Psychology	4 credits
PSY-260	Introduction to Psychological Research and Ethics	4 credits
PSY-352	Health Psychology	4 credits
PSY-355	Child and Adolescent Psychology	4 credits
PSY-358	Adult Development and Aging	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
PSY-402	Cognitive Neuroscience	4 credits
PSY-452	Experimental Psychology	4 credits
PSY-470ǂΔ	Abnormal Psychology	4 credits
PSY-495	Professional Capstone Project	4 credits
Psychology Major		48 credits

Bachelor of Science in Psychology with an Emphasis in Performance and Sport Psychology

Grand Canyon University's Bachelor of Science in Psychology with an Emphasis in Performance and Sport Psychology degree provides individuals interested in Sport, performing arts, health and fitness, or mental health fields the opportunity to develop their skills and abilities to improve the performance and lives of those with whom they work. The field of sport and performance psychology is concerned with the psychological factors that influence human performance. It involves improving the lives of others through assessment and intervention strategies that enhance performance and personal growth.

Degree Requirements

Total General Education	34-40 credits
Total Psychology with an Emphasis in Performance and Sport Psychology Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Science in Psychology with an Emphasis in Performance and Sport Psychology	120 credits

Psychology with an Emphasis in Performance and Sport Psychology Major

PSY-102	General Psychology	4 credits
PSY-255Δ	Personality Psychology	4 credits
PSY-260	Introduction to Psychological Research and Ethics	4 credits
PSY-352	Health Psychology	4 credits
PSY-355	Child and Adolescent Psychology	4 credits
PSY-358	Adult Development and Aging	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
PSY-402	Cognitive Neuroscience	4 credits
PSY-366	Introduction to Sport and Exercise Psychology	4 credits
PSY-368	Social Aspects of Sport/Psychosocial Aspects of Sport	4 credits
PSY-410	Psychology of Coaching	4 credits
PSY-425	Leadership and Team Building	4 credits
PSY-452	Experimental Psychology	4 credits
PSY-470ǂΔ	Abnormal Psychology	4 credits
PSY-495	Professional Capstone Project	4 credits
Psychology with an Emphasis in Performance and Sport Psychology Major		64 credits

Bachelor of Science in Psychology with an Emphasis in Forensic Psychology

Grand Canyon University's Bachelor of Science in Psychology with an emphasis in Forensic psychology degree is designed to supplement the study of psychology, criminology, or other justice-related areas with an overview of the intersection of psychology and the criminal justice system. Forensic psychology is where the science of the mind intersects with the law. The emphasis focuses specifically on the psychological experiences of victims and offenders which sheds insight into behavior that leads to criminality.

Degree Requirements

Total General Education	34-40 credits
Total Psychology with an Emphasis in Forensic Psychology Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Science in Psychology with an Emphasis in Forensic Psychology	120 credits

Psychology with an Emphasis in Forensic Psychology Major

PSY-102	General Psychology	4 credits
PSY-255Δ	Personality Psychology	4 credits
PSY-260	Introduction to Psychological Research and Ethics	4 credits
PSY-352	Health Psychology	4 credits
PSY-355	Child and Adolescent Psychology	4 credits
PSY-358	Adult Development and Aging	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
PSY-402	Cognitive Neuroscience	4 credits
JUS-212	Criminal Behavior and Victimology	4 credits
PSY-310	Introduction to Forensic Psychology	4 credits
JUS-430	Criminal Law	4 credits
BHS-440	Understanding Trauma	4 credits
PSY-452	Experimental Psychology	4 credits
PSY-470ǂΔ	Abnormal Psychology	4 credits
PSY-495	Professional Capstone Project	4 credits

Bachelor of Science in Sociology

The Bachelor of Science in Sociology program encourages students to think deeply and seriously, using both the Christian and scientific perspectives, about the consequences of social

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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structures upon human social behavior in its many diverse contexts.

Degree Requirements

Total General Education	34-40 credits
Total Sociology Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Science in Sociology	120 credits

Sociology Major

SOC-102	Principles of Sociology	4 credits
SWK-170	Introduction to Social Welfare	4 credits
SOC-220	Social Problems	4 credits
SOC-320♯	Marriage and Family	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
SOC-330	Globalization	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
SOC-400Ω	Social Research and Statistics	4 credits
SOC-412	Sociology of Religion	4 credits
SOC-417Δ	Sociological Theory	4 credits
SOC-436Δ	Stratification and Inequality in a Diverse Society	4 credits
SOC-481Ω	Sociology Capstone	4 credits
Sociology Major		48 credits

Bachelor of Social Work

Grand Canyon University's Bachelor of Social Work (BSW) program is designed to prepare students to improve the wellbeing of individuals, families, and communities while working with diverse groups of people in a variety of settings. The Generalist Social Work practice focus prepares students for entry-level social work practice or continued graduate studies in social work. This program has been developed adhering to the social work standards and competencies established by the Council on Social Work Education (CSWE).

Degree Requirements

Total General Education	34-40 credits
Total Social Work	72 credits
Total Electives	8-14 credits
Total Bachelor of Social Work	120 credits

Social Work Major

SWK-170	Introduction to Social Welfare	4 credits
SWK-280	Social Service Delivery Systems	4 credits
SWK-290Ω	Human Biology and Social Work Practice	4 credits
SWK-330Ω	Diversity, Advocacy, and Social Justice in Social Work	4 credits
SWK-355Ω	Social Welfare Policy and Services	4 credits
SWK-350Ω	Social Work Ethics and Decision-Making	4 credits
SWK-465Ω	Case Management	4 credits
SWK-360Ω	Human Behavior in the Social Environment I	4 credits
SWK-420Ω	Trauma-Informed Care	4 credits
SWK-455Ω	Generalist Social Work Practice I: Working with Individuals and Systems	4 credits
SWK-370Ω	Human Behavior in the Social Environment II	4 credits
SWK-450Ω	Program Management and Leadership in Social Work	4 credits
SWK-425Ω	Generalist Social Work Practice II: Working With Groups	4 credits
SWK-430	Methods of Research in Social Work	4 credits
SWK-470Ω	Field Instruction I	4 credits
SWK-461Ω	Generalist Social Work Practice III: Communities and Organizations	4 credits
SWK-480Ω	Field Instruction II	4 credits
SWK-490Ω	Social Work Capstone	4 credits
Social Work Major		72 credits

Master of Education in School Counseling (IL)

(Initial Program–Leads to Licensure)

Grand Canyon University's Master of Education in School Counseling (IL) program is designed for any individual with a bachelor's degree interested in seeking certification as a school guidance counselor. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize strengths that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in child and adolescent development, counseling theory, group counseling, career and college counseling, trauma and psychopathology. Candidates gain knowledge and skills necessary to be effective counseling practitioners in PK-12 settings, working with students, parents, and school personnel to address the academic, social, and emotional needs of students. Graduates of this program are prepared to apply brief counseling, child and adolescent development theories, and research to school practice. This program is informed by the American School Counseling Association (ASCA) National Model. Candidates must have access to pre-approved PK-12 schools to complete program requirements. This program includes 25 field experience hours, 100 practicum hours, and 600 internship hours, for a total of 725 hours.

Degree Requirements

SCN-501Ω	Introduction to Graduate Studies and Foundations of School Counseling	3 credits
CNL-505Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500Ω	Theories and Models of Counseling	3 credits
CNL-515Ω	Counseling Skills	3 credits
CNL-509Ω	Counseling the Culturally Diverse	3 credits
SCN-505Ω	Organization and Administration of a School Counseling Program	3 credits
SCN-600Ω	School Counseling Practicum	3 credits
CNL-520Ω	Group Counseling	3 credits
CNL-518Ω	Lifespan and Development	3 credits
SCN-510Ω	Counseling for College and Career	3 credits
SCN-605Ω	School Counseling Internship I	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CNL-540 Ω	Research Methods and Program Evaluation	3 credits
SCN-610 Ω	Contemporary Issues in School Counseling	3 credits
PCN-670 Ω	Development through Childhood and Adolescence	3 credits
PCN-673 Ω	Developmental Disabilities	3 credits
SCN-615 Ω	School Counseling Internship II	3 credits
PCN-672 Ω	Childhood and Adolescent Trauma	3 credits
PCN-671 Ω	Psychopathology and Treatment of Children and Adolescence	3 credits
SCN-620 Ω	Educational Tests and Measurements	3 credits
SCN-625 Ω	School Counseling Internship III	3 credits
Master of Education in School Counseling		60 credits
Total Practicum/Field Experience Hours		725 hours

Master of Public Administration with an Emphasis in Government and Policy

Grand Canyon University's Master of Public Administration with an Emphasis in Government and Policy program prepares students for careers in the public sector. The program is targeted at individuals working or desirous of finding employment in all levels of government, health care administration, and other quasi- and/or non-governmental organizations. The coursework gives students the opportunity to apply administrative skills in the areas of leadership, human capital development, policy, and governance within a public sector environment. Students will be challenged to identify and provide solutions for the unique issues facing public sector organizations today. This emphasis pays special attention to the government and policy fields.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
ADM-624	Public Governance	4 credits
ADM-530	Public and Nonprofit Administration	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
ADM-560	Influence, Power, and Politics in Public Administration	4 credits
ADM-620	Leading Public Organizations	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
ADM-634	Policy Studies	4 credits
ADM-614	Economics for Public Administrators	4 credits
ADM-640	Program Evaluation	4 credits
Master of Public Administration with an Emphasis in Government and Policy		38 credits

Master of Public Administration with an Emphasis in Health Care Management

Grand Canyon University's Master of Public Administration prepares students for careers in the public sector. The program is targeted at individuals working or desirous of finding employment in all levels of government, health care administration, and other quasi- and/or non-governmental organizations. The coursework gives students the opportunity to apply administrative skills in the areas of leadership, human capital development, policy, and governance within a public sector environment. Students will be challenged to identify and provide solutions for the unique issues facing public sector organizations today. This program offers two emphasis areas from which students can choose: health care management and government and policy.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
ADM-624	Public Governance	4 credits
ADM-530	Public and Nonprofit Administration	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
ADM-560	Influence, Power, and Politics in Public Administration	4 credits
ADM-620	Leading Public Organizations	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HCA-530	Health Care Policies and Economics	4 credits
ADM-645	Strategic Planning and Program Evaluation in Healthcare	4 credits
Master of Public Administration with an Emphasis in Health Care Management		38 credits

Master of Public Administration with an Emphasis in Nonprofit Management

Grand Canyon University's Master of Public Administration with an Emphasis in Nonprofit Management prepares students for careers in the public sector. The program is targeted at individuals working or desirous of finding employment in all levels of government and other not-for-profit organizations. The coursework gives students the opportunity to apply administrative skills in the areas of leadership, human capital development, policy, and governance within a public sector environment. Students will be challenged to identify and provide solutions for the unique issues facing public and nonprofit sector organizations today.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
ADM-624	Public Governance	4 credits
ADM-530	Public and Nonprofit Administration	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
ADM-560	Influence, Power, and Politics in Public Administration	4 credits
ADM-620	Leading Public Organizations	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
ADM-630	Introduction to Nonprofit and NGO Sector	4 credits
ADM-638	Fundamentals of Community Development	4 credits
ADM-641	Funding and Program Evaluation of Nonprofit Organizations	4 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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Master of Public Administration with an Emphasis in Nonprofit Management	38 credits

Master of Science in Addiction Counseling

The Master of Science in Addiction Counseling degree is designed to meet the needs of learners who wish to pursue careers as addiction counseling professionals. This degree prepares students to treat substance abuse\dependency disorders.

The demand for licensed addiction counselors is expected to grow in both the public and private sectors in the foreseeable future. A Master's degree is a required step for individuals seeking the highest level of licensing and/or certification in many states. Graduates from the GCU program of study are prepared to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Substance Abuse Counselor (LASAC)
- Licensed Independent Substance Abuse Counselor (LISAC).

Additionally, program graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state-to-state. It is the students' responsibility to check the licensing/certification requirements in their respective states.

Degree Requirements

UNV-502Ω	Introduction to Graduate Studies in the Health Sciences	2 credits
PCN-505	Professional Counseling Orientation and Ethics	3 credits
PCN-500	Counseling Theories	3 credits
PCN-501	Introduction to Addictions and Substance Use Disorders	3 credits
PCN-520	Group Counseling Theory and Practice	3 credits
PCN-509	Social and Cultural Diversity Issues in Counseling	3 credits
PCN-527	Psychopharmacology and Addictions	3 credits
PCN-529	Co-Occurring Disorders	3 credits
PCN-531	Family Issues and Addictive Disorders	3 credits
PCN-610	Diagnostics, Assessment, and Treatment	3 credits
PCN-535	Counseling Chemical Dependency Adolescents	3 credits
PCN-622AΩ	Pre-Practicum	2 credits
PCN-662AΩ	Practicum/Internship I	2 credits
Master of Science in Addiction Counseling		36 credits

Students who are Ohio residents must complete the Ohio-specific requirements to meet the standards for certification/licensure in that state, students must take the following courses:

PCN-518	Human Growth and Development	3 credits
PCN-540	Research Methods	3 credits
PCN-605	Psychopathology and Counseling	3 credits
PCN-622B	Pre-Practicum II	2 credits

Master of Science in Christian Counseling of Substance Use and Addictive Disorders

The Master of Science in Christian Counseling of Substance Use and Addictive Disorders degree is for learners who wish to pursue careers as addiction counseling professionals, treating individuals with substance abuse\dependency disorders and also able to integrate Christian principles into their counseling practice and to apply that knowledge in a counseling setting. With a master's in addiction counseling, graduates may be prepared to own and operate their own counseling clinic or work in a variety of settings including private practice, substance abuse clinics, group practices, and hospital settings. The demand for licensed addiction counselors is expected to grow in both the public and private sectors in the foreseeable future. A master's degree is a required step for individuals seeking the highest level of licensing and/or certification in many states.

The coursework that prepares students for licensure focuses on a variety of topics, including: theories of addiction, drug classification, assessment, and treatment; professional counseling orientation and ethics; counseling theories; group counseling theory and practice; social and cultural diversity issues in counseling; psychopharmacology theories of drug abuse, addiction, and treatment; psychiatric disorders in combination with an alcohol and/or drug abuse disorder; family issues and addictive disorders; diagnostics, assessment and treatment; and counseling chemically dependent adolescents.

Dispersed throughout the curriculum, the student will also take a number of courses that integrate a Christ-centered approach to emotional health, a foundational study of the integration of counseling theory and Christian thought, and a study of spiritual formation, thereby providing supplemental study of spiritual growth for the counselor in life and practice.

A pre-practicum or supervised field work experience concludes the program, under the supervision of a faculty member. Following the pre-practicum, students take part in a supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting.

Graduates from the Grand Canyon University Master of Science in Addiction Counseling program are prepared to meet the academic requirements for licensure in Arizona as a Licensed Associate Substance Abuse Counselor (LASAC) OR a Licensed Independent Substance Abuse Counselor (LISAC). Additionally, program graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state-to-state. It is the students' responsibility to check the licensing/certification requirements in their respective states.

Degree Requirements

UNV-502Ω	Introduction to Graduate Studies in the Health Sciences	2 credits
PCN-501	Introduction to Addictions and Substance Use Disorders	3 credits
PCN-505	Professional Counseling Orientation and Ethics	3 credits
PCN-500	Counseling Theories	3 credits
PCN-520	Group Counseling Theory and Practice	3 credits

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PCN-509	Social and Cultural Diversity Issues in Counseling	3 credits
CCN-601	Biblical Foundations for Counselors: The Story of God	3 credits
CCN-650	Spiritual Formation: Becoming a Healthy Practitioner	3 credits
PCN-527	Psychopharmacology and Addictions	3 credits
PCN-529	Co-occurring Disorders	3 credits
CCN-655	Biblical Concepts-Healthy Relationships: Forgiveness & Healthy Spirituality	3 credits
PCN-531	Family Issues and Addictive Disorders	3 credits
PCN-610	Diagnostics, Assessment, and Treatment	3 credits
CCN-675	Integration of Scripture With Counseling Theory	3 credits
PCN-535	Counseling Chemical Dependency Adolescents	3 credits
PCN-622A Ω	Pre-Practicum	2 credits
PCN-662A Ω	Practicum/Internship I	2 credits
Master of Science in Christian Counseling of Substance Use and Addictive Disorders		48 credits

Master of Science in Clinical Mental Health Counseling

Grand Canyon University's Master of Science in Clinical Mental Health Counseling program is designed for students interested in becoming professional counselors. The program's courses were chosen to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by the Arizona Board of Behavioral Health Examiners. A master's degree in counseling is a required step in all 50 states for individuals seeking to become a licensed counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a: • Licensed Associate Counselor (LAC) • Licensed Professional Counselor (LPC) Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective state.

Degree Requirements

UNV-508 Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 Ω	Theories and Models of Counseling	3 credits
CNL-501 Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 Ω	Counseling Skills	3 credits
CNL-509 Ω	Counseling the Culturally Diverse	3 credits
CNL-520 Ω	Group Counseling	3 credits
CNL-527 Ω	Principles of Psychopharmacology	3 credits
CNL-530 Ω	Human Sexuality and Issues of Aging	3 credits
CNL-518 Ω	Lifespan and Development	3 credits
CNL-521 Ω	Counseling Couples and Families	3 credits
CNL-545 Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 Ω	Career Counseling	3 credits
CNL-540 Ω	Research Methods and Program Evaluation	3 credits
CNL-610 Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CNL-605 Ω	Psychopathology	3 credits
CNL-644 Ω	Assessment of Mental and Emotional Health Status	2 credits
CNL-624 Ω	Counseling Practicum	2 credits
CNL-664A Ω	Counseling Internship I	4 credits
CNL-664B Ω	Counseling Internship II	4 credits
Master of Science in Clinical Mental Health Counseling		62 credits

Students who are Florida, Indiana, Nevada, or Utah residents must complete the Florida, Indiana, Nevada, or Utah specific requirements to meet the standards for certification/licensure in that state. Students must additionally take the following course

CNL-664C Ω	Counseling Internship III	1 credit

Master of Science in Clinical Mental Health Counseling with an Emphasis in Childhood and Adolescence Disorders

Grand Canyon University's Master of Science in Clinical Mental Health Counseling with an Emphasis in Childhood and Adolescence Disorders program is designed for students interested in becoming professional counselors. The program provides students with the knowledge and skills necessary to identify, assess, and address childhood- and adolescence-related disorders, developmental issues, child-parent-related issues, school and family life, and disorders specified in the DSM. The program's courses were selected to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by Arizona Board of Behavioral Health Examiners. Students are provided with comprehensive training to achieve national certification and licensure in Arizona as a licensed counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a: • Licensed Associate Counselor (LAC) • Licensed Professional Counselor (LPC) Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective state.

Degree Requirements

UNV-508 Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 Ω	Theories and Models of Counseling	3 credits
CNL-501 Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 Ω	Counseling Skills	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CNL-509 Ω	Counseling the Culturally Diverse	3 credits
CNL-520 Ω	Group Counseling	3 credits
CNL-527 Ω	Principles of Psychopharmacology	3 credits
CNL-530 Ω	Human Sexuality and Issues of Aging	3 credits
CNL-518 Ω	Lifespan and Development	3 credits
CNL-521 Ω	Counseling Couples and Families	3 credits
CNL-545 Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 Ω	Career Counseling	3 credits
CNL-540 Ω	Research Methods and Program Evaluation	3 credits
CNL-610 Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CNL-605 Ω	Psychopathology	3 credits
CNL-644 Ω	Assessment of Mental and Emotional Health Status	2 credits
PCN-670	Development through Childhood and Adolescence	3 credits
PCN-673	Developmental Disabilities	3 credits
PCN-672	Childhood and Adolescent Trauma	3 credits
PCN-671	Psychopathology and Treatment of Children and Adolescence	3 credits
CNL-624 Ω	Counseling Practicum	2 credits
CNL-664A Ω	Counseling Internship I	4 credits
CNL-664B Ω	Counseling Internship II	4 credits
Master of Science in Clinical Mental Health Counseling with an Emphasis in Childhood and Adolescence Disorders		74 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Christian Counseling

Grand Canyon University's Master of Science in Clinical Mental Health Counseling with an Emphasis in Christian Counseling program is designed for students interested in becoming professional counselors who are able to integrate Christian principles into their counseling practice and to apply that knowledge in a counseling setting. The program provides students with the knowledge and skills necessary for counseling clients experiencing a variety of psychological, social, behavioral, and emotional issues. This program is designed to prepare students for careers as clinical mental health counselors. Graduates may also be qualified to provide counseling services to clients with substance use issues and marital and family issues. Students will take a number of courses that integrate a Christ-centered approach to emotional health, a foundational study of the integration of counseling theory and Christian thought, and a study of spiritual formation, thereby providing a supplemental study of spiritual growth for the counselor in life and practice. The program's courses were selected to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by Arizona Board of Behavioral Health Examiners. A master's degree in counseling is a required step in all 50 states, for individuals seeking to become a licensed counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a: • Licensed Associate Counselor (LAC) • Licensed Professional Counselor (LPC) Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective states.

Degree Requirements

UNV-508 Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 Ω	Theories and Models of Counseling	3 credits
CNL-501 Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 Ω	Counseling Skills	3 credits
CNL-509 Ω	Counseling the Culturally Diverse	3 credits
CNL-520 Ω	Group Counseling	3 credits
CNL-527 Ω	Principles of Psychopharmacology	3 credits
CNL-530 Ω	Human Sexuality and Issues of Aging	3 credits
CNL-518 Ω	Lifespan and Development	3 credits
CNL-521 Ω	Counseling Couples and Families	3 credits
CNL-545 Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 Ω	Career Counseling	3 credits
CNL-540 Ω	Research Methods and Program Evaluation	3 credits
CNL-610 Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CNL-605 Ω	Psychopathology	3 credits
CNL-644 Ω	Assessment of Mental and Emotional Health Status	2 credits
CCN-601	Biblical Foundations for Counselors: The Story of God	3 credits
CCN-650	Spiritual Formation: Becoming a Healthy Practitioner	3 credits
CCN-655	Biblical Concepts-Healthy Relationships: Forgiveness & Healthy Spirituality	3 credits
CCN-675	Integration of Scripture with Counseling Theory	3 credits
CNL-624 Ω	Counseling Practicum	2 credits
CNL-664A Ω	Counseling Internship I	4 credits
CNL-664B Ω	Counseling Internship II	4 credits
Master of Science in Clinical Mental Health Counseling with an Emphasis in Christian Counseling		74 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Marriage and Family Therapy

Grand Canyon University's Master of Science in Clinical Mental Health Counseling with an Emphasis in Marriage and Family

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Therapy program is designed for students interested in becoming professional counselors. The program provides students with the knowledge and skills necessary to identify, assess, and address marriage- and family-related issues, including, but not limited to, communication issues, parent-child relationship, different family dynamics, and couple's issues. The program's courses were selected to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by Arizona Board of Behavioral Health Examiners. Students are provided with comprehensive training to achieve national certification and licensure in Arizona as a licensed counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a: • Licensed Associate Counselor (LAC) • Licensed Professional Counselor (LPC) This degree does not lead to marriage and family licensure. Students are encouraged to review their marriage and family board licensure to see licensure requirements.

Degree Requirements

UNV-508 Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 Ω	Theories and Models of Counseling	3 credits
CNL-501 Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 Ω	Counseling Skills	3 credits
CNL-509 Ω	Counseling the Culturally Diverse	3 credits
CNL-520 Ω	Group Counseling	3 credits
CNL-527 Ω	Principles of Psychopharmacology	3 credits
CNL-530 Ω	Human Sexuality and Issues of Aging	3 credits
CNL-518 Ω	Lifespan and Development	3 credits
CNL-521 Ω	Counseling Couples and Families	3 credits
CNL-545 Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 Ω	Career Counseling	3 credits
CNL-540 Ω	Research Methods and Program Evaluation	3 credits
CNL-610 Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CNL-605 Ω	Psychopathology	3 credits
CNL-644 Ω	Assessment of Mental and Emotional Health Status	2 credits
MFT-526	Advanced Family Systems Theory	3 credits
MFT-621	Couples and Family Dynamics: Systemic Perspectives	3 credits
MFT-620	Diversity in Family Systems	3 credits
MFT-532	Family Systems and Addictive Disorders	3 credits
CNL-624 Ω	Counseling Practicum	2 credits
CNL-664A Ω	Counseling Internship I	4 credits
CNL-664B Ω	Counseling Internship II	4 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Marriage and Family Therapy — 74 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Trauma

Grand Canyon University's Master of Science in Clinical Mental Health Counseling with an Emphasis in Trauma program is designed for students interested in becoming professional counselors. The program prepares students to understand, assess, and treat developmental, childhood, and adulthood trauma-related disorders. This program offers students an exhaustive study of human behavior and trauma-informed care. The program's courses were selected to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by Arizona Board of Behavioral Health Examiners. Students are provided with comprehensive training to achieve national certification and licensure in Arizona as a Licensed Professional Counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a: • Licensed Associate Counselor (LAC) • Licensed Professional Counselor (LPC) Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective state.

Degree Requirements

UNV-508 Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 Ω	Theories and Models of Counseling	3 credits
CNL-501 Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 Ω	Counseling Skills	3 credits
CNL-509 Ω	Counseling the Culturally Diverse	3 credits
CNL-520 Ω	Group Counseling	3 credits
CNL-527 Ω	Principles of Psychopharmacology	3 credits
CNL-530 Ω	Human Sexuality and Issues of Aging	3 credits
CNL-518 Ω	Lifespan and Development	3 credits
CNL-521 Ω	Counseling Couples and Families	3 credits
CNL-545 Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 Ω	Career Counseling	3 credits
CNL-540 Ω	Research Methods and Program Evaluation	3 credits
CNL-610 Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CNL-605 Ω	Psychopathology	3 credits
CNL-644 Ω	Assessment of Mental and Emotional Health Status	2 credits
PCN-680	Theoretical Foundations of Trauma Assessment, Diagnosis, and Treatment	3 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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PCN-682	Relational Trauma: History and Treatment Issues	3 credits
PCN-683	Working with Developmental Trauma	3 credits
PCN-681	Community and Global Disaster Response	3 credits
CNL-624 Ω	Counseling Practicum	2 credits
CNL-664A Ω	Counseling Internship I	4 credits
CNL-664B Ω	Counseling Internship II	4 credits
Master of Science in Clinical Mental Health Counseling with an Emphasis in Trauma		74 credits

Master of Science in Criminal Justice with an Emphasis in Law Enforcement

Grand Canyon University's Master of Science in Criminal Justice with an Emphasis in Law Enforcement is designed for students seeking to expand their understanding of the law, social order, and justice. This program is particularly suited to law enforcement personnel who wish to advance in their field, as well as corrections, probation, and parole officers; law clerks; and other decision makers who address questions of public policy, social research, and administration of justice in the public sphere. The application of strategic planning and funding initiatives for justice organizations is also emphasized.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
JUS-506	Criminal Behavior Analysis	4 credits
JUS-620	Exploration of Law and Public Policy	4 credits
JUS-522	Ethics and Decision Making	4 credits
JUS-510	Research Methods	4 credits
JUS-515	Organizational Behavior and Leadership	4 credits
JUS-632	Crime Prevention and Public Relations	4 credits
JUS-636	Crime Analysis and Case Management	4 credits
JUS-640	Advanced Crime Analysis	4 credits
JUS-650	Strategic Analysis and Organizational Planning	4 credits
Master of Science in Criminal Justice with an Emphasis in Law Enforcement		38 credits

Master of Science in Criminal Justice with an Emphasis in Legal Studies

Grand Canyon University's Master of Science in Criminal Justice with an Emphasis in Legal Studies is designed for students seeking to expand their understanding of the law, social order, and justice. This program is particularly suited to law enforcement personnel and other decision makers who address questions of public policy, social research, and administration of justice in the public sphere. This program also prepares students to work with legal concepts where in-depth analysis of law is required.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
JUS-506	Criminal Behavior Analysis	4 credits
JUS-620	Exploration of Law and Public Policy	4 credits
JUS-522	Ethics and Decision Making	4 credits
JUS-510	Research Methods	4 credits
JUS-515	Organizational Behavior and Leadership	4 credits
JUS-631	Exploration of Constitutional Criminal Law	4 credits
JUS-635	Legal Research	4 credits
JUS-641	Legal Communication	4 credits
JUS-655	Strategies for Funding and Effective Consulting	4 credits
Master of Science in Criminal Justice with an Emphasis in Legal Studies		38 credits

Master of Science in Mental Health and Wellness

Grand Canyon University's Master of Science in Mental Health and Wellness degree exposes students to the influence of biological factors, life experience, and family history on mental health and wellness. This degree also allows students to explore areas of human nature, including cognitive, biopsychosocial, and spiritual factors, and social motivations. Students explore concepts of leadership, culture, advocacy, ethics, human development, and psychopathology. Students also become familiar with research and best practices of mental health and wellness as it relates to human resiliency, recovery, and daily functioning. This degree does not lead to licensure.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
PSY-650	Human Development	4 credits
MHW-520	Group Dynamics	4 credits
PSY-664	Community Health	4 credits
MHW-630	Documentation, Research, and Information Literacy in Mental Health and Wellness	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649 Ω	Mental Health and Wellness Capstone	4 credits
Master of Science in Mental Health and Wellness		34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Christian Ministry

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Christian Ministry offers a foundation in biblical knowledge and theological wisdom to serve individuals who are seeking support and encouragement within a Christian framework. Students develop a deep understanding of the gospel to discuss relevant issues from a Christian perspective. This includes an exploration of spiritual health, growth, and character development for the caregiver in life and practice. They explore human nature, including cognitive, behavioral, interpersonal, mental, social, and spiritual

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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motivations. Students also become familiar with research and best practices of mental health and wellness as it relates to human resiliency, recovery, and daily functioning. This degree does not lead to licensure.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
MHW-511	Mental Health, the Biblical Narrative, and Christian Theology	4 credits
MHW-521	Integrating Psychology and Christian Theology	4 credits
MHW-631	Spiritual Formation, Identity, and Wellness	4 credits
MHW-641	Mental Health Issues in Ministry	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649Ω	Mental Health and Wellness Capstone	4 credits
Master of Science in Mental Health and Wellness with an Emphasis in Christian Ministry		34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Community Mental Health Administration

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Community Mental Health Administration is designed for students interested in learning program planning and development, including policies and procedures, working with budgets, and learning leadership skills to apply in an administration role. Students who obtain this degree may be prepared to work in churches, hospitals, community-based organizations, and settings that provide social services. This degree also allows students to integrate mental health and wellness principles in a leadership role. Students explore concepts of effective communication, motivation, supervisory skills, culture, advocacy, ethics, and personal and professional development. Students also become familiar with research and best practices of mental health and wellness in an administration role. This degree does not lead to licensure.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
ADM-624	Public Governance	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
ADM-614	Economics for Public Administrators	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649Ω	Mental Health and Wellness Capstone	4 credits
Master of Science in Mental Health and Wellness with an Emphasis in Community Mental Health Administration		34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Family Dynamics

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Family Dynamics is designed for those students who would like to work with families and various community settings, promoting mental health and wellness. Students who obtain this degree may be prepared to work in schools, churches, hospitals, community-based organizations, and settings that provide comprehensive children and family services. This degree also allows students to explore areas of human nature, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, family dynamics, and social motivations. Students explore concepts of culture, advocacy, ethics, human development, and psychopathology. Students also become familiar with research and best practices of mental health and wellness as it relates to family dynamics and systems. This degree does not lead to licensure.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
MHW-512	Introduction to Family Dynamics & Systems	4 credits
MHW-522	Family Development	4 credits
MHW-632	Parenting	4 credits
MHW-642	Families in Contemporary Society	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649Ω	Mental Health and Wellness Capstone	4 credits
Master of Science in Mental Health and Wellness with an Emphasis in Family Dynamics		34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Grief and Bereavement

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Grief and Bereavement is designed to allow students to gain knowledge and understanding of dying, death, loss, and bereavement within the context of mental health and wellness. Students who obtain this degree may be prepared to work in hospice, churches, hospitals, community-based organizations, and settings that provide comprehensive grief and bereavement services. This degree also allows students to explore areas of human nature, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, family, and social dynamics. Students explore concepts of culture, advocacy, ethics, human development, and psychopathology as they relate to loss and bereavement. Students also become familiar with research and best practices of mental health and wellness when working with the bereaved. This degree does not lead to licensure.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
MHW-513	Grief and Bereavement Theory and Practice	4 credits
MHW-523	Journey of the Bereaved	4 credits
PSY-631	Death and Dying	4 credits
MHW-643	Death & Dying: The Influences of Cultural, Spiritual & Sociological Factors	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649Ω	Mental Health and Wellness Capstone	4 credits
Master of Science in Mental Health and Wellness with an Emphasis in Grief and Bereavement		34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Integrated Health

Grand Canyon University's Master of Science in Mental Health and Wellness with an Emphasis in Integrated Health program introduces students to theory, knowledge, and appropriate strategies utilized within the field of integrated healthcare practices. In this program, students discuss integrated health program assessment, development, and implementation and are exposed to the therapeutic relationship between patients and practitioners. This program prepares students to assist, promote, and advocate for patient accessibility within integrated health services. Students explore areas of human nature, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, and social motivations. Students explore concepts of culture diversity, advocacy, ethics, human development, and the connection between mental and physical health. Students become familiar with research and best practices of mental health and wellness as it relates to human resiliency, recovery, and functioning within an integrated health focused environment. This degree does not lead to licensure.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
PSY-662	Health and Wellness	4 credits
MHW-630	Documentation, Research, & Information Literacy in Mental Health & Wellness	4 credits
MHW-642	Families in Contemporary Society	4 credits
MHW-644	Community Program Development, Implementation, and Evaluation	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649Ω	Mental Health and Wellness Capstone	4 credits
Master of Science in Mental Health and Wellness with an Emphasis in Integrated Health		34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Prevention

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Prevention is designed for those students who would like to promote prevention through a variety of modalities within mental health and wellness. Students who obtain this degree may be prepared to work in schools, churches, hospitals, community-based organizations, and settings that provide comprehensive prevention services. This degree also allows students to explore areas of human nature, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, and social motivations. Students explore concepts of culture, advocacy, ethics, human development, and psychopathology. Students also become familiar with research and best practices of mental health and wellness as it relates to the promotion of health and wellness, human resiliency, recovery, and functioning. This degree does not lead to licensure.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
MHW-514	Introduction to Prevention Science	4 credits
MHW-524	Prevention Throughout the Lifespan	4 credits
MHW-634	Specific Prevention Topics	4 credits
MHW-644	Community Program Development, Implementation, and Evaluation	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649Ω	Mental Health and Wellness Capstone	4 credits
Master of Science in Mental Health and Wellness with an Emphasis in Prevention		34 credits

Master of Science in Psychology with an Emphasis in Forensic Psychology

The Master of Science in Psychology with an Emphasis in Forensic Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The program provides a comprehensive, rigorous, and analytic study of crime and society's responses to it. A focus is placed on the application of theory and research methods in the development of initiatives, policies, and practice. Students will develop a strong understanding and development of criminal justice ethics, issues of diversity, critical thinking, analytic, and leadership skills.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-620	Theories of Criminal Behavior	4 credits
PSY-621	Psychology and the Legal System	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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PSY-520	Graduate Statistics	4 credits
PSY-550 Ω	Research Methods	4 credits
PSY-622	Psychopathology of Crime	4 credits
PSY-623	Offender Rehabilitation and Reintegration	4 credits
PSY-693 Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in Forensic Psychology		36 credits

Master of Science in Psychology with an Emphasis in General Psychology

The Master of Science in Psychology with an Emphasis in General Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology or related fields. Masters in psychology graduates seek careers working in a variety of settings including non-profit and for profit organizations. With a focus on the development of critical thinking and leadership qualities, graduates can impact others through leadership, action research, and introduction of programmatic community changes whether they are acting from the perspective of teachers, practitioners, or researchers. This program focuses on topics that include: contemporary and ethical issues in psychology; learning, cognition, and motivation; statistics; human development; research methods; health psychology; social and cultural psychology; and psychopathology. The program concludes with a capstone course that involves a research proposal.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-560	Learning, Cognition, and Motivation	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-650	Human Development	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-660	Health Psychology	4 credits
PSY-550	Research Methods	4 credits
PSY-570	Psychopathology	4 credits
PSY-693 Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in General Psychology		36 credits

Master of Science in Psychology with an Emphasis in GeroPsychology

The Master of Science in Psychology with an Emphasis in GeroPsychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Geropsychology is a specialized field in psychology focusing on psychological and neurological aspects of aging. Student pursuing a Master's degree with an emphasis in geropsychology will apply theory and research practices to lead and influence change psychological care provided to the elderly. Exploration between the body and the mind will be explored so that interventions can be presented, which will inspire positive change. Topics of focus will include assisting aging adults to cope with anxiety, depression, and physical debilities associated with the process of aging. Graduates will be prepared to conduct research on diseases related to aging such as dementia.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-630	Sociology of Aging	4 credits
PSY-631	Death and Dying	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-550 Ω	Research Methods	4 credits
PSY-632	Physical Health and the Biology of Aging	4 credits
PSY-633	Psychological, and Emotional, and Spiritual Aspects of Aging	4 credits
PSY-693 Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in GeroPsychology		36 credits

Master of Science in Psychology with an Emphasis in Health Psychology

The Master of Science in Psychology with an Emphasis in Health Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The Master's degree with an emphasis in health psychology focuses on psychological, biological and social factors influencing health and illness. Students pursuing a Master's degree with an emphasis in Health Psychology will assist individuals or groups in preventing illness and promoting healthy behaviors. Theory and research practices will be presented to prepare graduates to lead and influence change health among diverse communities. Exploration between the body and the mind will be explored so that interventions can be presented which will inspire positive change. Stress, nutrition, complementary and alternative medical approaches, eating disorders, medical compliance, and pain management are topics of interest, which will be explored in regards to how they affect health and illness. Graduates will be prepared to conduct research and work in a variety of settings including hospitals, universities, private corporations, government settings, private agencies, and health care clinics.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-661	Promotion of Health Behaviors	4 credits
PSY-662	Health and Wellness	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-550 Ω	Research Methods	4 credits
PSY-664	Community Health	4 credits
PSY-663	Future of Health Psychology	4 credits
PSY-693 Ω	Professional Capstone	2 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Master of Science in Psychology with an Emphasis in Health Psychology	36 credits

Master of Science in Psychology with an Emphasis in Human Factors Psychology

The Master of Science in Psychology with an Emphasis in Human Factors Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Human Factors Psychology is the merging of the fields of psychology and engineering. It is the scientific discipline concerned with the understanding of interactions among humans and other elements of a system. This profession applies research, theory, principles, data, and other methods to design in order to optimize overall system performance. This field strives to make technology easier and safer for people to use and to improve everyday life. Areas that Human Factors Psychologist's specialize in include; human computer interaction, usability, user experience design and product design. Individuals in Human Factors work in a variety of settings including government, all branches of the armed services, universities, and private technology driven companies, specializing in hardware and software product and systems.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-580	Foundations of Human Factors	4 credits
PSY-581	Sensation and Perception	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-550Ω	Research Methods	4 credits
PSY-582	Software	4 credits
PSY-583	Cognition	4 credits
PSY-693Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in Human Factors Psychology		36 credits

Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology

The Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Though the work environments and job titles vary widely, oftentimes individuals with a degree in industrial and organizational psychology pursue careers as consultants and academicians.

In the master's in industrial organizational psychology program, students will study the principles of psychology in order to gain an understanding of why people act the way they do in the workplace, allowing them to better predict employer behavior. A strong focus is placed on producing usable data regarding workplace performance in order to offer recommendations to management.

Other topics included in the Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology are: contemporary and ethical issues in psychology, industrial/organizational psychology, statistics, organizational behavior and development, research methods, strategies for effective leadership and consultation, social and cultural psychology, and principles of personnel and human resource management.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-565	Industrial/Organizational Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-575	Organizational Behavior and Development	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-655	Strategies for Effective Leadership and Consultation	4 credits
PSY-550	Research Methods	4 credits
PSY-665	Principles of Personnel and Human Resource Management	4 credits
PSY-693Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology		36 credits

Master of Science in Psychology with an Emphasis in Life Coaching

The Master of Science in Psychology with an Emphasis in Life Coaching is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Life Coaching is an emerging field that involves and integrates areas of sociology, psychology and counseling. Student's pursuing a Master's degree in Psychology with an emphasis in Life Coaching will learn the skills necessary to assist others in facilitating change in their lives and include techniques and strategies related to helping others fulfill their personal and professional potential. Employment prospects in this area include working with a range of diverse individuals, groups and professional organizations. Building a business, utilizing resources to change careers, learning to create and sustain balance in one's life as well as growing and enhancing motivation levels are just a few of themes that a graduate from this program will master. Important topics in this field of study include advanced rapport building and communication strategies, identifying maladaptive cognitions, exploration of theories and models of effective leadership, interviewing and observational techniques as well as data analysis. The program prepares graduates for a non-licensed, helping profession beyond completion of the program.

Degree Requirements

UNV-503Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-610	Introduction to Coaching	4 credits
PSY-611	Individual Coaching	4 credits
PSY-520	Graduate Statistics	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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PSY-550	Research Methods	4 credits
PSY-612	Business and Organization Coaching	4 credits
PSY-613	Assessment/Facilitation	4 credits
PSY-693 Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in Life Coaching		36 credits

Master of Science in Sociology with an Emphasis in Education

Grand Canyon University's Master of Science in Sociology with an Emphasis in Education prepares students for teaching undergraduate courses at the 2-year or 4-year institution in both ground and online modalities. Balancing sociology content with pedagogy and classroom techniques, this unique program offers a pathway to obtaining advanced training in the field of sociology while satisfying the requirements for ongoing professional development. Graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the post-secondary level.

Degree Requirements

UNV-503 Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
SOC-502	Sociology Today	4 credits
SOC-500	Social Theory	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
SOC-505	Sociology of the Family	4 credits
SOC-510	Stratification from Global Perspectives	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
SOC-515	Social Change and Development	4 credits
SOC-520	Sociology and Pedagogy in the University	4 credits
Master of Science in Sociology with an Emphasis in Education		34 credits

Master of Social Work

Grand Canyon University's Master of Social Work (MSW) program is designed to prepare students to gain knowledge and skills to apply social work principles, values, and ethics when working with individuals, families, and communities on various social and behavioral health issues with an Advanced Generalist Social Work practice focus. Students in the MSW Program are prepared to actively engage in social justice issues affecting diverse individuals, families, communities, and organizations, employing evidence-based practice, strategies, and interventions. This program has been developed, adhering to the social work standards and competencies established by the Council on Social Work Education (CSWE).

Degree Requirements

UNV-510Ω	Introduction to Graduate Studies in Social Work	2 credits
SWK-516Ω	Human Behavior in the Social Environment I	3 credits
SWK-520Ω	Social Welfare Policy and Services	3 credits
SWK-525Ω	Generalist Social Work Practice I: Working With Individuals and Systems	3 credits
SWK-530Ω	Diversity and Social Justice in Social Work	3 credits
SWK-535Ω	Field Instruction I	4 credits
SWK-541Ω	Human Behavior in the Social Environment II	3 credits
SWK-545Ω	Generalist Social Work Practice II: Groups, Communities, and Organizations	3 creidts
SWK-550Ω	Field Instruction II	4 credits
SWK-555Ω	Methods of Research in Social Work I	3 credits
SWK-600Ω	Psychopathology and the Role of the Social Worker	3 credits
SWK-601Ω	Social Work Advocacy	3 credits
SWK-610Ω	Advanced Social Work Practice Skills I: Individuals and Families	3 credits
SWK-620Ω	Field Instruction III	4 credits
SWK-625Ω	Evidence Based Practice in Social Work	3 credits
SWK-640Ω	Advanced Social Work Practice Skills II: Groups	3 credits
SWK-641Ω	Advanced Social Work Practice Skills III: Organizations and Communities	3 credits
SWK-635Ω	Field Instruction IV	4 credits
SWK-645Ω	Methods of Research in Social Work II	3 credits
SWK-690Ω	Social Work Capstone	2 credits
Master of Social Work		62 credits

Master of Social Work (Advanced Standing)

Grand Canyon University's Master of Social Work (MSW) (Advanced Standing) program is a specialized, Advanced Generalist program for students who have completed a Bachelor of Social Work (BSW) degree from a Council on Social Work Education (CSWE) accredited program. The MSW (Advanced Standing) program is designed to build upon the knowledge and skills developed during the BSW education and applies advanced application of social work theory, practice, and social work ethics when working with individuals, families, groups, organizations, and communities on various social and behavioral health issues. Students in the MSW (Advanced Standing) program will be prepared to actively engage in social justice issues affecting each system level, employing evidence-based practice strategies and interventions through this Advanced Generalist specialization. This program has been developed, adhering to the social work standards and competencies established by the CSWE.

Degree Requirements

UNV-605Ω	Introduction to Graduate Studies in Advanced Standing Social Work	2 credits
SWK-600Ω	Psychopathology and the Role of the Social Worker	3 credits
SWK-601Ω	Social Work Advocacy	3 credits
SWK-610Ω	Advanced Social Work Practice Skills I: Individuals and Families	3 credits
SWK-621Ω	Advanced Standing Field Instruction I	4 credits

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SWK-625Ω	Evidence Based Practice in Social Work	3 credits
SWK-640Ω	Advanced Social Work Practice Skills II: Groups	3 credits
SWK-641Ω	Advanced Social Work Practice Skills III: Organizations and Communities	3 credits
SWK-636Ω	Advanced Standing Field Instruction II	4 credits
SWK-645Ω	Methods of Research in Social Work II	3 credits
SWK-690Ω	Social Work Capstone	2 credits
Master of Social Work (Advanced Standing)		33 credits

Graduate Certificate of Completion in Christian Counseling

Grand Canyon University's Graduate Certificate of Completion in Christian Counseling offers an introduction to counseling theory within a Christian worldview. Students will take courses that integrate a Christ-centered approach to emotional and behavioral health difficulties. This certificate introduces students to the counseling field, which includes the integration of counseling theory, Christian worldview, and the study of spiritual formation. This certificate also offers an exploration of spiritual health for the helping professional. This certificate does not lead to certification or licensure.

Degree Requirements

CCN-601	Biblical Foundations for Counselors: The Story of God	3 credits
CCN-650	Spiritual Formation: Becoming a Healthy Practitioner	3 credits
CCN-655	Biblical Concepts-Healthy Relationships: Forgiveness & Healthy Spirituality	3 credits
CCN-675	Integration of Scripture with Counseling Theory	3 credits
Graduate Certificate of Completion in Christian Counseling		12 credits

Graduate Certificate of Completion in Forensic Psychology

The Graduate Certificate of Completion in Forensic Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The program provides a comprehensive, rigorous, and analytic study of crime and society's responses to it. A focus is placed on the application of theory and research methods in the development of initiatives, policies, and practice. Students will develop a strong understanding and development of criminal justice ethics, issues of diversity, critical thinking, analytic, and leadership skills.

Degree Requirements

PSY-620	Theories of Criminal Behavior	4 credits
PSY-621	Psychology and the Legal System	4 credits
PSY-622	Psychopathology of Crime	4 credits
PSY-623	Offender Rehabilitation and Reintegration	4 credits
Graduate Certificate of Completion in Forensic Psychology		16 credits

Graduate Certificate of Completion in GeroPsychology

The Graduate Certificate of Completion in GeroPsychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. GeroPsychology is a specialized field in psychology focusing on psychological and neurological aspects of aging. Student pursuing a graduate-level certificate in geropsychology will apply theory and research practices to lead and influence change psychological care provided to the elderly. Exploration between the body and the mind will be explored so that interventions can be presented, which will inspire positive change. Topics of focus will include assisting aging adults to cope with anxiety, depression, and physical debilities associated with the process of aging. Graduates will be prepared to conduct research on diseases related to aging such as dementia.

Degree Requirements

PSY-630	Sociology of Aging	4 credits
PSY-631	Death and Dying	4 credits
PSY-632	Physical Health and the Biology of the Aging	4 credits
PSY-633	Psychological, and Emotional, and Spiritual Aspects of Aging	4 credits
Graduate Certificate of Completion in GeroPsychology		16 credits

Graduate Certificate of Completion in Health Psychology

The Graduate Certificate of Completion in Health Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The certificate program focuses on psychological, biological and social factors influencing health and illness. Students pursuing a graduate-level certificate will assist individuals or groups in preventing illness and promoting healthy behaviors. Theory and research practices will be presented to prepare graduates to lead and influence change health among diverse communities. Exploration between the body and the mind will be explored so that interventions can be presented which will inspire positive change. Stress, nutrition, complementary and alternative medical approaches, eating disorders, medical compliance, and pain management are topics of interest, which will be explored in regards to how they affect health and illness. Graduates will be prepared to conduct research and work in a variety of settings including hospitals, universities, private corporations, government settings, private agencies, and health care clinics.

Degree Requirements

PSY-661	Promotion of Health Behaviors	4 credits
PSY-662	Health and Wellness	4 credits
PSY-664	Community Health	4 credits
PSY-663	Future of Health Psychology	4 credits
Graduate Certificate of Completion in Health Psychology		16 credits

Graduate Certificate of Completion in Human Factors Psychology

The Graduate Certificate of Completion in Human Factors Psychology is a program designed for individuals who desire

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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promotion and/or continued academic exposure in the field of psychology. Human Factors Psychology is the merging of the fields of psychology and engineering. It is the scientific discipline concerned with the understanding of interactions among humans and other elements of a system. This profession applies research, theory, principles, data, and other methods to design in order to optimize overall system performance. This field strives to make technology easier and safer for people to use and to improve everyday life. Areas that Human Factors Psychologist's specialize in include; human computer interaction, usability, user experience design and product design. Individuals in Human Factors work in a variety of settings including government, all branches of the armed services, universities, and private technology driven companies, specializing in hardware and software product and systems.

Degree Requirements

PSY-580	Foundations of Human Factors	4 credits
PSY-581	Sensation and Perception	4 credits
PSY-582	Software	4 credits
PSY-583	Cognition	4 credits
Graduate Certificate of Completion in Human Factors Psychology		16 credits

Graduate Certificate of Completion in Industrial and Organizational Psychology

The Graduate Certificate of Completion in Industrial and Organizational Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Though the work environments and job titles vary widely, oftentimes individuals with a certificate in industrial and organizational psychology pursue careers as consultants and academicians.

In the graduate certificate of completion in industrial organizational psychology program, students will study the principles of psychology in order to gain an understanding of why people act the way they do in the workplace, allowing them to better predict employer behavior. A strong focus is placed on producing usable data regarding workplace performance in order to offer recommendations to management.

Degree Requirements

PSY-565	Principles of Industrial and Organizational Psychology	4 credits
PSY-575	Organizational Behavior and Development	4 credits
PSY-655	Strategies for Effective Leadership and Consultation	4 credits
PSY-665	Principles of Personnel and Human Resource Management	4 credits
Graduate Certificate of Completion in Industrial and Organizational Psychology		16 credits

Graduate Certificate of Completion in Life Coaching

The Graduate Certificate of Completion in Life Coaching is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Life Coaching is an emerging field that involves and integrates areas of sociology, psychology and counseling. Student's pursuing a graduate certificate in Life Coaching will learn the skills necessary to assist others in facilitating change in their lives and include techniques and strategies related to helping others fulfill their personal and professional potential. Employment prospects in this area include working with a range of diverse individuals, groups and professional organizations. Building a business, utilizing resources to change careers, learning to create and sustain balance in one's life as well as growing and enhancing motivation levels are just a few of themes that a graduate from this program will master. Important topics in this field of study include advanced rapport building and communication strategies, identifying maladaptive cognitions, exploration of theories and models of effective leadership, interviewing and observational techniques as well as data analysis. The program prepares graduates for a non-licensed, helping profession beyond completion of the program.

Degree Requirements

PSY-610	Introduction to Coaching	4 credits
PSY-611	Individual Coaching	4 credits
PSY-612	Business and Organization Coaching	4 credits
PSY-613	Assessment/Facilitation	4 credits
Graduate Certificate of Completion in Life Coaching		16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Community Mental Health Administration

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Community Mental Health Administration program is designed for students interested in learning program planning and development, including policies and procedures and working with budgets, and learning leadership skills to apply in an administration role. Students who obtain this certificate may be prepared to work in churches, hospitals, community-based organizations, and settings that provide social services. This certificate introduces students to integrating mental health and wellness principles in a leadership role. Students explore concepts of effective communication, motivation, supervisory skills, culture, advocacy, ethics, and personal and professional development. This certificate does not lead to licensure.

Degree Requirements

MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
ADM-614	Economics for Public Administrators	4 credits
ADM-624	Public Governance	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Community Mental Health Administration		16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Family Dynamics Studies

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Family Dynamics Studies program is designed for students interested in

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working with families and various community settings, promoting mental health and wellness. Students will explore areas of family development, family dynamics, parenting, and social motivations. Students are also introduced to research and best practices for integrating mental health and wellness principles within family dynamics and systems. This certificate does not lead to certification or licensure.

Degree Requirements

MHW-512	Introduction to Family Dynamics & Systems	4 credits
MHW-522	Family Development	4 credits
MHW-632	Parenting	4 credits
MHW-642	Families in Contemporary Society	4 credits
Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Family Dynamics Studies		16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Integrated Health

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Integrated Health introduces students to the field of integrated healthcare practices. Students discuss integrated health program assessment, development, and implementation, and are exposed to the therapeutic relationship between patients and practitioners. Students also become familiar with research and best practices of mental health and wellness as they relate to human resiliency, recovery, and functioning within an integrated health-focused environment. This certificate does not lead to certification or licensure.

Degree Requirements

MHW-630	Documentation, Research, & Information Literacy in Mental Health & Wellness	4 credits
MHW-642	Families in Contemporary Society	4 credits
MHW-644	Community Program Development, Implementation, and Evaluation	4 credits
PSY-662	Health and Wellness	4 credits
Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Integrated Health		16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Grief and Bereavement

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Grief and Bereavement program is designed to allow students to gain knowledge and understanding of the dying, death, loss and bereavement within the context of mental health and wellness. Students become familiar with concepts of human nature as it relates to loss and bereavement, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, family and social dynamics. Students are introduced to research and best practices of mental health and wellness when working with the bereaved and those affected by loss. This certificate does not lead to licensure.

Degree Requirements

MHW513	Grief and Bereavement Theory and Practice	4 credits
MHW523	Journey of the Bereaved	4 credits
PSY-631	Death and Dying	4 credits
MHW-643	Death &Dying: The Influences of Cultural, Spiritual & Sociological Factors	4 credits
Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Grief and Bereavement		16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Christian Ministry

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Christian Ministry offers a basic foundation in biblical knowledge and theological wisdom within the context of mental health and wellness. Students become familiar with concepts of human nature from a Christian perspective, including cognitive, behavioral, interpersonal, mental, social, and spiritual motivations. Students also become familiar with research and best practices in mental health and wellness as it relates to human resiliency, recovery, and functioning. This certificate does not lead to licensure.

Degree Requirements

MHW-511	Mental Health, the Biblical Narrative, and Christian Theology	4 credits
MHW-521	Integrating Psychology and Christian Theology	4 credits
MHW-631	Spiritual Formation, Identity, and Wellness	4 credits
MHW-641	Mental Health Issues in Ministry	4 credits
Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Christian Ministry		16 credits

Graduate Certificate of Completion in Sociology

The Graduate Certificate in Sociology prepares students with content expertise required to teach Sociology coursework at a 2-year or 4-year institution of higher learning in both ground and online modalities. Including courses in social theory, stratification, social change and pedagogy, this unique program provides advanced training in the field of Sociology, while satisfying the requirements for ongoing professional development.

Degree Requirements

SOC-500	Social Theory	4 credits
SOC-505	Sociology of the Family	4 credits
SOC-510	Social Change and Development	4 credits
SOC-520	Sociology and Pedagogy in the University	4 credits
Graduate Certificate of Completion in Sociology		20 credits

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Post-Master of Science in Counseling: Addiction Counseling Certificate

The Post-Master of Science in Counseling: Addiction Counseling Certificate is designed for professionals who are working in a field related to behavioral and/or mental health. The program provides students with the knowledge and skills necessary to assess and address substance use and addictive disorders, as specified in the DSM. While this certificate may lead to certification with certain associations, it is not intended to lead to licensure. Students should apply the acquired knowledge within their license or certification scope of practice.

Degree Requirements

PCN-640	Specialization in Professional Counseling	3 credits
PCN-501	Introduction to Addiction and Substance Use Disorders	3 credits
PCN-529	Co-Occurring Disorders	3 credits
PCN-531	Family Issues and Addictive Disorders	3 credits
PCN-535	Counseling Chemically Dependent Adolescents	3 credits
Post-Master of Science in Counseling: Addiction Counseling Certificate		15 credits

Post-Master of Science in Counseling: Childhood and Adolescence Disorders Certificate

The Post-Master of Science in Counseling: Childhood and Adolescence Disorders Certificate is designed for professionals who are working in a field related to behavioral and/or mental health. The program provides students with the knowledge and skills necessary to assess and address childhood- and adolescence-related disorders, developmental issues, child-parent-related issues, school and family life, and disorders specified in the DSM. While this certificate may lead to certification with certain associations, it is not intended to lead to licensure. Students should apply the acquired knowledge within their license or certification scope of practice.

Degree Requirements

PCN-640	Specialization in Professional Counseling	3 credits
PCN-670	Development through Childhood and Adolescence	3 credits
PCN-673	Developmental Disabilities	3 credits
PCN-672	Childhood and Adolescent Trauma	3 credits
PCN-671	Psychopathology and Treatment of Children and Adolescence	3 credits
Post-Master of Science in Counseling: Childhood and Adolescence Disorders Certificate		15 credits

Post-Master of Science in Counseling: Marriage and Family Therapy Certificate

The Post-Master of Science in Counseling: Marriage and Family Therapy Certificate is designed for professionals who are working in a field related to behavioral and/or mental health. The program provides students with the knowledge and skills necessary to assess and address marriage- and family-related issues, including, but not limited to, communication issues, parent-child relationship, family system dynamics, and couple's issues. While this certificate may lead to certification with certain associations, it is not intended to lead to licensure. Students should apply the acquired knowledge within their license or certification scope of practice.

Degree Requirements

PCN-640	Specialization in Professional Counseling	3 credits
MFT-526	Advanced Family Systems Theory	3 credits
MFT-621	Couples and Family Dynamics: Systemic Perspectives	3 credits
MFT-620	Diversity in Family Systems	3 credits
MFT-532	Family Systems and Addictive Disorders	3 credits
Post-Master of Science in Counseling: Marriage and Family Therapy Certificate		15 credits

Post-Master of Science in Counseling: Trauma Certificate

The Post-Master of Science in Counseling: Trauma Certificate is designed for professionals who are working in a field related to behavioral and/or mental health. This program prepares students to assess and treat developmental, childhood, and adulthood trauma-related disorders. It offers students a comprehensive study of human behavior and trauma-informed care. While this certificate may lead to certification with certain associations, it is not intended to lead to licensure. Students should apply the acquired knowledge within their license or certification scope of practice.

Degree Requirements

PCN-640	Specialization in Professional Counseling	3 credits
PCN-680	Theoretical Foundations of Trauma Assessment, Diagnosis, and Treatment	3 credits
PCN-682	Relational Trauma: History and Treatment Issues	3 credits
PCN-683	Working with Developmental Trauma	3 credits
PCN-681	Community and Global Disaster Response	3 credits
Post-Master of Science in Counseling: Trauma Certificate		15 credits

Bridge to Doctor of Philosophy in Counselor Education and Supervision Qualitative Research

Offered online by the College of Doctoral Studies, Grand Canyon University's Bridge to Doctor of Philosophy (PhD) in Counselor Education and Supervision program is designed for ambitious learners with a Master's degree in counseling but who require specific core courses required to meet CACREP standards. Bridge courses taken prior to the PhD program offer the essential prerequisites to doctoral study. The Bridge to the Doctor of Philosophy (PhD) in Counselor Education and Supervision program includes coursework in human growth and development, assessment and testing, research and program evaluation, and career development to help prepare the learner to successfully complete the PhD degree program.

CNL-518	Lifespan and Development	3 credits
CNL-523Ω	Assessment, Test, and Measurement	3 credits

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CNL-540	Research Methods and Program Evaluation	3 credits
CNL-525Ω	Career Counseling	3 credits
CNL-520	Group Counseling	3 credits
CNL-505	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-509	Counseling the Culturally Diverse	3 credits
CNL-515	Counseling Skills	3 credits
CNL-624Ω	Counseling Practicum	2 credits
Bridge to Doctor of Philosophy in Counselor Education and Supervision		26 credits

Bridge to Doctor of Philosophy in Counselor Education and Supervision Quantitative Research

Offered online by the College of Doctoral Studies, Grand Canyon University's Bridge to Doctor of Philosophy (PhD) in Counselor Education and Supervision program is designed for ambitious learners with a Master's degree in counseling but who require specific core courses required to meet CACREP standards. Bridge courses taken prior to the PhD program offer the essential prerequisites to doctoral study. The Bridge to the Doctor of Philosophy (PhD) in Counselor Education and Supervision program includes coursework in human growth and development, assessment and testing, research and program evaluation, and career development to help prepare the learner to successfully complete the PhD degree program.

CNL-518	Lifespan and Development	3 credits
CNL-523Ω	Assessment, Test, and Measurement	3 credits
CNL-540	Research Methods and Program Evaluation	3 credits
CNL-525Ω	Career Counseling	3 credits
CNL-520	Group Counseling	3 credits
CNL-505	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-509	Counseling the Culturally Diverse	3 credits
CNL-515	Counseling Skills	3 credits
CNL-624Ω	Counseling Practicum	2 credits
Bridge to Doctor of Philosophy in Counselor Education and Supervision		26 credits

Doctor of Philosophy in Counselor Education and Supervision (Qualitative Research)

The doctoral degree in Counselor Education and Supervision is intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The standards for this program are intended to accommodate the unique strengths of students seeking to enhance their leadership and counseling skills. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820DΩ	The Literature Landscape: Counselor Education and Supervision	3 credits
PCE-801	Ethics, Laws, and Multicultural Issues	3 credits
PCE-803	Advanced Integrated Theories and Practices	3 credits
PCE-905	Counselor Education and Supervision Practicum	2 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
PCE-806Ω	Clinical Supervision	3 credits
PCE-921Ω	Advanced Internship II: Supervision	2 credits
PCE-805	Pedagogy in Counselor Education	3 credits
PCE-920Ω	Advanced Internship I: Teaching	2 credits
RES-841Ω	Designing a Qualitative Study 1	3 credits
RES-843Ω	Designing a Qualitative Study 2	3 credits
PCE-804	Leadership and Social Justice	3 credits
PCE-834	Special Topics in Counseling Education and Supervision	3 credits
PCE-922Ω	Advanced Internship III	2 credits
RSD-883Ω	Residency: The Qualitative Dissertation	3 credits
PCE-955Ω	Dissertation I	3 credits
RES-873Ω	Qualitative Data Collection and Management	3 credits
PCE-960 Ω	Dissertation II	3 credits
RES-883Ω	Qualitative Data Analysis, Results and Findings	3 credits
PCE-965Ω	Dissertation III	3 credits
Doctor of Philosophy in Counselor Education and Supervision (Qualitative Research)		65 credits

Doctoral learners who did not complete their dissertation in PCE-965 must take one or more of the following in order to complete their dissertation

PCE-966Ω	Research Continuation I	3 credits
PCE-967Ω	Research Continuation II	3 credits
PCE-968Ω	Research Continuation III	3 credits
PCE-969Ω	Research Continuation IV	3 credits
PCE-970Ω	Research Continuation V	3 credits
PCE-971Ω	Research Continuation VI	3 credits
PCE-972Ω	Research Continuation VII	3 credits
PCE-973Ω	Research Continuation VIII	3 credits
PCE-974Ω	Research Continuation IX	3 credits

Doctor of Philosophy in Counselor Education and Supervision (Quantitative Research)

The doctoral degree in Counselor Education and Supervision is intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The standards for this program are intended to accommodate the unique strengths of students seeking to enhance their leadership and counseling skills. Students will be able to

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employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815Ω	Introduction to Research	3 credits
RES-820DΩ	The Literature Landscape: Counselor Education and Supervision	3 credits
PCE-801	Ethics, Laws, and Multicultural Issues	3 credits
PCE-803	Advanced Integrated Theories and Practices	3 credits
PCE-905	Counselor Education and Supervision Practicum	2 credits
RES-831Ω	Foundations of Research Design 1	3 credits
RSD-851Ω	Residency: Dissertation	3 credits
RES-832Ω	Foundations of Research Design 2	3 credits
PCE-806Ω	Clinical Supervision	3 credits
PCE-921Ω	Advanced Internship II: Supervision	2 credits
PCE-805	Pedagogy in Counselor Education	3 credits
PCE-920Ω	Advanced Internship I: Teaching	2 credits
RES-842Ω	Designing a Quantitative Study 1	3 credits
RES-844Ω	Designing a Quantitative Study 2	3 credits
PCE-804	Leadership and Social Justice	3 credits
PCE-834	Special Topics in Counseling Education and Supervision	3 credits
PCE-922Ω	Advanced Internship III	2 credits
RSD-884Ω	Residency: The Quantitative Dissertation	3 credits
PCE-955Ω	Dissertation I	3 credits
RES-874Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
PCE-960 Ω	Dissertation II	3 credits
RES-884Ω	Quantitative Data Analysis, Results, and Findings	3 credits
PCE-965Ω	Dissertation III	3 credits
Doctor of Philosophy in Counselor Education and Supervision (Quantitative Research)		65 credits
PCE-966Ω	Research Continuation I	3 credits
PCE-967Ω	Research Continuation II	3 credits
PCE-968Ω	Research Continuation III	3 credits
PCE-969Ω	Research Continuation IV	3 credits
PCE-970Ω	Research Continuation V	3 credits
PCE-971Ω	Research Continuation VI	3 credits
PCE-972Ω	Research Continuation VII	3 credits
PCE-973Ω	Research Continuation VIII	3 credits
PCE-974Ω	Research Continuation IX	3 credits

Minors

Minor in African American Experiences

The minor in African American experiences allows students to gain a deeper understanding of the African American influence within the U.S. and global communities, including its rich history, diverse voices and important events. Graduates will learn how cultural differences unify around the core Christian doctrines and common practices of faith.

Minor Requirements

ENG-355	Multicultural Literature	4 credits
HIS-327	Community History	4 credits
SOC-436	Stratification and Inequality in a Diverse Society	4 credits
HTH-380	Kingdom Diversity	4 credits
Minor in African American Experiences		16 credits

Minor in Behavioral Health Sciences

The new minor in Behavioral Health focuses on a core of useful and requisite knowledge to successfully work within the behavioral health field. The five courses for this minor introduce students to the behavioral health field by teaching them concepts related to ethics, cultural diversity, and basic clinical skills to apply as behavioral health paraprofessionals. It will help fulfill the great demand for entry-level professionals to work as part of an interdisciplinary team in behavioral health. This certificate will offer the necessary education to prepare students seeking employment as behavioral health paraprofessionals. This certificate does not lead to licensure or certification.

Minor Requirements

PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320	Ethics of Behavioral Health Science	4 credits
BHS-330	Culture and Social Diversity in Behavioral Health	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
Minor in Behavioral Health Sciences		20 credits

Minor in Child and Family Services

Students in this minor will gain a broader knowledge in the areas of social welfare, child and adolescent development, family dynamics, and counseling. Students interested in working in social services would benefit from these additional courses.

Minor Requirements

SWK-170	Introduction to Social Welfare	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
PSY-355	Child and Adolescent Psychology	4 credits
BHS-430	Introduction to Family Dynamics	4 credits
Minor in Child and Family Services		16 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Minor in Communication

The minor in Communication is designed to develop a student's knowledge base of the theory of communication as well as how to speak, write, and think critically. The minor in Communication prepares students for positions in business, government, education, science, and healthcare. Communication is essential for the development of the whole person—socially, culturally, and professionally.

Minor Requirements

COM-100	Fundamentals of Communications	4 credits
COM-222	Small Group Communications	4 credits
COM-312	Conflict and Negotiations	4 credits
COM-451	Relational Communication	4 credits
Minor in Communication		16 credits

Minor in Counseling

The minor in Counseling is designed to develop students' understanding of counseling theories and how they relate to working in the human relations field of behavioral health. This minor prepares students with applicable skills in interpreting diagnoses, writing reports, and working on integrative health teams. It prepares students for positions in behavioral health settings such as community and private organizations. The minor in Counseling will also coordinate well with the theoretical backgrounds of psychology, sociology, communications, and ministry. The interplay of theory and practical skills will allow students to market their skills to a wider audience of employers. This minor does not lead to licensure.

Minor Requirements

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
PCN-255	Case Management and Crisis Skills for Addiction and Substance	4 credits
PCN-404[Δ]	Prof, Legal & Ethical Issues-Addiction & Substance Use Disorder	4 credits
Minor in Counseling		16 credits

Minor in Criminal Justice

The minor in criminal justice provides knowledge and skills across a broad range of real-world applications in criminal justice. Students acquire detailed knowledge of criminality and the justice system's response to criminal behavior. They are prepared for careers in local, state, and federal law enforcement such as police, sheriff, probation, and correctional officers.

Minor Requirements

JUS-212	Criminal Behavior and Victimology	4 credits
JUS-320	Police Function	4 credits
JUS-430	Criminal Law	4 credits
JUS-441	Criminal Procedure and Public Policy	4 credits
Minor in Criminal Justice		16 credits

Minor in Forensic Psychology

The minor in forensic psychology focuses on the psychological experiences of victims and sheds insight into abnormal human behavior. Students are introduced to an understanding of the criminal justice system and exposed to crime-scene processing. The minor program better prepares students to work with people who need assistance coping with the aftereffects of a violent crime. More often than not, police officers are the first point of contact for these individuals. The program is designed for individuals seeking a career as a correctional professional, social worker, homeland security professional, community mental health professional, or private-sector worker.

Minor Requirements

JUS-212	Criminal Behavior and Victimology	4 credits
PSY-310	Introduction to Forensic Psychology	4 credits
JUS-430	Criminal Law	4 credits
PSY-470	Abnormal Psychology	4 credits
BHS-440	Understanding Trauma	4 credits
Minor in Forensic Psychology		20 credits

Minor in Hispanic Experiences

The new minor in Hispanic experiences provides student with a deeper understanding of the Latinx influence within the U.S. and global communities, including its rich traditions, diverse voices and important events. Graduates will learn how cultural differences unify around the core Christian doctrines and common practices of faith.

Minor Requirements

ENG-355	Multicultural Literature	4 credits
HIS-466	Southwest Borderlands	4 credits
SOC-436	Stratification and Inequality in a Diverse Society	4 credits
HTH-380	Kingdom Diversity	4 credits
Minor in Hispanic Experiences		16 credits

Minor in History

The Minor in History encourages students to develop cultural and critical thinking competencies which orient them toward a better understanding of the global economy.

This program provides graduates with foundational knowledge of where society has come from and how best to interact with a wide variety of people from all walks of life..

Minor Requirements

HIS-325	Ancient Mediterranean History	4 credits
HIS-350	Survey of Asian Empires	4 credits
HIS-380	Renaissance and Reformation	4 credits
HIS-426	20th Century Europe	4 credits
Minor in History		16 credits

Minor in Human Services Case Management

The minor in Human Services Case Management provides a well-rounded knowledge in understanding trauma-informed care, case management process, coordination of care, and working on

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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integrative human services teams and other helping professions. This minor coordinates well with theoretical backgrounds in psychology, sociology, counseling, and ministry.

Minor Requirements

SOC-372	Introduction to Social Work	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-470	Introduction to Trauma-Informed Care	4 credits
SOC-445	Case Management	4 credits
Minor in Human Services Case Management		16 credits

Minor in Literature

The minor in Literature broadens students' exposure to, and deepens their understanding and appreciation of, essential works of fiction, poetry, and drama. The works selected represent every important period and genre in the history of British and American literature, from Anglo-Saxon poetry to Existentialist drama. The authors studied in this program include the mainstays of the literary canon such as Chaucer, Shakespeare, Pope, Wordsworth, Hawthorne, Whitman, Dickinson, James, and Eliot, as well as writers whose works exemplify the challenges faced by women, Native Americans, African Americans, and other overlooked groups.

Minor Requirements

ENG-357	Foundational Texts of British Literature	4 credits
ENG-359	Transatlantic Literature	4 credits
ENG-360	American Encounter Narratives	4 credits
ENG-451	Shakespeare and the History of Drama	4 credits
Minor in Literature		16 credits

Minor in Mathematics

The minor in mathematics teaches skills in mathematical modeling, including many applications in computer science, engineering, and business. It helps students prepare for high-demand careers in STEM (science, technology, engineering, and math), statistical modeling, and quantitative visualization and analytics.

Minor Requirements

MAT-252	Calculus and Analytic Geometry	4 credits
MAT-253	Calculus and Analytic Geometry II	4 credits
MAT-215	Discrete Mathematics	4 credits
MAT-345	Applied Linear Algebra	4 credits
MAT-470	Mathematical Modeling	4 credits
Minor in Mathematicse		20 credits

Minor in Performance and Sport Psychology

The Minor in Performance and Sport Psychology provides individuals interested in sport, performing arts, health and fitness, or mental health fields the opportunity to develop their skills and abilities to improve the performance and lives of those with whom they work. The field of sport and performance psychology is concerned with the psychological factors that influence human performance. It involves improving the lives of others through assessment and intervention strategies that enhance performance and personal growth.

Minor Requirements

PSY-366	Introduction to Sport and Exercise Psychology	4 credits
PSY-368	Social Aspects of Sport/Psychosocial Aspects of Sport	4 credits
PSY-410	Psychology of Coaching	4 credits
PSY-425	Leadership and Team Building	4 credits
Minor in Performance and Sport Psychology		16 credits

Minor in Police Academy Readiness

The minor in Police Academy Readiness helps to prepare students who are committed to law enforcement as a career. Students will learn the foundations of becoming a police officer and prepare to attend the police academy. Students who are accepted into an Arizona police academy will complete the academy requirements and earn academic credit towards this minor.

Minor Requirements

JUS-104	Introduction to Justice Studies	4 credits
JUS-325	The Adjudication Function	4 credits
JUS-215	Police Officer Readiness	0 credits
JUS-494	Police Academy Internship	17 credits
Minor in Police Academy Readiness		25 credits

Minor in Pre-Law

The Pre-Law Minor provides students with exposure to major concepts of the law, which include the philosophical underpinnings of the western legal tradition, civil law, criminal law and the practice of law. This foundation of legal thought is an ideal preparation for law school or a legal career path for students that desire to get a head start in their understanding of the framework of law.

Minor Requirements

GOV-357	Philosophy of Law	4 credits
GOV-360	Civil Law	4 credits
JUS-430	Criminal Law	4 credits
GOV-455	Practice of Law	4 credits
Minor in Pre-Law		16 credits

Minor in Professional Writing

The new minor in Professional Writing focuses on preparing learners to develop skills in writing and editing that can be applied to a broad range of professional contexts and careers. The courses for this minor provide students with important practice, writing in a variety of professional genres, which will prepare them to adapt their practice to other contexts. Skills learned can include, but are not limited to, writing for public relations, writing and presentation for news stories in various forms of media, writing technical documents, and communicating scientific ideas to laypeople.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Minor Pre-requisites

ENG-105	English Composition I	4 credits
ENG-106	English Composition II	4 credits
PRW-100	Introduction to Professional Writing	4 credits

Minor Requirements

PRW-301	Reporting and Newswriting	4 credits
ENG-365	Multi-Media Journalism in the 21st Century	4 credits
ENG-456	Communicating Scientific Ideas to Popular Audiences	4 credits
PRW-470	Multimedia Feature Writing	4 credits
Minor in Professional Writing		16 credits

Minor in Psychology

The minor in Psychology introduces students to the study of human behavior of all ages (children through elderly adults). The program examines how personality and cognitive thinking are formed, developed, and influenced through each person's social and cultural environment. Since behavior and emotional development are often affected by both cognitive thinking and the environment, students will examine the roles of science and research in understanding and enhancing mental health.

Minor Requirements

PSY-102	General Psychology	4 credits
PSY-255Δ	Personality Psychology	4 credits
PSY-352	Health Psychology	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
PSY-470Δ	Abnormal Psychology	4 credits
Minor in Psychology		20 credits

Minor in Public Administration

The minor in Public Administration enhances students' understanding of how various factions of government and the private sector interact. Students in a business, health care, or STEM-related field would benefit, especially if there is an interest in a career tied to the public sector. This minor helps students prepare for career opportunities in the nonprofit and government sectors.

Minor Requirements

GOV-140	American Government and Politics	4 credits
GOV-351	Public Administration	4 credits
GOV-366	State and Local Government	4 credits
GOV-376	Municipal Government and Administration	4 credits
Minor in Public Administration		16 credits

Minor in Spanish

The minor in Spanish is designed to develop at least intermediate level fluency in listening, speaking, reading, and writing Spanish, and to provide a general introduction to Spanish culture and literature in order to enhance cross-cultural sensibilities and expand opportunities in the job market.

Minor Requirements

SPA-214	Intermediate Spanish I	4 credits
SPA-224	Intermediate Spanish II	4 credits
SPA-309	Spanish Conversation	4 credits
SPA-310Δ	Spanish Composition and Grammar	4 credits
SPA-320	Contemporary Issues	4 credits
SPA-341	Introduction to Literature in Spanish	4 credits
Minor in Spanish		24 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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The College of Nursing and Health Care Professions

College Description

The College of Nursing and Health Care Professions has over 40-years of preparing students to fill evolving health care roles as highly qualified professionals educated in direct care, management, health education, and administrative disciplines.

Grand Canyon University's (GCU) in-class, online, and hybrid learning environments advance critical thinking, professionalism, accountability, and ethical decision-making by applying science, health and nursing theories, along with a foundation of Christian Values.

College Mission

The mission of the College of Nursing and Health Care Professions is to prepare competent, compassionate professionals empowered to promote health, wellness, safety and quality care for all. This mission is supported by academically rigorous programs built upon a strong foundation of liberal arts education and evidence-based practice that reflect missional, Christ-centered Christian values and a global worldview — catalysts for human flourishing.

Graduates are prepared to respond to ever-changing needs by implementing both innovative thinking and skills to address complex issues within healthcare. Our commitment to preparing the next generation of transformative, servant leaders, exercising their vocational calling, is evident in the diversity of healthcare offerings and an evolving curriculum that connects theory to the real world.

College Features

The College of Nursing and Health Care Professions offers undergraduate and graduate nursing, healthcare, and health science degree programs that meet specific students' career and academic needs. College faculty members hold master's degrees and/or doctoral degrees.

Recognition of the spiritual needs of all persons is an integral part of caring for one's self and others therefore, the spiritual dimension is integrated into courses throughout the undergraduate and graduate curriculum.

College Philosophy

The College of Nursing and Health Care Professions curriculum is designed to facilitate the students' abilities to creatively respond to continuously changing health care systems throughout the world. Educational experiences are planned to meet the needs of and to empower both students and clients. Clinical judgement, communication, compassionate care, ethics, evidence-based practice, health policy, social determinants of health, caring for diverse populations without consideration of their gender, age, color, creed, lifestyle, or cultural background are emphasized. This is achieved through the application of liberal arts constructs, science, health and nursing theories, and the values of the Christian faith of the faculty in relation to the concepts of health, environment, person, and nursing.

Nursing

Grand Canyon University founded its College of Nursing in 1982, and the College of Nursing and Health Care Professions 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 both as pre-licensure (Fast and Accelerated Tracks) and degree completion programs for already licensed and registered nurses. Both the Fast and Accelerated Tracks of the pre-licensure BSN program allows students who have met all requirements for secondary admission the opportunity to complete a degree in approximately 16 months. Building on the baccalaureate degree, the College offers a Master of Science in Nursing (MSN) featuring nine areas of focus and a dual degree: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology, , Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Health Care Informatics, Nursing Education, Nursing Leadership in Health Care Systems, Public Health Nursing, Health Care Quality and Patient Safety, and a Master of Business Administration/Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems. The Doctor of Nursing Practice (DNP) and the DNP with Educational Leadership Emphasis program offers students the option to continue their education at GCU and expand upon their practice using application of evidence to improve population health outcomes.

In concert with the mission of the University, the College of Nursing and Health Care Professions faculty affirms the belief in educating nurses and healthcare professionals within a dedicated and supportive community of Christian values.

Nursing

Baccalaureate nursing practice incorporates the roles of assessing, critical thinking, communicating, providing care, teaching, and leading. The caring professional approach includes the values of autonomy, altruism, human dignity, integrity and social justice with unconditional regard for all people. Nursing practice includes health promotion, disease prevention, early detection of health deviations, prompt and adequate treatment of the human response to acute and chronic illness, and compassionate care for those experiencing death.

Masters nursing practice expands upon baccalaureate nursing concepts to include primary care practice knowledge and advanced leadership with a focus on research and quality assurance, spirituality, diversity, critical thinking, caring, and learning. The advanced professional nursing role relies on best practices and evidence-based research with a focus on evaluation of health outcomes and process.

Doctoral nursing practice builds on the Masters to incorporate development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles; enhanced knowledge to improve nursing practice and patient outcomes; enhanced leadership skills to strengthen practice and health care delivery; and provision of an advanced educational credential for

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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those who require advanced practice knowledge but do not need or desire a degree with a research focus (e.g. practice faculty).

Nursing Education

Nursing education is theory driven. Theories are derived from the humanities, sciences, and biblical concepts. Nursing knowledge, theory, research, and health promotion are influenced by spiritual perspectives, ethical, legal, political, historical, and social influences. The faculty values excellence in teaching with an individual focus on the learner. Teaching includes a variety of methods, learning modalities, and practice situations. Faculty provides opportunities for students to give comprehensive care to diverse client populations.

Learning

Learning environment is created and arranged to meet individual learning outcomes that are consistent with College of Nursing and Health Care Professions program outcomes. The College of Nursing and Health Care Professions supports life-long learning endeavors and fosters an appreciation of diversity among traditional and nontraditional learners. Students are educated to provide, direct and evaluate client-centered care while focusing on the person as an integrated whole

Health Care Professions

Public Health

The Master of Public Health degree is the most widely recognized professional credential for leadership positions in public health. The public health program is designed to draw on knowledge and skills from a variety of disciplines to define, assess, and ultimately resolve public health problems. Students study theories, concepts, and principles of public health and their application.

The curriculum, developed around national public health curriculum standards, uses a multidisciplinary approach that emphasizes psychological, behavioral, and social factors influencing population-based health disparities; principles of epidemiology and biostatistics; environmental public health concepts; public health administration systems and processes; and economic factors. It prepares students for an expanding range of professional opportunities and roles in public health and medicine. The Master of Public Health program culminates with a practicum and capstone project that students are able to design to best fit their area of specific interest.

The professional standards outlined by the Council on Education for Public Health (CEPH) were utilized as the foundation of this program. The following core areas of knowledge are included in the Master of Public Health curriculum:

- Biostatistics – Collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis.
- Epidemiology – Distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health.
- Environmental health sciences – Environmental factors including biological, physical, and chemical factors that affect the health of a community.
- Health services administration/policy – Planning, organization, administration, management, evaluation, and policy analysis of health and public health programs.
- Social and behavioral sciences – Concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

Health Care Administration

Health care is the largest industry in the United States, and the second largest employer, providing more than 11 million jobs. The sector continues to grow, and faster than most other industries. There are many opportunities, requiring specialized skills sets, such as implementing policy and procedure, hiring and supervising staff, financial management, and technology management. A degree in health care administration can also be easily transferred into other industries.

The Bachelor of Science in Health Care Administration program is designed to prepare graduates for entry-level management positions in numerous health care settings such as hospitals, clinics, medical groups, long-term care facilities, physician offices, insurance companies, and state and federal organizations. The central focus of the program is to provide a comprehensive base in health-related business knowledge and concepts, with an emphasis on health care finance, the U.S. health delivery system and policy, strategic planning, health information technology, human resources, organization behavior, and legal/ethical issues in medicine. The program prepares students to excel in decision-making skills, critical thinking, and group communications. Courses offered are in traditional and online forums. Students in the Bachelor of Science in Health Care Administration program are excellent candidates for the Master of Science in Health Administration, Master of Public Health, and Master of Business Administration programs.

The Master of Science in Health Administration program is designed to prepare graduates for mid- to senior-level management positions in a variety of health care organizations. As the health care industry continues to grow, it is also becoming more competitive, and many employers prefer advanced degrees. The primary goal of this program is to develop the skills, knowledge, and experience for individuals interested in being innovative change agents and leaders within the health care industry. Individuals may be employed in a clinical health care role, with the desire to move into an administrative or management role, or have a desire to move into the health care industry in a nonclinical capacity.

The following core areas of knowledge are included in the Master of Science in Health Administration curriculum:

- Leadership - Explores business leadership models and theory, with special attention to application of these models within organizations.
- Organizational Behavior – Focuses on organizational structure and effectiveness, applying models for collaboration and teamwork, and the analysis of the impact of change.
- Financial and Analytical Issues – Focuses on specific financial issues in health care, the use of appropriate analytics to measure performance and budget. Evaluates economic variables that influence market performance and outcomes.
- Human Resources – Focuses on managerial communications. Areas include conflict management, negotiation, mediation, and coaching.
- Marketing and Communications – Explores internal, external, and consumer communications.

Health Informatics

Health informatics is a rapidly emerging discipline. The Master of Science in Health Care Informatics program is designed to

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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prepare students for innovative leadership positions integrating technology with clinical operations, data management, decision support systems, and quality assessment. Graduates will be prepared for roles such as project manager, researcher, systems analyst, and mid- to senior-level management positions.

The following core areas of knowledge are included in the Master of Science in Health Informatics curriculum:

- Concepts in Health Care Informatics – Focuses on history, application, and future need in this specialty. Includes processes that affect evidence-based medicine, administrative and clinical support, security issues, and the growing use of electronic health records.
- Health Care Information Systems – Examines the use of information technology in health care, with emphasis on changing roles and challenges with implementation and communication.
- Health Care Data Management – Focuses on relational database management, hardware technology, and data communication protocols applied when designing and implementing networks and systems.
- Health Care Research Methods and Analysis – Examines the application of research in the delivery of health care. Focuses on strategies to synthesize and apply data.

Health Sciences

The Bachelor of Science in Health Sciences program is designed for health care professionals who graduated from accredited certificate and/or associate degree programs who wish to acquire baccalaureate level competencies in health sciences theory and in health care professional issues. Allied health professionals are involved with all aspects of health care delivery and are integral members of the collaborative, health care team. This program provides a foundation for introducing essentials of baccalaureate education, emphasizing the unique role and scope of allied health professions, emphasizing an interdisciplinary and multifaceted approach to care in order to maximize their ability to meet the specific medical needs of the patient.

Nursing: Undergraduate Programs

Associate of Science in Pre-Nursing

The Associate of Science in Pre-Nursing degree at Grand Canyon University is designed for students who intend to pursue a Bachelor of Science in Nursing (BSN) and ultimately enter the field of professional nursing. This transfer-focused program provides the foundational coursework in biological, physical, and behavioral sciences required for entry into upper-division nursing programs. Students will engage in rigorous academic preparation that includes key pre-nursing courses such as human anatomy and physiology, microbiology, chemistry, and developmental psychology, alongside general education coursework that fosters critical thinking, communication skills, and ethical reasoning. While this degree does not lead to licensure as a registered nurse (RN), it equips students with the essential academic qualifications needed to apply to a prelicensure BSN program or other accredited nursing program. The AS in Pre-Nursing encourages students to view the practice of nursing as a form of servant leadership; an opportunity to reflect compassion through clinical excellence, cultural humility, and ethical integrity. Graduates of this program are well-positioned to transition seamlessly into a BSN pathway with a strong academic foundation, a heart for service, and a commitment to whole-person care. The program highlights include preparing students for transfer into a BSN program with all standard prerequisite courses, integrating faith and science in alignment with GCU's mission, providing strong academic advising for competitive BSN admission, and offering a supportive, Christ-centered learning environment.

Degree Requirements

Total General Education	15-20 credits
Total Pre-Nursing Major	24 credits
Total Electives	16-22 credits
Total Associate of Science in Pre-Nursing	60 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I Lab	1 credit
MAT-144	College Mathematics	4 credits
MAT-274	Probability and Statistics	4 credits

Pre-Nursing Major

BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II Lab	1 credit
CHM-101	Introduction to General, Organic, and Biochemistry	3 credits
CHM-101L	Introduction to General, Organic, and Biochemistry Lab	1 credit
BIO-205	Microbiology	3 credits
BIO-205L	Microbiology Lab	1 credit
BIO-322	Applied Pathophysiology	4 credits
BIO-319	Applied Nutrition	4 credits
PSY-357	Lifespan Development	4 credits
Pre-Nursing Major		60 credits

Bachelor of Science in Nursing (BSN) Pre-Licensure *(Fast and Accelerated Tracks)*

Grand Canyon University's Bachelor of Science in Nursing (BSN) Pre-Licensure degree prepares the graduate to practice as a registered nurse generalist for clients across the life span as a member of the health care team in a variety of settings. The BSN program prepares students to provide evidence-based, holistic, safe, quality care for culturally and spiritually diverse individuals, families, communities, and populations. Program emphasis includes clinical nursing practice, health promotion and maintenance, hands-on experiences across the continuum of care, the use of innovative technologies and preparation for assuming leadership roles as a registered nurse. The Bachelor of Science in Nursing Pre-Licensure program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021).

Degree Requirements

Total General Education	39 credits

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Total Program Prerequisites		24 credits
Total Nursing Pre-Licensure Major		60 credits
Total Bachelor of Science in Nursing (BSN) Pre-Licensure		123 credits

Required General Education

UNV-103Ω	University Success	4 credits
ENG-105Δ	English Composition I	4 credits
MAT-144	College Mathematics	4 credits
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I Lab	1 credit
ENG-106Δ	English Composition II	4 credits
PSY-102	General Psychology	4 credits
MAT-274	Probability and Statistics	4 credits
CWV-101Ω	Christian Worldview	4 credits
SOC-102	Principles of Sociology	4 credits
NSG-310Ω	Introduction to Professional Nursing	3 credits
Total Required General Education		39 credits

General Education Program Major Prerequisites

CHM-101	Introduction to General, Organic, and Biochemistry	3 credits
CHM-101L	Introduction to General, Organic, and Biochemistry Lab	1 credit
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II Lab	1 credit
BIO-205	Microbiology	3 credits
BIO-205L	Microbiology Lab	1 credit
BIO-322	Applied Pathophysiology	4 credits
BIO-319	Applied Nutrition	4 credits
PSY-357	Lifespan Development	4 credits
Total Program Prerequisites		24 credits

Nursing Pre-Licensure Major

NSG-300Ω	Foundations of Nursing	4 credits
NSG-300CΩ	Foundations of Nursing Clinical	2 credits
NSG-316Ω	Health Assessment	4 credits
NSG-318Ω	Introduction to Pharmacology	3 credits
NSG-320Ω	Adult Health Nursing I	5 credits
NSG-320CΩ	Adult Health Nursing I Clinical	3 credits
NSG-322Ω	Behavioral Health Nursing	3 credits
NSG-322CΩ	Behavioral Health Nursing Clinical	1 credit
NSG-324Ω	Research and Evidence-Based Practice	3 credits
NSG-430Ω	Adult Health Nursing II	5 credits
NSG-430CΩ	Adult Health Nursing Clinical II	2 credits
NSG-432Ω	Nursing Care of the Childbearing Family	3 credits
NSG-432CΩ	Nursing Care of the Childbearing Family Clinical	1 credit
NSG-434Ω	Nursing Care of the Childrearing Family	3 credits
NSG-434CΩ	Nursing Care of the Childrearing Family Clinical	1 credit
NSG-436Ω	Leadership, Ethics, and Policy in Health Care	3 credits
NSG-440Ω	Population Health	3 credits
NSG-440CΩ	Population Health Clinical	1 credit
NSG-444Ω	Transition to Practice	4 credits
NSG-444CΩ	Transition to Practice Group or Residency Clinical	3 credits
NSG-448Ω	Evidence-Based Project Capstone	3 credits
Bachelor of Science in Nursing Pre-Licensure Major		60 credits

The ABSN program at GCU's Nevada location requires successful completion of the following Nevada-specific course requirement. This course is a curriculum requirement for all Nevada Board of Nursing approved pre-licensure nursing programs operating/located within the state of Nevada. This course will be applied to GCU's Global Awareness competency and will be taken in place of SOC-102. Students intending to complete the ABSN program at GCU's Nevada location should plan accordingly:

POS-305	Nevada and U.S. Constitution	4 credits

Bachelor of Science in Nursing (BSN) Pre-Licensure *(Colorado Accelerated Track)*

Grand Canyon University's Bachelor of Science in Nursing (BSN) Pre-Licensure degree prepares the graduate to practice as a registered nurse generalist for clients across the life span as a member of the health care team in a variety of settings. The BSN program prepares students to provide evidence-based, holistic, safe, quality care for culturally and spiritually diverse individuals, families, communities, and populations. Program emphasis includes clinical nursing practice, health promotion and maintenance, hands-on experiences across the continuum of care, the use of innovative technologies and preparation for assuming leadership roles as a registered nurse. The Bachelor of Science in Nursing Pre-Licensure program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021).

Degree Requirements

Total General Education	39 credits
Total Program Prerequisites	24 credits
Total Nursing Pre-Licensure Major	60 credits
Total Bachelor of Science in Nursing (BSN) Pre-Licensure	123 credits

Required General Education

UNV-103Ω	University Success	4 credits

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ENG-105Δ	English Composition I	4 credits
MAT-144	College Mathematics	4 credits
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I Lab	1 credit
ENG-106Δ	English Composition II	4 credits
PSY-102	General Psychology	4 credits
MAT-274	Probability and Statistics	4 credits
CWV-101Ω	Christian Worldview	4 credits
SOC-102	Principles of Sociology	4 credits
NSG-310Ω	Introduction to Professional Nursing	3 credits
Total Required General Education		39 credits

General Education Program Major Prerequisites

CHM-101	Introduction to General, Organic, and Biochemistry	3 credits
CHM-101L	Introduction to General, Organic, and Biochemistry Lab	1 credit
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II Lab	1 credit
BIO-205	Microbiology	3 credits
BIO-205L	Microbiology Lab	1 credit
BIO-322	Applied Pathophysiology	4 credits
BIO-319	Applied Nutrition	4 credits
PSY-357	Lifespan Development	4 credits
Total Program Prerequisites		24 credits

Nursing Pre-Licensure Major

NSG-300Ω	Foundations of Nursing	4 credits
NSG-300CAΩ	Foundations of Nursing Clinical	2 credits
NSG-316Ω	Health Assessment	4 credits
NSG-318Ω	Introduction to Pharmacology	3 credits
NSG-320Ω	Adult Health Nursing I	5 credits
NSG-320CAΩ	Adult Health Nursing I Clinical	4 credits
NSG-322Ω	Behavioral Health Nursing	3 credits
NSG-322CAΩ	Behavioral Health Nursing Clinical	1 credit
NSG-324AΩ	Research and Evidence-Based Practice	2 credits
NSG-430Ω	Adult Health Nursing II	5 credits
NSG-430CAΩ	Adult Health Nursing Clinical II	2 credits
NSG-432Ω	Nursing Care of the Childbearing Family	3 credits
NSG-432CAΩ	Nursing Care of the Childbearing Family Clinical	1 credit
NSG-434Ω	Nursing Care of the Childrearing Family	3 credits
NSG-434CAΩ	Nursing Care of the Childrearing Family Clinical	1 credit
NSG-436Ω	Leadership, Ethics, and Policy in Health Care	3 credits
NSG-440Ω	Population Health	3 credits
NSG-440CAΩ	Population Health Clinical	1 credit
NSG-444AΩ	Transition to Practice	3 credits
NSG-444CAΩ	Transition to Practice Group or Residency Clinical	4 credits
NSG-448Ω	Evidence-Based Project Capstone	3 credits
Bachelor of Science in Nursing Pre-Licensure Major		60 credits

Bachelor of Science in Nursing (BSN) Pre-Licensure *(New Mexico Accelerated Track)*

Grand Canyon University's Bachelor of Science in Nursing (BSN) Pre-Licensure degree prepares the graduate to practice as a registered nurse generalist for clients across the life span as a member of the health care team in a variety of settings. The BSN program prepares students to provide evidence-based, holistic, safe, quality care for culturally and spiritually diverse individuals, families, communities, and populations. Program emphasis includes clinical nursing practice, health promotion and maintenance, hands-on experiences across the continuum of care, the use of innovative technologies and preparation for assuming leadership roles as a registered nurse. The Bachelor of Science in Nursing Pre-Licensure program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021).

Degree Requirements

Total General Education	39 credits
Total Program Prerequisites	24 credits
Total Nursing Pre-Licensure Major	60 credits
Total Bachelor of Science in Nursing (BSN) Pre-Licensure	123 credits

Required General Education

UNV-103Ω	University Success	4 credits
ENG-105Δ	English Composition I	4 credits
MAT-144	College Mathematics	4 credits
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I Lab	1 credit
ENG-106Δ	English Composition II	4 credits
PSY-102	General Psychology	4 credits
MAT-274	Probability and Statistics	4 credits
CWV-101Ω	Christian Worldview	4 credits
SOC-102	Principles of Sociology	4 credits
NSG-310Ω	Introduction to Professional Nursing	3 credits
Total Required General Education		39 credits

General Education Program Major Prerequisites

CHM-101	Introduction to General, Organic, and Biochemistry	3 credits
CHM-101L	Introduction to General, Organic, and Biochemistry Lab	1 credit

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BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II Lab	1 credit
BIO-205	Microbiology	3 credits
BIO-205L	Microbiology Lab	1 credit
BIO-322	Applied Pathophysiology	4 credits
BIO-319	Applied Nutrition	4 credits
PSY-357	Lifespan Development	4 credits
Total Program Prerequisites		24 credits

Nursing Pre-Licensure Major

NSG-300Ω	Foundations of Nursing	4 credits
NSG-300CFΩ	Foundations of Nursing Clinical	2 credits
NSG-316Ω	Health Assessment	4 credits
NSG-318Ω	Introduction to Pharmacology	3 credits
NSG-320Ω	Adult Health Nursing I	5 credits
NSG-320CFΩ	Adult Health Nursing I Clinical	4 credits
NSG-322Ω	Behavioral Health Nursing	3 credits
NSG-322CFΩ	Behavioral Health Nursing Clinical	1 credit
NSG-324Ω	Research and Evidence-Based Practice	2 credits
NSG-430Ω	Adult Health Nursing II	5 credits
NSG-430CFΩ	Adult Health Nursing Clinical II	2 credits
NSG-432Ω	Nursing Care of the Childbearing Family	3 credits
NSG-432CFΩ	Nursing Care of the Childbearing Family Clinical	1 credit
NSG-434Ω	Nursing Care of the Childrearing Family	3 credits
NSG-434CFΩ	Nursing Care of the Childrearing Family Clinical	1 credit
NSG-436Ω	Leadership, Ethics, and Policy in Health Care	3 credits
NSG-440Ω	Population Health	3 credits
NSG-440CFΩ	Population Health Clinical	1 credit
NSG-444AΩ	Transition to Practice	3 credits
NSG-444CFΩ	Transition to Practice Group or Residency Clinical	4 credits
NSG-448Ω	Evidence-Based Project Capstone	3 credits
Bachelor of Science in Nursing Pre-Licensure Major		60 credits

Bachelor of Science in Nursing (RN-BSN)

The RN to BSN program is designed for registered nurses with an associate's degree or diploma in nursing. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner RN, and to maximize strengths that the working RN possesses. A bridge course facilitates the transition of the working RN into the baccalaureate program. Courses are taught by experts in their respective fields who share knowledge and experience in areas of clinical patient care, health care management, and professional nursing practice and leadership. Opportunities are provided to apply concepts, theories, and research in the RN's clinical practice. Both the science and art of nursing are integral components of the program and are woven throughout. Graduates of the program are prepared to become leaders in the nursing profession.

Program Description

The Registered Nurse to Bachelor of Science in Nursing (RN-BSN) program prepares registered nurses who have an associate degree or diploma in nursing to function as professionals within the health care team by providing holistic, safe, and quality care for individuals, families, and communities in diverse settings. The program includes an emphasis on spirituality, communication, health promotion, and disease prevention throughout the life span, which provides students the opportunity to achieve baccalaureate competencies.

The Registered Nurse to Bachelor of Science in Nursing program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials Core Competencies for Professional Nursing Education (AACN, 2021).

RN to BSN students who want to transition into GCU's Master of Science in Nursing (MSN) degree programs may complete two graduate level courses to meet their upper division elective credits for degree completion. Please refer to the College of Nursing and Health Care Professions website for additional information.

Degree Requirements

Total RN to BSN Major	33 credits
Total Other Transfer, Elective, or Certification Credits	87 credits
Total Registered Nurse to Bachelor of Science in Nursing (RN-BSN)	120 credits

Registered Nurse to Bachelor of Science in Nursing (RN-BSN) Major

NRS-415Ω	Nursing Leadership and Interprofessional Collaboration	3 credits
NRS-420	Health Assessment	3 credits
NRS-425	Health Promotion and Population Health	3 credits
HLT-362V	Applied Statistics for Health Care Professionals	3 credits
NRS-445	Nursing Research and Evidence Based Practice	3 credits
PHI-413V	Ethical and Spiritual Decision Making in Health Care	3 credits
NRS-450	Nursing Informatics	3 credits
NRS-455	Pathophysiology	3 credits
NRS-460	Complex Disease Management	3 credits
NRS-465	Applied Evidence-Based Project and Practicum	6 credits
RN to BSN Major		33 credits

Bridge to Master of Science in Nursing

The Bridge to Master of Science in Nursing pathway is designed for registered nurses with a bachelor's degree in health sciences or other related fields. The pathway is intended to meet the needs of adult learners who already possess a bachelor's degree and an RN license who desire to pursue a graduate degree in nursing.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Courses in the bridge pathway are a blending of RN to BSN core courses that are considered essential requisites to graduate study. Upon completion of bridge courses from the BSN core, students enter one of seven emphases offered for the Master of Science in Nursing or the Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems.

Degree Requirements

NRS-415Ω	Nursing Leadership and Interprofessional Collaboration	3 credits
NRS-420	Health Assessment	3 credits
NRS-425	Health Promotion and Population Health	3 credits
NRS-455	Pathophysiology	3 credits
HLT-362V	Applied Statistics for Health Care Professionals	3 credits
NRS-445	Nursing Research and Evidence Based Practice	3 credits
NRS-465	Applied Evidence-Based Project and Practicum	6 credits
Bridge to Master of Science in Nursing		24 credits

Nursing: Graduate Programs

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology

The Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology program prepares experienced registered nurses for the advanced nurse practitioner role. Learners explore scope of practice, the role of evidence-based practice and research, and realistic ethical and legal issues. Graduates are eligible for certification as Adult-Gerontology Acute Care Nurse Practitioners. The program provides separate courses for advanced health assessment, advanced pathophysiology, and advanced pharmacology. All clinical courses and experiences in the program emphasize clinical and diagnostic reasoning, and the diagnosis and management of diseases. Learners also practice procedural skill acquisition and prepare for prescribing pharmacologic and nonpharmacologic treatments and management of adult and geriatric acute care patients, subacute patients, complex patients, and patients with exacerbations of chronic illness. Clinical experiences emphasize the physiological and psychosocial impact of acute and chronic illness on the patient, family, and community, and prepare the Adult-Gerontology Acute Care Nurse Practitioner in the diagnosis and management of acute and life-threatening health problems. This program includes 750 hours of direct patient care in clinical practice with qualified preceptors and two separate on-campus experiences. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

The Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011).

Degree Requirements

ANP-635AΩ	Health Promotion and Maintenance and On-Campus Experience I	4 credits
ANP-635ACEΩ	On-Campus Experience II	0 credits
ANP-650AΩ	Adult-Gerontology Acute Care I	7 credits
ANP-652AΩ	Adult-Gerontology Acute Care II	7 credits
ANP-654AΩ	Adult-Gerontology Acute Care III and On-Campus Experience II	7 credits
ANP-654ACE	On-Campus Experience II	0 credits
NUR-513AΩ	Foundations of Advanced Nursing Practice	4 credits
NUR-514AΩ	Organizational Leadership and Informatics	4 credits
NUR-550AΩ	Translational Research and Population Health Management	4 credits
NUR-590AΩ	Evidence-Based Practice Project	4 credits
NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
NUR-635	Advanced Pharmacology	4 credits
Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology		53 credits
Total Clinical Hours		750 hours

Master of Science in Nursing: Family Nurse Practitioner

The Master of Science in Nursing: Family Nurse Practitioner program prepares experienced professional nurses for advanced practice as primary care providers. The family nurse practitioner program (FNP) prepares learners to make independent critical decisions in all levels of prevention, including health promotion; illness prevention; and diagnosis and management for individuals, families, communities, and populations. The FNP learner performs comprehensive health assessments, implements diagnosis and disease management, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic health problems to achieve quality, cost-effective outcomes in a culturally sensitive environment. The FNP program equips students to take on roles that involve educating, consulting, collaborating, applying evidence-based practices for clinical decision-making, and influencing both professional and public policies. Within various practice settings, the FNP learner provides health care for clients across the life span. This program includes 750 hours of directly supervised clinical practice with qualified preceptors and two separate on-campus experiences. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

The Master of Science in Nursing: Family Nurse Practitioner program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011).

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

FNP-630A	Health Promotion and On-Campus Experience I	4 credits
FNP-630ACE	On-Campus Experience I	0 credits
FNP-652A	Family Primary Care I	7 credits
FNP-654A	Family Primary Care II	7 credits
FNP-690A	Practicum and On-Campus Experience II	7 credits
FNP-690ACE	On-Campus Experience II	0 credits
NUR-513AΩ	Foundations of Advanced Nursing Practice	4 credits
NUR-514AΩ	Organizational Leadership and Informatics	4 credits
NUR-550AΩ	Translational Research and Population Health Management	4 credits
NUR-590AΩ	Evidence-Based Practice Project	4 credits
NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
NUR-635	Advanced Pharmacology	4 credits
Master of Science in Nursing: Family Nurse Practitioner		53 credits
Total Clinical Hours		750 hours

Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety

The Master of Science in Nursing with an Emphasis in Health Care Quality and Patient Safety prepares licensed nurses to apply analytical processes to improve system level health and patient safety outcomes. Learners will develop the essential knowledge and skills to lead clinical and non-clinical process improvement projects in a complex health care environment. The Master of Science in Nursing with an Emphasis in Health Care Quality and Patient Safety program is designed to meet standards set by the American Association of Colleges of Nursing (AACN): The Essentials: Core Competencies for Professional Nursing Education (2021) and the Commission on Collegiate in Nursing Accreditation Standards and the Graduate Quality and Safety Education for Nurse Competencies (2024)

Degree Requirements

NUR-513AΩ	Foundations of Advanced Nursing Practice	4 credits
NUR-514AΩ	Organizational Leadership and Informatics	4 credits
NUR-550AΩ	Translational Research and Population Health Management	4 credits
NUR-590AΩ	Evidence-Based Practice Project	4 credits
NUR-600Ω	Advanced Integrative Concepts: Pathophysiology, Pharmacology and Assessment	4 credits
HQS-610AΩ	Foundations of Quality Improvement and Patient Safety	4 credits
HQS-620AΩ	Project Management in Health Care	4 credits
HQS-630AΩ	Implementation and Change Management	4 credits
HQS-640AΩ	Quality Improvement and Patient Safety Practicum	4 credits
Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety		36 credits

Master of Science in Nursing with an Emphasis in Health Informatics

Grand Canyon University's Master of Science in Nursing with an emphasis in Health Informatics incorporates the advanced roles of a clinician, researcher, learner/educator/coach, leader, community advocate, systems manager, collaborator, and consultant. Health informatics is a rapidly evolving discipline requiring innovative leadership. Graduates of the Master of Science in Nursing with an Emphasis in Health Informatics program will be introduced to different programming languages such as SQL and Python. Additionally, learners will gain skills in project management, user interfaces with technology, electronic health records, privacy and security with technology, and analytics. Graduates may perform a variety of functions for organizations, such as automating clinical care; choosing, customizing, or building new operational data systems; training health care workers in computer systems; and collecting and analyzing data to improve patient care and outcomes. Depending on their areas of strength and focus, graduates may serve as project managers, project designers, researchers, systems analysts, educators, administrators, or executives at all levels of the organization. The Master of Science in Nursing with an Emphasis in Health Informatics program is designed to meet standards set by the American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (2021) and the Commission for Collegiate Nursing Education (CCNE).

Degree Requirements

NUR-513AΩ	Foundations of Advanced Nursing Practice	4 credits
NUR-514AΩ	Organizational Leadership and Informatics	4 credits
NUR-550AΩ	Translational Research and Population Health Management	4 credits
NUR-590AΩ	Evidence-Based Practice Project	4 credits
NUR-600Ω	Advanced Integrative Concepts: Pathophysiology, Pharmacology and Assessment	4 credits
HIM-615AΩ	Health Care Information Systems and Technology	4 credits
HIM-650AΩ	Health Care Data Management	4 credits
HCI-655AΩ	Electronic Health Records	4 credits
HCI-660AΩ	Health Data Analytics	4 credits
NUR-690AΩ	Nursing Informatics Practicum	4 credits
Master of Science in Nursing with an Emphasis in Health Informatics		40 credits

Master of Science in Nursing with an Emphasis in Nursing Education

The Master of Science in Nursing with an Emphasis in Nursing Education program prepares advanced professional nurses to address the ever changing and expanding educational needs of the nursing profession. The program consists of graduate nursing

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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core and education-focused courses. From the graduate nursing core courses, learners gain the knowledge, values, and skills needed for advanced generalist nursing practice in an evolving health care system. The education emphasis is designed for those learners in the Master of Science in Nursing program who are interested in pursuing or advancing in a position in nursing education. Graduates will be prepared for a variety of roles in nursing education, either as a clinical educator or academic educator in both traditional and nontraditional settings in nursing education. A post-master certificate program is available to those nurses who already have a Master of Science in Nursing degree. The Master of Science in Nursing with an Emphasis in Nursing Education program is designed to meet standards set by the American Association of Colleges of Nursing (AACN): The Essentials: Core Competencies for Professional Nursing Education and the National League for Nursing (NLN) Nurse Educator Core Competencies.

Degree Requirements

NUR-513AΩ	Foundations of Advanced Nursing Practice	4 credits
NUR-514AΩ	Organizational Leadership and Informatics	4 credits
NUR-550AΩ	Translational Research and Population Health Management	4 credits
NUR-590AΩ	Evidence-Based Practice Project	4 credits
NUR-641EAΩ	Advanced Pathophysiology and Pharmacology for Nurse Educators	4 credits
NUR-643EAΩ	Advanced Health Assessment for Nurse Educators	4 credits
NUR-646EAΩ	Nursing Education Seminar I	4 credits
NUR-648EAΩ	Nursing Education Seminar II	4 credits
NUR-665EAΩ	Nursing Education Practicum	4 credits
Master of Science in Nursing with an Emphasis in Nursing Education		36 credits

Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems

The Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems program prepares nurses for leadership roles in today's rapidly changing health care delivery systems. The program consists of graduate nursing core and leadership courses, as well as leadership courses taken with Master of Science in Health Administration (MS-HA) learners. From the graduate nursing core courses, learners gain the knowledge, values, and skills needed for advanced generalist nursing practice in an evolving health care system. The coursework in health administration provides insight into the functioning of organizations, including emphasis on strategic and human resource management within health care organizations. Nursing leadership courses also emphasize financial management, the role of quality and performance improvement, and the effective communication and interdisciplinary collaboration skills required of leaders in contemporary health care. The Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems program is designed to meet standards set by the American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (2021).

Degree Requirements

NUR-513AΩ	Foundations of Advanced Nursing Practice	4 credits
NUR-514AΩ	Organizaional Leadership and Informatics	4 credits
NUR-550AΩ	Translational Research and Population Health management	4 credits
NUR-590AΩ	Evidence-Based Practice Project	4 credits
NUR-600Ω	Advanced Integrative Concepts: Pathophysiology, Pharmacology and Assessment	4 credits
NUR-621AΩ	Principles of health Care Financial Management	4 credits
NUR-630AΩ	Performance Improvement and Quality in Health Care	4 credits
HCA-545AΩ	Organizational Structure, Dynamics, and Effectiveness	4 credits
NUR-674AΩ	Leadership in Health Care Systems Practicum	4 credits
Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems		36 credits

Master of Business Administration & Master of Nursing: Nursing Leadership in Health Care Systems

Refer to the Colangelo College of Business section of the catalog for specific degree requirements and course sequence information on this program: Master of Business Administration and Master of Science in Nursing: Nursing Leadership in Health Care Systems Dual – Degree.

Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner

The Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner program prepares experienced professional nurses for advanced practice as psychiatric mental health care providers across the life span. The psychiatric mental health nurse practitioner (PMHNP) makes independent critical judgments in all levels of prevention of behavioral health problems, mental disorders, and comorbid conditions. This includes mental health promotion, illness prevention, and diagnosis and management for individuals, families, communities, and populations. The PMHNP performs comprehensive psychiatric assessments, diagnoses mental disorders, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic mental health problems to achieve quality, cost-effective outcomes in a culturally sensitive context. The role of the PMHNP includes educating, consulting, collaborating, using research to make practice decisions, and influencing professional and public policies. Within various practice settings, the PMHNP provides psychiatric mental health care for patients across the life span. This program includes 750 hours of directly supervised clinical practice with qualified preceptors and two separate on-campus experiences. A postmaster's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

Degree Requirements

NUR-513AΩ	Introduction to Advanced Registered Nursing	4 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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NUR-514AΩ	Organizational Leadership and Informatics	4 credits
NUR-550AΩ	Translational Research and Population Health Management	4 credits
NUR-590AΩ	Evidence-Based Practice Project	4 credits
NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-635	Advanced Pharmacology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	4 credits
PMH-630	Foundations of Psychiatric Mental Health - On-Campus Experience I	4 credits
PMH-630CE	On-Campus Experience I	4 credits
PMH-652Ω	Intro to Psychiatric Mental Health Assessment and Daignostic Reasoning	4 credits
PMH-654	Integrative Management: Psychiatric Assessment, Diagnosis and Treatment	4 credits
PMH-656	Advanced Management of Psychiatric Disorders - On-Campus Experience II	4 credits
PMH-656CE	On-Campus Experience II	4 credits
Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner		53 credits
Total Clinical/Practicum Hours		750 hours

Master of Science in Nursing with an Emphasis in Public Health Nursing

The Master of Science in Nursing with an Emphasis in Public Health Nursing program prepares advanced professional nurses to address disease prevention, community, and population health needs. The program's emphasis is designed for learners interested in a multidisciplinary approach to reducing health disparities across diverse populations. Learners integrate epidemiological and biostatistical principles to address community and population public health needs, as well as public health administration. Learners prepare for an expanding range of professional opportunities and roles in public health and nursing. The program culminates in a practicum experience, where learners apply public health nursing concepts and skills in a public health setting and complete a capstone project. The Master of Science in Nursing with an Emphasis in Public Health Nursing program is designed to meet standards set by the American Association of Colleges of Nursing (AACN): The Essentials: Core Competencies for Professional Nursing Education (2021), the Commission on Collegiate Nursing Education (CCNE) Standards of Accreditation of Baccalaureate and Graduate Nursing Programs (2024), and the American Nurses Association (ANA) Public Health Nursing: Standards of Practice, 3rd edition (2022).

Degree Requirements

NUR-513AΩ	Foundations of Advanced Nursing Practice	4 credits
NUR-514AΩ	Organizational Leadership and Informatics	4 credits
NUR-550AΩ	Translational Research and Population Health Management	4 credits
NUR-590AΩ	Evidence-Based Practice Project	4 credits
NUR-600Ω	Advanced Integrative Concepts: Pathophysiology, Pharmacology and Assessment	4 credits
PHN-600AΩ	Foundations of Public Health Nursing	4 credits
PUB-540AΩ	Principles of Epidemiology	4 credits
PUB-550AΩ	Application and Interpretation of Public Health Data	4 credits
PHN-652AΩ	Population-Based Interventions	4 credits
PHN-690AΩ	Public Health Nursing Practicum	4 credits
Master of Science in Nursing with an Emphasis in Public Health Nursing		40 credits

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

The Post-Master of Science in Nursing: Adult-Gerontology Acute Care Nurse Practitioner program prepares experienced registered nurses for the advanced nurse practitioner role. Learners explore scope of practice, the role of evidence-based practice and research, and realistic ethical and legal issues. Graduates are eligible for certification as Adult-Gerontology Acute Care Nurse Practitioners. The program provides a separate course for advanced health assessment, advanced pathophysiology, and advanced pharmacology. All courses and experiences in the program emphasize clinical and diagnostic reasoning, and the diagnosis and management of diseases. Learners also practice procedural skill acquisition and prepare for prescribing pharmacologic and nonpharmacologic treatments in the treatment and management of adult and geriatric acute care patients, subacute patients, complex patients, and patients with exacerbations of chronic illness are all content areas in the program. Clinical experiences emphasize the physiological and psychosocial impact of acute and chronic illness on the patient, family, and community, and prepare the Adult-Gerontology Acute Care Nurse Practitioner in the diagnosis and management of acute and life-threatening health problems. This program includes 750 hours of direct patient care in clinical practice with qualified preceptors and two separate on-campus experiences. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

Degree Requirements

NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-635	Advanced Pharmacology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
ANP-635A	Health Promotion and Maintenance and On-Campus Experience I	4 credits
ANP-635ACE	On-Campus Experience I	0 credit
ANP-650AΩ	Adult-Gerontology Acute Care I	7 credits
ANP-652A	Adult-Gerontology Acute Care II	7 credits
ANP-654A	Adult-Gerontology Acute Care III and On-Campus Experience II	7 credits
ANP-654ACE	ANP-654 On-Campus Experience II	0 credit

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate	37 credits
Total Clinical Hours	750 hours

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

The Post-Master of Science in Nursing: Family Nurse Practitioner Certificate prepares experienced professional nurses for advanced practice as primary care providers. The family nurse practitioner program (FNP) prepares learners to make independent critical decisions in all levels of prevention, including health promotion; illness prevention; and diagnosis and management for individuals, families, communities, and populations. The FNP learner performs comprehensive health assessments, implements diagnosis and disease management, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic health problems to achieve quality, cost-effective outcomes in a culturally sensitive environment. The FNP program equips learners to take on roles that involve educating, consulting, collaborating, applying evidence-based practices for clinical decision-making, and influencing both professional and public policies. Within various practice settings, the FNP learner provides health care for clients across the life span. This program includes 750 hours of directly supervised clinical practice with qualified preceptors and two separate on-campus experiences.

Degree Requirements

NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-635	Advanced Pharmacology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
FNP-630A	Health Promotion and On-Campus Experience I	4 credits
FNP-630ACE	FNP-630 On-Campus Experience I	0 credit
FNP-652A	Family Primary Care I	7 credits
FNP-654A	Family Primary Care II	7 credits
FNP-690A	Practicum and On-Campus Experience II	7 credits
FNP-690ACE	FNP-690 On-Campus Experience II	0 credit
Post-Master of Science in Nursing: Family Nurse Practitioner Certificate		37 credits
Total Clinical Hours		750 hours

Post-Master of Science in Nursing: Nursing Education Certificate

The Post-Master of Science in Nursing: Nursing Education Certificate prepares advanced professional nurses in the specialty of nursing education within the expanding educational needs of the nursing profession. Nurse educators practice in a variety of settings, including acute or chronic care settings, as staff educators or in a role responsible for planning, implementing, and evaluating continuing education programs. The advanced professional nurse educator will also be prepared to assume a faculty position in a traditional college of nursing or in a nontraditional program that relies on online technology as a teaching medium. Competencies of the professional practice nurse educator include assessing educational needs, planning programs to meet those needs, and evaluating program outcomes in the context of evidence-based practice models. The Post-Master of Science in Nursing: Nursing Education Certificate program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011)..

Degree Requirements

NUR-641E	Advanced Pathophysiology and Pharmacology for Nurse Educators	4 credits
NUR-643E	Advanced Health Assessment for Nurse Educators	4 credits
NUR-646E[Ω]	Nursing Education Seminar I	4 credits
NUR-648E[Ω]	Nursing Education Seminar II	4 credits
NUR-665E[Ω]	Nursing Education Practicum	4 credits
Post-Master of Science in Nursing: Nursing Education Certificate		20 credits

Post-Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner Certificate

The online Post-Master's MSN Psychiatric/Mental Health Nurse Practitioner program is designed to prepare students to provide a wide range of mental health services across the lifespan. It includes the study and application of diagnostic and treatment modalities and approaches to practice. Students learn to work with other healthcare professionals to provide mental healthcare services in all settings. The program enables graduates to deliver advanced practice services to individuals who are at risk for and/or require mental health services.

Degree Requirements

NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
NUR-635	Advanced Pharmacology	4 credits
PMH-630	Foundations of Psychiatric Mental Health - On-Campus Experience I	4 credits
PMH-630CE	On-Campus Experience I	0 credits
PMH-652	Intro to Psychiatric Mental Health Assessment and Diagnostic Reasoning	7 credits
PMH-654	Integrative Management: Psychiatric Assessment, Diagnosis and Treatment	7 credits
PMH-656	Advanced Management of Psychiatric Disorders - On-Campus Experience II	7 credits
PMH-656CE	On-Campus Experience II	0 credits
Post-Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner Certificate		37 credits

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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Nursing: Doctoral Programs

Doctor of Nursing Practice in Organizational Leadership

Grand Canyon University's Doctor of Nursing Practice in Organizational Leadership prepares nurses to lead transformative change in health care systems through evidence-based practice, ethical decision-making, and strategic leadership. Rooted in Christian values and servant leadership, the program equips graduates to ensure all individuals have the opportunity to attain their best possible health by improving patient outcomes, influencing policy, and leading system-level change. Aligned with the AACN Essentials Core Competencies for Professional Nursing Education, this program emphasizes systems leadership, population health, informatics, and interprofessional collaboration. Learners engage in practice-based projects and experiential learning that foster innovation and prepare them to lead with integrity across diverse health care settings. All learners must complete a minimum of 1,000 practice immersion hours postbaccalaureate to graduate from the program.

Degree Requirements

DNP-802B[Ω]	Advanced Nursing Science and Evidence-Based Practice	3 credits
DNP-806B[Ω]	Quality Improvement and Patient Safety	3 credits
DNP-811B[Ω]	Clinical Inquiry and Scholarship	3 credits
DNP-816B[Ω]	Advanced Nursing Practice and Health Promotion	3 credits
DNP-821B[Ω]	Health Informatics and Data-Driven Decision-Making	3 credits
DNP-826B[Ω]	Advanced Healthcare Policy and Systems Leadership	3 credits
DNP-900B[Ω]	DNP Project Seminar	3 credits
DNP-956B[Ω]	Evidence-Based Project Design and Development	4 credits
DNP-961B[Ω]	Evidence-Based Practice Project Implementation	4 credits
DNP-966B[Ω]	Evidence-Based Practice Project Evaluation	4 credits
Doctor of Nursing Practice in Organizational Leadership		33 credits
Total Practice Experience Hours		1000 hours

Health Care Professions: Undergraduate Programs

Bachelor of Science in Communication Sciences and Disorders

The Bachelor of Science in Communication Sciences and Disorders program provides students with foundational knowledge of the biological, physical, behavioral, and cognitive aspects of human communication and prepares graduates to support the needs of clients with impairments in communication.

Degree Requirements

Total General Education	34-40 credits
Total Athletic Training Major	74 credits
Total Electives	6-12 credits
Total Bachelor of Science in Communication Sciences and Disorders	120 credits

Communication Sciences and Disorders Major

BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credits
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II-Lab	1 credits
CSD-110	Introduction to Communication Disorders	4 credits
CSD-220	Speech-Language Development	4 credits
CSD-230	Phonetics and Phonology	4 credits
CSD-310	Anatomy and Physiology of Speech, Hearing, and Swallowing	4 credits
CSD-320	Speech, Language, and Hearing Sciences	4 credits
CSD-330	Introduction to Audiology	4 credits
CSD-340	Cultural Responsiveness in Communication Disorders	4 credits
CSD-350	Clinical Writing and Reasoning	4 credits
CSD-410	Aural Rehabilitation	4 credits
CSD-420	Acquired Neurological Disorders	4 credits
CSD-430	Professional Issues and Ethical Considerations	4 credits
CSD-440	Introduction to Clinical Practice in Communication Disorders	4 credits
CSD-490	Professional Capstone Project and Practicum	6 credits
MAT-274	Probability and Statistics	4 credits
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
Communication Sciences and Disorders Major		74 credits

Bachelor of Science in Health Care Administration

The Bachelor of Science in Health Care Administration (BSHA) is an undergraduate professional degree designed to prepare students for entry-level supervisory roles in health care organizations. Ideal candidates for the BSHA program are those students looking for career entry in health care administration and those looking to advance from clinical/technical roles to supervisory roles. The BSHA program emphasizes both the conceptual and analytical skills required to manage in contemporary health care organizations. Graduates prepare themselves for administrative positions in hospitals, long-term care, outpatient facilities, physician offices, mental health organizations, insurance companies, public health agencies, and other types of health organizations. The BSHA program also prepares students who wish to eventually seek their master's degree in order to obtain senior health care executive positions.

The BSHA program features investigative and experimental opportunities in project management, teamwork, and leadership.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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Students of this program will have the opportunity to gain an in-depth understanding of the following:

- The organization and structure of components of the health care sector to permit development and implementation of successful management strategies within the industry.
- The managerial skills needed to work in teams, build cross-functional teams, and facilitate collaborative decision making.
- The industry-specific business knowledge and skills related to finance management, human resources, strategic planning, marketing, information management, and quality improvement.
- The impact that various dynamics (e.g., regulatory, legal, ethical, public policy, and political) can have on health service organizations and the management or administration of any specific sector of the health care industry.
- The manner in which public, private, and social forces can shape the health care system and affect health care providers.
- The financial options and strategies within and between component sectors of the health care industry.

Degree Requirements

Total General Education	34-40 credits
Total Health Care Administration Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Health Care Administration	120 credits

Health Care Administration Major

HLT-205	Health Care Systems and Transcultural Health Care	4 credits
HLT-302	Spirituality and Christian Values in Health Care and Wellness	4 credits
ECN-351	Essentials of Economics	4 credits
HLT-305	Legal and Ethical Principles in Health Care	4 credits
HCA-240	Health Care Accounting and Billing	4 credits
HCA-360	Health Information Technology and Management	4 credits
HCA-450	Quality in Health Care	4 credits
MAT-274	Probability and Statistics	4 credits
HCA-460	Operations and Risk Management in Health Care	4 credits
HLT-364Δ	Research and Communication Techniques in Health Care and Science	4 credits
MGT-420	Organizational Behavior and Management	4 credits
HCA-465	Health Care Administration and Management	4 credits
HCA-470ϮΔ	Strategic Planning and Implementation in Health Care	4 credits
HLT-494Δ	Professional Capstone Project	4 credits
Health Care Administration Major		56 credits

Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences program is a degree completion program designed for health care professionals, whose primary job duty involves direct patient interaction related to health assessment or treatment, to acquire baccalaureate-level competencies in health sciences theory and issues related to health care professionals.

Degree Requirements

Total General Education	34-40 credits
Health Sciences Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Health Sciences	120 credits

Health Sciences Major

HLT-307V	Professional Dynamics and Allied Health Professions	3 credits
HLT-308V	Risk Management and Health Care Regulations	3 credits
HLT-313V	Safety, Quality, and Interdisciplinary Approaches to Care	3 credits
HLT-362V	Applied Statistics for Health Care Professionals	3 credits
HLT-324V	Transcultural Health Care	3 credits
PHI-413V	Ethical and Spiritual Decision Making in Health Care	3 credits
HLT-418V	Trends and Issues in Health Care	3 credits
HLT-314V	Health Care Systems	3 credits
HLT-312V	Ethics for Health Care Professionals	3 credits
HLT-317VΔ	Communication and Application of Research in Practice	3 credits
AMP-450V	Leadership and Vocation	3 credits
HLT-490VΔΩ	Professional Capstone Project	3 credits
Health Sciences Major		36 credits

Bachelor of Science in Health Information Management

The Bachelor of Science in Health Information Management program prepares students to assume administrative positions in health data management, information policy, information systems integration, quality improvement, medical record processing, and operations management. The health information management sector of health care provides the knowledge, resources, and tools needed to advance professional standards and professional practice to ensure the delivery of quality health care.

Program Vision and Mission Statements

Vision

To empower healthcare communities in transforming healthcare through the application of health information management and information systems and to incorporate collaborative initiatives led by program students, faculty, and alumni.

Mission

Grand Canyon University's BS Health Information Management program prepares graduates to promote quality health information for the benefit of the public, healthcare consumers, providers, and other users of clinical data. This mission is accomplished through a program that focuses on integrating Christian values and servant leadership.

Δ Writing intensive course | ◆ Fulfills General Education requirement | Ϯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

Total General Education	34-40 credits
Health Information Management Major	78 credits
Total Electives	2-8 credits
Total Bachelor of Science in Health Information Management	120 credits

Health Information Management Major

BIO-191	Applied Anatomy and Physiology I	3 credits
BIO-191L	Applied Anatomy and Physiology I Lab	1 credit
BIO-192	Applied Anatomy and Physiology II	3 credits
BIO-192L	Applied Anatomy and Physiology II Lab	1 credit
MAT-274	Probability and Statistics	4 credits
BIO-335	Medical Terminology	2 credits
BIO-330	Pathophysiology and Pharmacology	4 credits
CST-111	Introduction to Computer Science and Information Technology	4 credits
HIM-200ǂ	Principles and Practices of Health Information Management	4 credits
HIM-310	Clinical Data Classification	4 credits
HIM-350	Classification of Diagnostic Data	4 credits
HIM-355	Classification of Procedural Data	4 credits
SYM-400	Introduction to Database Structures	4 credits
HLT-364	Research and Communication Techniques in Health Care and Science	4 credits
HIM-370ǂ	Health Care Information Systems	4 credits
BIT-430	Introduction to Business Analytics	4 credits
HIM-415	Clinical Data Management	4 credits
HIM-452	Quality Management in Health Care	4 credits
HIM-430	Data Governance	4 credits
HIM-425	Principles of Health Care Administration and Leadership	4 credits
MGT-434	Human Resources	4 credits
HIM-490Ω	Health Information Management Capstone	4 credits
Health Information Management Major		78 credits

Bachelor of Science in Occupational Therapy Assistant

The Bachelor of Science in Occupational Therapy Assistant program qualifies graduates to work in the occupational therapy field. These individuals will be trained to work under the supervision of an occupational therapist. Graduates will work with individuals who have emotional, developmental, and physical disabilities and teach them new methods or techniques to perform daily activities, maximize independent functioning, and improve quality of life. Course content is research-based and prepares students to meet the requirements for the National Board for Certification in Occupational Therapy.

Degree Requirements

Total General Education	34-40 credits
Occupational Therapy Assistant Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Occupational Therapy Assistant	120 credits

General Education Program Major Prerequisites

BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credits
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II-Lab	1 credits
BIO-335	Medical Terminology	2 credits
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credits
PSY-357	Lifespan Development	4 credits
OTH-100Ω	Introduction to Occupational Therapy Assistant	4 credits
Total Program Major Prerequisites		22 credits

Occupational Therapy Assistant Major

OTH-300Ω	Clinical Reasoning for Occupational Therapy Assistant	4 credits
OTH-310Ω	Evidence-Based Practice for Occupational Therapy Assistant	4 credits
PSY-470	Abnormal Psychology	4 credits
OTH-320Ω	Mental Health Practice for Occupational Therapy Assistant	4 credits
OTH-320CEΩ	On-Campus Experience I	0 credits
OTH-350Ω	Leadership and Management for Occupational Therapy Assistant	4 credits
OTH-360Ω	Geriatric Practice for Occupational Therapy Assistant	4 credits
OTH-370Ω	Physical Rehab for Occupational Therapy Assistant	4 credits
OTH-370CEΩ	On-Campus Experience II	0 credits
OTH-400Ω	Pediatric Practice for Occupational Therapy Assistant	4 credits
OTH-410Ω	Neurological Rehab for Occupational Therapy Assistant	4 credits
OTH-410CEΩ	On-Campus Experience III	0 credits
OTH-420Ω	Advanced Topics for Occupational Therapy Assistant	4 credits
OTH-440Ω	Baccalaureate Project I	4 credits
OTH-445Ω	Baccalaureate Project II and NBCOT Exam Preparation	4 credits
OTH-490Ω	Fieldwork Level II A and B	10 credits
Bachelor of Science in Occupational Therapy Assistant Major		58 credits

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Bachelor of Science in Public Health

Grand Canyon University's Bachelor of Science in Public Health program prepares students to work as public health practitioners in various health-related settings, including community-based organizations, government agencies, behavioral health agencies, primary care centers, and global or domestic nonprofit organizations. Public health practitioners focus on the prevention of communicable diseases, health education and promotion, and reducing the impact of environmental hazards. The discipline of public health provides the knowledge, resources, and tools needed to design and implement effective health promotion programs, including health education and policies for specific populations within the larger community. The Bachelor of Science in Public Health program also integrates the National Commission for Health Education Credentialing (NCHEC) Seven Areas of Responsibility for Health Education Specialists, addressing fundamental skills in community assessment, program planning, and program implementation and evaluation.

Degree Requirements

Total General Education	34-40 credits
Public Health Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Public Health	120 credits

Public Health Major

COM-222	Small Group Communication	4 credits
BIO-130	Introduction to Life Sciences I	4 credits
PUB-200	Health Promotion and Disease Prevention	4 credits
PUB-240	Environmental and Occupational Health and Safety	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
PSY-352	Health Psychology	4 credits
PUB-360	Community Assessment and Planning	4 credits
PUB-380	Epidemiological Research Design and Methods	4 credits
PUB-390	Foundations in Global Health Practice	4 credits
PUB-410	Implementation and Evaluation of Public Health Interventions	4 credits
PUB-430	Public Health Data Systems and Informatics	4 credits
PUB-450	Public Health Policy and Financing	4 credits
PUB-480	Ethical Practice in Public Health	4 credits
PUB-490Ω	Public Health Capstone Project	4 credits
Public Health Major		56 credits

Bridge to Master of Science in Occupational Therapy

The Bridge to the Master of Science in Occupational Therapy is designed to provide the necessary undergraduate coursework to meet the program prerequisite requirements for the Master of Science in Occupational Therapy.

Degree Requirements

PSY-102	General Psychology	4 credits
MAT-144	College Mathematics	4 credits
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credit
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II Lab	1 credit
SOC-102	Principles of Sociology	4 credits
BIO-335	Medical Terminolgy	4 credits
MAT-274	Probability and Statistics	4 credits
PSY-470	Abnormal Psychology	4 credits
PSY-357	Lifespan Development	4 credits
Bridge to Master of Science in Occupational Therapy		34 credits

Bridge to Master of Science in Speech Language-Pathology

Bridge for students who have at least a bachelors degree and want to enroll in the Masters of Science in Speech Language Pathology (MS-SLP). This bridge provides the prerequisite courses needed to apply to the program.

Degree Requirements

BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credit
MAT-154	Applications of College Algebra	4 credits
CSD-310	Anatomy and Physiology of Speech, Hearing, and Swallowing	4 credits
CSD-220	Speech-Language Development	4 credits
CSD-230	Phonetics and Phonology	4 credits
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credits
CSD-320	Speech, Language, and Hearing Sciences	4 credits
PSY-102	General Psychology	4 credits
CSD-330	Introduction to Audiology	4 credits
MAT-274	Probability and Statistics	4 credits
CSD-410	Aural Rehabilitation	4 credits
CSD-440	Introduction to Clinical Practice in Communication Disorders	4 credits
Bridge to Master of Science in Speech Language-Pathology		48 credits

Health Care Professions: Graduate Programs

Master of Science in Athletic Training

The Master of Science in Athletic Training program prepares graduates for employment as athletic trainers in various clinical and educational settings including secondary schools, colleges and universities, rehabilitation clinics and hospitals, as well as

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emerging settings in amateur and professional sports. Students in this program participate in lecture, lab, simulation, and clinical experiences at athletic and rehabilitation facilities. Students are prepared in each of the five domains of professional practice: Domain 1) Injury and Illness Prevention and Wellness Promotion; Domain 2) Examination, Assessment, and Diagnosis; Domain 3) Immediate and Emergency Care; Domain 4) Therapeutic Intervention; and Domain 5) Health Care Administration and Professional Responsibility. Students who successfully complete the coursework are prepared to take the Board of Certification (BOC) exam.

Degree Requirements

ATP-500	Foundations of Professional Practice and Athletic Training	2 credits
ATP-500L	Foundations of Professional Practice and Athletic Training Lab	1 credit
ATP-510	Evaluation, Diagnosis, and Pathophysiology of General Medical Conditions	4 credits
ATP-515	Emergency Management for Athletic Trainers	3 credits
ATP-515L	Response to Emergent and Immediate Injuries and Illnesses Lab	1 credit
ATP-511	Evaluation and Diagnosis of the Lower Kinetic Chain	3 credits
ATP-511L	Evaluation and Diagnosis of the Lower Kinetic Chain Lab	1 credit
ATP-520	Therapeutic Interventions I - Therapeutic Modalities	3 credits
ATP-520L	Therapeutic Interventions I - Therapeutic Modalities Lab	1 credit
ATP-530	Research Methods and Statistics for Athletic Trainers	2 credits
ATP-551C	Clinical Education in Athletic Training I	3 credits
ATP-512	Evaluation and Diagnosis of the Upper Kinetic Chain and Spine	3 credits
ATP-512L	Evaluation and Diagnosis of the Upper Kinetic Chain and Spine Lab	1 credit
ATP-521	Therapeutic Interventions II - Rehabilitation	3 credits
ATP-521L	Therapeutic Interventions II - Rehabilitation Lab	1 credit
ATP-540	Biomechanics in Sport	2 credits
ATP-552C	Clinical Education in Athletic Training II	3 credits
ATP-610	Healthcare Administration and Public Health	3 credits
ATP-522	Therapeutic Interventions III - Pharmacology and Advanced Interventions	3 credits
ATP-600C	Immersive Clinical Experience	4 credits
ATP-602	Research in Athletic Training I - Proposal and Methods	2 credits
ATP-601	Psychosocial Conditions and Interventions	2 credits
ATP-553C	Clinical Education in Athletic Training III	6 credits
ATP-603	Research in Athletic Training II - Applied Project/Capstone	2 credits
ATP-620	BOC Prep Course	2 credits
ATP-554C	Clinical Education in Athletic Training IV	4 credits
Master of Science in Athletic Training		65 credits

Master of Public Health

Public health is a multidisciplinary and collaborative field of study integrating the biological, social, psychological, anthropological, political, and environmental sciences to improve health outcomes among populations. There is a high demand for trained public health professionals as a result of the increased prevalence of chronic diseases, emerging and re-emerging infectious diseases, environmental health concerns, trends toward population health management in health care, health care reform, and global health concerns. Grand Canyon University's (GCU) Master of Public Health (MPH) program prepares graduates to apply public health theories to relevant and emerging health issues in order to develop, implement, lead, and evaluate health promotion and disease prevention programs through collaborative partnerships. The program prepares students for leadership positions in state and local health departments, international government agencies, nonprofit organizations, health policy and planning organizations, health care organizations, universities, community-based education programs, and faith-based ministries addressing public health issues. The curriculum combines core subject areas like epidemiology, environmental health, quantitative analysis and interpretation, health policy, social and behavioral factors, planning, and evaluation with unique applications to community engagement and health ministry. The program culminates with a practicum and capstone project that students are able to design based on their professional interest area. The GCU MPH program is unique because the program focuses on integrating Christian values, servant leadership, and community engagement throughout the program.

Degree Requirements

UNV-506Ω	Introduction to Graduate Studies in the Health Care Professions	2 credits
PUB-510	Foundations of Public Health	2 credits
PUB-520	Social and Behavioral Principles of Public Health	4 credits
PUB-540	Principles of Epidemiology	4 credits
PUB-550	Application and Interpretation of Public Health Data	4 credits
PUB-560	Environmental Impacts on Health	4 credits
PUB-610	Communication for Behavior Change	4 credits
PUB-620	Planning and Evaluation in Public Health	4 credits
PUB-650	Public Health Advocacy and Policy	4 credits
PUB-655	International Perspectives in Community Health	4 credits
PUB-660	Leadership and Management in Public Health	4 credits
PUB-680Ω	Public Health Practicum	4 credits
PUB-690Ω	Public Health Capstone	4 credits
Master of Public Health		48 credits

Master of Science in Health Administration

The Master of Science in Health Administration (MSHA) provides the skills and experience necessary to perform as middle- and upper-level managers in a variety of health care

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organizations. Students also gain skills and experience necessary to serve as innovative change agents and leaders of organizational improvement and adaptation within the health care industry. The MSHA program emphasizes the conceptual, analytical, and application skills required to manage in contemporary health care organizations. Graduates prepare themselves for administrative positions in hospitals, long-term care facilities, outpatient facilities, physician offices, mental health agencies, insurance companies, public health agencies, and other types of health care organizations.

Degree Requirements

UNV-506Ω	Introduction to Graduate Studies in the Health Care Professions	2 credits
HCA-515	Analysis of Contemporary Health Care Delivery Models	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HCA-530	Health Care Policies and Economics	4 credits
HCA-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HCA-545	Organizational Structure, Dynamics, and Effectiveness	4 credits
LDR-600	Leadership Styles and Development	4 credits
HCA-610	Essential Health Care Business Analysis	4 credits
HCA-615	Human Resource Management and Marketing Communication Strategies	4 credits
HCA-616	Networking and Professional Readiness	2 credits
HCA-620	Business/Project Plan Evaluation and Development	4 credits
HCA-650Ω	Evidence-Based Research Project	4 credits
HCA-670Ω	Health Care Administration Practicum	4 credits
Master of Science in Health Administration		48 credits

Master of Science in Health Administration with an Emphasis in Health Care Quality and Patient Safety

The Master of Science in Health Administration with an Emphasis in Health Care Quality and Patient Safety provides the skills and experience necessary to perform as middle- and upper-level managers in a variety of health care organizations. Students also gain skills and experience necessary to serve as innovative change agents and leaders of organizational improvement and adaptation within the health care industry. This program emphasizes the conceptual, analytical, and application skills required to manage in contemporary health care organizations. Students learn to apply analytical processes to improve health and patient safety outcomes. Graduates prepare themselves for administrative positions in hospitals, long-term care facilities, outpatient facilities, physician offices, mental health agencies, insurance companies, public health agencies, and other types of health care organizations.

Degree Requirements

UNV-506Ω	Introduction to Graduate Studies in the Health Care Professions	2 credits
HCA-515	Analysis of Contemporary Health Care Delivery Models	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HCA-530	Health Care Policies and Economics	4 credits
HCA-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HCA-545	Organizational Structure, Dynamics, and Effectiveness	4 credits
LDR-600	Leadership Styles and Development	4 credits
HQS-610	Foundations of Quality Improvement and Patient Safety	4 credits
HCA-610	Essential Health Care Business Analysis	4 credits
HCA-615	Human Resource Management and Marketing Communication Strategies	4 credits
HCA-616	Networking and Professional Readiness	2 credits
HQS-620	Project Management in Health Care	4 credits
HCA-620	Business/Project Plan Evaluation and Development	4 credits
HQS-630	Implementation and Change Management	4 credits
HCA-650Ω	Evidence-Based Research Project	4 credits
HCA-670Ω	Health Care Administration Practicum	4 credits
Master of Science in Health Administration with an Emphasis in Health Care Quality and Patient Safety		60 credits

Master of Science in Health Care Informatics

Health care informatics is a rapidly emerging discipline that offers new frontiers requiring innovative leadership. As health care reform begins to impact all areas of the health care system, greater attention is being focused on the value of health informatics in reducing health care costs, increasing access, and improving the quality of health care services. Health care informatics is quickly becoming vital to the growth and security of the United States' health care system. The integration of information technology into health care and the continuous changes in patient-care systems require professionals and leaders with training in clinical operations, data management systems, health care system operations, project management, decision making, and quality assessment.

Graduates may perform a variety of functions for the organization, such as automating clinical care, building new operational data systems, training health care workers in the use of computer systems, collecting and analyzing data to improve patient care, etc. Depending on their areas of strength and focus, graduates may serve as project managers, project designers, researchers, systems analysts, or administrators and executives at all levels of the organization. Graduates may work in a variety of settings, including hospitals, primary care facilities, doctors' offices, insurance companies, pharmacies, technology suppliers, consulting firms, and more. Organizations of potential employment include the Centers for Disease Control and Prevention; National Institutes of Health; clinical data exchange insurance sites; the government's Military Health System (hospitals); Centers for Medicare & Medicaid Services; state health care; and informational technology vendors.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

UNV-504Ω	Introduction to Graduate Studies in the College of Business	2 credits
HCA-515	Analysis of Contemporary Health Care Delivery Models	4 credits
HCA-530	Health Care Policies and Economics	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HLT-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HIM-515	Foundations and Concepts of Health Care Informatics	4 credits
HIM-615	Health Care Information Systems and Technology	4 credits
HIM-650	Health Care Data Management	4 credits
HCA-610	Essential Health Care Business Analyses	4 credits
HLT-610	Networking and Professional Readiness	2 credits
HCA-620	Business/Project Plan Evaluation and Development	4 credits
HCA-675	Health Care Innovation	4 credits
HCA-699Ω	Evidence-Based Research Project	4 credits
Master of Science in Health Care Informatics		48 credits

Master of Science in Health Informatics

Grand Canyon University's Master of Science in Health Informatics program prepares graduates for a variety of positions focused on integrating information technology into health care for the purposes of improving patient safety, satisfaction, and quality of health care services while reducing costs. Continuous changes in patient-care systems require professionals and leaders with training in clinical operations, data management systems, health care system operations, project management, decision making, and quality assessment. Graduates may perform a variety of functions within health care organizations, such as automating clinical care, building new operational data systems, training health care workers in the use of computer systems, and collecting and analyzing data to improve patient care. Depending on their areas of strength and focus, graduates may serve as informaticists, project managers, researchers, systems analysts, data analysts, or administrators and executives at all levels of the organization. Graduates may work in a variety of settings, including hospitals, primary care facilities, doctors' offices, insurance companies, pharmacies, technology vendors, consulting firms, or governmental agencies.

Degree Requirements

UNV-506Ω	Introduction to Graduate Studies in the Health Care Professions	2 credits
SYM-506	Applied Business Probability and Statistics	4 credits
HCI-600	Foundations of Informatics	4 credits
HIM-615	Health Care Information Systems and Technology	4 credits
HIM-650	Health Care Data Management	4 credits
HCI-655	Electronic Health Records	4 credits
HCI-660	Health Data Analytics	4 credits
HCI-665	Health Information Systems Security	4 credits
HCI-670	User Interface Design for Informatics	4 credits
HCA-680	Leadership in Health Care	4 credits
HCI-690Ω	Health Informatics Applied Project and Practicum	4 credits
Master of Science in Health Informatics		42 credits

Master of Science in Occupational Therapy

The Master of Science in Occupational Therapy (MS-OT) program focuses on preparing occupational therapy learners to become competent, client-centered, board-certified OT practitioners. Utilizing evidence-based, academic, and clinical curricula, this program fosters critical thinking and application of best practices. Through application and skill-based experiences, learners develop the skills and knowledge to promote quality of life and the health of people, populations, and communities in traditional and emerging practice settings. Course content is research-based and prepares the learner to meet the requirements for the National Board for Certification in Occupational Therapy.

Degree Requirements

OTH-500Ω	Introduction to Occupational Therapy	4 credits
OTH-510Ω	Introduction to Evidence-Based Practice in Occupational Therapy	4 credits
OTH-520Ω	Functional Anatomy and Physiology in Occupational Therapy	4 credits
OTH-520CEΩ	On-Campus Experience I	0 credits
OTH-530Ω	Neurological and Physiological Rehab in Occupational Therapy	4 credits
OTH-540Ω	Psychosocial Practice in Occupational Therapy	4 credits
OTH-550Ω	Occupational Analysis	4 credits
OTH-550CEΩ	On-Campus Experience II	0 credits
OTH-560Ω	Ethics and Professional Issues in Occupational Therapy	3 credits
OTH-570Ω	Management and Leadership in Occupational Therapy	4 credits
OTH-580Ω	Technology and Modalities in Occupational Therapy	3 credits
OTH-590Ω	Pediatrics Occupational Therapy Foundations and Practice	4 credits
OTH-590CEΩ	On-Campus Experience III	0 credits
OTH-600Ω	Clinical Reasoning	4 credits
OTH-610Ω	Advanced Topics in Occupational Therapy	3 credits
OTH-620Ω	Application of Occupational Therapy Practice	3 credits
OTH-630Ω	Adult and Geriatric Occupational Therapy	4 credits
OTH-630CEΩ	On-Campus Experience IV	0 credits
OTH-690Ω	Level II A Fieldwork	10 credits
OTH-680Ω	NBCOT Exam Prep I	3 credits
OTH-695Ω	Level II B Fieldwork	10 Credits
OTH-685Ω	NBCOT Exam Prep II	3 credits
Master of Science in Occupational Therapy		78 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Master of Science in Speech-Language Pathology

The Master of Science in Speech-Language Pathology program (MS SLP) focuses on training speech-language pathologists to provide a full range of services to individuals with communication and swallowing disorders in a variety of settings. The program provides scientifically based academic and clinical curricula to foster critical thinking and application of best practices.

Degree Requirements

SLP-500Ω	Clinical and Research Methods	4 credits
SLP-510Ω	Articulation and Phonology	4 credits
SLP-520Ω	Dysphagia Across the Life Span	4 credits
SLP-530Ω	Developmental Language Disorders: School Age	4 credits
SLP-530CEΩ	On-Campus Experience I	0 credits
SLP-540Ω	Cognitive-Communication Disorders	4 credits
SLP-550Ω	Aphasia and Adult Neurogenic Disorders	4 credits
SLP-560Ω	Motor Speech Disorders	4 credits
SLP-570Ω	Developmental Language Disorders: Birth-5 Years	4 credits
SLP-570CEΩ	On-Campus Experience II	0 credit
SLP-600Ω	Autism and Neurodiversity	3 credits
SLP-610Ω	Special Populations in Speech-Language Pathology and Clinical Practicum I	5 credits
SLP-610CEΩ	On-Campus Experience III	0 credit
SLP-620Ω	Augmentative and Alternative Communication	3 credits
SLP-630Ω	Professional Issues, Cultural Considerations, and Ethics	3 credits
SLP-650Ω	Clinical Practicum II	7 credits
SLP-660Ω	Clinical Practicum III	7 credits
Master of Science in Speech-Language Pathology		60 credits

Graduate Certificate of Completion in Health care Quality and Patient Safety

The Graduate Certificate of Completion in Health Care Quality and Patient Safety is designed for health care professionals seeking to acquire specific knowledge and skills in the areas of health care quality and patient safety. Courses in the certificate focus on nationally recognized expectations and metrics for quality, approaches to support quality improvement measures, and technologies that support clinical decision-making for patient safety.

Degree Requirements

HCA-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HQS-610	Foundations of Quality Improvement and Patient Safety	4 credits
HQS-620	Project Management in Health Care	4 credits
HQS-630	Implementation and Change Management	4 credits
Graduate Certificate of Completion in Health Care Quality and Patient Safety		16 credits

Graduate Certificate in Public Health

The Graduate Certificate in Public Health is a 18-credit program tailored for individuals who are interested in the field of public health as a profession or who would like to integrate public health principles into their current profession. This certificate offers foundational knowledge in the discipline of public health that can be applied in various settings and is complementary to a variety of disciplines. Upon completion, graduates will understand the history and goals of public health, examine factors that influence public health, apply principles of epidemiology and environmental health, and interpret and analyze public health data. This certificate is an ideal add-on to any social science, health science, clinical or other health professions' degree.

Degree Requirements

PUB-510	Foundations of Public Health	2 credits
PUB-520	Social and Behavioral Principles of Public Health	4 credits
PUB-540	Principles of Epidemiology	4 credits
PUB-550	Application and Interpretation of Public Health Data	4 credits
PUB-560	Environmental Impacts on Health	4 credits
Graduate Certificate in Public Health		18 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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The College of Theology

College Description

Christian Studies programs 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. Students are equipped, as well, to relate to diverse other religions in global culture. The faculty is committed to helping students formulate their call to ministry by exploring the various directions that a call may take, and by helping students develop character and integrity in all aspects of life.

College Mission

Grand Canyon University's College of Theology, in keeping with its commitment to the authority of the Bible as Scripture and the centrality of Jesus Christ, exists to resource, educate and equip students in theological scholarship, ethical integrity, effective leadership, and ministry in service to God, the Church, the academy, and the world.

Christian Studies: Undergraduate Programs

Bachelor of Arts in Christian Ministry

Grand Canyon University's Bachelor of Arts in Christian Ministry prepares students for pastoral leadership in the local church and other Christian ministries. This practically-oriented program is designed to equip students with the broad understandings and skills needed for faithful, Christian ministry. Graduates of this program will possess basic biblical and theological knowledge, understand the dynamics of pastoral leadership, develop Christian character, and acquire the skills needed for effective ministry. The core of this pre-seminary curriculum provides a well-rounded theological education with emphasis on personal and professional formation and the development of ministerial abilities. Coursework in biblical, theological, and historical studies is combined with practical courses in leadership, spiritual formation, communication, and ministry. Students learn how to apply biblical and theological truth personally and practically to life and ministry contexts. Ministry internships provide additional opportunities for students to connect sound doctrine and practical ministry experience within the context of local churches and ministries.

Degree Requirements

Total General Education	34-40 credits
Total Christian Ministry Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Arts in Christian Ministry	120 credits

Christian Ministry Major

BIB-106	Old Testament Survey	4 credits
MIN-104Ω	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
MIN-114Ω	Spiritual Formation Lab	1 credit
BIB-355Δ	Biblical Interpretation and Application	4 credits
HTH-201	Christian Theology I	4 credits
MIN-204Ω	Relational Skills Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-202	Christian Theology II	4 credits
MIN-214Ω	Ministry Skills Lab	1 credit
BIB-360	Gospels and Acts	4 credits
MIN-320	Christian Character Formation	4 credits
HTH-330Δ♯	Christian Ethics	4 credits
MIN-494Ω	Ministry Internship	4 credits
HTH-475	Applied Theology	4 credits
MIN-480	Pastoral Leadership	4 credits
MIN-430♯	Ministerial Communication	4 credits
Christian Ministry Major		56 credits

Bachelor of Arts in Christian Ministry (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Ministry prepares students for pastoral leadership in the local church and other Christian ministries. This practically oriented program is designed to equip students with the broad understandings and skills needed for faithful, Christian ministry. Graduates of this program will possess basic biblical and theological knowledge, understand the dynamics of pastoral leadership, develop Christian character, and acquire the skills needed for effective ministry. The core of this pre-seminary curriculum provides a well-rounded theological education with emphasis on personal and professional formation and the development of ministerial abilities. Coursework in biblical, theological, and historical studies is combined with practical courses in leadership, spiritual formation, communication, and ministry. Students learn how to apply biblical and theological truth personally and practically to life and ministry contexts. Ministry internships provide additional opportunities for students to connect sound doctrine and practical ministry experience within the context of local churches and ministries. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Ministry (Accelerated Pathway to MDiv) Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Christian Ministry (Accelerated Pathway to MDiv)	120 credits

Christian Ministry (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104Ω	Pastoral Identity Lab	1 credit

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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BIB-107	New Testament Survey	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
MIN-114[Ω]	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-330[Δ♯]	Christian Ethics	4 credits
MIN-204[Ω]	Relational Skills Lab	1 credit
MIN-430[♯]	Ministerial Communication	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214[Ω]	Ministry Skills Lab	1 credit
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
HTH-505	Systematic Theology I	4 credits
MIN-509	Christian Character Formation	4 credits
BIB-650	Biblical Hermeneutics	4 credits
HTH-475	Applied Theology	4 credits
MIN-526	Ministerial Ethics	4 credits
HTH-550	Systematic Theology II	4 credits
MIN-494	Ministry Internship	4 credits
Christian Ministry (Accelerated Pathway to MDiv) Major		64 credits

Bachelor of Arts in Christian Studies

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in Christian Studies	120 credits

Christian Studies Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
HTH-201	Christian Theology I	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
HTH-202	Christian Theology II	4 credits
BIB-350	Pentateuch	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310[♯Δ]	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-430[♯]	Ministerial Communication	4 credits
HTH-350[♯]	Survey of Historical Theology	4 credits
HTH-330[Δ♯]	Christian Ethics	4 credits
Christian Studies Major		48 credits

Bachelor of Arts in Christian Studies (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies (Accelerated Pathway to MDiv) Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Arts in Christian Studies (Accelerated Pathway to MDiv)	120 credits

Christian Studies (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-330[Δ♯]	Christian Ethics	4 credits
MIN-204	Relational Skills Lab	1 credit
MIN-430[♯]	Ministerial Communication	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214[Ω]	Ministry Skills Lab	1 credit
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
HTH-505	Systematic Theology I	4 credits
MIN-509	Christian Character Formation	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
HTH-550	Systematic Theology II	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Christian Studies (Accelerated Pathway to MDiv) Major	56 credits

Bachelor of Arts in Christian Studies with an Emphasis in Apologetics

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an emphasis in Apologetics program are equipped for ministry that requires a rational and compelling defense of the Christian faith. Coursework for this emphasis introduces students to logic, apologetic methodology, current topics in apologetics, and effective communication within various ministry contexts. Students are trained to analyze and assess various perspectives and express foundational truths of the Christian worldview both winsomely and persuasively while responding to objections to the faith with humility and respect.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Apologetics Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Apologetics	120 credits

Christian Studies with an Emphasis in Apologetics Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
HTH-201	Christian Theology I	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
HTH-202	Christian Theology II	4 credits
BIB-350	Pentateuch	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310[♯Δ]	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-430[♯]	Ministerial Communication	4 credits
HTH-350[♯]	Survey of Historical Theology	4 credits
HTH-330[Δ♯]	Christian Ethics	4 credits
PHI-103	Introduction to Philosophy and Ethics	4 credits
PHI-306	Biblical and Theological Apologetics	4 credits
PHI-330	Historical Apologetics Theory and Practice	4 credits
PHI-420	Contemporary Apologetics Theory and Practice	4 credits
Christian Studies with and Emphasis in Apologetics Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Apologetics (Accelerated Pathway to MDiv

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an emphasis in Apologetics program are equipped for ministry that requires a rational and compelling defense of the Christian faith. Coursework for this emphasis introduces students to logic, apologetic methodology, current topics in apologetics, and effective communication within various ministry contexts. Students are trained to analyze and assess various perspectives and express foundational truths of the Christian worldview both winsomely and persuasively while responding to objections to the faith with humility and respect.

This program is part of an accelerated BA to MDiv (3+2) which requires a 12-month program of study. Graduates of the entire accelerated program will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Apologetics (Accelerated Pathway to MDiv) Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Apologetics (Accelerated Pathway to MDiv)	120 credits

Christian Studies with an Emphasis in Apologetics (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-330[Δ♯]	Christian Ethics	4 credits
MIN-204	Relational Skills Lab	1 credit

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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MIN-430ǂ	Ministerial Communication	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214Ω	Ministry Skills Lab	1 credit
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
HTH-505	Systematic Theology I	4 credits
MIN-509	Christian Character Formation	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
HTH-550	Systematic Theology II	4 credits
PHI-103	Introduction to Philosophy and Ethics	4 credits
PHI-306	Biblical and Theological Apologetics	4 credits
PHI-330	Historical Apologetics Theory and Practice	4 credits
PHI-420	Contemporary Apologetics Theory and Practice	4 credits
Christian Studies with and Emphasis in Apologetics (Accelerated Pathway to MDiv) Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies program are prepared for a variety of ministerial and leadership positions that require a depth of knowledge about the content of Scripture and the ability to communicate biblical teaching effectively. Coursework focuses on the study of the books and major divisions of the Bible, from the Genesis to Revelation, for the sake of teaching the Bible to a variety of audiences including student groups and congregations. This program of study is designed to equip students with the competencies necessary for service as faithful teachers, preachers, and Christian leaders in churches and Christian institutions.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Biblical Studies Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies	120 credits

Christian Studies with an Emphasis in Biblical Studies Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
HTH-201	Christian Theology I	4 credits
BIB-355Δ	Biblical Interpretation and Application	4 credits
HTH-202	Christian Theology II	4 credits
BIB-350	Pentateuch	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310ǂΔ	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-430ǂ	Ministerial Communication	4 credits
HTH-350ǂ	Survey of Historical Theology	4 credits
HTH-330Δǂ	Christian Ethics	4 credits
BIB-370	Hebrew Poetical and Wisdom Literature	4 credits
BIB-455	Hebrew Prophets	4 credits
BIB-380	Pauline Epistles	4 credits
BIB-465	General Epistles	4 credits
Christian Studies with and Emphasis in Biblical Studies Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies program are prepared for a variety of ministerial and leadership positions that require a depth of knowledge about the content of Scripture and the ability to communicate biblical teaching effectively. Coursework focuses on the study of the books and major divisions of the Bible, from the Genesis to Revelation, for the sake of teaching the Bible to a variety of audiences including student groups and congregations. This program of study is designed to equip students with the competencies necessary for service as faithful teachers, preachers, and Christian leaders in churches and Christian institutions. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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Total Christian Studies with an Emphasis in Biblical Studies (Accelerated Pathway to MDIV) Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies (Accelerated Pathway to MDiv)	120 credits

Christian Studies with an Emphasis in Biblical Studies (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-330[Δ♯]	Christian Ethics	4 credits
MIN-204	Relational Skills Lab	1 credit
MIN-430[♯]	Ministerial Communication	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214[Ω]	Ministry Skills Lab	1 credit
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
BIB-380	Pauline Epistles	4 credits
BIB-455	Hebrew Prophets	4 credits
HTH-505	Systematic Theology I	4 credits
MIN-509	Christian Character Formation	4 credits
BIB-650	Biblical Hermeneutics	4 credits
BIB-370	Hebrew Poetical and Wisdom Literature	4 credits
MIN-526	Ministerial Ethics	4 credits
HTH-550	Systematic Theology II	4 credits
BIB-465	General Epistles	4 credits
Christian Studies with and Emphasis in Biblical Studies (Accelerated Pathway to MDiv) Major		72 credits

Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry program are prepared for cross-cultural ministry in a variety of national and international contexts. Coursework for this emphasis introduces students to cross-cultural studies and provides them with the skills required for a contextualized gospel ministry. Students are equipped with biblical and theological foundations for mission work, an understanding of missions from a historical perspective, and the skills needed for effective communication of the gospel across cultures. This program of study is designed to equip students with competencies necessary for service as effective ministers and missions leaders in churches and mission agencies, in North American and international settings.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Global Ministry Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry	120 credits

Christian Studies with an Emphasis in Global Ministry Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
INT-244	World Religions	4 credits
HTH-201	Christian Theology I	4 credits
HTH-202	Christian Theology II	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
BIB-350	Pentateuch	4 credits
INT-320	Evangelism and Discipleship	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310[♯Δ]	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
INT-450	Anthropology for Cross-Cultural Ministry	4 credits
MIN-430[♯]	Ministerial Communication	4 credits
HTH-350[♯]	Survey of Historical Theology	4 credits
HTH-330[Δ♯]	Christian Ethics	4 credits
INT-460	Christianity and Culture	4 credits
Christian Studies with and Emphasis in Global Ministry Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry program are prepared for cross-cultural ministry in a variety of national and international contexts. Coursework for this emphasis introduces students to cross-cultural studies and provides them with the skills required for a contextualized gospel ministry. Students are equipped with biblical and theological foundations for mission work, an understanding of missions from a historical perspective, and the skills needed for effective communication of the gospel across cultures. This program of study is designed to equip students with competencies necessary for service as effective ministers and missions leaders in churches and mission agencies, in North American and international settings. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Global Ministry Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry (Accelerated Pathway to MDiv)	120 credits

Christian Studies with an Emphasis in Global Ministry (Accelerated Pathway to MDiv) Major

INT-244	World Religions	4 credits
BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-330[Δ♯]	Christian Ethics	4 credits
MIN-204	Relational Skills Lab	1 credit
MIN-430[♯]	Ministerial Communication	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214[Ω]	Ministry Skills Lab	1 credit
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
INT-320	Evangelism and Discipleship	4 credits
INT-450	Anthropology for Cross-Cultural Ministry	4 credits
HTH-505	Systematic Theology I	4 credits
MIN-509	Christian Character Formation	4 credits
BIB-650	Biblical Hermeneutics	4 credits
INT-460	Christianity and Culture	4 credits
MIN-526	Ministerial Ethics	4 credits
HTH-550	Systematic Theology II	4 credits

Bachelor of Arts in Christian Studies with an Emphasis in Philosophy

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Philosophy program are equipped for ministry that requires ethical and ideological engagement in the public arena and are prepared for further study at the graduate level in preparation for a career in the church or academy. Coursework for this emphasis introduces students to philosophical studies in key areas including knowledge and reality, ethics, and philosophy of religion. Students are trained to analyze and assess ideas and ethical systems and express their understandings effectively to others. This program of study is designed to provide students with competencies necessary for service as effective ministers who are capable of engaging the public square and leading others to do the same.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Philosophy Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Philosophy	120 credits

Christian Studies with an Emphasis in Philosophy Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
PHI-103	Introduction to Philosophy and Ethics	4 credits
HTH-201	Christian Theology I	4 credits
HTH-202	Christian Theology II	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
BIB-350	Pentateuch	4 credits
PHI-301	Knowledge and Reality	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310[♯Δ]	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
PHI-307	Applied Ethics	4 credits
MIN-430[♯]	Ministerial Communication	4 credits

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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HTH-350ǂ	Survey of Historical Theology	4 credits
HTH-330Δǂ	Christian Ethics	4 credits
PHI-403	Philosophy of Religion	4 credits
Christian Studies with and Emphasis in Philosophy Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Philosophy (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Philosophy program are equipped for ministry that requires ethical and ideological engagement in the public arena and are prepared for further study at the graduate level in preparation for a career in the church or academy. Coursework for this emphasis introduces students to philosophical studies in key areas including knowledge and reality, ethics, and philosophy of religion. Students are trained to analyze and assess ideas and ethical systems and express their understandings effectively to others. This program of study is designed to provide students with competencies necessary for service as effective ministers who are capable of engaging the public square and leading others to do the same. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Philosophy (Accelerated Pathway to MDiv) Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Philosophy (Accelerated Pathway to MDiv)	120 credits

Christian Studies with an Emphasis in Philosophy (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
BIB-350	Pentateuch	4 credits
BIB-355Δ	Biblical Interpretation and Application	4 credits
BIB-360	Gospels and Acts	4 credits
BIB-650	Biblical Hermeneutics	4 credits
HTH-330Δǂ	Christian Ethics	4 credits
HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
MIN-104	Pastoral Identity Lab	1 credits
MIN-114	Spiritual Formation Lab	1 credits
MIN-204	Relational Skills Lab	1 credits
MIN-214Ω	Ministry Skills Lab	1 credits
MIN-430ǂ	Ministerial Communication	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-509	Christian Character Formation	4 credits
MIN-526	Ministerial Ethics	4 credits
PHI-103	Introduction to Philosophy and Ethics	4 credits
PHI-301	Knowledge and Reality	4 credits
PHI-307	Applied Ethics	4 credits
PHI-403	Philosophy of Religion	4 credits
Christian Studies with and Emphasis in Philosophy (Accelerated Pathway to MDiv) Major		72 credits

Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership program are prepared for careers in worship ministry. Coursework emphasizes a biblical theology of worship and an exploration of various historical and contemporary approaches to worship while developing character and leadership skills for a faithful and fruitful worship ministry. This program of study is designed to equip students with competencies necessary for service as effective worship leaders within the church and other Christian worship environments.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Worship Leadership Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership	120 credits

Christian Studies with an Emphasis in Worship Leadership Major

BIB-106	Old Testament Survey	4 credits
HTH-201	Christian Theology I	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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BIB-107	New Testament Survey	4 credits
MIN-320	Christian Character Formation	4 credits
HTH-202	Christian Theology II	4 credits
BIB-355Δ	Biblical Interpretation and Application	4 credits
HTH-330Δ♯	Christian Ethics	4 credits
BIB-350	Pentateuch	4 credits
BIB-360	Gospels and Acts	4 credits
HTH-350♯	Survey of Historical Theology	4 credits
MIN-480	Pastoral Leadership	4 credits
INT-310♯Δ	Christianity in a Global Context	4 credits
WSA-424Δ	Christian Worldview and Media	4 credits
WSA-322Δ	Theology of Worship	4 credits
WSA-423	Worship Leadership	4 credits
MIN-430♯	Ministerial Communication	4 credits
Christian Studies with an Emphasis in Worship Leadership Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership program are prepared for careers in worship ministry. Coursework emphasizes a biblical theology of worship and an exploration of various historical and contemporary approaches to worship while developing character and leadership skills for a faithful and fruitful worship ministry. This program of study is designed to equip students with competencies necessary for service as effective worship leaders within the church and other Christian worship environments. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv) Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv)	120 credits

Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
BIB-350	Pentateuch	4 credits
BIB-355Δ	Biblical Interpretation and Application	4 credits
BIB-360	Gospels and Acts	4 credits
BIB-650	Biblical Hermeneutics	4 credits
HTH-330Δ♯	Christian Ethics	4 credits
HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
MIN-104	Pastoral Identity Lab	1 credits
MIN-114	Spiritual Formation Lab	1 credits
MIN-204	Relational Skills Lab	1 credits
MIN-214Ω	Ministry Skills Lab	1 credits
MIN-430♯	Ministerial Communication	4 credits
MIN-480	Pastoral Leadership	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-509	Christian Character Formation	4 credits
MIN-526	Ministerial Ethics	4 credits
WSA-322Δ	Theology of Worship	4 credits
WSA-423	Worship Leadership	4 credits
WSA-424Δ	Christian Worldview and Media	4 credits
Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv) Major		72 credits

Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry program are prepared for a variety of ministerial and leadership positions that require a solid biblical and theological foundation as well as skills related to ministerial leadership and ministry. Coursework in this program explores effective ways to lead students to Christ in their formative years, develops abilities to recognize times of crisis in the lives of young people, and cultivates skills for providing guidance and help as needed. This program of study is suited to students who have a passion for serving and would like to help youth develop their relationship with Jesus Christ and fulfill their calling to

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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minister to young men and women in churches, high school programs, parachurch ministries, and other Christian organizations.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Youth Ministry Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry	120 credits

Christian Studies with an Emphasis in Youth Ministry Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
HTH-201	Christian Theology I	4 credits
BIB-355Δ	Biblical Interpretation and Application	4 credits
HTH-202	Christian Theology II	4 credits
BIB-350	Pentateuch	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310♯Δ	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-430♯	Ministerial Communication	4 credits
HTH-350♯	Survey of Historical Theology	4 credits
HTH-330Δ♯	Christian Ethics	4 credits
YMN-305	Philosophy and Theology of Youth Ministry	4 credits
YMN-355	Adolescent Development and Faith Formation	4 credits
YMN-455	Adolescent Issues and Intervention	4 credits
YMN-350	Leadership and Administration in Youth Ministry	4 credits
Christian Studies with an Emphasis in Youth Ministry Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry program are prepared for a variety of ministerial and leadership positions that require a solid biblical and theological foundation as well as skills related to ministerial leadership and ministry. Coursework in this program explores effective ways to lead students to Christ in their formative years, develops abilities to recognize times of crisis in the lives of young people, and cultivates skills for providing guidance and help as needed. This program of study is suited to students who have a passion for serving and would like to help youth develop their relationship with Jesus Christ and fulfill their calling to minister to young men and women in churches, high school programs, parachurch ministries, and other Christian organizations. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDIV) Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDiv)	120 credits

Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
BIB-350	Pentateuch	4 credits
BIB-355Δ	Biblical Interpretation and Application	4 credits
BIB-360	Gospels and Acts	4 credits
BIB-650	Biblical Hermeneutics	4 credits
HTH-330Δ♯	Christian Ethics	4 credits
HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
MIN-104	Pastoral Identity Lab	1 credits
MIN-114	Spiritual Formation Lab	1 credits
MIN-204	Relational Skills Lab	1 credits
MIN-214Ω	Ministry Skills Lab	1 credits
MIN-430♯	Ministerial Communication	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-509	Christian Character Formation	4 credits
MIN-526	Ministerial Ethics	4 credits
YMN-305	Philosophy and Theology of Youth Ministry	4 credits
YMN-350	Leadership and Administration in Youth Ministry	4 credits
YMN-355	Adolescent Development and Faith Formation	4 credits
YMN-455	Adolescent Issues and Intervention	4 credits
Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDiv) Major		76 credits

Undergraduate Certificate in Biblical Studies

The Undergraduate Certificate in Biblical Studies provides students with basic biblical knowledge and the skills necessary

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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understandings necessary to rightly interpret Scripture. Coursework focuses on a comprehensive survey of the Old and New Testaments, biblical interpretation, and exegesis of selected books of the Bible. This program of study is designed to equip students with the competencies necessary for service as faithful biblical teachers and Christian leaders in churches and other Christian organizations.

Degree Requirements

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
BIB-360	Gospels and Acts	4 credits
Undergraduate Certificate in Biblical Studies		16 credits

Undergraduate Certificate in Christian Theology

The Undergraduate Certificate in Christian Theology provides students with foundational understandings of basic Christian theology and the Christian life. Coursework focuses on theological methodology, essential doctrine, historical understandings of Christian thought, and the formation of a character and way of life that accords with sound doctrine. This program of study is designed to equip students with healthy, biblically-grounded understandings of God, humanity, Christ, salvation, and the church in order to serve as faithful teachers and leaders in churches and other Christian organizations.

Degree Requirements

HTH-201	Christian Theology I	4 credits
HTH-202	Christian Theology II	4 credits
HTH-350[♯]	Survey of Historical Theology	4 credits
HTH-475	Applied Theology	4 credits
Undergraduate Certificate in Christian Theology		16 credits

Undergraduate Certificate in Christian Worldview Studies

The Undergraduate Certificate in Christian Worldview Studies equips students with the knowledge and dispositions for faithfully integrating the Christian vision for the world into their life and vocation. Coursework focuses on foundational biblical knowledge, advanced worldview studies, the Christian life, life in community, and the development of an ability to engage the culture rationally and winsomely with biblical truth. This program of study is designed to enable students to authentically follow Jesus in ways that are contextually-wise and biblically-informed in ways that are transformative within the communities where they live and serve.

Degree Requirements

BIB-100	Bible Survey	4 credits
CWV-101[Ω]	Christian Worldview	4 credits
CWV-316	Christian Life: The Way of Jesus	4 credits
INT-460	Christianity and Culture	4 credits
Undergraduate Certificate in Christian Worldview Studies		16 credits

Worship Arts: Undergraduate Programs

The Bachelor of Arts in Worship Arts is a 120-credit-hour degree designed to prepare students for careers in contemporary worship ministry and the Christian music industry. Worship Arts refers not only to worship leadership within local churches but, more broadly, to performance, visual media, production, and the business aspects of the contemporary Christian music industry. Students who graduate from this program will possess a strong foundation of biblical and theological knowledge and will be skilled in worship leadership, musical performance, production, and business management.

The core of the worship arts program is designed to offer a well-rounded theological education and to equip students with basic knowledge and skills in the areas of vocal and instrumental performance, production (lighting, digital film, sound systems, and recording), management and marketing, and worship leadership. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian worship environments.

Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry

Grand Canyon University's Bachelor of Arts in Worship Arts is designed to prepare students for careers in worship leadership, ministry, technical direction, and production. Worship Arts refers not only to worship leadership within local churches but, more broadly, to songwriting, performance, media, production, and technical direction. The core of the Worship Arts program is designed to offer a well-rounded theological education and to equip students with basic knowledge and skills in the areas of worship leadership, performance, lighting, media, and sound production. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian worship environments. Students who graduate from this program will possess a strong foundation of biblical and theological knowledge and will be skilled in worship leadership, ministry, production, and the technical aspects of worship arts. In addition to the core, students will choose an emphasis in either Worship Ministry or Media and Production Ministry depending on their desired area of specialization. Graduates of the Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry are prepared to provide vital leadership and creative direction for worship services through media, audio/visual production, and technical direction. This degree emphasizes ministerial leadership in the areas of technical ability, artistic excellence, and production. Upon completion of the program, students will possess a strong foundation of biblical and theological knowledge and will be prepared to lead in the areas of media and production ministry. Coursework emphasizes media and production ministry for contemporary worship, sound recording and reinforcement, and audio/visual direction. Students study lighting design, technical direction, media preparation and presentation, sound and lighting enhancements, and stage and set design while learning to coordinate instrumentalists, vocalists, and audio/visual teams. Significant emphasis is placed on project management, team building, and effective leadership. An internship provides learners with diverse opportunities to apply their knowledge and continue to develop their worship arts skills

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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under the supervision of experienced worship pastors in local ministry settings.

Degree Requirements

Total General Education	34-40 credits
Total Worship Arts with an Emphasis in Media and Production Ministry Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry	120 credits

Worship Arts with an Emphasis in Media and Production Ministry Major

BIB-106	Old Testament Survey	4 credits
WSA-123	Church Audio	4 credits
WSA-116Ω	Worship Leader Lab	1 credit
WSA-320	Digital Audio Workstation	4 credits
DDN-101	Design Thinking	4 credits
BIB-107	New Testament Survey	4 credits
MIN-114Ω	Spiritual Formation Lab	1 credit
WSA-420	Audio Recording	4 credits
HTH-201	Christian Theology I	4 credits
WSA-206Ω	Worship Formation Lab	1 credit
WSA-425	Audio Reinforcement	4 credits
HTH-202	Christian Theology II	4 credits
MIN-214Ω	Ministry Skills Lab	1 credit
WSA-423	Worship Leadership	4 credits
WSA-334	Stagecraft and Lighting for Contemporary Worship	4 credits
WSA-322	Theology of Worship	4 credits
HTH-330ǂ	Christian Ethics	4 credits
WSA-345	Digital Film Production	4 credits
WSA-429Ω	Worship Arts Internship	4 credits
Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry Major		64 credits

Bachelor of Arts in Worship Arts with an Emphasis in Media & Production (Accelerated Pathway to MDiv)

The Bachelor of Arts in Worship Arts is designed to prepare students for careers in worship leadership, ministry, technical direction, and production. Worship Arts refers not only to worship leadership within local churches but, more broadly, to songwriting and performance. The core of the Worship Arts program is designed to offer a well-rounded theological education and to equip students with basic knowledge and skills in the areas of worship leadership. Attention is also given to the inward formation of Christlike character and an ability to minister with wisdom and sensitivity within the local church and in other Christian worship environments. Students who graduate from this program will possess a strong foundation of biblical and theological knowledge and will be skilled in worship ministry. Graduates of the Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry are prepared to provide vital leadership and creative direction for worship services through media, audio/visual production, and technical direction. This degree emphasizes ministerial leadership in the areas of technical ability, artistic excellence, and production. Upon completion of the program, students will possess a strong foundation of biblical and theological knowledge and will be prepared to lead in the areas of media and production ministry. Coursework emphasizes media and production ministry for contemporary worship, sound recording and reinforcement, and audio/visual direction. Students study lighting design, technical direction, media preparation and presentation, sound and lighting enhancements, and stage and set design while learning to coordinate instrumentalists, vocalists, and audio/visual teams. Significant emphasis is placed on project management, team building, and effective leadership. A capstone internship provides learners with diverse opportunities to apply their knowledge and continue to develop their worship arts skills under the supervision of experienced worship pastors in local ministry settings. This program is part of an accelerated BA to MDiv (3+2) which requires a 12-month program of study. Graduates of the entire accelerated program will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Worship Arts with an Emphasis in Media & Production (Accelerated Pathway to MDiv) Major	76 credits
Total Electives	4-10 credits
Total Worship Arts with an Emphasis in Media & Production (Accelerated Pathway to MDiv)	120 credits

Worship Arts with an Emphasis in Media & Production (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
WSA-123	Church Audio	4 credits
WSA-116Ω	Worship Leader Lab	1 credit
BIB-107	New Testament Survey	4 credits
MIN-114Ω	Spiritual Formation Lab	1 credit
WSA-334	Stagecraft and Lighting for Contemporary Worship	4 credits
DDN-101	Design Thinking	4 credits
WSA-320	Digital Audio Workstation	4 credits
HTH-330ǂ	Christian Ethics	4 credits
WSA-206Ω	Worship Formation Lab	1 credit
WSA-420	Audio Recording	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-214Ω	Ministry Skills Lab	1 credit
WSA-345	Digital Film Production	4 credits
WSA-425	Audio Reinforcement	4 credits
BIB-650	Biblical Hermeneutics	4 credits
HTH-505	Systematic Theology I	4 credits
WSA-322	Theology of Worship	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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MIN-526	Ministerial Ethics	4 credits
HTH-550	Systematic TheologyII	4 credits
WSA-423	Worship Leadership	4 credits
WSA-429	Worship Arts Internship	4 credits
Bachelor of Arts in Worship Arts with an Emphasis in Media & Production (Accelerated Pathway to MDiv)		76 credits

Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry

Grand Canyon University's Bachelor of Arts in Worship Arts is designed to prepare students for careers in worship leadership, ministry, technical direction, and production. Worship Arts refers not only to worship leadership within local churches but, more broadly, to songwriting, performance, media, production, and technical direction. The core of the Worship Arts program is designed to offer a well-rounded theological education and to equip students with basic knowledge and skills in the areas of worship leadership, performance, lighting, media, and sound production. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian worship environments. Students who graduate from this program will possess a strong foundation of biblical and theological knowledge and will be skilled in worship leadership, ministry, production, and the technical aspects of worship arts. In addition to the core, students will choose an emphasis in either Worship Ministry or Media and Production Ministry depending on their desired area of specialization. Graduates of the Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry program are prepared for careers in worship leadership and ministry. This program emphasizes creativity, artistry, musical ability, and performance in addition to ministerial preparation and leadership skills. Upon completion of the program, students will possess a strong foundation of biblical and theological knowledge and will be capable of coordinating and leading corporate worship, songwriting and arranging, and musical performance. Coursework emphasizes musical direction for contemporary worship, fundamentals of music theory for contemporary worship, song writing and arranging, mastery training in a primary performance instrument, and proficiency training in a secondary instrument. An internship provides learners with diverse opportunities to apply their knowledge and continue to develop their worship ministry skills under the supervision of experienced worship leaders in local ministry settings.

Degree Requirements

Total General Education	34-40 credits
Total Worship Arts with an Emphasis in Worship Ministry Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Worship Arts with an Emphasis Worship Ministry	120 credits

Worship Arts with an Emphasis in Worship Ministry Major

WSA-300	Musical Structures I	4 credits
BIB-106	Old Testament Survey	4 credits
WVA-111	Private Voice Study I	1 credit
WSA-116Ω	Worship Leader Lab	1 credit
WSA-301	Musical Structures II	4 credits
BIB-107	New Testament Survey	4 credits
WVA-112	Private Voice Study II	1 credit
MIN-114Ω	Spiritual Formation Lab	1 credit
WSA-123	Church Audio	4 credits
HTH-201	Christian Theology I	4 credits
WVA-211	Private Voice Study III	1 credit
WSA-206Ω	Worship Formation Lab	1 credit
WSA-302	Songwriting and Arranging	4 credits
HTH-202	Christian Theology II	4 credits
WSA-320	Digital Audio Workstation	4 credits
WVA-212	Private Voice Study IV	1 credit
MIN-214Ω	Ministry Skills Lab	1 credit
WSA-331	Introduction to Worship Arts Software	4 credits
WSA-423	Worship Leadership	4 credits
WSA-322	Theology of Worship	4 credits
HTH-330	Christian Ethics	4 credits
WSA-429Ω	Worship Arts Internship	4 credits
Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry Major		64 credits

Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry (Accelerated Pathway to MDiv)

The Bachelor of Arts in Worship Arts is designed to prepare students for careers in worship leadership, ministry, technical direction, and production. Worship Arts refers not only to worship leadership within local churches but, more broadly, to songwriting and performance. The core of the Worship Arts program is designed to offer a well-rounded theological education and to equip students with basic knowledge and skills in the areas of worship leadership. Attention is also given to the inward formation of Christlike character and an ability to minister with wisdom and sensitivity within the local church and in other Christian worship environments. Students who graduate from this program will possess a strong foundation of biblical and theological knowledge and will be skilled in worship ministry. Emphasis in Worship Ministry Graduates of the Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry program are prepared for careers in worship leadership and ministry. This program emphasizes creativity, artistry, musical ability, and performance in addition to ministerial preparation and leadership skills. Upon completion of the program, students will possess a strong foundation of biblical and theological knowledge and will be capable of coordinating and leading corporate worship, songwriting and arranging, and musical performance. Coursework emphasizes musical direction for contemporary worship, fundamentals of music theory for contemporary worship, song writing and arranging, mastery training in a primary performance instrument, and proficiency in a secondary instrument. An internship provides learners with diverse opportunities to apply their knowledge and continue to develop their worship ministry skills under the supervision of experienced worship leaders in local ministry settings. This program is part of an accelerated BA to MDiv (3+2) which requires a 12-month

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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program of study. Graduates of the entire accelerated program will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Worship Arts with an Emphasis in Worship Ministry (Accelerated Pathway to MDiv) Major	76 credits
Total Electives	4-10 credits
Total Bachelor of Arts in Worship Arts with an Emphasis Worship Ministry (Accelerated Pathway to MDiv)	120 credits

Worship Arts with an Emphasis in Worship Ministry (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
WSA-116Ω	Worship Leader Lab	1 credit
WSA-123	Church Audio	4 credits
WSA-331	Introduction to Worship Arts Software	4 credits
WVA-111	Private Voice Study I	1 credit
BIB-107	New Testament Survey	4 credits
MIN-114Ω	Spiritual Formation Lab	1 credit
WSA-320	Digital Audio Workstation	4 credits
WSA-302	Songwriting and Arranging	4 credits
WVA-112	Private Voice Study II	1 credit
HTH-330	Christian Ethics	4 credits
WSA-206Ω	Worship Formation Lab	1 credit
WSA-300	Musical Structures I	4 credits
WVA-211	Private Voice Study III	1 credit
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-214Ω	Ministry Skills Lab	1 credit
WSA-301	Musical Structures II	4 credits
WVA-212	Private Voice Study IV	1 credit
HTH-505	Systematic Theology I	4 credits
BIB-650	Biblical Hermeneutics	4 credits
WSA-322	Theology of Worship	4 credits
MIN-526	Ministerial Ethics	4 credits
HTH-550	Systematic TheologyII	4 credits
WSA-423	Worship Leadership	4 credits
WSA-429	Worship Arts Internship	4 credits
Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry (Accelerated Pathway to MDiv) Major		76 credits

Christian Studies: Graduate Programs

Master of Arts in Biblical Studies with an Emphasis in New Testament

The MA in Biblical Studies with Emphasis in New Testament focuses on the use of original biblical Greek to properly interpret the New Testament and faithfully communicate it to a modern audience. This program prepares students for a variety of academic, pastoral, and leadership positions that require a depth of knowledge about the content of the New Testament and an ability to communicate biblical teaching effectively. This program of study is designed to equip students with the competencies necessary for service as faithful teachers, preachers, and Christian leaders in schools, churches, and Christian organizations. This degree features a rigorous curriculum that provides students with a biblical and theological foundations for teaching, ministry, and graduate studies. In addition to foundational courses in Bible and theology, students study hermeneutics, biblical Greek, books and major divisions of the New Testament, character formation, academic writing, and effective verbal communication. As a result, students in this program learn to handle the Word of God faithfully by developing the skills needed for the interpretation of Scripture and application within a variety of ministry contexts. This program culminates in a capstone course that includes a thesis.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
HTH-520	Biblical Theology	4 credits
BIB-650	Biblical Hermeneutics	4 credits
RES-520Ω	Advanced Research and Writing	2 credits
BIB-510	Biblical Backgrounds	4 credits
RES-620Ω	Thesis Proposal and Research	2 credits
GRK-501	Elementary Greek I	4 credits
GRK-601	Greek II	4 credits
BIB-620	New Testament Exegesis: Gospels and Acts	4 credits
BIB-621	New Testament Exegesis: Epistles and Revelation	4 credits
RES-640Ω	Thesis I	4 credits
Master of Arts in Biblical Studies with an Emphasis in New Testament		38 credits

Master of Arts in Biblical Studies with an Emphasis in Old Testament

The MA in Biblical Studies with Emphasis in Old Testament focuses on the use of original biblical Hebrew to properly interpret the Old Testament and faithfully communicate it to a modern audience. This program prepares students for a variety of academic, pastoral, and leadership positions that require a depth of knowledge about the content of the Old Testament and an ability to communicate biblical teaching effectively. This program of study equips students with the competencies necessary for service as faithful teachers, preachers, and Christian leaders in schools, churches, and Christian organizations. This degree features a rigorous curriculum that provides students with a biblical and theological foundations for teaching, ministry, and

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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continuing graduate studies. In addition to foundational courses in Bible and theology, students study hermeneutics, biblical Hebrew, books and major divisions of the Old Testament, character formation, academic writing, and effective verbal communication. As a result, students in this program learn to handle the Word of God faithfully by developing the skills needed for the interpretation of Scripture and application within a variety of ministry contexts. This program culminates in a capstone course that includes a thesis.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
HTH-520	Biblical Theology	4 credits
BIB-650	Biblical Hermeneutics	4 credits
RES-520Ω	Advanced Research and Writing	2 credits
BIB-510	Biblical Backgrounds	4 credits
RES-620Ω	Thesis Proposal and Research	2 credits
HEB-501	Elementary Hebrew I	4 credits
HEB-601	Hebrew II	4 credits
BIB-610	Old Testament Exegesis: Prophets and Writings	4 credits
BIB-611	Old Testament Exegesis: Pentateuch	4 credits
RES-640Ω	Thesis I	4 credits
Master of Arts in Biblical Studies with an Emphasis in Old Testament		38 credits

Master of Arts in Christian Leadership

Grand Canyon University's Masters of Arts in Christian Leadership degree is designed for individuals who plan to provide distinctively Christian leadership within various contexts, including church, parachurch, non-profit organizations, business, community, and public service contexts. This degree program offers basic biblical knowledge, practical theology, and skills necessary for effective leadership in order to make maximum impact for God’s kingdom.

Curriculum for the Masters of Arts in Christian Leadership degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, ministerial ethics, and various styles of leadership. Coursework also guides students through the process of developing theologically sound strategies for leading in ways that align well with the needs of the community and individual giftedness.

This degree prepares students with the knowledge and skills necessary for service as Christian leaders within the church or the community. Students complete the program with foundational understandings and the ability to apply those understandings practically in leadership settings. The program teaches how to lead with Christ-like character through good times and through crises. It was created for those with a passion for biblical leadership who intend to serve faithfully within their church or community. Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
CHL-510	Biblical Foundations of Christian Leadership	4 credits
CHL-630	Best Practices in Christian Leadership	4 credits
HTH-620	Practical Theology	4 credits
CHL-650	Leading Through Crisis, Conflict and Change	4 credits
Master of Arts in Christian Leadership		38 credits

Master of Arts in Christian Leadership (with Pastoral Residency)

Grand Canyon University's Master of Arts in Christian Leadership degree is designed for individuals who plan to provide distinctively Christian leadership within various contexts, including church, parachurch, non-profit organizations, business, community, and public service contexts. This degree program offers basic biblical knowledge, practical theology, and skills necessary for effective leadership in order to make maximum impact for God’s kingdom.

Curriculum for the Master of Arts in Christian Leadership degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, ministerial ethics, and various styles of leadership. Coursework also guides students through the process of developing theologically sound strategies for leading in ways that align well with the needs of the community and individual giftedness.

This degree prepares students with the knowledge and skills necessary for service as Christian leaders within the church or the community. Students complete the program with foundational understandings and the ability to apply those understandings practically in leadership settings. The program teaches how to lead with Christ-like character through good times and through crises. It was created for those with a passion for biblical leadership who intend to serve faithfully within their church or community. Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

In addition to standard coursework, students in the Master of Arts in Christian Leadership with Pastoral Residency complete an extended end-of-program pastoral residency, which entails hands-on preparation in a local church context under the supervision of a current pastoral leader. A pastoral residency is a structured, hands-on mentored experience designed to prepare individuals for pastoral ministry within the context of a local church. A pastoral residency bridges seminary education and local church experience in preparing emerging pastoral leaders by immersing them in the daily work of a local church under the guidance of a current ministry leader. Pastoral residencies focus on developing skills related to leadership, preaching, pastoral care, and administration while providing opportunities for theological reflection. Residents are formed spiritually and professionally as they grow in character and competency while gaining ministry experience.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
CHL-510	Biblical Foundations of Christian Leadership	4 credits
CHL-630	Best Practices in Christian Leadership	4 credits
PRE-525	MA Pastoral Residency I	4 credits
PRE-625	MA Pastoral Residency II	4 credits
Master of Arts in Christian Leadership (with Pastoral Residency)		38 credits

Master of Arts in Christian Ministry

Grand Canyon University's Masters of Arts in Christian Ministry degree prepares graduates to provide spiritual guidance and care to members of their church or Christian organization. This program is designed for those who are called to part-time, bi-vocational, or lay ministry and require theological training to lead in the local church.

Curriculum for the Masters of Arts in Christian Ministry degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, ministerial ethics, and basic pastoral care. Coursework also guides students through the process of preparing spiritually and professionally in order to shepherd others with grace, compassion, and skill.

This degree prepares students with the knowledge and skills necessary for service as assistant pastors, pastoral associates, administrative pastors, Bible study leaders, deacons, lay elders, or in various supporting roles related to Christian ministry and service. Students complete the program with foundational understandings and the ability to apply those understandings within the context of Christian ministry. The program teaches how to provide pastoral care that centers on the gospel of Jesus Christ, edifies the Christian community, and serves the needs of those inside and outside of the local church. It was developed for the lay person with a passion for Christ-like service and ministry. Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
MIN-515	Pastoral Care in a Ministry Context	4 credits
MIN-535	Communicating in a 21st-Century Ministry Context	4 credits
HTH-620	Practical Theology	4 credits
MIN-655	Leading and Organizing Ministries in the Church	4 credits
Master of Arts in Christian Ministry		38 credits

Master of Arts in Christian Ministry (with Pastoral Residency)

Grand Canyon University's Master of Arts in Christian Ministry degree prepares graduates to provide spiritual guidance and care to members of their church or Christian organization. This program is designed for those who are called to part-time, bi-vocational, or lay ministry and require theological training to lead in the local church.

Curriculum for the Master of Arts in Christian Ministry degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, ministerial ethics, and basic pastoral care. Coursework also guides students through the process of preparing spiritually and professionally in order to shepherd others with grace, compassion, and skill.

This degree prepares students with the knowledge and skills necessary for service as assistant pastors, pastoral associates, administrative pastors, Bible study leaders, deacons, lay elders, or in various supporting roles related to Christian ministry and service. Students complete the program with foundational understandings and the ability to apply those understandings within the context of Christian ministry. The program teaches how to provide pastoral care that centers on the gospel of Jesus Christ, edifies the Christian community, and serves the needs of those inside and outside of the local church. It was developed for the lay person with a passion for Christ-like service and ministry. Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

In addition to standard coursework, students in the Master of Arts in Christian Ministry with Pastoral Residency complete an extended end-of-program pastoral residency, which entails hands-on preparation in a local church context under the supervision of a current pastoral leader. A pastoral residency is a structured, hands-on mentored experience designed to prepare individuals for pastoral ministry within the context of a local church. A pastoral residency bridges seminary education and local church experience in preparing emerging pastoral leaders by immersing them in the daily work of a local church under the guidance of a current ministry leader. Pastoral residencies focus on developing skills related to leadership, preaching, pastoral care, and administration while providing opportunities for theological reflection. Residents are formed spiritually and professionally as they grow in character and competency while gaining ministry experience.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
MIN-515	Pastoral Care in a Ministry Context	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MIN-535	Communicating in a 21st Century Ministry Context	4 credits
PRE-525	MA Pastoral Residency I	4 credits
PRE-625	MA Pastoral Residency II	4 credits
Master of Arts in Christian Ministry (with Pastoral Residency)		38 credits

Master of Arts in Theology

The Master of Arts in Theology offers students the opportunity to deepen their biblical and theological knowledge and strengthen their ability to engage culture with charity and grace. The program guides students in forming a theologically orthodox vision to participate in God's overall mission to save and redeem fallen humanity and renew creation. Through the study of historical and contemporary theology, the program equips students to engage their context faithfully and wisely with theological and biblical insight.

Coursework prepares students to form a contextual basis for theological engagement in the church and society. The curriculum focuses on various aspects of theological studies with a concentration on theology and culture, cultural exegesis and contextualization, and Christian apologetics. As a result, the program provides academic engagement that equips God's people to bear witness to God's kingdom in ways that further human flourishing. This program culminates in a capstone course that includes a thesis.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-650	Biblical Hermeneutics	4 credits
HTH-520	Biblical Theology	4 credits
RES-520	Advanced Research and Writing	2 credits
HTH-505	Systematic Theology I	4 credits
RES-620	Thesis Proposal and Research	2 credits
HTH-550	Systematic Theology II	4 credits
HTH-625	Contemporary Theology and Contextualization	4 credits
HTH-510	Christian History I	4 credits
HTH-511	Christian History II	4 credits
RES-640	Thesis I	4 credits
Master of Arts in Theology		38 credits

Master of Arts in Urban Ministry

Grand Canyon University's Masters of Arts in Urban Ministry degree was created for individuals with a heart for the city who are concerned to meet spiritual needs in urban settings. This degree program features basic biblical knowledge, practical theology, and the skills necessary to address the unique needs that arise in urban contexts.

Curriculum for the Masters of Arts in Urban Ministry degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, and ministerial ethics. Coursework also provides students the ability to contextualize the Christian message without compromising the integrity of the gospel. Emphasis is placed on the dynamics of urban communities, challenges facing the church today, and the need to minister to people holistically through the power of the gospel while maintaining the priorities of evangelism and discipleship.

Students complete the program with foundational understandings and the ability to apply those understandings within urban contexts. Inner cities can present a unique set of issues and circumstances. Graduates of the program are prepared to address these specific challenges and offer guidance to urban communities. This program is also appropriate for those interested in working at a suburban church with an outreach to urban church counterparts, those who wish to work for a nonprofit, or individuals interested in starting their own nonprofit ministry in an urban setting. Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
INT-510	Biblical Foundations of Urban Ministry	4 credits
INT-625	Multicultural Ministry and Contextualization	4 credits
HTH-620	Practical Theology	4 credits
INT-630	Issues in Urban Ministry	4 credits
Master of Arts in Urban Ministry		38 credits

Master of Arts in Youth and Family Ministry

Grand Canyon University's Masters of Arts in Youth and Family Ministry degree is designed for people who have a passion for discipleship that addresses the key stages of human development, from childhood through adulthood. This degree program offers basic biblical knowledge, practical theology, and skills necessary for effective ministry to youth and families within the local church or a Christian organization.

Curriculum for the Masters of Arts in Youth and Family Ministry degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, and ministerial ethics. Coursework also guides students through the process of learning to apply biblical and theological principles within the context of ministry to specific groups and members of families. Special emphasis is placed on learning to listen and guide youth and their families through the challenging years of pre-adult growth and development.

This degree prepares students with the knowledge and skills necessary for service as youth leaders, children's ministers, assistant pastors, family ministers, or para-church leaders. Students complete the program with foundational understandings and the ability to apply those understandings within the context of youth and family ministry. The program teaches how to provide biblical care that centers on the gospel of Jesus Christ while meeting the unique needs of family life and personal development at each of life's stages. It was created for those with a strong desire to provide discipleship that addresses today's challenges with godly wisdom. Supervised ministry field

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
MIN-511	Foundations of Youth and Family Ministry	4 credits
MIN-620	Stages of Development and Faith Formation	4 credits
HTH-620	Practical Theology	4 credits
MIN-650	Conflict, Crisis, and Pastoral Care	4 credits
Master of Arts in Youth and Family Ministry		38 credits

Master of Arts in Youth and Family Ministry (with Pastoral Residency)

Grand Canyon University's Master of Arts in Youth and Family Ministry degree is designed for people who have a passion for discipleship that addresses the key stages of human development, from childhood through adulthood. This degree program offers basic biblical knowledge, practical theology, and skills necessary for effective ministry to youth and families within the local church or a Christian organization.

Curriculum for the Master of Arts in Youth and Family Ministry degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, and ministerial ethics. Coursework also guides students through the process of learning to apply biblical and theological principles within the context of ministry to specific groups and members of families. Special emphasis is placed on learning to listen and guide youth and their families through the challenging years of pre-adult growth and development.

This degree prepares students with the knowledge and skills necessary for service as youth leaders, children's ministers, assistant pastors, family ministers, or para-church leaders. Students complete the program with foundational understandings and the ability to apply those understandings within the context of youth and family ministry. The program teaches how to provide biblical care that centers on the gospel of Jesus Christ while meeting the unique needs of family life and personal development at each of life's stages. It was created for those with a strong desire to provide discipleship that addresses today's challenges with godly wisdom. Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

In addition to standard coursework, students in the MA in Youth and Family Ministry with Pastoral Residency complete an extended end-of-program pastoral residency, which entails hands-on preparation in a local church context under the supervision of a current pastoral leader. A pastoral residency is a structured, hands-on mentored experience designed to prepare individuals for pastoral ministry within the context of a local church. A pastoral residency bridges seminary education and local church experience in preparing emerging pastoral leaders by immersing them in the daily work of a local church under the guidance of a current ministry leader. Pastoral residencies focus on developing skills related to leadership, preaching, pastoral care, and administration while providing opportunities for theological reflection. Residents are formed spiritually and professionally as they grow in character and competency while gaining ministry experience.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
MIN-511	Foundations of Youth and Family Ministry	4 credits
MIN-620	Stages of Development and Faith Formation	4 credits
PRE-525	MA Pastoral Residency I	4 credits
PRE-625	MA Pastoral Residency II	4 credits
Master of Arts in Youth and Family Ministry (with Pastoral Residency)		38 credits

Master of Divinity

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. The Master of Divinity curriculum focuses on biblical, historical, theological, and ethical knowledge as well as exegetical, pastoral, and homiletic skills. Significant attention is also directed at the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the community of faith and as leaders in the public domain. Thus the Master of Divinity provides a strong basis for ordained, professional ministry and a substantial foundation for advanced study in preparation for an academic career. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom through missions. The program's courses are designed to offer the crucial components of a well-rounded, theological education and to equip students for a life of faithful ministry.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN-526	Ministerial Ethics	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-509	Christian Character Formation	4 credits
HTH-505	Systematic Theology I	4 credits
INT-525	Christian Worldview and Mission	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MIN-524	Evangelism and Discipleship	4 credits
HEB-501	Elementary Hebrew I	4 credits
BIB-611	Old Testament Exegesis: Pentateuch	4 credits
GRK-501	Elementary Greek I	4 credits
BIB-620	New Testament Exegesis: Gospels and Acts	4 credits
HTH-611Ω	Pastoral Theology	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-640	Doctrine of the Church	4 credits
BIB-610	Old Testament Exegesis: Prophets and Writings	4 credits
BIB-621	New Testament Exegesis: Epistles and Revelation	4 credits
HTH-510	Christian History I	4 credits
MIN-601	Christ-Centered Preaching	4 credits
HTH-511	Christian History II	4 credits
PHI-610	Christian Apologetics	4 credits
Students should enroll in a total of 4 credits from the following courses		
MIN-675	Biblical Leadership and Ministry	4 credits
MIN-690	Ministry Internship	4 credits
Master of Divinity		82 credits

Master of Divinity (with Pastoral Residency)

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. The Master of Divinity curriculum focuses on biblical, historical, theological, and ethical knowledge as well as exegetical, pastoral, and homiletic skills. Significant attention is also directed at the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the community of faith and as leaders in the public domain. Thus, the Master of Divinity provides a strong basis for ordained, professional ministry and a substantial foundation for advanced study in preparation for an academic career. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the kingdom through missions. The program's courses are designed to offer the crucial components of a well-rounded, theological education and to equip students for a life of faithful ministry. In addition to standard coursework, students in the Master of Divinity with Pastoral Residency complete an extended end-of-program pastoral residency, which entails hands-on preparation in a local church context under the supervision of a current pastoral leader. A pastoral residency is a structured, hands-on mentored experience designed to prepare individuals for pastoral ministry within the context of a local church. A pastoral residency bridges seminary education and local church experience in preparing emerging pastoral leaders by immersing them in the daily work of a local church under the guidance of a current ministry leader. Pastoral residencies focus on developing skills related to leadership, preaching, pastoral care, and administration while providing opportunities for theological reflection. Residents are formed spiritually and professionally as they grow in character and competency while gaining ministry experience.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN-526	Ministerial Ethics	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-509	Christian Character Formation	4 credits
HTH-505	Systematic Theology I	4 credits
INT-525	Christian Worldview and Mission	4 credits
HEB-501	Elementary Hebrew I	4 credits
BIB-611	Old Testament Exegesis: Pentateuch	4 credits
GRK-501	Elementary Greek I	4 credits
BIB-620	New Testament Exegesis: Gospels and Acts	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-640	Doctrine of the Church	4 credits
BIB-610	Old Testament Exegesis: Prophets and Writings	4 credits
BIB-621	New Testament Exegesis: Epistles and Revelation	4 credits
HTH-510	Christian History I	4 credits
MIN-601	Christ-Centered Preaching	4 credits
HTH-511	Christian History II	4 credits
PHI-610	Christian Apologetics	4 credits
PRE-500	MDiv Pastoral Residency I	4 credits
PRE-600	MDiv Pastoral Residency II	4 credits
PRE-650	MDiv Pastoral Residency III	4 credits
Master of Divinity (with Pastoral Residency)		82 credits

Master of Divinity (Traditional Campus Accelerated)

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. The Master of Divinity curriculum focuses on biblical, historical, theological, and ethical knowledge as well as exegetical, pastoral, and homiletic skills. Significant attention is also directed at the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the community of faith and as leaders in the public domain. Thus the Master of Divinity provides a strong basis for ordained, professional ministry and a substantial foundation for advanced study in preparation for an academic career. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom through missions. The program's courses are designed to offer the crucial components of a well-rounded, theological education and to equip students for a life of faithful ministry. This program is part of an accelerated BA to MDiv (3+2) which requires a 12-

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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month program of study. Graduates of the entire accelerated program will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements

Degree Requirements

MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
HEB-501	Elementary Hebrew I	4 credits
HTH-505	Systematic Theology I	4 credits
INT-525	Christian Worldview and Mission	4 credits
MIN-509	Christian Character Formation	4 credits
HTH-611Ω	Pastoral Theology	4 credits
HTH-550	Systematic Theology II	4 credits
MIN-524	Evangelism and Discipleship	4 credits
BIB-610	Old Testament Exegesis: Prophets and Writings	4 credits
GRK-501	Elementary Greek I	4 credits
HTH-510	Christian History I	4 credits
MIN-601	Christ-Centered Preaching	4 credits
HTH-640	Doctrine of the Church	4 credits
BIB-621	New Testament Exegesis: Epistles and Revelation	4 credits
HTH-511	Christian History II	4 credits
MIN-675	Biblical Leadership and Ministry	4 credits
PHI-610	Christian Apologetics	4 credits
Master of Divinity (Traditional Campus Accelerated)		76 credits

Master of Divinity (Traditional Campus Accelerated) (with Pastoral Residency)

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. The Master of Divinity curriculum focuses on biblical, historical, theological, and ethical knowledge as well as exegetical, pastoral, and homiletic skills. Significant attention is also directed at the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the community of faith and as leaders in the public domain. Thus the Master of Divinity provides a strong basis for ordained, professional ministry and a substantial foundation for advanced study in preparation for an academic career. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom through missions. The program's courses are designed to offer the crucial components of a well-rounded, theological education and to equip students for a life of faithful ministry. This program is part of an accelerated BA to MDiv (3+2) which requires a 12-month program of study. Graduates of the entire accelerated program will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements. In addition to standard coursework, students in the Master of Divinity with Pastoral Residency complete an extended end-of-program pastoral residency, which entails hands-on preparation in a local church context under the supervision of a current pastoral leader. A pastoral residency is a structured, hands-on mentored experience designed to prepare individuals for pastoral ministry within the context of a local church. A pastoral residency bridges seminary education and local church experience in preparing emerging pastoral leaders by immersing them in the daily work of a local church under the guidance of a current ministry leader. Pastoral residencies focus on developing skills related to leadership, preaching, pastoral care, and administration while providing opportunities for theological reflection. Residents are formed spiritually and professionally as they grow in character and competency while gaining ministry experience.

Degree Requirements

MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
HEB-501	Elementary Hebrew I	4 credits
HTH-505	Systematic Theology I	4 credits
INT-525	Christian Worldview and Mission	4 credits
MIN-509	Christian Character Formation	4 credits
HTH-550	Systematic Theology II	4 credits
BIB-610	Old Testament Exegesis: Prophets and Writings	4 credits
GRK-501	Elementary Greek I	4 credits
HTH-510	Christian History I	4 credits
MIN-601	Christ-Centered Preaching	4 credits
HTH-640	Doctrine of the Church	4 credits
BIB-621	New Testament Exegesis: Epistles and Revelation	4 credits
HTH-511	Christian History II	4 credits
PHI-610	Christian Apologetics	4 credits
PRE-500	MDiv Pastoral Residency I	4 credits
PRE-600	MDiv Pastoral Residency II	4 credits
PRE-650	MDiv Pastoral Residency III	4 credits
Master of Divinity (Traditional Campus Accelerated)		76 credits

Graduate Certificate in Advanced Biblical Languages

The Graduate Certificate in Advanced Biblical Languages program prepares students with advanced understanding and skill in the biblical languages of Hebrew and Greek. Coursework for this emphasis deepens skills related to grammar and syntax in the original biblical languages and provides additional opportunities to gain additional experience in hermeneutics. Grand Canyon Theological Seminary has adopted a tools-based curriculum in learning the biblical languages, which shapes coursework in advanced language coursework as they continue to learn ways in which to use biblical software tools in order to train competent expositors and teachers of the Scriptures.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Degree Requirements

GRK-501	Elementary Greek I	4 credits
GRK-601	Greek II	4 credits
HEB-501	Elementary Hebrew I	4 credits
HEB-601	Hebrew II	4 credits
Graduate Certificate in Advanced Biblical Languages		16 credits

Graduate Certificate in Biblical Foundations

The Graduate Certificate in Biblical Foundations provides students with fundamental biblical understandings intended to enhance personal devotion and prepare them for teaching ministries within a variety of church contexts. This program of study is designed to equip students with competencies necessary for local church service by instilling a foundational knowledge of God's word and basic competency in rightly interpreting Scripture, while cultivating Christian character. Coursework for this emphasis introduces students to the Old and New Testaments, biblical hermeneutics, and principles for spiritual formation.

Degree Requirements

BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
Graduate Certificate in Biblical Foundations		16 credits

Graduate Certificate of Completion in Ministry Education

The Graduate Certificate of Completion in Ministry Education equips students with fundamental knowledge and skills needed for ministry within a variety of church and ministerial contexts. This program of study is designed to prepare students with basic understandings for biblical interpretation, theology, ethics, and pastoral ministry, while also cultivating Christian character. Coursework will help students engage in biblical exegesis and hermeneutics, think theologically, and reason and act ethically within various ministerial contexts.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN-526	Ministerial Ethics	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-509	Christian Character Formation	4 credits
HTH-505	Systematic Theology I	4 credits
Graduate Certificate of Completion in Ministry Education		18 credits

Graduate Certificate in Ministry Education

The Graduate Certificate in Ministry Education equips students with fundamental knowledge and skills needed for ministry within a variety of church and ministerial contexts. This program of study is designed to prepare students with basic understandings for biblical interpretation, theology, ethics, and pastoral ministry, while also cultivating Christian character. Coursework will help students engage in biblical exegesis and hermeneutics, think theologically, and reason and act ethically within various ministerial contexts.

Degree Requirements

MIN-526	Ministerial Ethics	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-509	Christian Character Formation	4 credits
HTH-505	Systematic Theology I	4 credits
Graduate Certificate in Ministry Education		16 credits

Graduate Certificate of Completion in Christian Theology

The Graduate Certificate of Completion in Christian Theology provides students with fundamental understandings of systematic and historical theology. This program of study is designed to equip students with knowledge and competencies necessary for local church service by instilling a foundational knowledge of Christian theology including the biblical and historical roots of key doctrines of the faith. Coursework for this emphasis introduces students to the major doctrines of Christianity and traces the development of theological understanding throughout Church history.

Degree Requirements

UNV-505Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-510	Christian History I	4 credits
HTH-511	Christian History II	4 credits
Graduate Certificate of Completion in Christian Theology		18 credits

Graduate Certificate in Christian Theology

The Graduate Certificate in Christian Theology provides students with fundamental understandings of systematic and historical theology. This program of study is designed to equip students with knowledge and competencies necessary for local church service by instilling a foundational knowledge of Christian theology including the biblical and historical roots of key doctrines of the faith. Coursework for this emphasis introduces students to the major doctrines of Christianity and traces the development of theological understanding throughout Church history.

Degree Requirements

HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-510	Christian History I	4 credits
HTH-511	Christian History II	4 credits
Graduate Certificate in Christian Theology		16 credits

Post-Master of Arts in Theology: Introductory Biblical Languages Certificate

The Post-Master of Arts in Theology: Introductory Biblical Languages Certificate provides students with fundamental understandings and skills that prepare them to properly interpret and communicate the biblical text for the sake of ministry within

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ᶠ Honors Major Course | Ω Non-Transferable

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a local church. This program of study is designed to equip students with the foundational skills necessary for basic analysis of Scripture in the original languages in conjunction with biblical software. Students hone their exegetical skills through application within selected portions of the Old and New Testaments. Coursework for this emphasis introduces biblical Hebrew and Greek and selected biblical passages.

Degree Requirements

HEB-501	Elementary Hebrew I	4 credits
BIB-611	Old Testament Exegesis: Pentateuch	4 credits
GRK-501	Elementary Greek I	4 credits
BIB-620	New Testament Exegesis: Gospels And Acts	4 credits
Post-Master of Arts in Theology: Introductory Biblical Languages Certificate		16 credits

Christian Studies: Doctoral Programs

Doctor of Ministry

The Doctor of Ministry (DMin) is an advanced professional doctoral degree. This doctoral program involves extensive research and the practical application of theory to a specific ministry context. The DMin supports the vocational goals of pastors, church leaders, missionaries, and other Christian leaders through a combination of robust theological reflection, application, and an exploration of various models for ministry. Doctoral students are prepared to engage their ministry context with biblical insight as they develop a theological vision for faithful and effective leadership and service. The program provides a variety of learning and formative experiences while requiring students to engage in extensive academic research in an area of ministry aligned with the student's sense of vocational calling. The DMin entails residency requirements and culminates in a writing project that applies appropriate research methodologies and resources.

Degree Requirements

DMN-800Ω	Introduction to Doctor of Ministry Studies	3 credits
MIN-805	Spiritual Maturity of the Leader	3 credits
BIB-810	The Bible for Contemporary Ministry	3 credits
HTH-815	Theological Contextualization for Contemporary Ministry	3 credits
CHL-820	Leadership for Contemporary Ministry	3 credits
DMN-950Ω	DMin Project: Part I	4 credits
DMN-960Ω	DMin Project: Part II	4 credits
MIN-825	Ministry Resilience and Sustainability	3 credits
CHL-830	Legacy Leadership: Discipleship Mentoring	3 credits
DMN-970Ω	DMin Project: Part III	4 credits
Doctor of Ministry		33 credits

Minors

Minor in Biblical Studies

A minor in Biblical Studies provides students in any major with basic knowledge of the Bible and the ability to interpret Scripture effectively. Coursework surveys the Bible as a whole, introduces principles and practices for sound interpretation, and applies interpretive skills to major divisions of the Bible. This minor is designed for students who want to understand the Bible more fully and learn to interpret it faithfully.

Minor Requirements

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
BIB-355Δ	Biblical Interpretation	4 credits
BIB-350	Pentateuch	4 credits
BIB-360	Gospel and Acts	4 credits
Minor in Biblical Studies		20 credits

Minor in Christian Apologetics

A minor in Christian Apologetics equips graduates to provide a rational and compelling defense of the Christian faith. Coursework for this minor program of study introduces students to logic, apologetic methodology, current topics in apologetics, and effective communication within various ministry and interpersonal contexts. Students are trained to analyze and assess various perspectives and express foundational truths of the Christian worldview both winsomely and persuasively while responding to objections to the faith with humility and respect.

Minor Requirements

PHI-103	Introduction to Philosophy and Ethics	4 credits
PHI-306	Biblical and Theological Apologetics	4 credits
PHI-330	Historical Apologetics Theory and Practice	4 credits
PHI-420	Contemporary Apologetics Theory and Practice	4 credits
Minor in Christian Apologetics		16 credits

Minor in Christian Ministry (Pre-Seminary)

The Minor in Christian Ministry prepares students for pastoral leadership in the local church and other Christian ministries and a pathway to a Master of Divinity. This pre-seminary curriculum provides a well-rounded theological education with emphasis on personal and professional formation and the development of ministerial abilities. Coursework in ministry, hermeneutics, and ministerial ethics is combined with practical lab-based experiences in pastoral identity, relational skill, spiritual formation, and ministry skill.

Minor Requirements

MIN-104	Pastoral Identity Lab	1 credit
MIN-114	Spiritual Formation Lab	1 credit
MIN-204	Relational Skills Lab	1 credit
MIN-214Ω	Ministry Skills Lab	1 credit
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♮ Honors Major Course | Ω Non-Transferable

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BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
Minor in Christian Ministry (Pre-Seminary)		16 credits

Minor in Christian Studies

A minor in Christian studies offers you a basic understanding of the Bible and theology. Gain ethical knowledge while exploring the virtues and habits that shape Christian character and morality. This minor entails an advanced exploration of the Christian worldview with an emphasis on calling, vocation, character development, the Christian life, and Christian community .

Minor Requirements

BIB-100	Bible Survey	4 credits
CWV-316	Christian Life: The Way of Jesus	4 credits
MIN-320	Christian Character Formation	4 credits
HTH-330[Δ♯]	Christian Ethics	4 credits
Minor in Christian Studies		16 credits

Minor in Christian Theology

A minor in Christian Theology provides a student in any major with a basic understanding of theology and church history. Coursework covers all major doctrines while engaging the historical development, contextual diversity, and practical applications of theology. This minor is for any student interested in deepening theological reasoning necessary for developing and sustaining healthy Christian convictions in any vocation or career path.

Minor Requirements

HTH-201	Christian Theology I	4 credits
HTH-202	Christian Theology II	4 credits
HTH-350	Survey of Historical Theology	4 credits
HTH-475	Applied Theology	4 credits
Minor in Christian Theology		16 credits

Minor in Christian Worldview Studies

The minor in Christian Worldview Studies explores the biblical foundations for the Christian faith and equips undergraduates with the knowledge needed to integrate the Christian mission into their personal, academic, and vocational pursuits. Students who complete this minor will discover their identity, learn to assess pre-modern, modern, and post-modern worldviews, communicate the salvation hope of Jesus Christ across cultural lines, live out their moral convictions in a pluralistic society, deepen their passion for Christian community, and become irenic advocates of justice and human flourishing.

Minor Requirements

BIB-100	Bible Survey	4 credits
CWV-316	Christian Life: The Way of Jesus	4 credits
INT-244	World Religions	4 credits
INT-460	Christianity and Culture	4 credits
Minor in Christian Worldview Studies		16 credits

Minor in Media and Production Ministry

A minor in Media and Production Ministry provides a basic understanding of the Bible and theology along with skill and knowledge of standard media and technology used in contemporary worship services. The minor is designed for students who have a calling to serve and lead within a worship ministry context. Students gain the knowledge and skill necessary for leadership opportunities in worship media and production ministries.

Minor Requirements

BIB-100	Bible Survey	4 credits
WSA-123	Church Audio	4 credits
WSA-320	Digital Audio Workstation	4 credits
WSA-322	Theology of Worship	4 credits
WSA-423	Worship Leadership	4 credits
Minor in Media and Production Ministry		20 credits

Minor in Philosophy

The Grand Canyon University Minor in Philosophy introduces students to philosophical studies in key areas including knowledge and reality, ethics, and philosophy of religion. The program complements foundational teachings introduced in Christian worldview by providing students with competencies necessary to effectively engage in ethical and philosophical discourse. Students are trained to analyze and assess ideas and ethical systems and express their understandings effectively to others.

Minor Requirements

PHI-103	Introduction to Philosophy and Ethics	4 credits
PHI-301	Knowledge and Reality	4 credits
PHI-307	Applied Ethics	4 credits
PHI-403	Philosophy of Religion	4 credits
Minor in Philosophy		16 credits

Minor in Short-Term Missions

A minor in Short-Term Missions provides students with basic biblical understandings and the ability to communicate the gospel effectively within cross-cultural contexts. Coursework surveys the Bible as a whole, introduces principles and practices for global and local missions, and culminates in a short-term missions experience. This minor is designed for students who want to understand how to share the Christian faith in word and deed within various cross-cultural contexts while gaining hands-on experience through short-term missions experiences in local and international contexts.

Minor Requirements

BIB-100	Bible Survey	4 credits
CWV-316	Christian Life: The Way of Jesus	4 credits
INT-101	God-Centered Missions Lab	1 credit
INT-102	Cross-Cultural Missions Lab	1 credit
INT-201	Missional Skills Lab	1 credit
INT-202	Short-Term Missions Lab	1 credit
INT-494	Short-Term Missions Experience	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Minor in Short-Term Missions	16 credits

Minor in Spiritual Formation and Discipleship

A minor in Spiritual Formation and Discipleship equips students with the knowledge and dispositions for cultivating spiritual formation and discipleship skills both individually and in community. Students who pursue this minor receive training in the principles, practices, and history of spiritual formation. This minor involves coursework in biblical studies, character formation, evangelism and discipleship, as well as history and theories of spiritual formation.

Minor Requirements

BIB-100	Bible Survey	4 credits
INT-320	Evangelism & Discipleship	4 credits
MIN-320	Christian Character Formation	4 credits
HTH-320	History and Theories of Spiritual Formation	4 credits
Minor in Spiritual Formation and Discipleship		16 credits

Minor in Worship Ministry

A minor in Worship Ministry offers a basic understanding of the Bible, theology, music, and technology used in contemporary worship services. This minor is designed for students who have a calling to serve and lead within a worship ministry context. Students gain the knowledge and skill needed to serve as an effective worship pastor in a broad variety of ministry opportunities.

Minor Requirements

BIB-100	Bible Survey	4 credits
WSA-300	Music Structures I	4 credits
WSA-320	Digital Audio Workstation	4 credits
WSA-322	Theology of Worship	4 credits
WSA-423	Worship Leadership	4 credits
Minor in Worship Ministry		20 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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The College of Engineering and Technology

College Description

The College of Engineering & Technology (CET) at Grand Canyon University offers engineering and technology programs whose teaching inspires students to excellence and cultivates the critical foundation of the Christian worldview. From pathways in the trades, certificates, four-year baccalaureate degrees, to graduate degrees, our growing program offerings and learning modalities are available in-person and online. With ABET accreditation and the National Centers of Academic Excellence in Cybersecurity (NCAE-C) designation, CET ensures students receive the worldclass education highly sought after by industry.

CET is dedicated to shaping graduates of character who are equipped to solve real-world problems ethically and with integrity. Emphasizing an entrepreneurial mindset and a Christian worldview, the college fosters a close-knit community where students, faculty, and staff are committed to excellence. Through active, practical, hands-on learning experiences, CET prepares students to pursue their purpose, encouraging human flourishing and making a meaningful impact on society.

College Mission & Vision Statement

The College of Engineering & Technology is dedicated to advancing excellence in engineering and technology, while fostering a Christ-centered environment of support and encouragement for students, faculty, and staff. Here at GCU, we are focused on...you, the student. Our goal is to unlock the potential of every student by equipping them with the skills and knowledge needed to become innovative leaders and entrepreneurs in their fields. Through transformative, hands-on learning and an entrepreneurial mindset, CET nurtures a community where faith, engineering, technology, and entrepreneurial mindedness converge, empowering students to become innovators who honor God through their gifts to serve others and solve challenges.

Guiding Principles

The guiding principles of the College of Engineering & Technology are:

- Focusing on Christ-centered, servant leadership, ethical decision making, and acknowledging occupation as a ministry.
- Meeting students where they are and helping guide them to where their purpose lies using various education pathways from trades, certificates, bachelor's to graduate programs.
- Incorporating emerging technologies to provide innovative active-learning environments laser-focused on an ever-changing workforce.
- Utilizing an interdisciplinary approach to education via industry capstones and research projects.
- Exceptional teaching led by a dedicated team of faculty and staff with industry expertise, a focus on innovation, entrepreneurial excellence, and a strong commitment to fostering a vibrant student community.

Technology Programs

Bachelor of Science in Applied Technology

Grand Canyon University's Bachelor of Science in Applied Technology prepares students for professions in Information Technology such as IT Project Manager, Network Support Specialist, and Technology Trainer. Students take courses in networking, security, database systems, and information technology process management. The curriculum includes intensive, project-based courses that help students develop skills in project management and communication within the profession. This program focuses on problem-solving using technology, with hands-on activities designed to provide students technical experience required in the workplace.

Degree Requirements

Total General Education	34-40 credits
Total Applied Technology Major	40 credits
Total Electives	40-46 credits
Total Bachelor of Science in Applied Technology	120 credits

Applied Technology Major

CST-111	Introduction to Computer Science and Information Technology	4 credits
SYM-400	Introduction to Database Structures	4 credits
STG-390	Professionalism in Science & Technology-Communications, Conduct and Ethics	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
BIT-415	IT Project Management	4 credits
MGT-325	Managing Business Communications and Change	4 credits
ITT-415	IT Business Case Planning for Global Enterprise	4 credits
CYB-300	Fundamentals in Cyber Security	4 credits
BIT-310	Information Systems Design and Development	4 credits
ITT-455Ω	IT Project	4 credits
Applied Technology Major		40 credits

Bachelor of Science in Artificial Intelligence

The Bachelor of Science in Artificial Intelligence (AI) is a four-year program focusing on designing, developing, and deploying intelligent systems. This degree program covers various topics, such as machine learning, natural language processing, SDLC, and ethics. The curriculum provides students with a strong foundation in computer science, mathematics, development, and software engineering and an in-depth understanding of AI technologies and their applications. Graduates of this program will be equipped with the skills and knowledge to pursue careers in industries such as technology, finance, healthcare, transportation, and academia.

Degree Requirements

Total General Education	34-40 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Total Artificial Intelligence Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Artificial Intelligence	120 credits

Required General Education

(Included in General Education totals credits, applied to the Global Awareness competency.)

AIT-450[Δ]	Ethics of AI	4 credits
AIT-436	Human-Robot Interaction	4 credots

(Included in General Education totals credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits
CST-180	Python Programming I	4 credits
AIT-110	Statistical Learning Theory	4 credits

(Included in General Education totals credits, applied to the Effective Communication competency.)

AIT-114	Introduction to Linguistics	4 credits

Artificial Intelligence Major

AIT-104	Data Mining and Machine Learning	4 credits
AIT-210	Applied Mathematics for AI	4 credits
AIT-204	Deep Learning	4 credits
AIT-214[♯]	Natural Language Processing	4 credits
AIT-224[♯]	Image Processing and Computer Vision	4 credits
AIT-212	Scientific Computing for AI	4 credits
AIT-206	Reinforcement Learning	4 credits
AIT-216	Language and Vision	4 credits
AIT-226	Feature Extraction and Image Representation	4 credits
AIT-306	Machine Learning Applications	4 credits
AIT-326	Object Recognition and Detection	4 credits
AIT-316	Conversational Agents	4 credits
AIT-230	Introduction to Robotics	4 credits
AIT-351	Capstone 1: Planning and Design	4 credits
AIT-406	Deep Learning for Computer Vision	4 credits
AIT-332	Robot Perception	4 credits
AIT-432	Robot Motion Development	4 credits
AIT-434	Robot Control Systems	4 credits
AIT-451	Capstone 2 – Planning	2 credits
AIT-408[Δ]	Advanced Topics in Computer Vision	4 credits
AIT-452	Capstone 3: Deployment	2 credits
Artificial Intelligence Major		80 credits

Bachelor of Science in Computer Science

The Bachelor of Science in Computer Science is an intensive survey of the fundamentals of computer science, including operating systems, digital logic, algorithms and computer security. Students also acquire a framework for pursuing an entrepreneurial path that promotes innovation in product development, work environments and internal processes.

Degree Requirements

Total General Education	34-40 Credits
Total Computer Science Major	76 Credits
Total Electives	4-10 Credits
Total Bachelor of Science in Computer Science Major	120 Credits

Computer Science Major

CST-180	Python Programming I	4 credits
MAT-261	Pre-Calculus	4 credits
CST-210	Object-Oriented Programming Lecture & Lab	4 credits
MAT-262	Calculus for Science and Engineering I	4 credits
CST-215	Digital Logic and Design Lecture & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
CST-201	Algorithms and Data Structures	4 credits
CST-207	Computer Organization and Networking	4 credits
CST-317	Principles of Database Design and Programming	4 credits
MAT-345	Applied Linear Algebra I	4 credits
CST-307	Introduction to Computer Architecture Lecture & Lab	4 credits
CST-315	Operating Systems Lecture & Lab	4 credits
CST-301	Principles of Programming Languages Lecture and Lab	4 credits
MAT-374	Probability and Statistics - Calculus Based	4 credits
CST-347	Parallel and Distributed Computing	4 credits
CST-326	Written and Verbal Communication for Software Development	4 credits
STG-455	Capstone Project I	2 credits
CST-335	Computer Security	4 credits
CST-461	Current Trends in Computer Science Lecture and Lab	4 credits
STG-456	Capstone Project II	2 credits
Computer Science Major		76 Credits

Bachelor of Science in Cybersecurity

Grand Canyon University's Bachelor of Science in Cybersecurity was developed with industry guidance to address the broad, foundational knowledge and skills necessary to be contributors as Cybersecurity Technician, Security Operation Center Analysts, Penetration Testers, Malware Analysts, and Digital Forensic Technician. This program teaches topics and assesses competency in all aspects of defensive and offensive cybersecurity, cyber law, and cyber ethics, in addition to information assurance foundations, digital forensic investigations, malware reverse engineering, wireless security, security architecture design, security frameworks, and secure system administration. This program emphasizes critical

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[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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thinking, real-world application and practical project management project experience. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability and self-confidence. Students learn professional and ethical practices associated with engineering through the lens of our Christian worldview.

Degree Requirements

Total General Education	34-40 credits
Total Cybersecurity Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Cybersecurity	120 credits

Required General Education

(Included in General Education totals credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

CYB-110	Cybersecurity Principles	4 credits
CYB-420	Global Perspectives on Cyber Warfare	4 credits

(Included in General Education totals credits, applied to the Critical Thinking competency.)

CST-180	Python Programming I	4 credits
CYB-220	Cyber Law and Privacy in a Digital Age	4 credits

(Included in General Education totals credits, applied to the Effective Communication competency.)

STG-390	Professionalis Science & Technology – Communications, Conduct and Ethics	4 credits

Cybersecurity Major

ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
SWE-120	Introduction to C Programming for Systems Engineering	4 credits
CST-201	Algorithms and Data Structures	4 credits
ITT-216	Enterprise Route & Switch	4 credits
TTP-100	Networking Principles	2 credits
ITT-307	Cybersecurity Foundations	4 credits
CYB-310	Low-Level Computing Structures	4 credits
TTP-104	Security Principles	2 credits
CYB-355	Linux Administration and Scripting for Security Professionals	4 credits
CYB-320	Malware Analysis	4 credits
ITT-340	Cybersecurity and Ethical Hacking	4 credits
CST-323	Cloud Computing	4 credits
TTP-102	Linux Principles	2 credits
TTP-114	Cloud Practitioner Principles	2 credits
ITT-375	Cyber Forensic Investigations	4 credits
ITT-380	Information Assurance	4 credits
TTP-108	Penetration Testing Principles	2 credits
STG-455	Capstone Project I	2 credits
TTP-106	Project Management Principles	2 credits
ITT-430	Security Driven Systems Administration	4 credits
ITT-425	Analysis, Design, and Management of Secure Corporate Networks	4 credits
TTP-112	Systems Security Principles	2 credits
STG-456	Capstone Project II	2 credits
TTP-116	Cybersecurity Analyst Principles	2 credits
Cybersecurity Major		80 credits

Bachelor of Science in Game Development

The Bachelor of Science in Game Development program is designed to equip students with an understanding of the technical intricacies involved in building and designing games and interactive applications. The program places a strong emphasis on the technical aspects, including advanced software development, fundamental game design principles, the game development life cycle, game engine architecture, 2D and 3D graphics, visual effects, and animation techniques. Students also study game physics and mechanics, streamlined production pipelines, rapid prototyping, artificial intelligence (AI) implementation, networking for games, and comprehensive game testing and quality assurance methodologies. Additionally, the program equips students with vital business and marketing acumen specific to the gaming industry, as well as the team collaboration and project management skills necessary for successful game development endeavors.

Degree Requirements

Total General Education	34-40 credits
Total Game Development Major	76 credits
Total Electives	4-10 credits
Total Bachelor of Science in Game Development	120 credits

Game Development Major

GMC-100	Introduction to Gaming	4 credits
GDT-115	Introduction to Game Engines	4 credits
GDT-110	Game Engine Architecture	4 credits
GDT-120	Virtual Reality and Game Development	4 credits
GMC-200	World Building	4 credits
GDT-205	AI for Game Developers	4 credits
GDT-210	Real-time Network Programming	4 credits
GDT-215	Mobile Game Development	4 credits
GDT-220	Augmented Reality and Game Development	4 credits
GDT-225	Advanced Graphics Programming	4 credits
GDT-305	Advanced Game Testing and Debugging	4 credits
GMC-351	Game Creation 1	4 credits
GDT-310	Game Security and Anti-Cheat Technology	4 credits
GDT-315	Multiplayer Game Development	4 credits
GMC-352	Game Creation 2	4 credits
GDT-320	Game Physics and Simulation	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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GMC-451	Game Creation 3	4 credits
GDT-405	Advanced Game Programming	4 credits
GMC-452	Game Creation 4	4 credits
Game Development Major		76 credits

Bachelor of Science in Information Technology

Grand Canyon University's Bachelor of Science in Information Technology prepares students for career options which include information systems manager, information security specialist, IT project manager, network support specialist, systems programmer, IT instructor, and system integrator. Students learn platform technologies, networking, information assurance, security and management, programming fundamentals, cloud computing, and web systems and technologies. Students also learn professional and ethical practices associated with information technology through the lens of our Christian worldview. Students will be prepared to enter careers in the rapidly expanding field of information technology. The program provides an understanding of the value of information technology and how it can improve the performance and efficiency, and lower cost of enterprise systems. Graduates will utilize technology to improve the deployment, configuration, and management of technologies using a variety of local and cloud-based platforms. Competencies include knowledge about IT-driven business, software technology and tools, enterprise information systems, and cyber-security. This program provides preparation in problem-solving using technology, with a focus on applied, hands-on activities, leveraging learners' current experience and certifications. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability and self-confidence. Students entering the Bachelor of Science in Information Technology program should possess knowledge of algebra and common office software applications.

Degree Requirements

Total General Education	34-40 credits
Total Information Technology Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Information Technology	120 credits

Information Technology Major

ITT-111	Introduction to Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-216	Enterprise Route & Switch	4 credits
ITT-307	Cybersecurity Foundations	4 credits
SYM-400	Introduction to Database Structures	4 credits
ITT-221	Linux System Administration and Maintenance	4 credits
ITT-316	Edge Networks	4 credits
ITT-321	Cloud Systems Administration and Maintenance	4 credits
ITT-430	Security Driven Systems Administration	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
BIT-415	IT Project Management	4 credits
ITT-490Ω	IT Project Management Capstone	4 credits
STG-390Δ	Professionalism in Science & Technology-Communications, Conduct and Ethics	4 credits
Information Technology Major		56 credits

Bachelor of Science in Information Technology with an Emphasis in Cybersecurity

Grand Canyon University's Bachelor of Science in Information Technology with an emphasis in Cyber Security prepares students for career options which include information systems manager, information security specialist, IT project manager, network support specialist, systems programmer, IT instructor, and system integrator. Students learn platform technologies, networking, information assurance, security and management, programming fundamentals, cloud computing, and web systems and technologies. Students also learn professional and ethical practices associated with information technology through the lens of our Christian worldview. Students will be prepared to enter careers in the rapidly expanding field of information technology. The program provides an understanding of the value of information technology and how it can improve the performance and efficiency, and lower cost of enterprise systems. Graduates will utilize technology to improve the deployment, configuration, and management of technologies using a variety of local and cloud-based platforms. Competencies include knowledge about IT-driven business, software technology and tools, enterprise information systems, and cyber-security. This program provides preparation in problem-solving using technology, with a focus on applied, hands-on activities, leveraging learners' current experience and certifications. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability and self-confidence. The Cyber Security Emphasis exposes students to the relationships between cyber defense, cyber operations, and cyber law. Students acquire working knowledge of processes and goals of cyber forensics and develop plans and strategies for security architectures. The emphasis culminates with an IT capstone project in cybersecurity. Students entering the Bachelor of Science in Information Technology with an Emphasis in Cyber Security program should possess knowledge of algebra and common office software applications.

Degree Requirements

Total General Education	34-40 credits
Total Information Technology with an Emphasis in Cybersecurity Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Science in Information Technology with an Emphasis in Cybersecurity	120 credits

Information Technology with an Emphasis in Cybersecurity Major

ITT-111	Introduction to Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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ITT-121	System Administration and Maintenance	4 credits
ITT-216	Enterprise Route & Switch	4 credits
ITT-307	Cybersecurity Foundations	4 credits
SYM-400	Introduction to Database Structures	4 credits
ITT-221	Linux System Administration and Maintenance	4 credits
ITT-316	Edge Networks	4 credits
ITT-340	Cybersecurity and Ethical Hacking	4 credits
ITT-321	Cloud Systems Administration and Maintenance	4 credits
BIT-415	IT Project Management	4 credits
ITT-430	Security Driven Systems Administration	4 credits
ITT-375	Cyber Forensic Investigations	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
ITT-490Ω	IT Project Management Capstone	4 credits
ITT-425	Analysis, Design, and Management of Secure Corporate Networks	4 credits
STG-390Δ	Professionalism in Science & Technology-Communications, Conduct and Ethics	4 credits
Information Technology with an Emphasis in Cybersecurity Major		68 credits

Bachelor of Science in Software Development

Students who earn the Bachelor of Science in Software Development degree are able to work with web technologies, mobile technologies, and today's cloud platforms. They attain proficiency in several programming languages and web application frameworks. The technology courses that make up the Software Development degree coursework ensure graduates have a well-rounded understanding of the topics listed below and provide the students with solid skills in communication, teamwork, initiative, self-confidence, and a strong work ethic.

Degree Requirements

Total General Education	34-40 credits
Total Software Development Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Software Development	120 credits

Software Development Major

CST-120	Introduction to Web Development	4 credits
CST-105	Computer Programming I	4 credits
CST-150	Programming in C# I	4 credits
CST-239	Programming in Java II	4 credits
CST-250	Programming in C# II	4 credits
CST-345	Database Design & Development	4 credits
CST-321	Operating Systems Fundamentals	4 credits
CST-201	Algorithms and Data Structures	4 credits
CST-339	Programming in Java III	4 credits
CST-350	Programming in C# III	4 credits
CST-391	JavaScript Web Application Development	4 credits
CST-323	Cloud Computing	4 credits
CST-326	Written and Verbal Communication for Software Development	4 credits
CST-451Ω	Senior Project I	2 credits
CST-407	Application Security Foundations	4 credits
CST-452Ω	Senior Project II	2 credits
Software Development Major		60 credits

Bachelor of Science in Software Development with an Emphais in Mobile App Development

Students who earn the Bachelor of Science in Software Development degree with a Mobile App Development emphasis are able to work with web technologies, mobile technologies, and today's cloud platforms. They attain proficiency in several programming languages and web application frameworks. The technology courses that make up the Software Development degree coursework ensure graduates have a well-rounded understanding of the topics listed below and provide the students with solid skills in communication, teamwork, initiative, self-confidence, and a strong work ethic. In addition to the core program, students will take a three-track sequence of courses focused on mobile application development using the top mobile application development platforms/frameworks.

Degree Requirements

Total General Education	34-40 credits
Total Software Development with an Emphasis in Mobile App Development Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Software Development with an Emphasis in Mobile App Development	120 credits

Software Development Major

CST-120	Introduction to Web Development	4 credits
CST-105	Computer Programming I	4 credits
CST-150	Programming in C# I	4 credits
CST-239	Programming in Java II	4 credits
CST-250	Programming in C# II	4 credits
CST-345	Database Design & Development	4 credits
CST-339	Programming in Java III	4 credits
CST-201	Algorithms and Data Structures	4 credits
CST-321	Operating Systems Fundamentals	4 credits
CST-350	Programming in C# III	4 credits
CST-391	JavaScript Web Application Development	4 credits
CST-351	Native Mobile App Development	4 credits
CST-323	Cloud Computing	4 credits
CST-326	Written and Verbal Communication for Software Development	4 credits
CST-353	Cross-platform Mobile App Development	4 credits
CST-451Ω	Senior Project I	2 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CST-407	Application Security Foundations	4 credits
CST-355	Advanced Mobile Development	4 credits
CST-452Ω	Senior Project II	2 credits
Software Development with and Emphasis in Mobile App Development Major		72 credits

Bachelor of Science in Software Engineering

The Bachelor of Science in Software Engineering program encompasses software engineering principles, processes, and practices with application to a series of complex systems and challenges faced by enterprises in a variety of private and public (e.g., government) sectors. A particular emphasis is placed on embedded systems, system verification, design, architecture, software analysis, process and project management, and the software development life cycle (SDLC). Graduates of the Bachelor of Science in Software Engineering may take roles within an organization at any stage of the software development life cycle, such as software engineer, project manager, embedded software engineer, systems analyst, chief technology officer (CTO), chief information officer (CIO), and many others. Graduates of the Software Engineering program may work in a variety of settings, including embedded applications development, social media companies, healthcare providers, large corporations, software engineering corporations, financial institutions, insurance companies, educational institutions, technology suppliers, consulting firms, research facilities, and more. The program culminates in a capstone course that provides students with the opportunity to develop an evidence-based practice project proposal that addresses a current problem, issue, or concern in software engineering. Students identify a problem amenable to research-based intervention, search literature, propose a solution, and develop a proof of concept model, a system architecture, an implementation plan for a software solution, and finally, evaluate its outcome(s) and disseminate the findings. The culmination of this process is a fully developed product that embodies their proposed solution, effectively demonstrating their ability to carry a concept from initial problem identification through research, design, implementation, and final presentation.

Degree Requirements

Total General Education	34-40 credits
Total Software Engineering	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Software Engineering	120 credits

Required General Education

(Included in General Education totals credits, applied to the Global Awareness competency.)

STG-210	Global Professionalism and Career Readiness	4 credits
ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education totals credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
MAT-261	Pre-Calculus	4 credits

(Included in General Education totals credits, applied to the Effective Communication competency.)

STG-390	Professionalism in Science & Technology – Communications, Conduct, and Ethics	4 credits

Software Engineering Major

SWE-100	Introduction to Software Engineering	2 credits
CST-180	Python Programming I	4 credits
CST-210	Object Oriented Programming & Lab	4 credits
CST-105	Computer Programming I	4 credits
CST-215	Digital Logic and Design Lecture & Lab	4 credits
SWE-120	Introduction to C Programming for Systems Engineering	4 credits
CST-239	Programming in Java II	4 credits
MAT-262	Calculus for Science and Engineering I	4 credits
CST-201	Algorithms and Data Structures	4 credits
SWE-320	SE I: Requirements, Analysis and Design	4 credits
CST-330	Programming in Java III	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
SWE-420	SE II: Architectural & Deployment	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
MAT-374	Calculus Based Probability and Statistics	4 credits
SWE-430	SE III: Quality, Testing & Secure Delivery	4 credits
CST-323	Cloud Computing	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
SWE-471	SWE Design Elements I	2 credits
ESG-451Ω	Capstone Project I	2 credits
SWE-440	SE IV: Maintenance & Modernization	4 credits
MAT-345	Applied Linear Algebra I	4 credits
ESG-452Ω	Capstone Project II	2 credits
Bachelor of Science in Software Engineering		80 credits

Undergraduate Certificate in AI Robotics

This program introduces students to the integration of artificial intelligence and robotics, focusing on how intelligent systems sense, decide, and act in the physical world. Students gain hands-on experience with autonomous systems, sensors, and decision-making algorithms used in modern robotics. The certificate lays the groundwork for further study or careers in robotics, automation, and AI-driven engineering.

Degree Requirements

MAT-154	Applications of College Algebra	4 credits

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CST-180	Python programming I	4 credits
AIT-230	Introduction to Robotics	4 credits
AIT-332	Robot Perception	4 credits
AIT-432	Robot Motion Development	4 credits
Undergraduate Certificate in AI Robotics		20 credits

Undergraduate Certificate in Computer Vision

This program introduces students to computer vision, a branch of artificial intelligence focused on teaching computers to interpret and analyze visual information. Through hands-on projects, students learn how AI systems recognize images, detect objects, and process video data. The certificate provides a foundation for advanced study or careers in AI, robotics, and data-driven image analysis.

Degree Requirements

CST-180	Python programming I	4 credits
AIT-224	Image Processing and Computer Vision	4 credits
AIT-226	Feature Extraction and Image Representation	4 credits
AIT-326	Object Recognition and Detection	4 credits
Undergraduate Certificate in Computer Vision		16 credits

Undergraduate Certificate in Cyber Project Professional

This program helps students build strong teamwork, communication, and project management skills. Through real-world practice, they learn how to plan, lead, and collaborate effectively to get things done. It's designed for anyone who wants to work better with others and see projects succeed.

Degree Requirements

CYB-110	Cybersecurity Principles	4 credits
STG-390	Professionalism in Science & Technology-Communications, Conduct and Ethics	4 credits
CYB-220	Cyber Law and Privacy in a Digital Age	4 credits
BIT-415	IT Project Management	4 credits
TTP-106	Project Management Principles	2 credits
Undergraduate Certificate in Cyber Project Professional		18 credits

Undergraduate Certificate in Advanced Manufacturing

This program focuses on equipping students with the knowledge and skills necessary start on the path toward become a CNC machinist. Students will gain skills in workplace safety, communication, applied mathematics, workplace success, and how to be a CNC machinist.

Degree Requirements

JRE-111	English for Professional Written and Verbal Communication	4 credits
MFG-107	Finding Success in the Manufacturing Trades	4 credits
MFG-191	Manufacturing Trades Foundations I	4 credits
JRE-121	Math Applications	4 credits
JRE-207	Finding Success in a Digital World	4 credits
MFG-201	Manufacturing Trades Foundations II	4 credits
Undergraduate Certificate in Advanced Manufacturing		24 credits

Undergraduate Certificate in Assembly Test Technician

This certificate will give students the skills, knowledge, and experience to enter the job market while earning college credits as an Assembly Test Technician. Through a series of 6 classes over a Two semester period, students will learn about what it takes to be successful as an Operations Technician and Equipment Technician and be introduced to process flow, process monitoring, equipment maintenance, & equipment troubleshooting practices within the industry.

Degree Requirements

JRE-111	English for Professional Written and Verbal Communication	4 credits
SMI-102	Finding Success as an Assembly Test Technician	4 credits
SMI-121	Assembly Test Technician Foundations I	4 credits
JRE-121	Math Applications	4 credits
JRE-207	Finding Success in a Digital World	4 credits
SMI-150	Assembly Test Technician Foundations II	4 credits
Undergraduate Certificate in Assembly Test Technician		24 credits

Undergraduate Certificate in Construction

This program focuses on equipping students with the knowledge and skills necessary to start on the path toward a career in the construction industry. Students will gain skills in workplace safety, communication, applied mathematics, and workplace success. The program allows for customization in the second semester through a specialized class teaching skills in one of the following fields: Mechanical, Electrician, Civil (Concrete), Plumbing, and HVAC.

Degree Requirements

JRE-111	English for Professional Written and Verbal Communication	4 credits
JRE-107	Finding Success in the Construction Trades	4 credits
JRE-191	Construction Trades Foundations I	
JRE-121	Math Applications	4 credits
JRE-207	Finding Success in a Digital World	4 credits
JRE-231	Electrical Foundations	4 credits
Undergraduate Certificate in Construction		24 credits

Undergraduate Certificate in Cybersecurity Foundations

This certificate provides students with concepts and practical application of cybersecurity tools, technologies, and procedures.

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Deploying advanced techniques in exploitation, vulnerability assessment, penetration testing, policy management, security program design, and cyber defense activities, with real-world hands-on practical activities that go beyond theory are integrated within this certificate.

Degree Requirements

ITT-111	Introduction to Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-307	Cybersecurity Foundations	4 credits
ITT-340	Cybersecurity and Ethical Hacking	4 credits
ITT-375	Cyber Forensic Investigations	4 credits
Undergraduate Certificate in Cybersecurity Foundations		24 credits

Undergraduate Certificate for Electricians

This program focuses on equipping students with the knowledge and skills necessary to start on the path toward becoming an electrician. Students will gain skills in workplace safety, communication, applied mathematics, workplace success, and how to be an electrician.

Degree Requirements

JRE-101	Finding Success in the Electrical Trades	4 credits
JRE-111	English for Professional Written and Verbal Communication	4 credits
JRE-121	Math Applications	4 credits
JRE-131	Electrical Foundations	4 credits
Undergraduate Certificate for Electricians		24 credits

Undergraduate Certificate in Full-Stack Software Development

Certificate learners develop foundational knowledge and hands-on experience in the development of a Web-based application. The six-course sequence encompasses experience with the tools and development skills needed to build a full-stack web application from the user interface (UI) to the data storage component. The student will connect the UI and data using Java and REST technologies, providing the complete pathway. By combining the courses in the program, the student will be able to enter the in-demand career of web and application development. The program focuses on understanding web technologies and the various activities expected in a job as a Full Stack Developer within the Java technology stack. Each class builds on the previous content while teaching the student about the methodology and tools involved in tackling the Full-Stack development process.

Degree Requirements

CST-120	Introduction to Web Development	4 credits
CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-339	Programming in Java III	4 credits
CST-345	Database Design & Development	4 credits
CST-391	JavaScript Web Application Development	4 credits
CST-323	Cloud Computing	4 credits
Undergraduate Certificate for Full-Stack Software Development		28 credits

Undergraduate Certificate in Infrastructure Professional

This certificate introduces students to foundational networking and cybersecurity concepts used in protecting digital systems. Learners gain practical experience with tools and techniques aligned with common industry standards. Completion prepares students for entry-level roles in IT support or continued study in advanced cyber courses.

Degree Requirements

ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
CYB-355	Linux Administration and Scripting for Security Professionals	4 credits
TTP-100	Networking Principles	2 credits
TTP-102	Linux Principles	2 credits
Undergraduate Certificate in Infrastructure Professional		16 credits

Undergraduate Certificate of Completion in Java Programming

This certificate offers expanding opportunities for students to learn in-demand programming skills. This certificate is applicable to any major and provides the requisite knowledge that aligns with a certificate in Java Programming. Enhancing your knowledge in computer programming, this certificate focuses on object-oriented techniques in Java, software development using the Java programming language and building applications using software engineering methods. You will also learn concepts and techniques for improving new code and refactoring existing code. This certificate concludes with skills in professional communications and conduct associated with a career in technology.

Degree Requirements

CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-339	Programming in Java III	4 credits
CST-345	Database Design & Development	4 credits
Undergraduate Certificate of Completion in Java Programming		16 credits

Undergraduate Certificate in Programming in C#

Certificate learners develop foundational knowledge and hands-on experience in the development of software applications. The four-course sequence encompasses experience with the tools and development skills needed to build C# web and desktop applications. The lessons in development include everything from the core programming language to the deployment of applications. The student will connect the front-end tools from a .NET (C#) framework and server-side C# application to provide

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the complete pathway. By combining the courses in the program, the student will be able to enter the in-demand career of C# software and application development. The focus of the series of courses entails understanding programming technologies and the various activities expected in a job as a Developer. Each class builds on the previous content while teaching the student about the methodology and tools involved in tackling the software development process.

Degree Requirements

CST-150	Programming in C# I	4 credits
CST-250	Programming in C# II	4 credits
CST-350	Programming in C# III	4 credits
CST-201	Algorithms and Data Structures	4 credits
Undergraduate Certificate in Programming in C#		16 credits

Undergraduate Certificate in Secure Cloud Professional

Students gain a foundation in cloud computing and security practices for modern infrastructure environments. Coursework integrates both conceptual and applied learning with emphasis on securing virtualized and distributed systems. Completion prepares learners for careers supporting secure cloud deployments or pursuing advanced cloud security certifications.

Degree Requirements

ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-307	Cybersecurity Foundations	4 credits
CST-323	Cloud Computing	4 credits
TTP-114	Cloud Practitioner Principles	2 credits
Undergraduate Certificate in Secure Cloud Professional		18 credits

Undergraduate Certificate in Security Professional

This certificate focuses on penetration testing, vulnerability assessment, and ethical hacking methodologies. Learners practice identifying and exploiting system weaknesses using industry-recognized tools. The program supports career readiness for roles in red teaming and offensive security testing.

Degree Requirements

ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-307	Cybersecurity Foundations	4 credits
ITT-340	Cybersecurity and Ethical Hacking	4 credits
TTP-108	Penetration Testing Principles	2 credits
TTP-104	Security Principles	2 credits
Undergraduate Certificate in Security Professional		20 credits

Bridge (Master of Science in Cybersecurity)

Grand Canyon University's Master of Science in Cyber Security program trains students on using current, open source, and advanced techniques in digital forensics, penetration testing, vulnerability assessment, exploitation techniques, and other software and applications to protect organizations' systems, data, and processes. This program focuses on the various areas of cybersecurity, providing students with the tools to understand and protect against the enemy in Cyber Warfare/Cyber Defense activities; including an exploration of policies, cyber law, national and international ramifications, and ethical considerations. Students enrolled in this program will gain the technical skills and hands-on experience with real world data integrating a Christian worldview into cybersecurity. These students, applying the Hackers-with-Halos™ methodology, will build and become part of a vast network of highly-skilled professionals and white-hat penetration testers in the field of Cybersecurity.

CST-111	Introduction to Computer Science and Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-307	Cybersecurity Foundations	4 credits
Bridge (Master of Science in Cybersecurity)		16 credits

Bridge (Master of Science in Software Development)

CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-345	Database Design & Development	4 credits
CYB-300	Fundamentals in Cyber Security	4 credits
Bridge (Master of Science in Software Development)		16 credits

Bridge (Master of Science in Software Engineering)

MAT-252	Calculus and Analytic Geometry I	4 credits
MAT-253	Calculus and Analytic Geometry II	4 credits
CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-201	Algorithms and Data Structure	4 credits
Bridge (Master of Science in Software Engineering)		20 credits

Master of Science in Artificial Intelligence

The Master of Science in Artificial Intelligence (AI) program focuses on designing, developing, and deploying intelligent systems. This degree program covers various topics, including machine learning, natural language processing, SDLC, and ethics. The curriculum provides students with a strong foundation in computer science, mathematics, development, and software engineering, and an in-depth understanding of AI technologies and their applications. Graduates of this program will be equipped with the skills and knowledge necessary to pursue

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careers in industries such as technology, finance, healthcare, transportation, and academia.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
DSC-505	Statistics and Computing Foundations for Data Science and AI	4 credits
AIT-515	Programming Foundations	4 credits
AIT-525	Mathematics for AI	4 credits
AIT-530	Statistics & Data Analysis	4 credits
AIT-535	Machine Learning	4 credits
AIT-540	Deep Learning	4 credits
AIT-545	Ethics in AI	4 credits
AIT-550	AI Applications Development and Deployment	4 credits
AIT-555	Machine Learning for Text Processing	4 credits
AIT-560	Computer Vision	4 credits
AIT-565	Capstone in AI	4 credits
Master of Science in Artificial Intelligence		46 credits

Master of Science in Computer Science

The Master of Science in Computer Science is designed for Computer Science or for Engineering and other Science professionals with a strong background in areas related to Computer Science, who want to deepen their knowledge of the interplay between computer science and how theory and practice influence each other. The master program in Computer Science spans topics in abstraction, complexity, evolutionary change, and a set of general principles, such as sharing common resources, security, and concurrency. Graduates will be able to design, implement, and improve theoretical and functional systems based on quantitative and qualitative assessments of their functionality, usability and performance. Graduates of the Master of Science in Computer Science may take on senior and leadership roles within an organization such as Researcher, Algorithm Designer, Enterprise Software Tool Developer, Senior Software Architect, Senior Software Developer, Director of Software Development, and many others. Graduates of the Computer Science program may work in a variety of settings, including game developers, social media companies, healthcare providers, large corporations, financial institutions, insurance companies, educational institutions, technology suppliers, consulting firms, research facilities, and more. The program culminates in a capstone course that provides an opportunity for students to develop an evidence-based practice project proposal that addresses a current problem, issue, or concern in computer science. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a theoretical model and implement the software solution, evaluate its outcome(s), and disseminate the findings. The Master of Science in Computer Science prepares graduates for pursuing a doctoral degree in Computer Science or related disciplines.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
DSC-510	Advanced Probability and Statistics	4 credits
CST-520	Design and Analysis of Algorithms	4 credits
SWE-520	Adavanced Software Engineering Fundamentals	4 credits
CST-535	Principles of Computer Security	4 credits
CST-545	Programming for Artificial Intelligence	4 credits
CST-560	Research Methods in Computational Sciences	4 credits
CST-570	Machine Learning for Computer Science	4 credits
CST-585	Advanced Applications in AI	4 credits
CST-590 Ω	Computer Science Capstone Project	4 credits
Master of Science in Computer Science		38 credits

Master of Science in Cybersecurity

Grand Canyon University's Master of Science in Cyber Security program trains students on using current, open source, and advanced techniques in digital forensics, penetration testing, vulnerability assessment, exploitation techniques, and other software and applications to protect organizations' systems, data, and processes. This program focuses on the various areas of cybersecurity, providing students with the tools to understand and protect against the enemy in Cyber Warfare/Cyber Defense activities; including an exploration of policies, cyber law, national and international ramifications, and ethical considerations. Students enrolled in this program will gain the technical skills and hands-on experience with real world data integrating a Christian worldview into cybersecurity. These students, applying the Hackers-with-Halos™ methodology, will build and become part of a vast network of highly-skilled professionals and white-hat penetration testers in the field of Cybersecurity.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
CYB-505	Cyber Warfare and Applications	4 credits
CYB-515	Enterprise Security Infrastructure Design	4 credits
CYB-525	Technology Implementation of Security Solutions	4 credits
CYB-535	Policy Management for Security Solutions	4 credits
CYB-610	Penetration Testing and Risk Management	4 credits
CYB-630	Enterprise Cyber Law and Compliance Strategies	4 credits
CYB-650	Innovation in Security Frameworks	4 credits
CYB-690	Cybersecurity Program Development	4 credits
Master of Science in Cybersecurity		34 credits

Master of Science in Data Science

The Master of Science in Data Science program is designed for computer science or engineering professionals who want to better understand and apply predictive analytics theory, principles, and tools to a wide variety of problems in science, engineering, and business. The Data Science master program spans interdisciplinary topics such as predictive analytics, computing, statistics, business intelligence, machine learning, and software

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tools. The program culminates in a capstone course that provides an opportunity for students to develop an evidence-based practice project proposal that addresses a current problem, issue, or concern in data science. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution, evaluate its outcome(s), and disseminate the findings.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
DSC-505	Statistics and Computing Foundations for Data Science and AI	4 credits
DSC-510	Advanced Probability and Statistics	4 credits
DSC-515	Data Modeling and Analysis	4 credits
DSC-517	Applied Data Modeling and Analysis	4 credits
DSC-525	Foundations of Data Visualizations	4 credits
DSC-527	Applied Data Visualizations	4 credits
DSC-555	Data Science Project	4 credits
DSC-565	Machine Learning Operations (MLOps) in Data Science	4 credits
DSC-567	Practical Applications of MLOps	4 credits
DSC-575	Time Series Analysis	4 credits
DSC-577	Practical Applications of Time Series Forecasting	4 credits
DSC-590 Ω	Data Science Capstone Project	4 credits
Master of Science in Data Science		50 credits

Master of Science in Electrical Engineering

The Master of Science in Electrical Engineering degree focuses on preparing working engineers for leadership roles focused on the development and design of new technologies.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
CYB-505	Cyber Warfare and Applications	4 credits
EEE-500	Advanced Probability and Stochastic Processes	4 credits
EEE-510	Feedback Systems	4 credits
EEE-520	Random Signal Theory	4 credits
EEE-525	Advanced Digital Communication Systems	4 credits
EEE-530	Wireless Communication Technologies	4 credits
EEE-535	Electric Drive Systems	4 credits
EEE-540	Electric and Hybrid Electric Vehicles	4 credits
EEE-545	Smart Grids	4 credits
Master of Science in Electrical Engineering		38 credits

Master of Science in Engineering Management

Grand Canyon University's Master of Science in Engineering Management program equip graduates with the skills for leadership and management in the engineering sector. It integrates advanced engineering principles with business concepts, highlighting project management, team dynamics, and effective communication. Graduates will excel in decision-making, process optimization, innovation facilitation, and compliance assurance. They will spearhead organizational expansion while supervising diverse tasks, setting goals, managing staff, and aligning work with quality and regulatory standards to enhance technology and infrastructure, all while upholding the highest ethical standards.

Degree Requirements

CYB-505	Cyber Warfare and Applications	4 credits
ENM-510	Lean Manufacturing I	4 credits
ESG-600	Standards	4 credits
MGT-605	Leadership and Organizations	4 credits
MGT-640	Fundamentals of Project Management	4 credits
MGT-641	Agile Project Management	4 credits
MKT-607	Marketing Management	4 credits
SYS-501	Introduction to Systems Engineering	4 credits
SYS-520	Complexity Theory	4 credits
UNV-507 Ω	Introduction to Graduate Studies in Science, Engineering and Technology	2 credits
Master of Science in Engineering Management		38 credits

Master of Science in Engineering Operations

Grand Canyon University's Master of Science in Engineering Operations program focuses on the effective planning, execution, and optimization of engineering processes, systems, and resources for non-engineers. A wide variety of topics and skills are covered including Project Management, Infrastructure Management, Deployment Processes, Quality Assurance, and Organizational Management.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in Science, Engineering and Technology	2 credits
ESG-520	The Mathematics of Engineering	4 credits
ESG-530	Effective Communication in Engineering	4 credits
SYS-501	Introduction to Systems Engineering	4 credits
SYS-520	Complexity Theory	4 credits
ENM-510	Lean Manufacturing I	4 credits
MGT-605	Leadership and Organizations	4 credits
ESG-600	Standards	4 credits
MGT-640	Fundamentals of Project Management	4 credits
MGT-641	Agile Project Management	4 credits
Master of Science in Engineering Operations		38 credits

Master of Science in Systems Engineering

Grand Canyon University's Master of Science in Systems Engineering program is designed for professionals who are

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looking to advance their career. It aims to cultivate skilled professionals capable of designing, developing, and implementing innovative and sustainable solutions for complex engineering challenges in diverse industries and domains. Graduates of this program are equipped to oversee the application of technology in a corporate setting, as well as provide an understanding of the complex forces governing industry. Graduates understand advanced concepts and practices within the realm of systems development and engineering, opening doors to diverse industries such as aerospace, technology, energy, transportation, manufacturing, and related fields.

Degree Requirements

ESG-501	Applied Math	4 credits
ESG-510	Knowledge Management	4 credits
ESG-600	Standards	4 credits
MGT-605	Leadership and Organizations	4 credits
SYS-501	Introduction to Systems Engineering	4 credits
SYS-520	Complexity Theory	4 credits
SYS-601	System Architecture I	4 credits
SYS-610	System Architecture II	4 credits
SYS-620	Model-Based Tools	4 credits
UNV-507 Ω	Introduction to Graduate Studies in Science, Engineering and Technology	2 credits
Master of Science in Systems Engineering		38 credits

Master of Science in Human Computer Interaction

The MS in Human Computer Interaction (HCI) provides students with the knowledge and skills to design, evaluate, and implement effective interfaces between humans and computers. Through courses in user experience design, prototyping, data visualization, and simulation modeling, students gain expertise in creating innovative interactive systems and virtual environments. Graduates are prepared for careers as user experience designers, interaction designers, HCI researchers, and simulation developers in technology companies, research labs, healthcare, entertainment, education, and more.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
HCT-510	Introduction to Human-Computer Interaction	4 credits
HCT-520	Programming for Interactive Systems	4 credits
HCT-530	Virtual Reality and Augmented Reality Design	4 credits
HCT-540	Gamification	4 credits
HCT-550	Artificial Intelligence for User Experience	4 credits
HCT-560	User Research Methods	4 credits
HCT-570	Visual Prototyping	4 credits
HCT-580	Interaction Design	4 credits
HCT-590	Advanced User Interaction	4 credits
HCT-600	Usability Engineering	4 credits
HCT-610	Capstone Project in Human-Computer Interaction	4 credits
Master of Science in Human Computer Interaction		46 credits

Master of Science in Information Technology

Grand Canyon University's Master of Science in Information Technology (MSIT) program prepares students for a diverse range of career fields by expanding knowledge of the latest emerging technologies including operating systems, networks, and databases. This program focuses on providing students with innovative hands-on technical skills and real-world leadership know-how to create the well-rounded technical manager companies are looking for to lead their teams into the future.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
CYB-505	Cyber Warfare and Applications	4 credits
CYB-515	Enterprise Security Infrastructure Design	4 credits
CYB-525	Technology Implementation of Security Solutions	4 credits
CYB-535	Policy Management for Security Solutions	4 credits
MIS-602	Innovation in Information Technology and Data Management	4 credits
ITT-610	IT Development and Cloud Computing	4 credits
ITT-640	Information Systems Management and Systems Development	4 credits
ITT-660	IT Project Management and the Global Economy	4 credits
Master of Science in Information Technology		34 credits

Master of Science in Software Development

A program that focuses on the general writing and implementation of generic and customized programs to drive operating systems and that generally prepares individuals to apply the methods and procedures of software design and programming to software installation and maintenance. Includes instruction in software design, low- and high-level languages and program writing; program customization and linking; prototype testing; troubleshooting; and related aspects of operating systems and networks.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
SWE-520	Advanced Software Engineering Fundamentals	4 credits
SDD-610	Software Design and Architecture	4 credits
SWE-530	Advanced Software Architectures	4 credits
SWE-540	Advanced Software Management & Concepts	4 credits
SDD-620	Advanced Database Design and Administration	4 credits
SDD-630	Mobile Software Development	4 credits
SDD-640	Secure Coding	4 credits

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SDD-680	Software Maintenance and Testing	4 credits
Master of Science in Software Development		34 credits

Master of Science in Software Engineering

The Master of Science in Software Engineering prepares students to work at any stage of the software development life cycle. This contains eliciting project requirements, writing algorithms, development, validating that the software is meeting its intended purpose and verifying that it is safe, secure and dependable. Software engineers concentrate on how a software project is performing by being knowledgeable of software development life cycles, different software development processes, estimation techniques and measurement, and risk management. The primary objective of this program is to prepare students to develop the next generation of software products and services for consumers, industry, and government. The curriculum includes comprehensive, intensive coverage of modern software concepts and techniques, and emphasizes a holistic approach encompassing financial, legal, and presales issues; technical concepts; security; software design techniques; methods; and project management. Graduates of the Master of Science in Software Engineering may take on senior and leadership roles within an organization, at any stage of the software engineering life cycle such as Lead Software Engineer, Project Manager, Embedded Software Engineer, Systems Architect, and many others. Graduates of the Software Engineering program may work in a variety of settings, including mobile application development, game development, social media companies, healthcare providers, large corporations, financial institutions, insurance companies, educational institutions, technology suppliers, consulting firms, research facilities, and more.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
DSC-510	Advanced Probability and Statistics	4 credits
CST-520	Design and Analysis of Algorithms	4 credits
SWE-520	Advanced Software Engineering Fundamentals	4 credits
SWE-530	Advanced Software Architectures	4 credits
SWE-540	Advanced Software Management & Concepts	4 credits
SWE-550	Software Engineering & Security Principles	4 credits
SWE-560	Research & Review of Emerging Technologies in Software Engineering	4 credits
SWE-570	Software Engineering IOT & Embedded Systems	4 credits
SWE-590	Software Engineering Capstone	4 credits
Master of Science in Software Development		38 credits

Graduate Certificate in Artificial Intelligence

The Graduate Certificate in Artificial Intelligence is an intensive 20-credit program designed for academic and professional individuals seeking foundational knowledge in the rapidly evolving field of AI. This program combines theoretical underpinnings with practical applications to equip participants with the requisite skills to navigate the AI landscape effectively. Upon successful completion, graduates will be equipped to apply AI concepts and tools to diverse academic, industry, or research challenges. The GCAI serves as a stepping stone for those looking to delve deeper into AI specializations or integrate AI capabilities into their existing roles. Audience: Researchers transitioning to AI domains Professionals aiming to integrate AI into their business processes Computer scientists and engineers seeking specialized knowledge in AI Academic professionals aiming to teach or incorporate AI concepts into the curriculum.

Degree Requirements

DSC-505	Statistics and Computing Foundations for Data Science and AI	4 credits
AIT-515	Programming Foundations	4 credits
AIT-525	Mathematics for AI	4 credits
AIT-530	Statistics & Data Analysis	4 credits
AIT-535	Machine Learning	4 credits
Graduate Certificate in Artificial Intelligence		20 credits

Graduate Certificate in Cybersecurity

The Cybersecurity Graduate Certificate program at Grand Canyon University is designed for professionals with a bachelor's degree in a different field who are looking to advance their careers in cybersecurity. The program provides students with the technical skills, ethical decision-making abilities, and communication skills necessary to protect organizations from cyber-attacks. Upon completion of the program, graduates will be prepared to lead technical cybersecurity teams. The program is offered online and is designed to be affordable.

Degree Requirements

CYB-505	Cyber Warfare and Applications	4 credits
CYB-515	Enterprise Security Infrastructure Design	4 credits
CYB-525	Technology Implementation of Security Solutions	4 credits
CYB-535	Policy Management for Security Solutions	4 credits
CYB-610	Penetration Testing and Risk Management	4 credits
Graduate Certificate in Cybersecurity		20 credits

Engineering Programs

Bachelor of Science in Aeronautical Engineering

Grand Canyon University's Bachelor of Science in Aeronautical Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in aeronautical engineering and related fields. This program focuses on the design, development, testing, and production of an aircraft. It explores essential areas such as aerodynamics, propulsion, flight mechanics, stability and control, aircraft structures, materials, and experimental techniques, integrating math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into several courses, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Aeronautical engineering

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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graduates will enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Aeronautical Engineering Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Aeronautical Engineering	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
SOC-102	Principles of Sociology	4 credits

Aeronautical Engineering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-260	Statics	4 credits
ESG-345	Fluid Mechanics & Lab	4 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ESG-451[ΩΔ]	Capstone Project I	2 credits
ESG-452[ΩΔ]	Capstone Project II	2 credits
MAT-262	Calculus for Science and Engineering I	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
MAT-364	Differential Equations for Science and Engineering	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
STG-330	Thermodynamics & Lab	4 credits
AER-445	Aircraft Structures and Aeroelasticity	3 credits
AER-455	Advanced Aerodynamics	3 credits
AER-460	Aircraft Performance and Static Stability	3 credits
AER-465	Aircraft Dynamic Stability and Control Lab	1 credits
AER-470	Flight Test Techniques	3 credits
ESG-480	Dynamic Systems and Feedback Control	3 credits
MEE-335	Aerospace Propulsion & Lab	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credits
MEE-352	Solid Mechanics & Lab	4 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credits
MEE-450	Aerodynamics & Lab	4 credits
MEE-475	Aerospace Design Principles & Lab	2 credits
Aeronautical Engineering Major		88 credits

Bachelor of Science in Biomedical Engineering

Grand Canyon University's Bachelor of Science in Biomedical Engineering was developed with industry and clinical guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in biomedical engineering and related fields, such as medical devices, medical imaging, tissue engineering and implantable design, government regulatory compliance, clinical research, and biomedical research. This program teaches topics and assesses competency in multidisciplinary engineering design principles linked with knowledge of human anatomy and physiology, including: biomechanics, materials properties/biocompatibility, biomedical instrumentation and imaging, and tissue engineering. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Biomedical engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Biomedical Engineering Major	90 credits
Total Electives	0-6 credits
Total Bachelor of Science in Biomedical Engineering	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

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(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
BME-471	Biomedical Design Elements I	2 credits

Biomedical Engineering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
BME-352	Bio-Solid Mechanics & Lab	4 credits
STG-330	Thermodynamics & Lab	4 credits
BME-356	Biomaterials	3 credits
BME-356L	Biomaterials Lab	1 credit
ESG-345	Fluid Mechanics & Lab	4 credits
BME-361	Biomechanics & Lab	4 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
BME-260	Survey of Tissue Engineering	2 credits
BME-460	Biomedical Instrumentation and Devices & Lab	4 credits
ESG-451ΩΔ	Capstone Project I	2 credits
BIO-360	Medical Physiology	3 credits
BIO-360L	Medical Physiology – Lab	1 credit
ESG-452ΩΔ	Capstone Project II	2 credits
BME-480	Bioimaging	3 credits
BME-480L	Bioimaging Lab	1 credit
BME-472	Biomedical Design Elements II	2 credits
BME-465	Advanced Biomedical Instrumentation and Devices & Lab	4 credits
BIO-457	Genetics	4 credits
Biomedical Engineering Major		90 credits

Bachelor of Science in Biomedical Engineering with an Emphasis in Pre-Med

Grand Canyon University's Bachelor of Science in Biomedical Engineering with an emphasis in PreMed was developed with industry and clinical guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in biomedical engineering, while preparing students to take the MCAT. This program teaches topics and assesses competency in multidisciplinary engineering design principles linked with knowledge of human anatomy and physiology, including: biomechanics, materials properties/biocompatibility, biomedical instrumentation and imaging, and tissue engineering. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Biomedical engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Biomedical Engineering Major	90 credits
Total Electives	0-6 credits
Total Bachelor of Science in Biomedical Engineering with an Emphasis in Pre-Med	130 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

PSY-102	General Psychology	4 credits
SOC-102	Principles of Sociology	4 credits

Biomedical Engineering with an Emphasis in Pre-Med Major

CHM-115	General Chemistry II – Lecture	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
MAT-264	Calculus for Science and Engineering II	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
CHM-231	Organic Chemistry	3 credits
CHM-231L	Organic Chemistry I – Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II – Lab	1 credit
BIO-457	Genetics	4 credits
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II – Lab	1 credit
ESG-384	Applied Engineering Stochastic Processes	2 credits
BME-460	Biomedical Instrumentation and Devices & Lab	4 credits
BME-471	Biomedical Design Elements	2 credits
ESG-451ΩΔ	Capstone Project I	2 credits
BIO-360	Medical Physiology	3 credits
BIO-360L	Medical Physiology – Lab	1 credit
CHM-360	Principles of Biochemistry	3 credits
CHM-360L	Principles of Biochemistry – Lab	1 credit
ESG-452ΩΔ	Capstone Project II	2 credits
BME-480	Bioimaging	3 credits
BME-480L	Bioimaging Lab	1 credit
BME-472	Biomedical Design Elements II	2 credits
BME-465	Advanced Biomedical Instrumentation and Devices & Lab	4 credits
Biomedical Engineering with an Emphasis in Pre-Med Major		90 credits

Bachelor of Science in Civil Engineering

Grand Canyon University's Bachelor of Science in Civil Engineering has been developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in civil engineering and related fields. This program addresses the planning, design, construction, operations, maintenance, and forensics of natural, private, and public works and infrastructure, including transportation (i.e., roads, railways, and airports), geotechnical, hydrology, hydraulics, water resources (i.e., rivers, dams, canals, pipes, and treatment systems), and structures (i.e., walls, bridges, buildings, and parks). The program focuses on the application of math and science in the broad technical and management areas of civil engineering, as well as other related areas, with an emphasis on analytical thinking, creativity, adaptability, problem solving, pragmatic application, and practical project management experience. The Christian worldview is also integrated into several courses, preparing graduates to apply Christian principles of stewardship, mission, and discipline, making a commitment to professional and ethical standards with a focus on environmental sustainability and social equality. Civil engineering graduates enter the workforce well versed and prepared to start work directly in the civil engineering profession, or in areas that desire those with civil engineering degrees as an entry-level requirement. Additionally, these graduates are ready to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Civil Engineering Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Civil Engineering	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits
ENG-105	English Composition I	4 credits
ENG-107	Introduction to Writing for the Sciences	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
PSY-102	General Psychology	4 credits

Civil Engineering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-260	Statics	4 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
ESG-488	Environmental and Engineering Disasters Lessons to be Learned	3 credits
ESG-451ΩΔ	Capstone Project I	2 credits
ESG-452ΩΔ	Capstone Project II	2 credits
MAT-262	Calculus for Science and Engineering I	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
MAT-364	Differential Equations for Science and Engineering	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
CIV-311	Survey and Geomatics	3 credits
CIV-311L	Survey and Geomatics Lab	1 credits
CIV-333	Water Resources I	3 credits
CIV-334	Steel Design and Introduction to Composites and Timber Design Methods	3 credits
CIV-336	Water Resources II	3 credits
CIV-363	Transportation Engineering and Design	3 credits
CIV-376	Elementary Structural Analysis	3 credits
CIV-380	Strength of Materials	3 credits
CIV-380L	Strength of Materials Lab	1 credits
CIV-381	Construction Engineering Management	3 credits
CIV-382	Fluid Mechanics and Fluids Lab	2 credits
CIV-383	Geotechnical Engineering I and Soil Mechanics	3 credits
CIV-383L	Geotechnical Engineering I and Soil Mechanics Lab	1 credits
CIV-420	Urban and Regional Planning and Traffic Engineering	3 credits
CIV-431	Municipal and Consulting Civil Engineering Practice	3 credits
CIV-438	Reinforce Concrete Design	3 credits
CIV-448	Fundamentals of Engineering Examination (FE) Preparation Lab	1 credits
CIV-450	Geotechnical Engineering II	3 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credits
Civil Engineering Major		88 credits

Bachelor of Science in Computer Engineering

Grand Canyon University's Bachelor of Science in Computer Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in computer engineering and related fields, such as computer hardware design, control systems, project engineering, electronics, test engineering, or engineering sales. This program teaches topics and assesses competency in operating systems, circuits, signals, communications, algorithms and data structures, computer architecture, and controls. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Computer engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Computer Engineering Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Computer Engineering	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
CEE-473	Computer Engineering Design Principles I & Lab	2 credits
CEE-474	Computer Engineering Design Principles II & Lab	2 credits

Computer Engineering Major

MAT-262	Calculus for Science and Engineering I	4 credits
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MAT-364	Differential Equations for Science and Engineering	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
EEE-212	Embedded Systems and Assembly Language & Lab	2 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
MAT-345	Applied Linear Algebra I	4 credits
EEE-315	Digital Circuits & Lab	4 credits
EEE-213	Signals and Systems	3 credits
EEE-213L	Signals and Systems Lab	1 credit
CEE-300	Data Structures, Algorithms, and Numerical Recipes	4 credits
EEE-480	Linear and Nonlinear Control Systems Design & Lab	4 credits
CEE-312	Advanced Embedded Systems Design & Lab	4 credits
EEE-431	Communications Signal Processing & Lab	4 credits
ESG-451ΩΔ	Capstone Project I	2 credits
CST-307	Introduction to Computer Architecture Lecture & Lab	4 credits
EEE-320	Electronics and Devices & Lab	4 credits
ESG-452ΩΔ	Capstone Project II	2 credits
CST-315	Operating Systems Lecture & Lab	4 credits
CEE-440	Applied Research in Computer Engineering	4 credits
Computer Engineering Major		88 credits

Bachelor of Science in Engineering with an Emphasis in Project Management

Grand Canyon University's Bachelor of Science in Engineering with an emphasis in Project Management was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in various engineering and related fields, such as project management, design or test engineering, manufacturing engineering, or engineering sales. This program teaches topics and assesses competency in circuits, solid mechanics, fluid mechanics, thermodynamics, materials science, heat transfer, and engineering project management. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem-solving, real-world application, and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Engineering graduates enters the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Engineering with an Emphasis in Robotics Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Engineering with an Emphasis in Project Management	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

STG-390Δ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits

Engineering with an Emphasis in Project Management Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
STG-330	Thermodynamics & Lab	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ESG-345	Fluid Mechanics & Lab	4 credits
SCM-410	Lean and Quality Management	

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ESG-395	Engineering Economics and Project Management	4 credits
MEE-352	Solid Mechanics & Lab	4 credits
BUS-330	Business Process Design	4 credits
MEE-445	Heat Transfer & Lab	4 credits
ESG-451[ǂΔ Ω]	Capstone Project I	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ESG-452[ǂΔ Ω]	Capstone Project II	2 credits
MGT-455	Production/Operations Management	4 credits
ETG-420	Quality Control	2 credits
Engineering with an Emphasis in Project Management Major		88 credits

Bachelor of Science in Electrical Engineering

Grand Canyon University's Bachelor of Science in Electrical Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in electrical engineering and related fields, such as electronics, electrical design, project engineering, controls, test engineering, hardware design, communications, circuits engineering, or engineering sales. This program teaches topics and assesses competency in circuits, analog and digital electronics, electromagnetic fields, optics, signal processing, communications, computer design, power, and controls. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Electrical engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Electrical Engineering Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Electrical Engineering	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-262	Calculus for Science and Engineering I	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
ESG-441	Power & Energy Systems 2	3 credits
ESG-441L	Power & Energy Systems Lab 2	1 credit

Electrical Engineering Major

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credits
EEE-212	Embedded Systems and Assembly Language & Lab	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
MAT-345	Applied Linear Algebra I	4 credits
STG-242	Science of Solid Materials	3 credits
STG-242L	Science of Solid Materials Lab	1 credit
EEE-213	Signals and Systems	3 credits
EEE-213L	Signals and Systems Lab	1 credit
EEE-302	Advanced Circuits & Lab	4 credits
STG-350	Electromagnetic Fields & Optics	3 credits
STG-350L	Electromagnetic Fields & Optics Lab	1 credit
EEE-315	Digital Circuits & Lab	4 credits
EEE-431	Communications Signal Processing & Lab	4 credits
EEE-473	Electrical Design Principles I & Lab	2 credits
ESG-451[Ω ǂ Δ]	Capstone Project I	2 credits
CST-307	Introduction to Computer Architecture & Lab	4 credits
EEE-320	Electronics and Devices & Lab	4 credits
ESG-452[Ω ǂ Δ]	Capstone Project II	2 credits
EEE-480	Linear and Nonlinear Control Systems Design & Lab	4 credits
EEE-474	Electrical Design Principles II & Lab	2 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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Electrical Engineering Major	88 credits

Bachelor of Science in Electrical Engineering with an Emphasis in Power Systems

The Bachelor of Science in Electrical Engineering program guides students through a rigorous curriculum. Students will develop a solid framework of knowledge in chemistry, physics and mathematics before diving into degree-specific courses. In engineering classes such as Circuits, Science of Solid Materials, Electromagnetic Fields & Optics and Electrical Design Principles. The emphasis focuses on the application of these skills toward power systems.

Degree Requirements

Total General Education	34-40 credits
Total Electrical Engineering with an Emphasis in Power Systems Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Electrical Engineering with an Emphasis in Power Systems	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-262	Calculus for Science and Engineering I	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
ESG-441	Power & Energy Systems 2	3 credits
ESG-441L	Power & Energy Systems Lab 2	1 credit

Electrical Engineering Major

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credits
ETG-410	Controls and Instrumentation & Lab	4 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
MAT-345	Applied Linear Algebra I	4 credits
STG-242	Science of Solid Materials	3 credits
STG-242L	Science of Solid Materials Lab	1 credit
EEE-213	Signals and Systems	3 credits
EEE-213L	Signals and Systems Lab	1 credit
EEE-302	Advanced Circuits & Lab	4 credits
STG-350	Electromagnetic Fields & Optics	3 credits
STG-350L	Electromagnetic Fields & Optics Lab	1 credit
EEE-413	Nuclear Systems & Lab	4 credits
EEE-445	Power Electronics & Lab	4 credits
EEE-473	Electrical Design Principles I & Lab	2 credits
ESG-451[Ω♯Δ]	Capstone Project I	2 credits
EEE-313	Renewable Energy & Lab	4 credits
EEE-320	Electronics and Devices & Lab	4 credits
ESG-452[Ω♯Δ]	Capstone Project II	2 credits
EEE-480	Linear and Nonlinear Control Systems Design & Lab	4 credits
EEE-474	Electrical Design Principles II & Lab	2 credits
Electrical Engineering Major		88 credits

Bachelor of Science in Electrical Engineering Technology

Grand Canyon University's Bachelor of Science in Electrical Engineering Technology was developed with industry guidance to address the broad, foundational knowledge and skills required to be contributors as electrical engineering technicians, electronics engineering technicians, service engineers, industrial automation technicians, robotics technicians, telecommunications technicians, electric machinery technicians, and technician supervisors. This program teaches topics and assesses competency in circuits, analog and digital electronics, signal processing, communications, computer design, electronic materials, controls and robotics, power and machinery, and technical documentation. This program integrates math, chemistry, physics, and biology and emphasizes critical thinking, real-world applications, and practical project management project experience. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability, and self-confidence. Students learn professional and ethical practices associated with engineering through the lens of the Christian worldview.

Degree Requirements

Total General Education	34-40 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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Total Electrical Engineering Technology Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Electrical Engineering Technology	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

STG-390ǂΔ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-261	Pre-Calculus	4 credits
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

STG-110Ω	Team Innovation Experience	3 credits
STG-110LΩ	Team Innovation Experience Lab	1 credit

Electrical Engineering Technology Major

PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit
CST-111	Introduction to Computer Science and Information Technology	4 credits
MAT-252	Calculus and Analytic Geometry I	4 credits
MAT-274	Probability and Statistics	4 credits
PHY-112	General Physics II	3 credits
PHY-112L	General Physics II Lab	1 credit
EET-202	Applied Circuits I	3 credits
EET-202L	Applied Circuits I Lab	1 credit
CST-215	Digital Logic and Design Lecture & Lab	4 credits
EET-302	Applied Circuits II & Lab	4 credits
ETG-222	Experimental Methods	4 credits
CST-210	Object-Oriented Programming Lecture & Lab	4 credits
ITT-116	Platforms and Network Technologies	4 credits
EET-325	Embedded Systems	4 credits
EET-320	Digital Electronics and Integrated Circuits & Lab	4 credits
ETG-315	Materials and Microscopy & Lab	4 credits
ETG-498ǂΔ	Senior Project I	2 credits
ETG-415	Power and Energy Technologies	3 credits
ETG-415L	Power and Energy Technologies Lab	1 credit
ETG-420	Quality Control	2 credits
EET-330	Communication Networks & Lab	4 credits
ITT-270	Routing and Switching	4 credits
ETG-499ǂΔ	Senior Project II	2 credits
EET-425	Industrial Automation	2 credits
ETG-410	Controls and Instrumentation & Lab	4 credits
EET-430	Electrical Troubleshooting and Maintenance & Lab	4 credits

Student must enroll in a total of 4 credits from the following courses:

CST-307	Introduction to Computer Architecture Lecture & Lab	4 credits
CST-323	Cloud Computing	4 credits
STG-403	Internship I	4 credits
Electrical Engineering Technology Major		88 credits

Bachelor of Science in Industrial Engineering

Grand Canyon University's Bachelor of Science in Industrial Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in industrial engineering and related fields, such as manufacturing, quality engineering, systems design, project management, process improvement, and supply chain management, including logistics, inventory control, and distribution. This program teaches topics and assesses competency in probability and statistics, human factors, sustainable design, productivity analysis, lean work, and automation for manufacturing and distribution. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Industrial Engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Industrial Engineering Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Industrial Engineering	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
ISE-473	Sustainable Design for Industrial Engineering I & Lab	2 credits
ISE-474	Sustainable Design for Industrial Engineering II & Lab	2 credits

Industrial Engineering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
ISE-301	Probability and Statistics for Industrial Engineering & Lab	4 credits
SCM-400	Global Supply Chain Operations	4 credits
MGT-420	Organizational Behavior and Management	4 credits
ISE-350	Lean Work Design & Lab	4 credits
SCM-410	Lean and Quality Management	4 credits
ESG-461	Manufacturing Processes	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ISE-450	Human Work Design & Lab	4 credits
SCM-450	Procurement and Global Supply Chain Management	4 credits
ISE-401	Decision Science	4 credits
ESG-451ΩΔ	Capstone Project I	2 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ISE-480	Automation for Manufacturing and Distribution & Lab	4 credits
ESG-452ΩΔ	Capstone Project II	2 credits
SCM-454	Manufacturing Planning and Control Systems	4 credits
Industrial Engineering Major		88 credits

Bachelor of Science in Mechanical Engineering

Grand Canyon University's Bachelor of Science in Mechanical Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in mechanical engineering and related fields, such as mechanical design engineering, systems engineering, manufacturing engineering, project engineering, and engineering sales. This program teaches topics and assesses competency in mechanical design principles: statics, dynamics, material science, mechanics of materials, fluid mechanics, thermodynamics, heat transfer, instrumentation, and controls. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Mechanical engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Mechanical Engineering Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Mechanical Engineering	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

STG-390ᶴΔ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits

Mechanical Engineering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ᶴ Honors Major Course | Ω Non-Transferable

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PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
STG-330	Thermodynamics	4 credits
MEE-352	Solid Mechanics & Lab	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ESG-345	Fluid Mechanics & Lab	4 credits
MEE-460	Mechanical Instrumentation and Devices & Lab	4 credits
ESG-395	Engineering Economics and Project Management	4 credits
MEE-445	Heat Transfer & Lab	4 credits
ESG-455	Dynamic Systems & Lab	4 credits
MEE-473	Mechanical Design Principles I & Lab	2 credits
ESG-451[Ω♯Δ]	Capstone Project I	2 credits
MEE-474	Mechanical Design Principles II & Lab	2 credits
ESG-461	Manufacturing Processes	2 credits
ESG-452[Ω♯Δ]	Capstone Project II	2 credits
MEE-480	Electro-Mechanical Systems and Controls & Lab	4 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
Mechanical Engineering Major		88 credits

Bachelor of Science in Mechanical Engineering with an Emphasis in Aerospace

Grand Canyon University's Bachelor of Science in Mechanical Engineering with an Emphasis in Aerospace was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in mechanical engineering, aerospace engineering, and related fields, such as mechanical design engineering, systems engineering, manufacturing engineering, project engineering, and engineering sales. This program teaches topics and assesses competency in mechanical design principles such as statics, dynamics, materials science, fluid mechanics, thermodynamics, and heat transfer, as well as aerospace engineering, including aerodynamics, propulsion, flight control systems, and aerospace design. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Mechanical engineering graduates with an emphasis in aerospace enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Mechanical Engineering with an Emphasis in Aerospace Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Mechanical Engineering with an Emphasis in Aerospace	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

STG-390[♯Δ]	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
DDN-105	Drawing for the Visual Arts	4 credits

Mechanical Engineering with an Emphasis in Aerospace Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
STG-330	Thermodynamics	4 credits
MEE-352	Solid Mechanics & Lab	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ESG-451[Ω♯Δ]	Capstone Project I	2 credits
ESG-452[Ω♯Δ]	Capstone Project II	2 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MEE-335	Aerospace Propulsion & Lab	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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MEE-440	Structures of Composite Materials for Aerospace	2 credits
MEE-450	Aerodynamics & Lab	4 credits
MEE-455	Dynamics and Controls of Flight & Lab	4 credits
MEE-475	Aerospace Design Principles & Lab	2 credits
ESG-395	Engineering Economics and Project Management	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-260	Statics	4 credits
ESG-345	Fluid Mechanics & Lab	4 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
MEE-473	Mechanical Design Principles I & Lab	2 credits
MEE-445	Heat Transfer & Lab	4 credits
Mechanical Engineering with an Emphasis in Aerospace Major		88 credits

Bachelor of Science in Mechanical Engineering with an Emphasis in Facilities Engineering

Grand Canyon University's Bachelor of Science in Mechanical Engineering with an emphasis in Facilities Engineering has been developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in the field of facilities engineering. Focusing on the design, development, and operation of large-scale facilities, commercial buildings, power plants and manufacturing facilities, students are prepared to design, oversee, improve, and maintain complex manufacturing facility equipment. The degree also focuses on PLC operation, programming, and control, fluid system design, and air pollution control, combining math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application, and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Mechanical engineering with an emphasis in Facilities Engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Mechanical Engineering with an Emphasis in Facilities Engineeering	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Mechanical Engineering with an Emphasis in Facilities Engineeering	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

STG-390ǂΔ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits

Mechanical Engineering with an Emphasis in Facilities Engineeering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
STG-330	Thermodynamics	4 credits
MEE-352	Solid Mechanics & Lab	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ESG-451ΩǂΔ	Capstone Project I	2 credits
ESG-452ΩǂΔ	Capstone Project II	2 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MEE-460	Mechanical Instrumentation and Devices & Lab	4 credits
MEE-465	Compressed Air Systems and Management	3 credits
MEE-477	Mechanical Principles of Refrigeration	3 credits
MEE-482	Facilities, Electrical, and Controls	3 credits
MEE-487	Construction Management, Drawings, and Codes	3 credits
ESG-395	Engineering Economics and Project Management	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-260	Statics	4 credits
ESG-345	Fluid Mechanics & Lab	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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ESG-461	Manufacturing Processes	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
MEE-473	Mechanical Design Principles I & Lab	2 credits
MEE-445	Heat Transfer & Lab	4 credits
Mechanical Engineering with an Emphasis in Facilities Engineeering Major		88 credits

Bachelor of Science in Mechanical Engineering with an Emphasis in Robotics

Grand Canyon University's Bachelor of Science in Mechanical Engineering with an Emphasis in Robotics was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in mechanical and robotics engineering and related fields, such as mechanical design engineering, systems engineering, manufacturing engineering, project engineering, and engineering sales. This program teaches topics and assesses competency in mechanical design principles: statics, dynamics, material science, mechanics of materials, fluid mechanics, thermodynamics, heat transfer, dynamic systems, feedback and controls. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Mechanical Engineering with an Emphasis in Robotics graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.**Degree Requirements**

Total General Education	34-40 credits
Total Mechanical Engineering with an Emphasis in Robotics Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Mechanical Engineering with an Emphasis in Robotics	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

STG-390ǂΔ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits

Mechanical Engineering with an Emphasis in Robotics Major

CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-260	Statics	4 credits
ESG-330	Introduction to Robotics & Lab	4 credits
ESG-345	Fluid Mechanics & Lab	4 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ESG-395	Engineering Economics and Project Management	4 credits
ESG-451ΩǂΔ	Capstone Project I	2 credits
ESG-452ΩǂΔ	Capstone Project II	2 credits
MAT-262	Calculus for Science and Engineering I	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
MAT-345	Applied Linear Algebra I	4 credits
MAT-364	Differential Equations for Science and Engineering	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credits
MEE-352	Solid Mechanics & Lab	4 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credits
MEE-445	Heat Transfer & Lab	4 credits
MEE-457	Dynamics and Controls of Robotics & Lab	4 credits
MEE-473	Mechanical Design Principles I & Lab	2 credits
MEE-476	Robotics Design Principles & Lab	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credits
STG-330	Thermodynamics & Lab	4 credits
Mechanical Engineering with an Emphasis in Robotics Major		88 credits

Bachelor of Science in Mechanical Engineering Technology

Grand Canyon University's Bachelor of Science in Mechanical Engineering Technology was developed with industry guidance

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in Mechanical Engineering Technology and related fields, such as application engineering, test engineering, project engineering, production engineering, product development engineering, and manufacturing engineering. This program teaches topics and assesses competency in computerized design and manufacturing tools, fluid/thermal transport, material and processes, and controls and instrumentation. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Mechanical Engineering Technology graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Mechanical Engineering Technology Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Mechanical Engineering Technology	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	4 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	4 credit

Mechanical Engineering Technology Major

MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
ESG-251	Computer Aided Design & Lab	2 credits
MET-291	Applications of Machine Shop Tools & Lab	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
EET-202	Applied Circuits	3 credits
EET-202L	Applied Circuits Lab	1 credit
ESG-260	Statics	4 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
ETG-333	Applications of Instrumentation & Lab	4 credits
ISE-301	Probability and Statistics for Industrial Engineering & Lab	4 credits
MET-275	Computerized Design and Manufacturing Tools in MET & Lab	4 credits
MET-203	Strength of Materials & Lab	4 credits
MET-302	Principles of Design I & Lab	4 credits
MET-308	Fluid/Thermal Transport & Lab	4 credits
ETG-410ǂ	Controls and Instrumentation & Lab	4 credits
ESG-451	Capstone Project I	2 credits
ETG-420	Quality Control	2 credits
MET-315	Material and Processes & Lab	4 credits
MET-402	Principles of Design II & Lab	4 credits
ESG-452	Capstone Project II	2 credits
ESG-461	Manufacturing Processes	2 credits
MET-484	Computer Aided Manufacturing & Lab	4 credits
MET-418	Heat and Power Generation & Lab	4 credits
Mechanical Engineering Technology Major		88 credits

Bachelor of Science in Mechanical Engineering Technology with an Emphasis in Mechatronics

Grand Canyon University's Bachelor of Science in Mechanical Engineering Technology with an Emphasis in Mechatronics was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in Mechanical Engineering Technology, Mechatronics, and related fields, such as application engineering, test engineering, project engineering, production engineering, product development engineering, and manufacturing engineering. This program teaches topics and assesses competency in computerized design and manufacturing tools, fluid/thermal transport, material and processes, controls and instrumentation, industrial automation, electrical troubleshooting, and electromechanical systems principles. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Mechanical Engineering Technology with an Emphasis in Mechatronics graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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Total Mechanical Engineering Technology with an Emphasis in Mechatronics Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Mechanical Engineering Technology with an Emphasis in Mechatronics	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	4 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	4 credit

Mechanical Engineering Technology Major

MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
ESG-251	Computer Aided Design & Lab	2 credits
MET-291	Applications of Machine Shop Tools & Lab	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
EET-202	Applied Circuits	3 credits
EET-202L	Applied Circuits Lab	1 credit
ESG-260	Statics	4 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
ETG-410	Controls and Instrumentation & Lab	4 credits
ISE-301	Probability and Statistics for Industrial Engineering & Lab	4 credits
MET-275	Computerized Design and Manufacturing Tools in MET & Lab	4 credits
MET-203	Strength of Materials & Lab	4 credits
MET-302	Principles of Design I & Lab	4 credits
MET-308	Fluid/Thermal Transport & Lab	4 credits
EET-302	Applied Circuits II & Lab	4 credits
ETG-426	Manufacturing Automation & Lab	4 credits
ESG-451	Capstone Project I	2 credits
MET-315	Material and Processes & Lab	4 credits
ETG-333	Applications of Instrumentation & Lab	4 credits
ESG-452	Capstone Project II	2 credits
ETG-420	Quality Control	2 credits
EET-430	Electrical Troubleshooting and Maintenance & Lab	4 credits
ETG-403	Principles of Mechatronics Design & Lab	4 credits
Mechanical Engineering Technology with an Emphasis in Mechatronics Major		88 credits

Bachelor of Science in Systems Engineering

Grand Canyon University's Bachelor of Science in Systems Engineering is an interdisciplinary degree that focuses on how to design, integrate, and manage complex systems over their life cycles. The Christian worldview is integrated into several courses, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Systems engineering graduates will enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Systems Engineering Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Systems Engineering	128 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ESG-395	Engineering Economics and Project Management	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
PSY-102	General Psychology	4 credits

Systems Engineering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-260	Statics	4 credits
ESG-345	Fluid Mechanics & Lab	4 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ESG-451ΩΔ	Capstone Project I	2 credits
ESG-452ΩΔ	Capstone Project II	2 credits
MAT-262	Calculus for Science and Engineering I	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
MAT-364	Differential Equations for Science and Engineering	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
STG-330	Thermodynamics & Lab	4 credits
MEE-335	Aerospace Propulsion & Lab	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credits
MEE-352	Solid Mechanics & Lab	4 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credits
MEE-440	Structures of Composite Materials for Aerospace	2 credits
MEE-450	Aerodynamics & Lab	4 credits
MEE-455	Dynamics and Controls of Flight & Lab	4 credits
SYS-401	Introduction to Systems Engineering	4 credits
SYS-410	Human Factors and Decision Science	4 credits
SYS-420	System Architecture	4 credits
SYS-473	System Design Principles I & Lab	2 credits
SYS-474	System Design Principles II & Lab	2 credits
Systems Engineering Major		88 credits

Graduate Certificate in Software Engineering

The Software Engineering Graduate Certificate program at Grand Canyon University is designed for professionals with a bachelor's degree in a different field who are looking to advance their careers in software engineering. The program provides students with the technical skills, ethical decision-making abilities, and communication skills necessary to design, develop, and maintain software. Upon completion of the program, graduates will be prepared to lead technical software engineering teams. The program is offered online and is designed to be affordable.

Degree Requirements

DSC-510	Advanced Probability and Statistics	4 credits
SWE-520	Advanced Software Engineering Fundamentals	4 credits
SWE-530	Advanced Software Architectures	4 credits
SWE-540	Advanced Software Management & Concepts	4 credits
SDD-620	Advanced Database Design and Administration	4 credits
Graduate Certificate in Software Engineering		20 credits

Master of Science in Biomedical Engineering

The MS in Biomedical Engineering will follow the traditional BME engineering background track but with an emphasis on industrial preparation with a business exposure (MedTech venture creation) as well as clinical immersion to create a well-rounded engineer with experiences, coursework, and collaborations and hands on project-based learning.

Degree Requirements

UNV-507Ω	Introduction to Graduate Studies in Science, Engineering and Technology	2 credits
BME-500	Medical Device Design and Development	4 credits
HCA-530	Health Care Policies and Economics	4 credits
BME-510	Biomedical Projects I	4 credits
MGT-605	Leadership and Organizations	4 credits
CYB-505	Cyber Warfare and Applications	4 credits
BME-520	Biomedical Projects II	4 credits
LDR-630	Servant Leadership	4 credits
CYB-515	Enterprise Security Infrastructure Design	4 credits
BME-530	Biomedical Projects III	4 credits
Master of Science in Biomedical Engineering		38 credits

Master of Science in Cybersecurity Governance, Risk, and Compliance

The Master of Science in Cybersecurity Governance, Risk, and Compliance offers a comprehensive interdisciplinary education that bridges the fields of computer science and business. This program includes in-depth studies in cybersecurity governance, risk, and compliance, providing a deep understanding of the threat landscape, regulatory guidance, control implementation, measurements, and aggregated and concentrated risk reporting to the board. Graduates are well-prepared for career paths that involve authoring an organization's policies, standards based on regulatory guidance, the design of controls and metrics, as well as the development of risk reporting related to cybersecurity and data privacy. The program guides students to consider the effect of emerging technologies, such as generative AI, quantum computing, and self-sovereign identity, and the courses prepare students for interfacing with auditors and regulators. Graduates are prepared for careers in a multitude of highly regulated industries or companies that are focused on providing assurance and required compliance with regulations and laws by implementing measurable controls that can be evidenced in audits, regulatory exams, and risk reporting.

Degree Requirements

UNV-507Ω	Introduction to Graduate Studies in Science, Engineering and Technology	2 credits

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GRC-500	Introduction to Cybersecurity Disciplines and Risks	4 credits
GRC-520	Governance for Cybersecurity	4 credits
GRC-540	Cybersecurity Governance Structures and Frameworks	4 credits
GRC-560	Survey of Risk Management	4 credits
GRC-580	Survey of Compliance	4 credits
GRC-600	Security Management and Performance Metrics	4 credits
GRC-620	Incident Management and Cyber Law	4 credits
GRC-640	Decision-Making in GRC	4 credits
GRC-660	Cyberseucirty Governance Risk and Compliance Capstone	4 credits
Master of Science in Cybersecurity Governance, Risk, and Compliance		38 credits

Minors

Minor in Cybersecurity

The minor in Cybersecurity provides students with foundational information technology skills in programming, system administration, and computer networks as well as concepts and practical applications of cybersecurity tools, technologies and procedures. Deploying advanced techniques in exploitation, vulnerability assessment, penetration testing, policy management, and security program design, with real-world hands-on practical activities that go beyond theory are integrated within this minor.

Minor Requirements

MAT-154	Applications of College Algebra	4 credits
CST-111	Introduction to Computer Science and Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-307	Cybersecurity Foundations	4 credits
ITT-340	Cybersecurity and Ethical Hacking	
Minor in Cybersecurity		24 credits

Minor in Embedded Systems

The Minor in Embedded Systems equips current technology students with the skills to design, implement, and optimize the integration of software and hardware within electronic devices. This program combines hands-on learning with real-world knowledge, preparing students for careers in industries ranging across the any field including manufacturing, finance, engineering, and technology.

Minor Pre-requisites

CST-105	Computer Programming I	4 credits

Minor Requirements

CST-239	Java Programming II	4 Credits
CST-321	Operating System Fundamentals	4 Credits
SWE-350	Embedded Systems I	4 Credits
SWE-450	Embedded Systems II	4 Credits
Minor in Embedded Systems		16 credits

Minor in Machine Learning

The Minor in Machine Learning offers students a foundational and advanced understanding of how to build algorithms that improve automatically through experience. This interdisciplinary program covers theoretical concepts, practical applications, and ethical considerations in machine learning, preparing students for a range of careers in data science, artificial intelligence, and beyond.

Minor Requirements

CST-180	Python Programming I	4 Credits
AIT-104	Data Mining and Machine Learning	4 Credits
AIT-110	Statistical Learning Theory	4 Credits
AIT-204	Deep Learning	4 Credits
Minor in Machine Learning		16 credits

Minor in Mixed Reality

The Minor in Mixed Reality introduces students to the cutting-edge field of mixed reality, merging real and virtual environments to produce new spaces where physical and digital objects co-exist and interact in real time. Through hands-on projects and theoretical study, students will learn to create applications for augmented reality (AR), virtual reality (VR), and beyond, preparing them for innovative roles in entertainment, education, and industry.

Minor Prerequisites

MAT-154	Applications of College Algebra	4 credits

Minor Requirements

GDT-115	Introduction to Game Engines	4 Credits
GDT-110	Game Engine Architecture	4 Credits
GDT-120	Virtual Reality and Game Development	4 Credits
GDT-220	Augmented Reality and Game Development	4 Credits
Minor in Mixed Reality		16 credits

Minor in Networking Technology

This minor in networking technology offers opportunities for students to learn in-demand technical skills. This minor provides the knowledge in selection, design, deployment, integration, and administration of networks and communication infrastructures in an organization using in-house and cloud-based solutions. Learning how to implement routing and switching while explaining the physical and transport layers relevant to the IT discipline are offered in this minor. This minor also provides opportunities to implement tools and strategies to meet business objectives and ensure network security as well as explore issues around network management.

Minor Requirements

MAT-154	Applications of College Algebra	4 credits
CST-111	Introduction to Computer Science and Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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ITT-270	Routing and Switching	4 credits
ITT-370	Wireless Networks	4 credits
ITT-425	Analysis, Design, and Management of Secure Corporate Networks	4 credits
Minor in Networking Technology		24 credits

Minor in Object Oriented Programming in C#

This minor focuses on Object Oriented Programming in the C, C# and C++ programming languages. It also includes concepts in secure programming.

Minor Prerequisites

MAT-154	Applications of College Algebra	4 credits

Minor Requirements

CST-150	Programming in C# I	4 credits
CST-250	Programming in C# II	4 credits
CST-210	Object-Oriented Programming Lecture & Lab	4 credits
ITT-310	Programming for Security Professionals	4 credits
Minor in Object Oriented Programming in C#		16 credits

Minor in Object Oriented Programming in Java

This minor focuses on Object Oriented Programming in the Java, C, and C++ programming languages. It also includes concepts in secure programming.

Minor Requirements

CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-210	Object-Oriented Programming Lecture & Lab	4 credits
ITT-310	Programming for Security Professionals	4 credits
Minor in Object Oriented Programming in Java		16 credits

Minor in Web Application Development

This five-track sequence of courses focuses on basic web development using HTML, CSS, and JavaScript, an introduction to database development using NoSQL and MySQL database, and advanced web application development using the Express, Angular, and ReactJS JavaScript frameworks.

Minor Prerequisite

CST-120	Introduction to Web Development	4 credits
CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-345	Database Design and Development	4 credits
CST-391	JavaScript Web Application Development	4 credits
Minor in Web Application Development		20 credits

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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The College of Natural Sciences

College Description

The College of Natural Sciences (CNS) is focused on preparing exceptionally competent graduates to enter the dynamic and highly competitive workforce of the future. While we emphasize excellence in essential content knowledge and skills, our students develop abilities such as creativity, adaptability, collaboration, and effective communication along with personal qualities such as social awareness, responsibility, ethical character, and compassion, as these are significant differentiators of the strongest candidates for either graduate school or workforce entry.

To help students develop these abilities, we provide ample opportunity through our curricular and co-curricular activities to apply skills, solve problems, and innovate through inquiry-based learning; to participate in multifaceted team projects; and to experience cross-disciplinary exposure; ensuring that their acquired skills are relevant to the workplace and their future success.

With an intentional focus on student success, we provide unparalleled support throughout the curriculum and continuous opportunities for comprehensive mentoring and advisement. Students are also provided opportunity to develop the personal interactional qualities necessary to be an ethical team player within the workforce and productive contributor to the greater society. Such opportunities include participation in faculty mentoring, engagement in the GCU and local communities, and developing an understanding of, or fully embracing, a Christian worldview as well as developing an understanding of how their personal worldview affects both the intention and the outcome of their interactions and personal success.

College Mission & Vision

The College of Natural Sciences is an academic community dedicated to supporting, engaging and empowering each student with the knowledge and skills to be innovative, entrepreneurial and impactful leaders. By integrating scientific discovery and a Christ-centered culture, we provide all students the opportunity to transform the world, promote human flourishing, and glorify God through their service to others.

Guiding Principles

The College of Natural Sciences:

- Empowers students to find and fulfill their purpose.
- Offers an educational experience of superior value.
- Prepares students with the knowledge, skills and mental disciplines to succeed in the contemporary job market and to positively impact their world.
- Develops in students an informed, critical-thinking mind and a servant's heart.
- Fosters qualities of creativity, adaptability, collaboration, effective communication, problem solving, and appreciation that support students in their continuous learning and spiritual growth.
- Instills social awareness, responsibility, ethical character, and compassion in students that emanates from the Christian worldview and the example of Christ.

Science Programs

Bachelor of Science in Biological Sciences

Grand Canyon University's Bachelor of Science in Biological Sciences prepares students for careers in a wide range of fields that utilize biological principles and provide the foundation to develop as scientists or biology professionals. Possible career paths include: technicians, naturalists, environmental education/outreach professionals, museum coordinators, conservation biologists, park rangers, Game and Fish professionals, zookeepers, and EPA, NRCS, USGS, or other government professionals. Students completing the Bachelor of Science in Biological Sciences will understand and demonstrate competency in a broad body of knowledge that includes the domains of biology, chemistry, environmental sciences, ecology, and conservation. Students will also learn about professional and ethical practices associated with biology, all presented through the lens of a Christian worldview..

Degree Requirements

Total General Education	34-40 credits
Total Biological Sciences Major	64 credits
Total Electives	16-22 credits
Biological Sciences Major	120 credits

Biological Sciences Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II – Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
PHY-105	Fundamental Physics	3 credits
PHY-105L	Fundamental Physics Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
BIO-257	Principles of Genetics	4 credits
MAT-274	Probability and Statistics	4 credits
SCI-328	Science Methods and Communication	4 credits
BIO-342	Analysis of Biological Diversification	4 credits
BIO-326	Interdisciplinary Applications of Biology	4 credits
BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology-Lab	1 credit
BIO-415	Vertebrate Zoology	3 credits
BIO-415L	Vertebrate Zoology Lab	1 credit
BIO-328	Animal Behavior	3 credits

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BIO-328L	Animal Behavior Lab	1 credit
BIO-420	Conservation Biology	4 credits
BIO-479	Applied Field Research	4 credits
BIO-487Ω	Capstone Thesis in Biology	4 credits
Biological Sciences Major		64 credits

Bachelor of Science in Biology for Secondary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Natural Sciences, in conjunction with teaching licensure requirement courses provided by the College of Education for students who are preparing for a teaching career in grades 7-12 and who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Science Teachers Association (NSTA). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 85 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component. Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Biology for Secondary Education Major	86 credits
Total Electives	0-6 credits
Biology for Secondary Education Major	126 credits
Total Practicum/Field Experience	85 hours

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

SEC-202	Psychology for Secondary Educators	4 credits
SCI-210	History Landmarks in the Natural Sciences	2 credits
SCI-211	Paradigm Shifts in the Natural Sciences	2 credits

Biology for Secondary Education Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credits
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credits
EDU-330Δ	Social Justice for Educators	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credits
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credits
POS-301	Arizona and Federal Government	2 credits
SEC-356	Curriculum and Assessment for Secondary Educators	4 credits
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credits
CHM-235	Survey of Organic Chemistry	3 credits
CHM-235L	Survey of Organic Chemistry Lab	1 credits
SEC-351	Lit Instruction: Assessment, Remediation & Intervention for Secondary Ed	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
SCI-300L	Laboratory Safety and Supervision	1 credits
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credits
BIO-333♯	Molecular and Cellular Biology	4 credits
SEC-456	Classroom Engagement and Management for Secondary Educators	4 credits
SEC-451	Data-Driven Instructional Methods for Secondary Educators	4 credits
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credits
BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology-Lab	1 credits
BIO-457♯Δ	Genetics	4 credits
SCI-480	Methods of Teaching Science in Secondary Schools	4 credits
SEC-490	Student Teaching for Secondary Education	8 credits
Biology for Secondary Education Major		86 credits

Bachelor of Science in Biology with an Emphasis in Pre-Dentistry

The Bachelor of Science in Biology with an Emphasis in Pre-Dentistry is well-suited for students seeking acceptance into graduate study in dental medicine and other related degree programs. This program will prepare graduates for graduate school entrance exams (DAT) and includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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foundational knowledge in biological sciences, physical sciences, social sciences, and general human health and dental care issues. They will also study interpersonal and intercultural communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and medical intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Dentistry Major	80 credits
Total Electives	0-6 credits
Biology with an Emphasis in Pre-Dentistry Major	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-154	Applications of Algebra	4 credits
MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

PSY-362	Social Psychology and Cultural Applications	4 credits

Biology with an Emphasis in Pre-Dentistry Major

SCI-150 Ω	Critical Analyses in Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
PHY-112	General Physics II-Lecture	3 credits
PHY-112L	General Physics II - Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-342	Analysis of Biological Diversification	4 credits
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
BIO-457 ♯Δ	Genetics	4 credits
CHM-360 ♯	Principles of Biochemistry	3 credits
CHM-360L ♯	Principles of Biochemistry - Lab	1 credit
BIO-333 ♯	Molecular and Cellular Biology	4 credits
BIO-343	Neurobiology	4 credits
BIO-330	Pathophysiology and Pharmacology	4 credits
BIO-470	Head and Neck Anatomy & Lab	4 credits
SCI-495 ΩΔ	Capstone Project in the Sciences	4 credits
Biology with an Emphasis in Pre-Dentistry Major		80 credits

Bachelor of Science in Biology with an Emphasis in Pre-Medicine

The Bachelor of Science in Biology with an Emphasis in Pre-Medicine is designed for students seeking acceptance into graduate study in any area of medicine or dentistry. The program will prepare graduates for the medical college admission test (MCAT), optometry admission test (OAT), or dental admission test (DAT) and includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, physical sciences, social sciences, and health care issues. They will also study interpersonal and intercultural communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and medical intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Medicine Major	80 credits
Total Electives	0-6 credits
Biology with an Emphasis in Pre-Medicine Major	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

PSY-102	General Psychology	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits

Biology with an Emphasis in Pre-Medicine Major

SCI-150 Ω	Critical Analyses in Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit

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BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-335	Medical Terminology	2 credits
SCI-318	Research Methods & Design	2 credits
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
BIO-457[♯Δ]	Genetics	4 credits
CHM-360[♯]	Principles of Biochemistry	3 credits
CHM-360L[♯]	Principles of Biochemistry - Lab	1 credit
PHY-112	General Physics II-Lecture	3 credits
PHY-112L	General Physics II - Lab	1 credit
BIO-483[♯]	Pathophysiology	4 credits
CHM-460	Advanced Biochemistry	3 credits
CHM-460L	Advanced Biochemistry Lab	1 credit
SCI-495[ΩΔ]	Capstone Project in the Sciences	4 credits
BIO-333[♯]	Molecular and Cellular Biology	4 credits
CHM-451	Pharmacology I	4 credits
Biology with an Emphasis in Pre-Medicine Major		80 credits

Bachelor of Science in Biology with an Emphasis in Pre-Pharmacy

The Bachelor of Science in Biology with an Emphasis in Pre-Pharmacy is designed for students seeking acceptance into graduate pharmacy school. The program will prepare graduates for the pharmacy college admission test (PCAT) and includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, physical sciences, social sciences, and health care issues. They will also develop interpersonal and intercultural communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and medical intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Pharmacy Major	80 credits
Total Electives	4-10 credits
Biology with an Emphasis in Pre-Pharmacy Major	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits
MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

PSY-102	General Psychology	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits

Biology with an Emphasis in Pre-Pharmacy Major

SCI-150[Ω]	Critical Analyses in Science	4 credits
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
BIO-333	Molecular and Cellular Biology	4 credits
CHM-360[♯]	Principles of Biochemistry	3 credits
CHM-360L[♯]	Principles of Biochemistry - Lab	1 credit
BIO-483[♯]	Pathophysiology	4 credits
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
MAT-252	Calculus and Analytic Geometry I	4 credits
CHM-460	Advanced Biochemistry	3 credits
CHM-460L	Advanced Biochemistry Lab	1 credit

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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CHM-451	Pharmacology I	4 credits
BIO-457ǂΔ	Genetics	4 credits
CHM-452	Pharmacology II	4 credits
SCI-495 ΩΔ	Capstone Project in the Sciences	4 credits
Biology with an Emphasis in Pre-Pharmacy Major		80 credits

Bachelor of Science in Biology with an Emphasis in Pre-Pre-Physician Assistant

The Bachelor of Science in Biology with an Emphasis Pre-Physician Assistant is designed for students seeking acceptance into graduate level physician assistant education. The program includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, physical sciences, social sciences, and health care issues. They will also develop interpersonal communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and medical intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Physician Assistant Major	80 credits
Total Electives	0-6 credits
Biology with an Emphasis in Pre-Physician Assistant Major	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits
MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

(Included in General Education total credits, applied to the Global Awareness, Perspectives, and Ethics competency.)

PSY-102	General Psychology	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits

Biology with an Emphasis in Pre-Physician Assistant Major

SCI-150 Ω	Critical Analyses in Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
PHY-112	General Physics II-Lecture	3 credits
PHY-112L	General Physics II - Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-333ǂ	Molecular and Cellular Biology	4 credits
LDR-462	Professional Applications in Service Learning II	2 credits
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
CHM-360ǂ	Principles of Biochemistry	3 credits
CHM-360Lǂ	Principles of Biochemistry - Lab	1 credit
BIO-335	Medical Terminology	2 credits
BIO-358	Immunology	4 credits
BIO-483ǂ	Pathophysiology	4 credits
BIO-457ǂΔ	Genetics	4 credits
BIO-343	Neurobiology	4 credits
SCI-495 ΩΔ	Capstone Project in the Sciences	4 credits
Biology with an Emphasis in Pre-Physician Assistant Major		80 credits

Bachelor of Science in Biology with an Emphasis in Pre-Veterinary Medicine

The Bachelor of Science in Biology with an Emphasis in Pre-Veterinary Medicine is well-suited for students seeking acceptance into graduate study in veterinary medicine, animal sciences, and other related degree programs. This program includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, physical sciences, social sciences, and animal and human health care issues. They will also study interpersonal and intercultural communication skills, and investigate the psychological, spiritual, and physical components of health, wellness, and medical intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Veterinary Medicine Major	80 credits
Total Electives	0-6 credits
Biology with an Emphasis in Pre-Veterinary Medicine Major	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

Biology with an Emphasis in Pre-Veterinary Medicine Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
BIO-257	Principles of Genetics	4 credits
BIO-328	Animal Behavior	3 credits
BIO-328L	Animal Behavior Lab	1 credit
BIO-329	Animal Nutrition	4 credits
BIO-335	Medical Terminology	2 credits
BIO-342	Analysis of Biological Diversification	4 credits
BIO-364	Vertebrate Physiology	4 credits
BIO-415	Vertebrate Zoology	3 credits
BIO-415L	Vertebrate Zoology Lab	1 credit
BIO-463	Animal Pathophysiology	4 credits
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
CHM-360ǂ	Principles of Biochemistry	3 credits
CHM-360Lǂ	Principles of Biochemistry - Lab	1 credit
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
PHY-112	General Physics II-Lecture	3 credits
PHY-112L	General Physics II - Lab	1 credit
SCI-150Ω	Critical Analyses in Science	4 credits
SCI-318	Research Methods & Design	2 credits
SCI-495ΩΔ	Capstone Project in the Sciences	4 credits
Biology with an Emphasis in Pre-Veterinary Medicine Major		80 credits

Bachelor of Science in Chemistry

The Bachelor of Science (B.S.) in Chemistry conforms to the guidelines provided by the American Chemical Society (ACS) and offers students an interdisciplinary curriculum. The program provides a broad background in chemical science, through the lens of our Christian worldview, guided by the principles of social and ecological responsibility and humanitarianism. It is suitable for students planning careers in high-growth areas such as biotechnology and health care research or further training in graduate biomedical professional programs. Many graduates enter employment in the biomedical, biotechnology, pharmaceutical, environmental research and chemical industries. Others find work in university, government or hospital research laboratories.

Degree Requirements

Total General Education	34-40 credits
Total Chemistry Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Chemistry	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits
MAT-261	Pre-Calculus	4 credits
MAT-374	Probability and Statistics – Calculus Based	

Chemistry Major

CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
SCI-105	Navigating Science: Self, Peers, and Academia	0 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
SCI-150Ω	Critical Analyses in Science	4 credits
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
SCI-300L	Laboratory Safety and Supervision	1 credit
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
SCI-205	Becoming a Scientist: Coursework to Career	0 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
MAT-264	Calculus for Science and Engineering II	4 credits
CHM-420Δ	Environmental Chemistry	3 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-315ǂ	Analytical Chemistry	3 credits
CHM-315Lǂ	Analytical Chemistry Lab	1 credit
SCI-305	Finishing Strong: Preparing for Grad School and Career	0 credit
CHM-441	Physical Chemistry I	3 credits
CHM-441L	Physical Chemistry I Lab	1 credit
PHY-122ǂ	University Physics II	3 credits
PHY-122Lǂ	University Physics II Lab	1 credit
CHM-365ǂ	Instrumental Analysis	3 credits
CHM-366L	Projects in Instrumental Analysis	2 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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CHM-444	Physical Chemistry II	3 credits
CHM-445L	Projects in Spectroscopy and Quantum Chemistry	2 credits
CHM-333	Structure Determination in Organic Chemistry	4 credits
CHM-360♯	Principles of Biochemistry	3 credits
CHM-360L♯	Principles of Biochemistry – Lab	1 credit
CHM-448	Inorganic Chemistry	3 credits
CHM-449L	Projects in Inorganic Chemistry	2 credits
CST-180	Python Programming I	4 credits
SCI-491	Seminar for the Sciences	1 credit
Chemistry Major		80 credits

Bachelor of Science in Environmental Science

The Bachelor of Science in Environmental Science is designed for students interested in environmental science, including ecology, natural resource management, waste management, environmental health, and environmental chemistry. Graduates will acquire foundational knowledge in environmental sciences, physical sciences, epidemiology, and health care issues along with developing interpersonal and intercultural communication skills. The environmental science courses will have a team-based analytical focus to challenge students on foundational and advanced concepts to strengthen their understanding for application projects embedded in the program. This degree will prepare students for a career as an environmental scientist, analytical scientist, educator, and natural resource manager.

Degree Requirements

Total General Education	34-40 credits
Total Environmental Science Major	76 credits
Total Electives	4-10 credits
Total Bachelor of Science in Environmental Science	120 credits

Environmental Science Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit
ENV-220	Essentials of Environmental Science	4 credits
BIO-195	Fundamental Microbiology	3 credits
BIO-195L	Fundamental Microbiology Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit
BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
MAT-274	Probability and Statistics	4 credits
ENV-305	Environmental Management and Sustainability	4 credits
BIO-420	Conservation Biology	4 credits
BIO-342	Analysis of Biological Diversification	4 credits
ENV-300	Environmental and Human Health Risk Assessment	4 credits
BIO-328	Animal Behavior	3 credits
BIO-328L	Animal Behavior Lab	1 credit
ENV-301	Environmental Law	4 credits
BIO-415	Vertebrate Zoology	3 credits
BIO-415L	Vertebrate Zoology Lab	1 credit
BIO-479	Applied Field Research	4 credits
ENV-303	Environmental Geology	4 credits
BIO-487Ω	Capstone Thesis in Biology	4 credits
Environmental Science Major		76 credits

Bachelor of Science in Environmental Science with an Emphasis in Environmental Chemistry

Grand Canyon University's Bachelor of Science in Environmental Science with emphasis in Environmental Chemistry prepares students for career options, that include but are not limited to: environmental and health scientist, analytical labs, pollution remediation, environmental impact assessment, environmental consultancy, analyst, manager, instructor, and researcher. Students also learn professional and ethical practices associated with environmental science through the lens of our Christian worldview, guided by the principles of social and ecological responsibility and humanitarianism. Students will explore the problems and trends associated with measurement, cleanup and management of environmental contaminants. Competencies include proficiency in the foundations of science, scientific communication, data mining and statistical modeling, environmental and human health regulations, environmental science, and environmental health. This program emphasizes critical thinking, real-world application, practical project experience, and the development of scientific acumen. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, work ethic, analytical skills, adaptability, and self-confidence.

Degree Requirements

Total General Education	34-40 credits
Total Environmental Science with an Emphasis in Environmental Chemistry Major	75 credits
Total Electives	5-11 credits
Total Bachelor of Science in Environmental Science with an Emphasi sin Environmental Chemistry	120 credits

Environmental Science with an Emphasis in Environmental Chemistry Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ENV-220	Essentials of Environmental Science	4 credits
BIO-195	Fundamental Microbiology	3 credits
BIO-195L	Fundamental Microbiology Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit
BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
MAT-274	Probability and Statistics	4 credits
ENV-305	Environmental Management and Sustainability	4 credits
CHM-235	Survey of Organic Chemistry	3 credits
CHM-235L	Survey of Organic Chemistry Lab	1 credit
ENV-300	Environmental and Human Health Risk Assessment	4 credits
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-420	Environmental Chemistry	3 credits
ENV-301	Environmental Law	4 credits
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
ENV-303	Environmental Geology	4 credits
ENV-402	Chemical Investigation and Remediation Strategies	3 credits
ENV-402L	Chemical Investigation and Remediation Strategies Lab	1 credit
BIO-487Ω	Capstone Thesis in Biology	4 credits
Environmental Science with an Emphasis in Environmental Chemistry Major		75 credits

Bachelor of Science in Exercise Science with an Emphasis in Pre-Athletic Training

The Bachelor of Science in Exercise Science with an Emphasis in Pre-Athletic Training is designed for students seeking acceptance into graduate level Athletic Training education. The program includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, exercise science, social sciences, and health care issues. They will also develop interpersonal communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and therapeutic intervention.

Degree Requirements

Total General Education	34-40 credits
Total Exercise Science with an Emphasis in Pre-Athletic Training Major	80 credits
Total Electives	0-6 credits
Exercise Science with an Emphasis in Pre-Athletic Training Major	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits
MAT-274	Probability and Statistics	4 credits
NSC-150	Nutrition and Wellness	4 credits

(Included in General Education total credits, applied to the Effective Communication competency.)

ENG-107	Introduction to Writing for the Sciences	4 credits

Exercise Science with an Emphasis in Pre-Athletic Training Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
EXS-250	Resistance Training and Cardiovascular Fitness	3 credits
EXS-250L	Resistance Training and Cardiovascular Fitness Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
EXS-210	Sports Performance Science and Coaching	3 credits
EXS-210L	Sports Performance Science and Coaching Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
EXS-485	Research Methods in Exercise Science	4 credits
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
ATP-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
ATP-214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
PSY-357	Lifespan Development	4 credits
EXS-340	Physiology of Exercise	3 credits
EXS-340L	Physiology of Exercise – Lab	1 credit
EXS-481Ω	Sports Performance Capstone	4 credits
PSY-366	Introduction to Sport and Exercise Psychology	4 credits
BIO-319	Applied Nutrition	4 credits
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
EXS-430	Health Promotion	4 credits
EXS-305	Motor Control and Motor Learning	4 credits
EXS-455	Advanced Principles of Sports Performance	3 credits
EXS-455L	Advanced Principles of Sports Performance Lab	1 credit

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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BIO-253	Emergency Care for Acute Injuries	4 credits
EXS-344	Exercise Science: Special Populations	4 credits
Exercise Science with an Emphasis in Pre-Athletic Training Major		80 credits

Bachelor of Science in Exercise Science with an Emphasis in Pre-Physical Therapy

The Bachelor of Science in Exercise Science with an Emphasis in Pre-Physical Therapy is designed for students seeking acceptance into graduate level physical therapy education. The program includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, exercise science, social sciences, and health care issues. They will also develop interpersonal communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and therapeutic intervention.

Degree Requirements

Total General Education	34-40 credits
Total Exercise Science with an Emphasis in Pre-Physical Therapy Major	80 credits
Total Electives	0-6 credits
Exercise Science with an Emphasis in Pre-Physical Therapy Major	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits
MAT-274	Probability and Statistics	4 credits
NSC-150	Nutrition and Wellness	4 credits

(Included in General Education total credits, applied to the Effective Communication competency.)

ENG-107	Introduction to Writing for the Sciences	4 credits

Exercise Science with an Emphasis in Pre-Physical Therapy Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
EXS-210	Sports Performance Science and Coaching	3 credits
EXS-210L	Sports Performance Science and Coaching Lab	1 credit
EXS-250	Resistance Training and Cardiovascular Fitness	3 credits
EXS-250L	Resistance Training and Cardiovascular Fitness Lab	1 credit
EXS-305	Motor Control and Motor Learning	4 credits
EXS-344	Exercise Science: Special Populations	4 credits
EXS-340	Physiology of Exercise	3 credits
EXS-340L	Physiology of Exercise – Lab	1 credit
EXS-481Ω	Sports Performance Capstone	4 credits
PHY-112	General Physics II-Lecture	3 credits
PHY-112L	General Physics II - Lab	1 credit
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
PSY-357	Lifespan Development	4 credits
EXS-430	Health Promotion	4 credits
PSY-470	Abnormal Psychology	4 credits
EXS-485	Research Methods in Exercise Science	4 credits
EXS-318	Principles of Corrective Exercises	4 credits
Exercise Science with an Emphasis in Pre-Physical Therapy Major		80 credits

Bachelor of Science in Exercise Science with an Emphasis in Sports Performance

The Bachelor of Science in Exercise Science with an Emphasis in Sports Performance program involves the study of the anatomical, kinesiological, and physiological principles and processes of human movement. This includes a focus on the link between physical activity and improved health outcomes, with foundational knowledge of behavior change, basic nutrition, and sports nutrition. The emphasis in sports performance focuses on the application of this study to improving performance in sports-related activities through numerous hands-on laboratory courses in which students apply and practice skills studied in didactic courses. Students learn professional and ethical practices associated with this field of study as seen through the lens of a Christian worldview. Students in this program will be well versed in the knowledge and skills necessary for entering the field as fitness professionals. The program provides practical experience and aligns to the body of knowledge provided by organizations such as the American College of Sports Medicine, the National Strength and Conditioning Association, and/or National Academy of Sports Medicine. Options for students to continue their education include post-baccalaureate degrees such as athletic training, physical therapy, physical assistant, occupational therapy, medicine, kinesiology, exercise physiology, or fitness and wellness.

Degree Requirements

Total General Education	34-40 credits
Total Exercise Science with an Emphasis in Sports Performance Major	60 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ƒ Honors Major Course | Ω Non-Transferable

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Total Electives	20-26 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Sports Performance	120 credits

Exercise Science with an Emphasis in Sports Performance Major

NSC-150	Nutrition and Wellness	4 credits
EXS-210	Sports Performance Science and Coaching	3 credits
EXS-210L	Sports Performance Science and Coaching Lab	1 credit
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credit
EXS-250	Resistance Training and Cardiovascular Fitness	3 credits
EXS-250L	Resistance Training and Cardiovascular Fitness Lab	1 credit
EXS-318	Principles of Corrective Exercises	4 credits
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II-Lab	1 credit
EXS-340ǂΔ	Exercise Physiology	3 credits
EXS-340Lǂ	Exercise Physiology Lab	1 credit
EXS-328	Sports Nutrition	4 credits
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
EXS-481Ω	Sports Performance Capstone	4 credits
EXS-430ǂΔ	Health Promotion	4 credits
EXS-455	Advanced Principles of Sports Performance	3 credits
EXS-455L	Advanced Principles of Sports Performance Lab	1 credit
EXS-485	Research Methods in Exercise Science	4 credits
EXS-344	Exercise Science: Special Populations	4 credits
EXS-491	Applied Exercise Science	4 credits
Exercise Science with an Emphasis in Sports Performance Major		60 credits

Bachelor of Science in Forensic Science

The Bachelor of Science in Forensic Science is designed for students who are interested in analyzing or collecting and processing biological evidence related to various types of legal and other investigations. The emphasis builds on a solid foundation of biology and chemistry, and provides additional training in criminal investigation, forensic biology, forensic human pathology, serology, and forensic DNA analysis. The program provides excellent preparation for graduate work in specialized areas of forensics. Forensic science students receive extensive training in the collection and analysis of biological evidence in both lab and field settings. Students learn how to evaluate mock crime scenes and how to document, collect, and analyze the biological evidence to establish the time and cause of death. With the rapid advances in biology, and because of the precision of the science, courts are apportioning greater weight to forensic evidence. Employment growth in state and local governments should be driven by the increasing application of forensic science techniques—such as DNA analysis—to examine, solve, and prevent crime. This has created a critical need for personnel with specialized training in the field. Individuals who earn a bachelor's degree may seek employment in various private or public forensic science and conventional analytical laboratories. Students with sufficient work experience could eventually qualify for positions as laboratory supervisors, managers, or directors. Graduates will also find the program very useful in pursuing future studies at the master or Ph.D. level.

Degree Requirements

Total General Education	34-40 credits
Total Forensic Science Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Forensic Science	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits
MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

(Included in General Education total credits, applied to the Global Awareness competency.)

JUS-430	Criminal Law	4 credits

Forensic Science Major

FOR-150	Critical Analyses in Forensic Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
SCI-220	Forensic Photography & Reconstruction	4 credits
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
PHY-111	General Physics I – Lecture	3 credits
PHY-111L	General Physics I – Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
SCI-255	Crime Scene Processing	3 credits
SCI-255L	Crime Scene Processing Lab	1 credit
PHY-112	General Physics II – Lecture	3 credits
PHY-112L	General Physics II – Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
BIO-339	Molecular Biology	4 credits
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
MAT-252	Calculus and Analytic Geometry I	4 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
SCI-330	Physical Evidence Analysis	3 credits
SCI-330L	Physical Evidence Analysis Lab	1 credit
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-440	Toxicology & Instrumental Analysis	4 credits
CHM-360♯	Principles of Biochemistry	3 credits
CHM-360L♯	Principles of Biochemistry – Lab	1 credit
BIO-457	Genetics	4 credits
SCI-498 Ω	Senior Capstone in Forensic Science	4 credits
BIO-440♯	Body Fluid and DNA Analysis	4 credits
Forensic Science Major		80 credits

Bachelor of Science in Forensic Science (Accelerated Pathway to Master of Science in Forensic Science)

Grand Canyon University's Bachelor of Science in Forensic Science (Accelerated Pathway to Master of Science in Forensic Science) program is designed for students seeking to enter their career in forensic sciences at a higher level. Students will develop a comprehensive skill set required for forensic laboratories, including data collection and analysis, critical thinking skills, integrity, ethical principles, and courtroom testimony. The incorporation of a unique curriculum with hands-on laboratory activities throughout readily prepares students to utilize logic and critical thinking in the analysis of various forms of forensic evidence.

Degree Requirements

Total General Education	34-40 credits
Total Forensic Science Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Forensic Science (Accelerated Pathway to Master of Science in Forensic Science)	120 credits

Required General Education

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

(Included in General Education total credits, applied to the Global Awareness competency.)

JUS-430	Criminal Law	4 credits

Forensic Science (Accelerated Pathway to Master of Science in Forensic Science) Major

FOR-150	Critical Analyses in Forensic Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
SCI-220	Forensic Photography & Reconstruction	4 credits
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
PHY-111	General Physics I – Lecture	3 credits
PHY-111L	General Physics I – Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
SCI-255	Crime Scene Processing	3 credits
SCI-255L	Crime Scene Processing Lab	1 credit
PHY-112	General Physics II – Lecture	3 credits
PHY-112L	General Physics II – Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
BIO-339	Molecular Biology	4 credits
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
MAT-252	Calculus and Analytic Geometry I	4 credits
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
SCI-330	Physical Evidence Analysis	3 credits
SCI-330L	Physical Evidence Analysis Lab	1 credit
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
FOR-560	General Principles of Drug Chemistry and Forensic Toxicology	4 credits
CHM-360♯	Principles of Biochemistry	3 credits
CHM-360L♯	Principles of Biochemistry – Lab	1 credit
BIO-457	Genetics	4 credits
SCI-498 Ω	Senior Capstone in Forensic Science	4 credits
FOR-540	Advanced Body Fluid and DNA Analysis	4 credits
Forensic Science (Accelerated Pathway to Master of Science in Forensic Science) Major		80 credits

Bachelor of Science in Medical Laboratory Science

Medical Laboratory Science (MLS) is where basic laboratory science meets the practice of medicine. It is a profession of highly knowledgeable and skilled individuals who perform clinical laboratory tests on blood, other body fluids, or tissue samples. This is a critical part of health care, as the results obtained by these laboratory tests are a vital tool for physicians in their diagnosis, treatment, and prevention of disease. Medical laboratory scientists may work in a variety of settings. Many work in clinical laboratories in large medical centers, hospitals, and clinics. Others do research in industrial, public health, and medical laboratories,; or teach in hospitals, colleges and universities. An MLS may practice as a generalist, using knowledge in several of the scientific disciplines, or may specialize in one scientific area in larger hospitals. Successful Medical Laboratory Scientists are individuals who enjoy studying

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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the biological, chemical and physical sciences, and who find personal satisfaction and intellectual reward in applying scientific methods in the diagnosis and evaluation of disease.

Degree Requirements

Total General Education	34-40 credits
Total Entrepreneurial Studies Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science Medical Laboratory Science	120 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ENG-107	Introduction to Writing for the Sciences	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credits
MAT-154	Applications of College Algebra	4 credits
MAT-274	Probability and Statistics	4 credits

Medical Laboratory Science Major

BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credits
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II-Lab	1 credits
BIO-205	Microbiology	3 credits
BIO-205L	Microbiology - Lab	1 credits
BIO-335	Medical Terminology	2 credits
BIO-358	Immunology	4 credits
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credits
CHM-350	Fundamental Biochemistry	3 credits
CHM-350L	Fundamental Biochemistry Lab	1 credits
MLS-301L	Foundations of Medical Laboratory Practice	1 credits
MLS-303	Principles of Hematology and Hemostasis	3 credits
MLS-303L	Principles of Hematology and Hemostasis Lab	1 credits
MLS-305	Principles of Clinical Chemistry	3 credits
MLS-305L	Principles of Clinical Chemistry Lab	1 credits
MLS-307	Principles and Techniques of Immunology and Molecular Diagnostics	3 credits
MLS-311	Principles of Clinical Microbiology	3 credits
MLS-311L	Principles of Microbiology Lab	1 credits
MLS-313	Principles of Immunohematology	3 credits
MLS-313L	Principles of Immunohematology Lab	1 credits
MLS-315	Principles of Instrumentation in Integrated Laboratory Practice	4 credits
MLS-317C	Clinical Experience for Hematology	1 credits
MLS-319C	Clinical Experience for Chemistry	1 credits
MLS-321C	Clinical Experience for Microbiology	1 credits
MLS-323C	Clinical Experience for Immunohematology	1 credits
MLS-402	Advanced Laboratory Concepts	4 credits
MLS-404	Advanced Hematology and Hemostasis	4 credits
MLS-406	Advanced Clinical Chemistry	4 credits
MLS-408	Laboratory Teaching and Supervision	2 credits
MLS-410	Project/Research I	1 credits
MLS-412	Advanced Clinical Microbiology	4 credits
MLS-414	Advanced Immunohematology	4 credits
MLS-416	Clinical Correlation Capstone	2 credits
MLS-418	Project/Research II	1 credits
Medical Laboratory Science Major		80 credits

Bachelor of Science in Medical Lab Sciences (MLT to MLS)

The Bachelor of Science in Medical Lab Sciences (MLT to MLS) provides eligible students who have successfully completed a Medical Lab Technologist (MLT) program or certification the opportunity to complete their Bachelor's degree in Medical Lab Sciences.

Degree Requirements

Total General Education Credits	12 credits
Total MLT to MLS Major	40 credits
Total Other Transfer, Elective, or Certification Credits	68 credits
Total Bachelor of Science in Medical Lab Sciences (MLT to MLS)	120 credits

Medical Lab Sciences (MLT to MLS) Major

BIO-335	Medical Terminology	2 credits
BIO-358	Immunology	4 credits
CHM-350	Fundamental Biochemistry	3 credits
CHM-350L	Fundamental Biochemistry Lab	1 credits
MAT-274	Probability and Statistics	4 credits
MLS-402	Advanced Laboratory Concepts	4 credits
MLS-404	Advanced Hematology and Hemostasis	4 credits
MLS-406	Advanced Clinical Chemistry	4 credits
MLS-408	Laboratory Teaching and Supervision	2 credits
MLS-410	Project/Research I	1 credits
MLS-412	Advanced Clinical Microbiology	4 credits
MLS-414	Advanced Immunohematology	4 credits
MLS-416	Clinical Correlation Capstone	2 credits
MLS-418	Project/Research II	1 credits
Medical Lab Sciences (MLT to MLS) Major		40 credits

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Bachelor of Science in Molecular and Cellular Biology

The Bachelor of Science in Molecular and Cellular Biology offers a unique experience in scientific training within a broad spectrum of that builds a strong foundation in microbiology, cellular biology, genetics, chemistry, biochemistry, physics, and math. Students will also learn laboratory design and effectiveness, data analysis and interpretation, and basic computer programming skills. It is suitable for students planning to enter medical school, graduate school, or a career in a high-growth biotechnology or biological area as a lab technician or research assistant. Many graduates enter employment as researchers, educators, doctors, health professionals, scientific writers, lab managers, and more.

Degree Requirements

Total General Education	34-40 credits
Total Forensic Science Major	76 credits
Total Electives	4-10 credits
Total Bachelor of Science in Molecular and Cellular Biology	120 credits

Molecular and Cellular Biology Major

CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-274	Probability and Statistics	4 credits
PHY-111	General Physics I – Lecture	3 credits
PHY-111L	General Physics I – Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
PHY-112	General Physics II – Lecture	3 credits
PHY-112L	General Physics II – Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
BIO-333♯	Molecular and Cellular Biology	4 credits
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-360♯	Principles of Biochemistry	3 credits
CHM-360L♯	Principles of Biochemistry – Lab	1 credit
SCI-318	Research Methods & Design	2 credits
SCI-300L	Laboratory Safety and Supervision	1 credit
LDR-461	Professional Applications in Service Learning I	1 credit
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
BIO-457♯	Genetics	4 credit
CHM-470	Biochemical Applications & Lab	3 credits
CST-105	Computer Programming I	4 credits
BIO-475	Advanced Genetics	3 credits
BIO-475L	Advanced Genetics Lab	1 credit
BIO-487Ω	Capstone Thesis in Biology	4 credit
Molecular and Cellular Biology Major		76 credits

Bachelor of Science in Nutritional Sciences

Grand Canyon University's Bachelor of Science in Nutritional Sciences prepares students for graduate studies and/or careers in a wide range of fields that utilize nutritional principles and provide the foundation to develop as nutrition, healthcare, fitness, and education professionals. Possible career paths include: nutritionists, nutrition technicians, dietitians, nutritional and health education/outreach professionals, medical and other health professionals, and fitness professionals. Because this is a greatly expanding area, students will find career opportunities in education, commercial, and corporate industries, as well as in government and non-profit sectors. Students completing the Bachelor of Science in Nutritional Sciences will understand and demonstrate competency in a broad body of knowledge that includes the domains of food science, biochemistry, physiology, dietetics, and nutrition studies. Students will also learn about professional and ethical practices associated with nutrition, all presented through the lens of a Christian worldview.

Degree Requirements

Total General Education	34-40 credits
Total Nutritional Sciences Major	78 credits
Total Electives	2-8 credits
Total Bachelor of Science in Nutritional Sciences	120 credits

Required General Education

(Included in General Education total credits, applied to the Effective Communication competency.)

ENG-107	Introduction to Writing for the Sciences	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-274	Probability and Statistics	4 credits

Nutritional Sciences Major

NSC-101	Introduction to Dietetics	2 credits
NSC-150	Nutrition and Wellness	4 credits
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credit
CHM-110	General and Organic Chemistry	3 credits
CHM-110L	General and Organic Chemistry Lab	1 credit
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II-Lab	1 credit
CHM-111	General and Organic Chemistry II	3 credits
CHM-111L	General and Organic Chemistry II Lab	1 credit

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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BIO-205	Microbiology	3 credits
BIO-205L	Microbiology-Lab	1 credit
MAT-274	Probability and Statistics	4 credits
BIO-319	Applied Nutrition	4 credits
CHM-350	Fundamental Biochemistry	3 credits
CHM-350L	Fundamental Biochemistry Lab	1 credit
NSC-305♯	Nutrition Across the Lifespan	4 credits
NSC-315	Food and Nutrition Management	4 credits
NSC-350	Food Sciences	3 credits
NSC-350L	Food Sciences Lab	1 credit
NSC-325	Nutrition Counseling and Communication	4 credits
NSC-475	Medical Nutrition Therapy I	4 credits
NSC-490Δ	Nutrition Research	4 credits
NSC-420	Advanced Nutritoin I	4 credits
NSC-345	Community Nutrition	4 credits
NSC-495ΩΔ♯	Capstone in Nutrition	4 credits
NSC-425	Advanced Nutrition II	4 credits
NSC-480	Medical Nutrition Therapy II	3 credits
NSC-480L	Medical Nutrition Therapy II Lab	1 credit
Nutritional Sciences Major		78 credits

Bachelor of Science in Physical Education

This program is offered by the College of College of Natural Sciences in conjunction with the College of Education for students who are preparing for a teaching career in grades K-12, and who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the national standards for Physical Education Teacher (PETE) as established by SHAPE America, the national organization for Physical Education. Opportunities are provided to apply concepts, theories, and research throughout the program. Applicants to the program are responsible for contacting their desired state's department of education for licensure requirements and program approval. Arizona fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the University Policy Handbook and a Student Service Advisor (SSA) to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Physical Education Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Physical Education	120 credits

Required General Education

(Included in General Education total credits, applied to the Global Awareness competency.)

HIS-144	U.S. History Themes	4 credits

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-154	Applications of College Algebra	4 credits

Physical Education Major

PED-247	Teaching Strategy in Physical Education and Exercise Science	4 credits
BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
PED-263	Teaching of Team Sports and Individual Activities II	4 credits
PED-251	Teaching of Team Sports and Individual Activities I	4 credits
SPD-208	Survey of Special Education: Teaching Children with Exceptionalities	4 credits
PED-275	Teaching Fitness and Wellness	4 credits
EXS-340	Physiology of Exercise	3 credits
EXS-340L	Physiology of Exercise-Lab	1 credit
EDU-330	Social Justice for Educators	4 credits
ESL-446N	Methods of Structured English Immersion for K-12 Education	3 credits
PED-420	Physical Education Teacher Education Methods: Elementary Grades	4 credits
GOV-260	Arizona Constitution & Government	1 credit
PED-430	Physical Education Teacher Education Methods: Middle Grades	4 credits
EXS-335♯	Kinesiology	3 credits
EXS-335L♯	Kinesiology Lab	1 credit
PED-370	Physical Education for Students with Disabilities	4 credits
PED-440	Physical Education Teacher Education Methods: Secondary Grades	4 credits
PED-450♯	Methods of Teaching and Assessing Health	4 credits
PED-480A Ω	Physical Education Student Teaching I	6 credits
PED-480B Ω	Physical Education Student Teaching II	6 credits
Physical Education Major		72 credits

Bridge to Master of Science in Athletic Training

The Bridge to the Master of Science in Athletic Training is designed to provide the necessary undergraduate coursework to meet the program prerequisite requirements for the Master of Science in Athletic Training.

Degree Requirements

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credits
BIO-201	Human Anatomy and Physiology I	3 credits

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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BIO-201L	Human Anatomy and Physiology I: Lab	1 credits
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II-Lab	1 credits
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credits
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credits
EXS-340	Physiology of Exercise	3 credits
EXS-340L	Physiology of Exercise-Lab	1 credits
MAT-154	Applications of College Algebra	4 credits
NSC-150	Nutrition and Wellness	4 credits
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credits
PSY-102	General Psychology	4 credits
Bridge to Master of Science in Athletic Training		40 credits

Bachelor of Science in Strength and Conditioning

The Bachelor of Science in Strength and Conditioning explores human movement through anatomy, kinesiology, and physiology, emphasizing performance optimization and injury prevention. The program integrates evidence-based training methods, exercise programming, nutrition, and behavior change strategies. Students gain hands-on experience under the guidance of an NSCA-certified Strength & Conditioning Specialist (CSCS), applying their knowledge in real-world settings. Grounded in ethical and professional principles from a Christian worldview, the curriculum aligns with NSCA standards, preparing students for the Certified Strength & Conditioning Specialist (CSCS) certification. Graduates can pursue careers in strength and conditioning coaching, fitness training, and athletic performance, or continue their education with advanced studies in kinesiology, exercise physiology, and related fields.

Degree Requirements

Total General Education	34-40 credits
Total Strength and Conditioning Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Science in Nutritional Sciences	120 credits

Strength and Conditioning Major

NSC-150	Nutrition and Wellness	4 credits
EXS-210	Sports Performance Science and Coaching	3 credits
EXS-210L	Sports Performance Science and Coaching Lab	1 credit
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credit
EXS-250	Resistance Training and Cardiovascular Fitness	3 credits
EXS-250L	Resistance Training and Cardiovascular Fitness Lab	1 credit
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II-Lab	1 credit
EXS-318	Principles of Corrective Exercises	4 credits
EXS-340	Physiology of Exercise	3 credits
EXS-340L	Physiology of Exercise-Lab	1 credit
EXS-328	Sports Nutrition	4 credits
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
EXS-481Ω	Sports Performance Capstone	4 credits
EXS-475	Advanced Principles of Strength and Conditioning	3 credits
EXS-475L	Advanced Principles of Strength and Conditioning Lab	1 credit
EXS-430	Health Promotion	4 credits
EXS-492	Applied Strength and Conditioning I	4 credits
EXS-485	Research Methods in Exercise Science	4 credits
EXS-344	Exercise Science: Special Populations	4 credits
EXS-493	Applied Strength and Conditioning II	4 credits
Strength and Conditioning Major		64 credits

Bridge to Master of Science in Biology with an Emphasis in Education

The Bridge to the Master of Science in Biology with an Emphasis in Education is designed to provide the necessary undergraduate coursework to meet the program prerequisite requirements for the Master of Science in Biology with an Emphasis in Education.

Degree Requirements

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credits
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
Bridge to Master of Science in Biology with an Emphasis in Education		8 credits

Bridge to Master of Science in Chemistry with an Emphasis in Education

The Bridge to the Master of Science in Chemistry with an Emphasis in Education is designed to provide the necessary undergraduate coursework to meet the program prerequisite requirements for the Master of Science in Chemistry with an Emphasis in Education.

Degree Requirements

MAT-154	Applications of College Algebra	4 credits
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I-Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II-Lab	1 credit
BIO-181	General Biology I	3 credits

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BIO-181L	General Biology I - Lab	1 credits
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I -Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II-Lab	1 credit
CHM-350	Fundamental Biochemistry	3 credits
CHM-350L	Fundamental Biochemistry Lab	1 credit
Bridge to Master of Science in Chemistry with an Emphasis in Education		28 credits

Bridge to Master of Science in Forensic Science

The Bridge to the Master of Science in Forensic Science is designed to provide the necessary undergraduate coursework to meet the program prerequisite requirements for the Master of Science in Forensic Science.

Degree Requirements

MAT-154	Applications of College Algebra	4 credits
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I-Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II-Lab	1 credit
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credits
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I -Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II-Lab	1 credit
BIO-339	Molecular Biology	4 credits
Bridge to Master of Science in Forensic Science		28 credits

Bridge to Master of Science in Nutrition and Dietetics

The Bridge to the Master of Science in Nutrition & Dietetics is designed to provide the necessary undergraduate coursework to meet the program prerequisite requirements for the Master of Science in Nutrition & Dietetics.

Degree Requirements

CHM-110	General and Organic Chemistry	3 credits
BIO-205	Microbiology	3 credits
CHM-111	General and Organic Chemistry II	3 credits
MAT-274	Probability and Statistics	4 credits
CHM-350	Fundamental Biochemistry	3 credits
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credit
NSC-305	Nutrition across the Lifespan	4 credits
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II-Lab	1 credit
Bridge to Master of Science in Nutrition and Dietetics		28 credits

Master of Science in Biology with an Emphasis in Education

The Master of Science in Biology with an Emphasis in Education prepares students for teaching undergraduate courses at a 2-year or 4-year institution in both ground and online modalities. Balancing biology content with pedagogy and classroom techniques, this unique program offers a pathway to obtaining advanced training in the field of biology while satisfying the requirements for ongoing professional development. Graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the post-secondary level.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
BIO-505	A Comprehensive Overview of Phylogenetics and Ecology	4 credits
BIO-510	A Comprehensive Overview of Cell and Molecular Biology	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
BIO-515	Concepts of Human Physiology I	4 credits
BIO-520	Concepts of Human Physiology II	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
BIO-525	Concepts of Medical Microbiology	4 credits
CHM-550	Concepts of Biochemistry	4 credits
Master of Science in Biology with an Emphasis in Education		34 credits

Master of Science in Chemistry with an Emphasis in Education

The Master of Science in Chemistry with an Emphasis in Education prepares students for teaching undergraduate courses at a 2-year or 4-year institution in both ground and online modalities. Balancing chemistry content with pedagogy and classroom techniques, this unique program offers a pathway to obtaining advanced training in the field of chemistry while satisfying the requirements for ongoing professional development. Graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the postsecondary level.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
CHM-505	Concepts of Medicinal Chemistry	4 credits
CHM-510	Concepts of Physical Chemistry	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
CHM-515	Concepts of Inorganic Chemistry	4 credits
CHM-520	Concepts of Analytical Chemistry	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
CHM-525	Current Topics in Chemistry	4 credits

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CHM-530	Concepts of Biochemistry	4 credits
Master of Science in Chemistry with an Emphasis in Education		34 credits

Master of Science in Exercise Physiology

The Master of Science in Exercise Physiology is designed for students seeking to advance their understanding of human exercise physiology and apply that knowledge in healthcare. The program includes specialized coursework focused on advanced human physiology and the science of wellness, including exercise and diet physiology, preparing students for careers in the wellness industry, advanced certifications, and further graduate study. They will also develop interpersonal communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and therapeutic intervention.

Degree Requirements

UNV-507	Introduction to Graduate Studies in Science, Engineering and Technology	2 credits
EXS-520	Exercise Research Methods	4 credits
EXS-530	Clinical Exercise Physiology	4 credits
EXS-540	Cardiovascular and Pulmonary Physiology	4 credits
EXS-610	Advanced Exercise Testing and Health Risk Appraisal	4 credits
EXS-620	Advanced Exercise Prescription Cardiopulmonary Rehabilitation	4 credits
EXS-690	Clinician Exercise Physiology Experience I	4 credits
EXS-660	Theory of Behavior Change and Health Promotion	4 credits
EXS-695	Clinician Exercise Physiology Experience II	4 credits
Master of Science in Exercise Physiology		34 credits

Master of Science in Forensic Science

Grand Canyon University's Master of Science in Forensic Science program is designed for professionals who are looking to advance their career in forensic sciences, as well as those who would like to enter the field. Students will develop a skill set required for forensic laboratories, including data collection and analysis, critical thinking skills, integrity, ethical principles, and courtroom testimony. The incorporation of a unique curriculum with hands-on, in-home laboratory activities readily prepares students to utilize logic and critical thinking in the analysis of various forms of forensic evidence. Admission to the program requires: a Bachelor's degree in Forensic Science, or any natural or applied science Bachelor's degree from an accredited institution; two (2) semesters of general chemistry with laboratory; two (2) semesters of organic chemistry with laboratory; and one (1) semester of biochemistry.

Degree Requirements

UNV-507 Ω	Introduction to Graduate Studies in CSET	2 credits
FOR-505	Ethical Principles in Forensic Science and the Role of QA and QC	4 credits
FOR-515	Crime Scene Processing and Medicolegal Death Investigation	4 credits
FOR-525	Applied Statistics for Forensic Science	4 credits
FOR-530	Microscopy and Instrumental Analysis Methods in Forensic Science	4 credits
FOR-540	Advanced Body Fluid and DNA Analysis	4 credits
FOR-560	General Principles of Drug Chemistry and Forensic Toxicology	4 credits
FOR-575	Comparative Methods	4 credits
FOR-600	Courtroom Presentation of Scientific Evidence	4 credits
FOR-620	Advanced Topics in Forensic Science	2 credits
Master of Science in Forensic Sciencce		36 credits

Master of Science in Nutrition and Dietetics

Grand Canyon University's Master of Science in Nutrition and Dietetics is an online program that prepares students to take the Commission on Dietetic Registration (CDR) credentialing examination to become a Registered Dietitian Nutritionist. The accreditation standards of the Accreditation Council for Education in Nutrition Dietetics in the Future Education Model integrate didactic coursework with supervised experiential learning in a competency-based curriculum, designed to prepare nutrition and dietetics practitioners for future practice. Graduates will be prepared to pursue careers in a wide range of fields that utilize nutrition principles and provide the foundation to develop as nutrition professionals. Possible career paths include clinical nutrition, sports nutrition, health and wellness, public health, education, eating disorders, food and nutrition management, entrepreneurship, research, food science, and other areas of dietetics. Students completing the Master of Science in Nutrition and Dietetics will understand and demonstrate competency in a broad body of knowledge that includes the domains of food science, biochemistry, physiology, dietetics, and nutrition studies. Students will also learn about professional and ethical practices associated with nutrition, all presented through the lens of a Christian worldview. Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective state.

Degree Requirements

NSC-507	Introduction to Graduate Studies in Dietetics	2 credits
NSC-510	Behavioral Science and Counseling	4 credits
NSC-550	Advanced Medical Nutrition Therapy	4 credits
NSC-595	Applied Medical Nutrition Therapy	4 credits
NSC-600	Food and Nutrition Management	4 credits
NSC-650	Community Nutrition and Advocacy	4 credits
NSC-675	Leadership in Nutrition and Dietetics	4 credits
NSC-695	Capstone in Nutrition and Dietetics	4 credits
Master of Science in Nutrition and Dietetics		30 credits

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Master of Science in Sustainability

The Master of Science in Sustainability is designed for students interested in advocating for and creating a sustainable world. Graduates will acquire advanced knowledge in environmental science, economics, and engineered systems. This degree will prepare students for a career as a sustainability agent for organizations and companies, educator, or advocate. This program would be ideal for current professionals looking to add Sustainability credentials to their existing career knowledge and experience.

Degree Requirements

UNV-507	Introduction to Graduate Studies in Science, Engineering and Technology	2 credits
SUS-501	Sustainability Science and Systems	4 credits
SUS-502	Foundations of Sustainability	4 credits
SUS-510	Climate Change and Resilience	4 credits
SUS-520	Sustainable Development and Policy	4 credits
SUS-530	Environmental Ethics and Social Justice	4 credits
SUS-540	Sustainable Business Practices and Economics	4 credits
SUS-550	Global Perspectives in Sustainability Leadership	4 credits
SUS-560	Renewable Energy and Sustainable Technology	4 credits
SUS-590 Ω	Capstone Project in Sustainability	4 credits
Master of Science in Sustainability		38 credits

Minors

Minor in Athletic Coaching

The Minor in Athletic Coaching is intended to assist the future teacher, fitness professional, or other professional who wishes to coach interscholastic, intercollegiate, or other sports teams in all aspects of preparation for competition.

Minor Requirements

BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
ATP-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
ATP-214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
PED-337	Theory, Philosophy, and Principles of Coaching	4 credits
Choose any 3 of the following 5 courses:		
PED-325	Coaching Baseball: Theory and Practice	4 credits
PED-326	Coaching Basketball: Theory and Practice	4 credits
PED-327	Coaching Volleyball: Theory and Practice	4 credits
PED-328	Coaching Softball: Theory and Practice	4 credits
PED-329	Coaching Soccer: Theory and Practice	4 credits
Minor in Athletic Coaching		24 credits

Minor in Biological Sciences

Minor Pre-requisites

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II – Lab	1 credit

Minor Requirements

BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology-Lab	1 credit
BIO-342	Analysis of Biological Diversification	4 credits
BIO-415	Vertebrate Zoology	3 credits
BIO-415L	Vertebrate Zoology Lab	1 credit
BIO-328	Animal Behavior	3 credits
BIO-328L	Animal Behavior Lab	1 credit
Minor in Biological Sciences		24 credits

Minor in Chemistry for Chemical and Structural Analysis

The minor in Chemistry-Chemical and Structural Analysis will give students majoring in non-chemistry disciplines a solid foundation in chemical science. This minor is particularly suitable for students that are studying laboratory sciences such as Forensic Science or Environmental Science.

Minor Pre-requisites

MAT-154	Applications of College Algebra	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit

Minor Requirements

CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-333	Structural Determination in Organic Chemistry	4 credits
CHM-360	Principles of Biochemistry	3 credits
CHM-360L	Principles of Biochemistry – Lab	1 credit
CHM-460	Advanced Biochemistry	3 credits
CHM-460L	Advanced Biochemistry Lab	1 credit
Minor in Chemistry for Chemical and Structural Analysis		40 credits

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Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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Minor in Chemistry for Life Sciences

The minor in chemistry for life sciences will give students majoring in non-chemistry disciplines a solid foundation in chemical science. This minor is particularly suitable for students in life sciences but will interest anyone seeking to learn more about the relationship of chemistry with life processes.

Minor Pre-requisites

MAT-154	Applications of College Algebra	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit

Minor Requirements

BIO-205	Microbiology	3 credits
BIO-205L	Microbiology – Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-360	Principles of Biochemistry	3 credits
CHM-360L	Principles of Biochemistry – Lab	1 credit
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
CHM-451	Pharmacology I	4 credits
CHM-452	Phamacology II	4 credits
CHM-460	Advanced Biochemistry	3 credits
CHM-460L	Advanced Biochemistry Lab	1 credit
Minor in Chemistry for Life Sciences		52 credits

Minor in Chemistry for Physical Science and Engineering

The minor in chemistry for physical science and engineering will give students in non-chemistry disciplines a solid foundation in chemical science. This minor is particularly suitable for students in physical science and engineering disciplines but will suit anyone seeking a strong physical chemistry experience.

Minor Pre-requisites

MAT-154	Applications of College Algebra	4 credits
MAT-261	Pre-Calculus	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit

Minor Requirements

MAT-262	Calculus for Science and Engineering I	4 credits
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
CHM-235	Survey of Organic Chemistry	3 credits
CHM-235L	Survey of Organic Chemistry Lab	1 credit
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
CHM-441	Physical Chemistry I	3 credits
CHM-441L	Physical Chemistry I Lab	1 credit
CHM-444	Physical Chemistry II	3 credits
CHM-444L	Physical Chemsitry II Lab	1 credit
Minor in Chemistry for Physical Science and Engineering		40 credits

Minor in Dietetic Preparation

The minor in Dietetics Preparation enables students to gain the background in Biology, Chemistry, and Statistics necessary for advanced study in Nutrition and Dietetics. This minor is ideal for non-science majors who wish to apply for competitive entry into Masters-level Dietetics programs.

Minor Pre-requisites

MAT-154	Applications of College Algebra	4 credits

Minor Requirements

CHM-110	General & Organic Chemistry I	3 credits
CHM-110L	General & Organic Chemistry I Lab	1 credit
CHM-111	General & Organic Chemistry II	3 credits
CHM-111L	General & Organic Chemistry II Lab	1 credit
CHM-350	Fundamental Biochemistry	3 credits
CHM-350L	Fundamental Biochemistry Lab	1credit
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I Lab	1 credit
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II Lab	1 credit
BIO-205	Microbiology	3 credits
BIO-205L	Microbiology Lab	1 credit
BIO-319	Applied Nutrition	4 credits
MAT-274	Probability and Statistics	4 credits
Minor in Dietetic Preparation		32 credits

Minor in Environmental Science

The minor in Environmental Science provides students with knowledge of environmental health and safety, remediation, and the understanding of current environmental laws and policies.

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Minor Requirements

ENV-220	Essentials of Environmental Science	4 credits
ENV-300	Environmental and Human Health Risk Assessment	4 credits
ENV-301	Environmental Law	4 credits
ENV-303	Environmental Geology	4 credits
Minor in Environmental Science		16 credits

Minor in Exercise Science

The minor in Exercise Science will provide the student with knowledge about general wellness, the fundamentals of exercise, basic anatomy, and coaching for sport performance.

Minor Requirements

NSC-150	Nutrition and Wellness	1 credit
BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
EXS-210	Sports Performance Science and Coaching	3 credits
EXS-210L	Sports Performance Science and Coaching Lab	1 credit
EXS-250	Sports Performance Science and Coaching	3 credits
EXS-250L	Sports Performance Science and Coaching Lab	1 credit
Minor in Exercise Science		16 credits

Minor in Food and Nutrition Management

A minor in Food and Nutrition Management enables students to gain an understanding of food, nutrition, and hospitality management. This minor is ideal for students seeking a better understanding of how food safety and science integrates effectively in the hospitality industry.

Minor Requirements

NSC-150	Nutrition and Wellness	4 credits
HOS-200	Introduction to Hospitality	4 credits
BIO-319	Applied Nutrition	4 credits
NSC-350	Food Sciences	3 credits
NSC-350L	Food Sciences Lab	1 credit
HOS-455	Events and Tourism Management	4 credits
HOS-460	Food and Beverage Service Management and Operations	4 credits
Minor in Food and Nutrition Management		24 credits

Minor in Forensic Science

The minor in forensic science provides a basic understanding of how crime laboratories use science to solve crimes against persons. Students will develop an understanding of the types of evidence that are collected, how analyses are performed, and ways to present this information in a court of law. The minor in forensic science is ideal for students who are interested in pursuing careers in forensic pathology and investigations.

Minor Requirements

FOR-150	Critical Analysis in Forensic Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
SCI-220	Forensic Photography & Reconstruction	4 credits
SCI-255	Crime Scene Processing	3 credits
SCI-255L	Crime Scene Processing Lab	1 credit
SCI-330	Physical Evidence Analysis	3 credits
SCI-330L	Physical Evidence Analysis Lab	1 credit
Minor in Forensic Science		24 credits

Minor in Nutrition

A minor in Nutrition enables students to gain a basic understanding of human nutritional needs & how nutrition contributes to healthy lifestyles & disease prevention. It is ideal for any student seeking a greater understanding of the relationship among food, nutrition, & health & fits easily with any major program of study.

Minor Requirements

NSC-150	Nutrition & Wellness	4 credits
BIO-319	Applied Nutrition	4 credits
NSC-305	Nutrition Across the Lifespan	4 credits
NSC-419	Advanced Nutrition	4 credits
Minor in Nutrition		16 credits

Minor in Pre-Athletic Training

The Minor in Pre-Athletic Training is intended to assist the future coach, fitness professional, or other professional who wishes to provide care to interscholastic, intercollegiate, or other sports teams.

Minor Requirements

PSY-102	General Psychology	4 credits
ATP-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
ATP-214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
BIO-253	Emergency Care for Acute Injuries	4 credits
BIO-319	Applied Nutrition	4 credits
PSY-357	Lifespan Development	4 credits
PSY-366	Introduction to Sport and Exercise Psychology	4 credits
Choose 2 of the following courses		
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit

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Choose 2 of the following courses

BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II: Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
Minor in Pre-Athletic Training		32 credits

Minor in Pre-Medicine

The Minor in Pre-Medicine includes the standard science coursework required for admission into most graduate medical programs. It also provides all the foundational concepts that would be covered in any entrance exam (MCAT, PCAT, DAT, OAT, etc.).

Graduate medical programs will accept applications from students with any baccalaureate degree as long as they meet all the other prescribed admission requirements. While the coursework defined in this minor covers the standard science courses required by almost all graduate programs, schools may have additional requirements for admission. It is strongly recommended that students considering this minor do some investigation into the admission requirements of the specific graduate programs that they are considering.

Minor Requirements

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
CHM-360	Principles of Biochemistry	3 credits
CHM-360L	Principles of Biochemistry Lab	1 credit
PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit
PHY-112	General Physics II	3 credits
PHY-112L	General Physics II Lab	1 credit
Minor in Pre-Medicine		36 credits

Minor in Sports Performance

The minor in Sports Performance will provide the student with advanced knowledge of sports performance, including the fundamentals of exercise, coaching for sport performance, anatomy, and exercise physiology. Successful completion can impart eligibility for the NSCA Certified Strength & Conditioning Specialist (CSCS) certification.

Minor Requirements

BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
EXS-210	Sports Performance Science and Coaching	3 credits
EXS-210L	Sports Performance Science and Coaching Lab	1 credit
EXS-250	Sports Performance Science and Coaching	3 credits
EXS-250L	Sports Performance Science and Coaching Lab	1 credit
EXS-340	Physiology of Exercise	3 credits
EXS-340L	Physiology of Exercise Lab	1 credit
EXS-455	Advanced Principles of Sports Performance	3 credits
EXS-455L	Advanced Principles of Sports Performance Lab	1 credits
Minor in Sports Performance		20 credits

Minor in Weight Management and Health

The minor in Weight Management & Health will provide the student with knowledge about behavior change theory, nutritional support, and exercise prescription for weight management.

Minor Requirements

EXS-210	Sports Performance Science and Coaching	3 credits
EXS-210L	Sports Performance Science and Coaching Lab	1 credit
BIO-319	Applied Nutrition	4 credits
EXS-247	Health Risk Appraisal, Weight Control, and Management	4 credits
PUB-200	Health Promotion and Disease Prevention	4 credits
Minor in Weight Management and Health		16 credits

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University Administration and Faculty

Academic Administration

Brian Mueller
President
B.A.Ed., M.A.Ed., Concordia University

Dr. Randy Gibb
Provost
B.S., US Air Force Academy; M.S.E., Arizona State University; M.A., Naval Command & Staff College; Ph.D., Arizona State University

Dr. Jennifer Lech
Vice Provost
B.A., Washington State University; M.B.A., University of Phoenix; Ph.D., Walden University

Shanna Milonas
Associate Vice President of Academic Compliance; Title IX and Section 504 Coordinator
B.A., Argosy University; MBA, Grand Canyon University

College of Doctoral Studies

Dr. Michael Berger
Dean, College of Doctoral Studies
B.A., M.A., University of Dayton; Ed.D., Grand Canyon University

College of Education

Dr. Meredith Critchfield
Dean, College of Education; Professor
B.S., Indiana University - Bloomington; M.Ed., University of Louisville; Ph.D., Arizona State University

Dr. Emily Pottinger
Associate Dean, College of Education; Assistant Professor
B.A. Arizona State University; M.Ed., Ph.D., Grand Canyon University

Lindy Gaudiano
Assistant Dean, College of Education
B.A., Arizona State University; M.Ed., Grand Canyon University

College of Arts and Media

Christopher Murphy
Interim Dean, College of Arts and Media
B.A., Farmingdale State College; M.F.A., School of Visual Arts

College of Humanities and Social Sciences

Dr. Sherman Elliott
Dean, College of Humanities and Social Sciences; Assistant Professor
B.A., University of San Francisco; M.Ed., Arizona State University; M.A., University of San Francisco; Ed.D., Arizona State University

Dr. Heidi Boldway
Associate Dean, College of Humanities and Social Sciences
B.A. & M.Ed., Northern Arizona University; Ph.D., Grand Canyon University

Dr. Kathleen Downey
Assistant Dean, College of Humanities and Social Sciences
B.S.W., Western Michigan University; M.S.W., Wayne State University; Ph.D., Walden University

Dr. Anna Edgeston
Assistant Dean, College of Humanities and Social Sciences
B.A., Freed Hardeman University; M.A. & Ed.D., Argosy University

Dr. Cheryl McAuliffe
Assistant Dean, College of Humanities and Social Sciences
B.S., Mount Saint Mary's College; M.S.W., Adelphi University; Ph.D. Adelphi University

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College of Nursing and Health Care Professions

Dr. Lisa Smith
Dean, College of Nursing and Health Care Professions; Professor
BSN, Salisbury University; MSN-Healthcare Education, University of Phoenix; Ph.D., Barry University

Dr. Trina Staton
Associate Dean, Prelicensure BSN Program
B.S.N., Morningside College; MSN, University of Phoenix: DNP, Grand Canyon University

Dr. Heather Ziemianski
Associate Dean, Accelerated Bachelor of Science in Nursing (aBSN)
B.S.N., Grand Canyon University; M.S.N., Grand Canyon University; M.B.A., Grand Canyon University; DNP, Grand Canyon University

Dr. Maria Delph
Associate Dean of Professional Studies & Baccalaureate Programs
B.S.N., University of Arizona; M.A., Midwestern University; M.S.N., M.B.A., Grand Canyon University; Ph.D., University of Northern Colorado

Dr. Tamara Wisely
Associate Dean, Graduate Studies
B.S.N. Northern Arizona University; MSN Arizona State University; DNP, Grand Canyon University

Zachariah Mikutowicz
Assistant Vice President of College Operations
B.S., Michigan State University; M.S.L., Grand Canyon University; M.B.A., Grand Canyon University

College of Engineering and Technology

Paul Lambertson
Dean, College of Engineering and Technology
B.S., US Air Force Academy; M.A.S., Embry Riddle Aeronautical University; M.S., Air Force Institute of Technology

Dr. Michael De Gregorio
Assistant Dean, College of Engineering and Technology
B.S., Lafayette College; M.S., Stevens Institute of Technology; PhD, Arizona State University

Dr. Pam Rowland
Associate Dean, College of Engineering and Technology
B.S., South Dakota State University; M.S., Dakota State University; D.Sc., Dakota State University

Dr. Robert Loy
Assistant Dean, College of Engineering and Technology
B.A., University of Wisconsin-Whitewater; M.S., University of Phoenix; D.B.A., Grand Canyon University

College of Natural Sciences

Dr. Jon Valla
Dean, College of Natural Sciences; Associate Professor
B.S., Minnesota State; Ph.D., University of Texas at Austin

Dr. Bina Vanmali
Assistant Dean, College of Natural Sciences
B.A., Westminster College; M.A., University of Missouri-Columbia; Ph.D., University of Missouri-Columbia

College of Theology

Dr. Jason Hiles
Dean, College of Theology and Grand Canyon Theological Seminary
B.F.A., Milwaukee Institute of Arts and Design; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary

Dr. Joshua Anderson
Assistant Dean, College of Theology
B.S., Arizona State University; M.Div, Phoenix Seminary; D.Min., Phoenix Seminary

Dr. Paul Smith
Assistant Dean, Grand Canyon Theological Seminary
B.A., Cedarville University; Th.M., Dallas Theological Seminary; Ph.D., University of St. Michael's College in the University of Toronto

Colangelo College of Business

John Kaites
Dean, Colangelo College of Business

Dr. Ed Slover
Assistant Dean, Colangelo College of Business

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B.A., Allegheny College; M.A.M., Phoenix Seminary; JD, Duquesne University School of Law

B.S., Miami University; M.S., Grand Canyon University; M.A., University of Phoenix; D.M., University of Phoenix

Sheila & Mike Ingram Honors College

Dr. Breanna Naegeli
Dean, Honors College & Global Studies
B.A. Bethany College; M.A. Argosy University; M.S. Grand Canyon University; Ph.D., Grand Canyon University

Faculty

For a current list GCU faculty, please visit the Faculty Directory.

Qualified Facutly

GCU complies with the Higher Learning Commission standards related to faculty qualifications. All Grand Canyon University faculty must meet specific academic and experiential qualifications defined by the University in order to be approved to teach GCU students. A current list of GCU's full-time faculty is available at https://www.gcu.edu/faculty-list.

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Accounting (ACC)

ACC-240◆: Fundamentals of Accounting 4 credits

In this course, students examine basic accounting concepts and explore how accounting information assists business leaders in making financial decisions that increase profitability and contribute to competitive advantage. There is specific emphasis on the analysis of financial statements in the business decision-making process, budgeting, and factors businesses must consider when determining appropriate pricing of goods and services. Prerequisite: MAT-134, MAT-144, MAT-154, or higher subsequent math course.

ACC-250◆: Financial Accounting 4 credits

This course is an introduction to the accounting cycle and the construction of financial statements. Students explore the fundamental principles and practices of financial accounting as outlined by Generally Accepted Accounting Principles (GAAP); the steps in the accounting cycle from journalizing transactions through the preparation of financial statements; and the use and interpretation of the balance sheet, income statement, and statement of cash flows. Prerequisite: MAT-134, MAT-144, MAT-154, or higher subsequent math course.

ACC-260◆: Management Accounting 4 credits

This course is an introduction to the use of managerial accounting data in the decision-making process. Topics include the use of cost-volume-profit (CVP) analysis and relevant costs in decision making, using budgets and the balanced scorecard to evaluate performance, methods for setting prices of products and services, and analyzing capital investment opportunities. Prerequisite: ACC-250.

ACC-335: Accounting Information Systems 4 credits

This course provides students with an introduction to current practices and techniques used to design, install, operate, and manage an integrated accounting system in either a manual or computerized setting. Application controls, information security requirements, and integration with other business information systems are examined. Prerequisite: ACC-250.

ACC-337: Introduction to Accounting Analytics 4 credits

This course is an introduction to data analytics techniques frequently used in accounting. Students explain basic concepts of financial data analytics and apply descriptive analyses, diagnostic analyses, predictive analytics, and prescriptive analytics to business scenarios. Prerequisite: ACC-335.

ACC-360◆: Cost Accounting 4 credits

This course explores intermediate managerial accounting concepts. Students analyze cost behavior, value inventory using multiple costing methods, prepare budgets and evaluate variances, and use financial data and nonfinancial measures to analyze performance. Prerequisite: ACC-260 or ACC-350.

ACC-361: Intermediate Managerial Accounting 4 credits

This course explores intermediate managerial accounting concepts. Students analyze cost behavior, value inventory using multiple costing methods, prepare budgets and evaluate variances, and use financial data and nonfinancial measures to analyze performance. Prerequisite: ACC-260.

ACC-370◆: Intermediate Accounting I 4 credits

This course is an in-depth study of accounting objectives, principles, theory, and practice as related to the balance sheet and income statement. Students explore the accounting cycle, the preparation of detailed financial statements in accordance with Generally Accepted Accounting Principles (GAAP), accounting for assets, and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). Prerequisites: ACC-250 and ACC-260.

ACC-371◆: Intermediate Accounting II 4 credits

This course is an in-depth study of accounting objectives, principles, theory, and practice as related to the balance sheet and income statement. Students explore liabilities and equity items; the specific rules for accounting for leases, accounting changes, and revenue recognition; and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). Prerequisite: ACC-370.

ACC-425: Ethics in Accounting 4 credits

This course is an in-depth study of ethical issues encountered in public accounting. Students develop a foundation for ethical decision making and explore ethical guidelines specific to the accounting profession. This course is designed to meet the requirements for licensure of certified public accountants in California. Prerequisites: BUS-340, ACC-460, and ACC-491.

ACC-460◆: Taxation 4 credits

This course provides a study of the theory and practices of accounting for income taxes of individuals. Students explore the responsibilities of a tax accountant, specific transactions that affect the tax liability of individuals. Prerequisite: ACC-370 or FIN-350.

ACC-465: Taxation II 4 credits

This course provides a study of the theory and practices of accounting for income taxes of corporations, partnerships, and S corporations. Students explore tax treatment of transactions frequently encountered by various entities and prepare illustrative tax returns and related schedules. Prerequisite: ACC-460.

ACC-486◆: Financial Statement Analysis 4 credits

This course provides a detailed analysis and interpretation of a firm's three principal financial statements and their uses from a managerial perspective. Prerequisites: ACC-240, ACC-260, or ACC-350; and FIN-350.

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ACC-491◆: Auditing 4 credits

Auditing is an examination of generally accepted auditing standards, procedures involved in the auditing process, and ethical issues faced by the auditor. Through class discussions, practical applications, and case studies, students learn the responsibilities of the independent public auditor in the expression of opinion within the guidelines set by the AICPA's Code of Professional Ethics. Topics include the nature and types of audits, auditor responsibilities and legal liabilities, audit reports, auditing procedures, ethical issues, contemporary issues in auditing, and the Sarbanes-Oxley Act of 2002. Prerequisites: ACC-260 or ACC-350, and ACC-370.

ACC-502: Accounting Practices 4 credits

This course is designed for students who are preparing for more advanced coursework in business but who have not had accounting in undergraduate work. Topics covered include the principles and practices of financial accounting, including the fundamentals of revenue recognition, the components of the balance sheet, and financial statement analysis. The course explores accounting theories using publicly traded companies and case studies.

ACC-614: Accounting Research 2 credits

This course provides students with applied research experience using electronic databases to determine proper application of GAAP, IASs, and IFRSs to practical situations. Students develop the skills needed to access accounting and auditing rules and regulations, company financial statements, and related industry data used for analyzing financial statements.

ACC-616: Financial Research and Compliance 4 credits

This course provides students with applied research experience using electronic databases to determine proper application of GAAP, IASs, and IFRSs to practical situations. Students develop the skills needed to access accounting, auditing, and taxation rules and regulations; company financial statements; and related industry data used for analyzing financial statements.

ACC-650: Managerial Accounting 4 credits

This course covers managerial accounting concepts and procedures for internal reporting, including the study of cost behavior, cost systems, budgeting, and performance evaluation. Coursework includes case studies, group projects, and class discussion.

ACC-653: Advanced Managerial and Cost Accounting 4 credits

This course explores advanced managerial and cost accounting methods frequently used in accounting. Students apply managerial and cost accounting methods that are commonly tested on the Uniform Certified Public Accountant (CPA) Exam Business Analysis and Reporting (BAR) discipline.

ACC-656: Advanced Accounting 4 credits

This course explores advanced accounting theories and practices frequently used in public accounting. Students apply advanced accounting methods that are commonly tested on the Uniform Certified Public Accountant (CPA) Exam: Business Analysis and Reporting (BAR) Discipline.

ACC-657: Advanced Data Analytics 4 credits

This course explores advanced data analytics techniques frequently used in public accounting. Students apply financial data analytics methods that are commonly tested on the Uniform Certified Public Accountant (CPA) Exam: Business Analysis and Reporting (BAR) Discipline.

ACC-658: Governmental and Not-For-Profit Accounting 4 credits

This course explores accounting theories and practices used for governmental and not-for-profit entities. Students apply governmental and not-for-profit accounting methods that are commonly tested on the Uniform Certified Public Accountant (CPA) Exam: Business Analysis and Reporting (BAR) Discipline.

ACC-660: Advanced Financial Accounting 4 credits

This course is an exploration of advanced topics in financial accounting and reporting, including recognition, measurement, and valuation issues affecting organizations. Prerequisite: ACC-650.

ACC-661: Flow-Through Entities and Planning 4 credits

This course is a study of the theory and practices of accounting for income taxes of flow-through entities. In addition, students explore advanced tax planning concepts and tax research. Prerequisite: ACC-669.

ACC-663: Personal Financial Advisory Services 4 credits

This course is a study of the theory and practices of financial planning for individuals and business owners. In addition, students explore advanced tax planning concepts, including estate, gift, and trust taxation. Prerequisite: ACC-614.

ACC-669: Corporate Taxation 4 credits

This course is a study of the theory and practices of accounting for income taxes of corporations and state taxation. In addition, students explore advanced tax planning concepts, including acquisitions and consolidated financial statements for tax compliance. Prerequisite: ACC-614.

ACC-670: Advanced Financial Statement Analysis 4 credits

This course covers in-depth analysis and interpretation of corporate financial reports. Students examine the form, content, and general accounting principles governing the construction of financial statements. There is particular emphasis on the analysis and interpretation of financial data as well as on the utility and limitations of financial accounting data. Prerequisites: ACC-650 or ACC-653, and ACC-660.

ACC-680: Auditing and Data Analytics Core 4 credits

This course is a review of concepts frequently tested on the Uniform Certified Public Accountant (CPA) Exam: Auditing and Accounting Information Systems Core (AUD). Students reinforce concepts learned in undergraduate work and apply them by completing questions and simulations similar to those found on the Uniform CPA Exam.

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ACC-681: Tax Core **4 credits**

This course is a review of concepts frequently tested on the Uniform Certified Public Accountant (CPA) Exam: Regulation and Taxation Core (REG). Students reinforce concepts learned in undergraduate work and apply them by completing questions and simulations similar to those found on the Uniform CPA Exam.

ACC-682: Accounting and Data Analytics Core **4 credits**

This course is a review of concepts frequently tested on the Uniform Certified Public Accountant (CPA) Exam: Accounting and Data Analytics Core (ACC). Students reinforce concepts learned in undergraduate work and apply them by completing questions and simulations similar to those found on the Uniform CPA Exam.

ACC-683: TCP Discipline Capstone **2 credits**

This course is a review of concepts frequently tested on the Uniform Certified Public Accountant (CPA) Exam: Tax Compliance and Planning (TCP). Students reinforce concepts learned in prior graduate work and apply them by completing questions and simulations similar to those found on the Uniform CPA Exam. Prerequisites: ACC-669, ACC-661, and ACC-663.

ACC-685: BAR Discipline Capstone **2 credits**

This course is a review of concepts frequently tested on the Uniform Certified Public Accountant (CPA) Exam: Business Analysis and Reporting (BAR) Discipline. Students reinforce concepts learned throughout the program and apply them by completing questions and simulations similar to those found on the Uniform CPA Exam. Prerequisites: ACC-653, ACC-656, ACC-657, and ACC-658.

Administration (ADM)

ADM-530: Public and Nonprofit Administration **4 credits**

This course examines the day-to-day duties of public administrators. Relationship building, political awareness, and collaborative strategies are highlighted throughout the course. How to best employ skills for the effective running of an organization is incorporated.

ADM-560: Influence, Power, and Politics in Public Administration **4 credits**

This course examines power and political structures employed within public administration. The ethical use of power and how to effectively influence others in public administration is practiced.

ADM-614: Economics for Public Administrators **4 credits**

In this course, the role of government in the economy is explored within the general context of market failure and social equity. Topics include allocation of goods and services, income distribution, externalities, public goods, and public choice theory. This course also examines the impact of macroeconomic events and policy decisions on the budgets and service levels of public entities.

ADM-620: Leading Public Organizations **4 credits**

This course examines leadership practices and qualities necessary to lead an organization. A focus is given to the science of organizational behavior and how it contributes to effective leaders and managers.

ADM-624: Public Governance **4 credits**

This course focuses on how government and public organizations serve their stakeholders, the manner in which their services are carried out, how resources are managed, and how regulatory powers are complied with and/or managed. The best practices in public governance, issues related to transparency, participation, and accountability are examined.

ADM-626: Public Budgeting and Financial Management **4 credits**

This course provides an introduction to the revenue and expenditure structure of the public sector, including revenue policy, expenditure policy, and budget structure and administration.

ADM-630: Introduction to the Nonprofit and NGO Sector **4 credits**

This course explores the theories and concepts of nonprofit and nongovernmental organizations, stressing their waxing importance in the domestic and international arenas. In particular, the course examines the history, structure, management, missions, and future of nonprofits and NGOs.

ADM-634: Policy Studies **4 credits**

This course focuses on how challenges and problems facing society become policy issues. Leading theories in policy analysis and the policy-making process are examined and critiqued. The impact of policy decisions on various groups within society (related to gender, age, ethnicity, etc.) is also examined.

ADM-638: Fundamentals of Community Development **4 credits**

This course reviews the theoretical concepts on community development. The practice of community development includes effective mobilization, building, and management of collective efforts. In particular, the course explores the social, political, economic, environmental, and religious aspects of community-based collective action to solve pressing problems.

ADM-640: Program Evaluation **4 credits**

This course examines systematic program evaluation using various research methods. A focus is given to Local and State programs and policies.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ADM-641: Funding and Program Evaluation of Nonprofit Organizations 4 credits

This course addresses the many facets of funding for nonprofit organizations. Relationship building, in addition to various funding strategies are covered. Approaches to keep an organization on solid financial ground are examined.

ADM-645: Strategic Planning and Program Evaluation in Healthcare 4 credits

This course exposes students to the role strategic planning and program evaluation play in developing, implementing, and assessing public health care programs. The use of a strategic planning and program evaluation framework for program proposals is covered.

Advertising (ADV)

ADV-110: Fundamentals of Advertising 4 credits

This course introduces the fundamentals of the advertising industry including basic elements of campaign strategy and design. Students learn the foundational communication and writing skills necessary to create effective campaigns. Contemporary legal and ethical issues in advertising are also addressed. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

ADV-250ǂ: Advanced Design Fundamentals 4 credits

This course builds on design fundamentals by increasing students' understanding of content development and production methods within the advertising design process. Students will create and produce advertising campaigns and products of various scope and size. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ADV-110, DDN-110 or DDN-115.

ADV-260Δ◆: Advertising Copywriting 4 credits

This writing intensive course focuses on creative copywriting techniques to develop advertising campaigns for print and multimedia channels. Students enhance persuasive writing skills to create compelling and ethical advertising campaigns that are competitive in the industry. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

ADV-340Δǂ◆: Media Law and Ethics 4 credits

This writing intensive course provides an overview of the laws and regulations that apply to advertising, marketing, and media organizations with emphasis on business organization, intellectual property, and regulatory processes. Ethical practices and theory as they apply to the mass media industry are also addressed. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

ADV-350Δǂ◆: Digital Advertising Communication 4 credits

This writing intensive course explores integrated marketing communications and the development of marketing and advertising messages across digital platforms. Students focus on current trends in online advertising, social media platforms, and relevant emerging technologies. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisites: DDN-110 or DDN-115 or DES-103 and ADV-260.

ADV-355: Image Creation 4 credits

Students learn methods of image creation, including vectors, typographic, and pixel-based imagery manipulation, for the purposes of aligning image production with advertising campaign strategy. Emphasis is placed on selection of appropriate imagery through analysis of audience needs, historical representation of ideas, stereotypes, and cultural iconography. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-110 or DDN-115 or DES-103.

ADV-371◆: Design Studio I 4 credits

Students work with industry-based projects within a highly collaborative environment to develop strong strategy and concept development methodologies. Projects focus on production methods for print, web, and digital media. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisites: DDN-120 and DDN-210.

ADV-456◆: Design Studio II 4 credits

In this course students use the principles of user experience and user interaction to improve client-brand relationships within industry-based projects. Students create client and consumer profiles and develop projects within a highly collaborative environment. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ADV-371.

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ADV-471◆: Design Studio III **4 credits**

Working with industry-based projects, students act as art directors to concept, develop, and produce interactive and multi-platform advertising solutions within a highly collaborative environment. Working in teams, students strengthen their process of collaboration from initial project identification through to final production. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ADV-350, ADV-456.

Arts and Entertainment Management (AEM)

AEM-300ǂ: Introduction to Arts and Entertainment Management **4 credits**

This course provides an overview of the arts, entertainment, and media industries, introducing students to their structure, career opportunities, and emerging trends while exploring the roles, relationships, and ethical considerations that shape artists, audiences, producers, and organizations. Students will examine how technology, core business practices, and talent management influence the development and success of arts and entertainment ventures.

AEM-310ǂ: Arts and Entertainment Event Planning **4 credits**

This course explores the principles and practices involved in planning and managing events in the arts and entertainment industries, with a focus on stakeholder communication, business operations, and audience engagement. Students develop practical strategies for event operations, sales, and revenue generation while gaining insight into the scope of the industry.

AEM-315Δǂ: Nonprofit Management **4 credits**

This writing-intensive course examines the unique aspects of managing nonprofit organizations, with an emphasis on leadership, teamwork, and core business practices that drive mission-driven impact in creative, arts, and broader nonprofit sectors. Students will develop skills to lead diverse, inclusive teams, manage event operations and venue functions, and foster a culture of service and servant leadership within organizations.

AEM-450Δ: Arts & Entertainment Management Capstone **4 credits**

The writing-intensive capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout the Arts & Entertainment Management program. Students complete a substantial research project or event-planning experience that demonstrates critical thinking, professional readiness, and mastery of arts and entertainment management competencies. Emphasis is placed on leadership, innovation, inclusive collaboration, and the application of technology and media trends in real-world settings. Prerequisite: AEM-300, AEM-305, AEM-310.

Aeronautical Engineering (AER)

AER-445: Aircraft Structures and Aeroelasticity **3 credits**

This course examines the principles of aircraft structures, addressing the interplay between aerodynamic forces and aeroelasticity. Students explore both static and dynamic issues, including control and lift effectiveness, divergence, flutter, vibration, the behavior of different materials under various loads, and how to apply this knowledge to ensure the structural integrity of aircraft components. Students use dynamic structural models and hands-on exercises to create and analyze aeroelastic models of wings and implement basic controllers to simulate their responses. Topics include fundamentals of structural analysis, stress analysis of aircraft components, calculating unsteady loads, ensuring turbine design integrity, dynamic wake/inflow models, unsteady 2D aerodynamics, rotor structures, and stability analysis. Prerequisites: MEE-340, MEE-340L, and MEE-352.

AER-455: Advanced Aerodynamics **3 credits**

This course delves into the advanced concepts and methods used in computational fluid dynamics (CFD) and aerodynamics, equipping students with the skills to analyze and solve complex fluid flow problems in aeronautical and aerospace applications. Students explore numerical techniques, algorithms, and software tools used for simulating and studying fluid behavior and aerodynamic performance. This course prepares students to effectively use CFD techniques and tools in analyzing and solving fluid dynamics and aerodynamics problems, which are crucial in the design and optimization of modern aerospace systems. Prerequisite: MEE-450.

AER-460: Aircraft Performance and Static Stability **3 credits**

This course provides an in-depth study of aircraft flight mechanics, focusing on the principles that govern aircraft performance and static stability. Students explore the fundamental aspects of aircraft performance, including takeoff, climb, cruise, and landing, as well as the influence of aerodynamic and propulsion characteristics on overall performance. The course integrates theoretical analysis with practical applications, equipping students with the analytical and computational tools needed for careers in aeronautical engineering and related fields. Prerequisite: MEE-335. Co-Requisite: MEE-450.

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AER-465: Aircraft Dynamic Stability and Control Lab **1 credits**

In this course, students master the analysis of aircraft stability, both static and dynamic, and understand how control surface design impacts stability and controllability. By delving into principles of flight dynamics, they learn to design and evaluate stability augmentation systems such as autopilots and fly-by-wire technology. The course covers topics including longitudinal, lateral, and directional stability, aircraft equations of motion, as well as automatic control theory and its application to modern autopilot design. Emphasis is placed on the application of these principles to real-world scenarios, helping students understand the interplay between aerodynamic forces and control inputs. Additionally, students develop the practical skills necessary to analyze and design aircraft systems, ensuring stability and controllability, while fostering critical thinking and problem-solving abilities essential in aerospace engineering. Prerequisite: AER-460. Co-Requisite: ESG-480.

AER-470: Flight Test Techniques **3 credits**

This course provides a comprehensive introduction to the principles and practices of flight testing, essential for evaluating the performance, stability, and control characteristics of aircraft. Students learn the methodologies and techniques used in planning, executing, and analyzing flight tests to ensure aircraft meet design specifications and safety standards. Emphasis is placed on both theoretical understanding and practical application through case studies and simulations. Course topics include aircraft and instruments, digital data acquisition techniques, flight test planning, and uncertainty analysis, as well as level flight performance and airspeed calibration. Co-Requisites: AER-445 and AER-455.

Aerospace Studies (AES)

AES-101: Air Force Today I **2 credits**

Every Fall. A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems and an introduction to communication skills. Leadership Laboratory (AES-102) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-101A: Heritage and Values I **2 credits**

A survey course designed to introduce students and cadets to the Department of the Air Force (DAF) and the Air Force Reserve Officer Training Corps (AFROTC). The course allows students and cadets to examine general aspects of the DAF, leadership fundamentals, service benefits, and opportunities for officers. The course also lays the foundation for becoming an Airman or Guardian by outlining our heritage and values. As a foundational course, this course provides a historical perspective such as lessons on war and US military, DAF operations, principles of war, and airpower.

AES-101B: DAF Professionalism **2 credits**

The aim of Course 1: “DAF Professionalism” is to cultivate a foundational understanding and appreciation of the Department of the Air Force's (DAF) core values, culture, and the essential personal attributes that define professionalism within this unique environment. This course is meticulously designed to bridge theoretical knowledge with practical skills, fostering a cadre of well-rounded students ready to excel in the DAF ecosystem. Upon completion of this course, students will have a solid grasp of the DAF culture and the personal and professional qualities necessary for success within it. They will understand the significance of self-mastery, the dynamics of effective followership, and the importance of innovative problem-solving. With these foundational skills and knowledge, students will be better prepared to embark on their journey to become future leaders of the DAF.

AES-102: Leadership Laboratory **0 credits**

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and commandant of cadets. Leadership Lab emphasizes common Air Force customs and courtesies, drill and ceremonies, health and physical fitness through group participation. Co-requisite: AES-101.

AES-103: The Air Force Today II **2 credits**

Every Spring. A survey and follow-on course to AES-101 designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: introduction to leadership, Air Force Core Values, introduction to interpersonal communication and team building, and a continuation of communication skills. Prerequisite: AES-101. Co-Requisites: Leadership Laboratory (AES-104) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AES-103A: Heritage and Values II **2 credits**

A survey course designed to introduce students and cadets to the Department of the Air Force (DAF) and the Air Force Reserve Officer Training Corps (AFROTC). The course allows students and cadets to examine general aspects of the DAF, leadership fundamentals, service benefits, and opportunities for officers. The course also lays the foundation for becoming an Airman or Guardian by outlining our heritage and values. As a foundational course, this course provides a historical perspective such as lessons on war and US military, DAF operations, principles of war, and airpower.

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AES-103B: Competition and Security 2 credits

The overarching aim of Course 2, “Competition and Security," is to introduce students to the concept of national security from a broad perspective, encompassing the military's involvement in securing national interests through a range of activities from cooperation to armed conflict. This course is designed to lay a solid foundation for understanding the multifaceted nature of global security and the critical role of the DAF in maintaining peace and security. By the end of this course, students will have a solid grasp of the nature of conflict and the continuum of competition, appreciating the nuanced roles the military plays in both peacetime and wartime efforts to secure national interests. Students should understand the DoD structure and the specific contributions of the DAF, grounded in a comprehensive view of national security strategies.

AES-104: Leadership Laboratory 0 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and commandant of cadets. Prerequisites: AES-104 is a continuation of AES-102 with more in-depth emphasis on learning the environments and dynamics of an Air Force officer. Co-Requisite: AES-103.

AES-201: Evolution of USAF Air/Space Power 2 credits

Every Fall. This course focuses on facilitating the transition from Air Force ROTC cadet to Air Force ROTC candidate. The course is designed to examine the general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the modern technology currently used in overseas contingency operations. Featured topics include: Air Force heritage, Air Force leaders, introduction to ethics and values, group leadership problems and continuing application of communication skills. Leadership Laboratory (AES-202) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES-103.

AES-201A: Team and Leadership Fundamentals I 2 credits

A survey course designed to provide a fundamental understanding of both leadership and team building. Students and cadets will learn that there are many layers to leadership, including aspects that do not always come to mind. Such things include listening, understanding themselves, being a good follower, and problem solving efficiently. Students and cadets will apply these leadership perspectives when completing team building activities and discussing things like conflict management. Students and cadets should demonstrate basic verbal and written communication skills.

AES-202: Leadership Laboratory 2 credits

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. AES-202 provides application of advanced drill and ceremonies, issuing commands, knowing flag etiquette, and developing, directing, and evaluating skills to lead others. Co-requisite: AES-201.

AES-202A: Leadership Laboratory 0 credits

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. AES-202A provides application of advanced drill and ceremonies, issuing commands, knowing flag etiquette, and developing, directing, and evaluating skills to lead others. Co-requisite: AES-201.

AES-203: Evolution of USAF Air/Space Power 2 credits

Every Spring. Continuation of AES-201. The course provides students with knowledge level understanding for general element and employment of air and space power. Furthermore, it discusses the importance of Air Force Core Values with use of operational examples and historical Air Force leaders. Continues to develop communication skills. Topics include: the Air Force mission and organization, modern joint expeditionary Airmen, officer opportunities, and professionalism. Prerequisite: AES-201 or department approval. Co-Requisites: Leadership Laboratory (AES-204) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-203A: Team and Leadership Fundamentals II 2 credits

A survey course designed to provide a fundamental understanding of both leadership and team building. Students and cadets will learn that there are many layers to leadership, including aspects that do not always come to mind. Such things include listening, understanding themselves, being a good follower, and problem solving efficiently. Students and cadets will apply these leadership perspectives when completing team building activities and discussing things like conflict management. Students and cadets should demonstrate basic verbal and written communication skills.

AES-204: Leadership Laboratory 0 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

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AES-294A: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294B: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294C: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294D: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294E: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294F: Air Force Physical Fitness 2 credits

Instruction on adapted physical activities to promote a healthy Air Force lifestyle mixed with a variety of sports and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, volleyball, and other physical events. Co-Requisite: AES-101, AES-103, AES-201, AES-203, AES-301, AES-303, AES-401 or AES-403.

AES-294G: Air Force Physical Fitness 2 credits

Instruction on adapted physical activities to promote a healthy Air Force lifestyle mixed with a variety of sports and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, volleyball, and other physical events. Co-Requisite: AES-101, AES-103, AES-201, AES-203, AES-301, AES-303, AES-401 or AES-403.

AES-294H: Air Force Physical Fitness 2 credits

Instruction on adapted physical activities to promote a healthy Air Force lifestyle mixed with a variety of sports and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, volleyball, and other physical events. Co-Requisite: AES-101, AES-103, AES-201, AES-203, AES-301, AES-303, AES-401 or AES-403.

AES-301: U.S. Air Force Communication Management Leadership 3 credits

Every Fall. A study of leadership, quality management fundamentals, professional knowledge, Air Force personnel evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical applications of the concepts being studied. Individual leadership skills and personal strengths and weaknesses are applied to the Air Force environment. Prerequisite: AES-203. Co-Requisites: Leadership Laboratory (AES-302) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-301A: Leading People and Effective Communication I 3 credits

This survey course is a study of leadership, management fundamentals, professional knowledge, and communication skills required of an Air Force junior officer. Lecture, text, case studies, and class discussion will be used to examine all aspects of leadership including counseling, mentoring, empowering, problem solving, accountability and authority. Students and cadets will develop upon basic written and oral communications skills primarily through written assignments and oral presentations.

AES-302: Leadership Laboratory 0 credits

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Advanced leadership experiences applying leadership and management principles to motivate and enhance the performance of other cadets. Leadership traits and abilities are enhanced. Co-Requisite: AES-301.

AES-303: Air Force Leadership Studies II 3 credits

Every Spring. AES-303 is a continuation of AES-301 on the study of leadership and management fundamentals, professional knowledge, leadership ethics, and communicative skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Prerequisite: AES-203. Co-Requisites: Leadership Laboratory (AES-304) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

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AES-303A: Leading People and Effective Communication II **3 credits**

This survey course is a study of leadership, management fundamentals, professional knowledge, and communication skills required of an Air Force junior officer. Lecture, text, case studies, and class discussion will be used to examine all aspects of leadership including counseling, mentoring, empowering, problem solving, accountability and authority. Students and cadets will develop upon basic written and oral communications skills primarily through written assignments and oral presentations.

AES-304: Leadership Laboratory **0 credits**

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-302 with emphasis on planning the military activities of the cadet corps and applying advanced leadership methods. Co-Requisite: AES-303.

AES-401: National Security Affairs **3 credits**

Every Fall. The course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest include the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting the military profession. Within this structure, continued emphasis is given to the refinement of communication skills. Prerequisite: AES-303. Co-Requisites: Leadership Laboratory (AES-402) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-401A: National Security, Leadership Responsibilities Commissioning Preparation I **3 credits**

This course is designed to address the basic elements of national security policy and process. The cadets and students will comprehend the air and space power operations as well as understand selected roles of the military in society and current domestic and international issues affecting the military profession. Students and cadets will develop upon basic written and oral communications skills primarily through written assignments and oral presentations.

AES-402: Leadership Laboratory **0 credits**

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Advanced leadership experience demonstrating learned skills in planning and controlling the military activities of the corps. Co-Requisite: AES-401.

AES-403A: Regional Security Issues **3 credits**

Every Spring. Continuation of AES-401 which examines regional studies and advanced leadership ethics. Special topics of interest focus on the military as a profession, officership, military justice, preparation for active duty, and current issues affecting military professionalism. Special emphasis is given on the transition from civilian to military life and what it takes to be a good second lieutenant in the United States Air Force. Co-requisite: Leadership Laboratory (AES-404) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES-401 Co-Requisites: Leadership Laboratory (AES-404) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-403B: National Security, Leadership Responsibilities Commissioning Preparation II **3 credits**

This course is designed to address the basic elements of national security policy and process. The cadets and students will comprehend the air and space power operations as well as understand selected roles of the military in society and current domestic and international issues affecting the military profession. Students and cadets will develop upon basic written and oral communications skills primarily through written assignments and oral presentations.

AES-404: Leadership Laboratory **0 credits**

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-402 with emphasis on preparation for transition from civilian to military life. Co-Requisite: AES-403.

Artificial Intelligence (AIT)

AIT-104: Data Mining and Machine Learning **4 credits**

This course covers the principles and techniques of data mining and machine learning. Students learn to apply algorithms and models to large datasets and evaluate their performance. Prerequisites: MAT-154 and CST-180.

AIT-110: Statistical Learning Theory **4 credits**

This course covers the principles and techniques of statistical learning theory, including bias-variance trade-off, model selection, and regularization. Students learn to apply statistical learning techniques to model and analyze complex AI systems. Prerequisites: CST-180 and MAT-154.

AIT-114: Introduction to Linguistics **4 credits**

This course covers the basic concepts and theories of linguistics, including syntax, semantics, and pragmatics. Students learn to analyze and describe language structure and use. Prerequisite: ENG-105.

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AIT-204: Deep Learning 4 credits

This course covers the theory and practice of deep learning, including neural networks, convolutional networks, and recurrent networks. Students learn to apply deep learning techniques to solve image, speech, and natural language processing problems. Prerequisite: AIT-104.

AIT-206: Reinforcement Learning 4 credits

This course covers the fundamentals of reinforcement learning and how it can be applied to decision-making problems. Students learn to implement and evaluate reinforcement learning algorithms. Prerequisite: AIT-104.

AIT-210: Applied Mathematics for AI 4 credits

This course covers advanced mathematical and statistical techniques for AI, such as convex optimization, spectral graph theory, and Bayesian inference. Students learn to apply these techniques to solve real-world AI problems. Prerequisite: AIT-110.

AIT-212: Scientific Computing for AI 4 credits

This course covers scientific computing methods for AI, including numerical methods for differential equations, stochastic simulation, and high-performance computing. Students learn to apply scientific computing techniques to develop and evaluate algorithms and models for AI. Prerequisite: AIT-210.

AIT-214ǂ: Natural Language Processing 4 credits

This course covers the methods and techniques for processing natural language, including text classification, sentiment analysis, and machine translation. Students learn to implement natural language processing (NLP) algorithms using a programming language and NLP libraries. Prerequisite: AIT-114.

AIT-216: Language and Vision 4 credits

This course covers the intersection of natural language processing and computer vision. Students learn to analyze and generate language descriptions of visual scenes and objects. Prerequisite: AIT-214, AIT-225.

AIT-224ǂ: Image Processing and Computer Vision 4 credits

This course covers the principles and techniques of digital image processing and computer vision. Students learn to use image processing algorithms for tasks such as filtering, enhancement, and restoration. Prerequisites: MAT-154 and CST-180.

AIT-226: Feature Extraction and Image Representation 4 credits

This course covers the methods and techniques for feature extraction and image representation, including SIFT, SURF, and HOG. Students learn to extract features from images and represent them in a meaningful way for computer vision tasks. Prerequisite: AIT-224.

AIT-230: Introduction to Robotics 4 credits

This course covers the basic concepts and principles of robotics, including kinematics, dynamics, and control. Students learn to design and build simple robotic systems and control them using sensors and actuators. Prerequisite: MAT-154.

AIT-306ǂ: Machine Learning Applications 4 credits

This course covers the practical applications of machine learning in various fields such as healthcare, finance, and social media. Learners will develop machine learning solutions for real-world problems. Prerequisite: AIT-206.

AIT-316: Conversational Agents 4 credits

This course covers the design and implementation of conversational agents, including chatbots and virtual assistants. Students learn to develop conversational agents that can understand and respond to natural language input.

AIT-326: Object Recognition and Detection 4 credits

This course covers the methods and techniques for object recognition and detection in images and videos. Students learn to apply computer vision algorithms for tasks such as face detection, object tracking, and activity recognition. Prerequisite: AIT-226.

AIT-332ǂ: Robot Perception 4 credits

This course covers the methods and techniques for robotic perception, may include computer vision and sensor fusion. Prerequisite: AIT-230.

AIT-351: Capstone 1: Planning and Design 4 credits

This course is focused on planning and designing AI projects from start to finish, including identifying project goals, scoping project requirements, designing system architecture, and creating project plans. Prerequisite: AIT-306, AIT-316, AIT-326.

AIT-406: Deep Learning for Computer Vision 4 credits

This course covers the application of deep learning techniques to computer vision tasks, including convolutional neural networks (CNNs) and recurrent neural networks (RNNs). Students learn to integrate deep learning models in computer vision for tasks such as image classification, object detection, and semantic segmentation. Prerequisite: AIT-204.

AIT-408Δ: Advanced Topics in Computer Vision 4 credits

This writing intensive course covers advanced topics in computer vision. Students learn to read and critique research papers and propose their own research ideas. Prerequisite: AIT-204, AIT-226.

AIT-432: Robot Motion Development 4 credits

This course covers the algorithms and techniques for robot motion planning, including configuration space, sampling-based methods, and optimization. Students learn to plan and execute robot movements for different tasks and scenarios. Prerequisite: AIT-332.

AIT-434: Robot Control Systems 4 credits

This course covers the principles and methods for controlling robotic systems, including feedback control and adaptive control. Students learn to design and implement control systems for different types of robots. Prerequisite: AIT-332.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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AIT-436: Human-Robot Interaction 4 credits

This course covers the design and evaluation of human-robot interaction systems, including gesture recognition, speech recognition, and natural language processing. Students learn to develop robots that can interact with humans in a natural and intuitive way. Prerequisite: AIT-306, AIT-316, AIT-326.

AIT-450[Δ]: Ethics of AI 4 credits

This writing intensive course covers the ethical and social implications of AI technology. Students learn to identify and mitigate ethical issues such as bias, privacy, and accountability.

AIT-451: Capstone 2 - Planning 2 credits

This course is focused on the development and implementation of AI projects, including the creation and testing of models and algorithms, and the integration of AI technologies into existing systems. Prerequisites: AIT-230, AIT-351, AIT-406, and AIT-432.

AIT-452: Capstone 3: Deployment 2 credits

This course is focused on the deployment and maintenance of AI projects, including the deployment of AI models and technologies, monitoring and maintaining system performance, and ensuring system security and privacy. Prerequisite: AIT-451.

AIT-515: Programming Foundations 4 credits

This course introduces computer programming for AI applications, focusing on structures and algorithms used in AI and machine learning. Prerequisite: DSC-505.

AIT-525: Mathematics for AI 4 credits

This course equips students with the mathematical knowledge essential for understanding and developing AI algorithms. Prerequisite: DSC-505, AIT-515 or a BS in a computing field.

AIT-530: Statistics & Data Analysis 4 credits

This course focuses on the statistical techniques required for effective data analysis, crucial for AI and machine learning. Prerequisite: AIT-525.

AIT-535: Machine Learning 4 credits

This course covers key machine learning methodologies and their practical applications. Prerequisite: AIT-530.

AIT-540: Deep Learning 4 credits

This course explores the advanced techniques and models in deep learning, a key driver of recent AI successes. Prerequisite: AIT-535.

AIT-545: Ethics in AI 4 credits

This course addresses the ethical challenges and considerations that come with the development and deployment of AI systems. Prerequisite: AIT-535.

AIT-550: AI Applications Development and Deployment 4 credits

This course provides comprehensive training in the development and deployment of AI applications, focusing on the practical aspects of bringing AI solutions to production. Prerequisite: AIT-535, AIT-540.

AIT-555: Machine Learning for Text Processing 4 credits

This course focuses on the statistical techniques required for effective data analysis, crucial for AI and machine learning methods for text processing. Prerequisite: AIT-540.

AIT-560: Computer Vision 4 credits

This course offers a comprehensive introduction to the field of computer vision. It focuses on developing and applying computer vision algorithms and techniques in real-world scenarios. Prerequisite: AIT-540.

AIT-565: Capstone in AI 4 credits

This capstone course is designed to be a culmination of the MS in AI program, allowing students to demonstrate their mastery of the subject and readiness for professional challenges or further academic pursuits in the field of AI. Prerequisites: AIT-545, AIT-550, and AIT-555.

Applied Management (AMP)

AMP-450V: Leadership and Vocation 3 credits

This course emphasizes major leadership approaches and models used within health care today. Topics include regulatory leadership, servant leadership, and formal and informal leadership roles. Students have an opportunity to analyze leadership approaches to decision making and the impact of professional mentorship. The significance and use of collaborative leadership, communication, and decision making, in health care are explored. Students examine leadership behaviors that leverage diversity and foster inclusion to ensure professionalism and the professional responsibility of leaders today.

Acute Care Nurse Practitioner (ANP)

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ANP-635Ω: Health Promotion and Maintenance and On-Campus Experience I 4 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to acute care, including integration of the family and patient support systems into care. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

ANP-635A: Health Promotion and Maintenance and On-Campus Experience I 4 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to acute care, including integration of family and patient support systems into care. Learners integrate professional and patient community resources to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634. Co-Requisite: ANP-635ACE.

ANP-635ACE: On-Campus Experience II 0 credits

This 3-day on-campus experience course prepares learners for practicum experiences by providing hands-on skills simulation and specific diagnostic evaluation to develop differential diagnosing and treatment plans during practicums. During the on-campus experience, learners will receive instruction on performing skills and patient simulation scenarios to enhance their skills for practicum experiences. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research while practicing cultural and spiritual competence. Prerequisite: NUR-634. Co-Requisite: ANP-635A.

ANP-635CEΩ: ANP-635 On-Campus Experience I 0 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to acute care, including integration of the family and patient support systems into care. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

ANP-650Ω: Adult-Gerontology Acute Care I 7 credits

This course focuses on evidence-based theory and research related to adult-gerontological patients experiencing acute illnesses with comorbidities. Learners synthesize data from a variety of health resources related to the care of the adult-gerontological patient. Learners analyze common problems seen in the acute care setting to develop prioritized differential diagnoses, make clinical judgments, and recommend appropriate treatments for acute alterations in health with particular emphasis on restorative care. Clinical practice affords learners the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community. Practicum/field experience hours: 225. Prerequisite: ANP-635.

ANP-650A: Adult-Gerontology Acute Care I 7 credits

This course focuses on evidence-based theory and research related to adult-gerontological patients experiencing acute illnesses with comorbidities. Learners synthesize data from a variety of health resources related to the care of the adult-gerontological patient. Learners analyze common problems seen in the acute care setting to develop prioritized differential diagnoses, make clinical judgments, and recommend appropriate treatments for acute alterations in health with particular emphasis on restorative care. Clinical practice affords learners the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community. Practicum/field experience hours: 250. Prerequisites: ANP-635A and ANP-635ACE.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ANP-652Ω: Adult-Gerontology Acute Care II 7 credits

This course continues to focus on evidenced-based theory and research related to acute illnesses in the adult-gerontological population in the acute care setting. Learners build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems framework, learners further develop clinical judgment and decision-making skills in order to recommend treatments for alterations in different systems as they develop an evidence-based plan of care. Clinical practice affords learners the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community. Practicum/field experience hours: 225. Prerequisite: ANP-650.

ANP-652A: Adult-Gerontology Acute Care II 7 credits

This course continues to focus on evidenced-based theory and research related to acute illnesses in the adult-gerontological population in the acute care setting. Learners build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems framework, learners further develop clinical judgment and decision-making skills in order to recommend treatments for alterations in different systems as they develop an evidence-based plan of care. Clinical practice affords learners the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community. Practicum/field experience hours: 250. Prerequisite: ANP-650A.

ANP-654Ω: Adult-Gerontology Acute Care III and On-Campus Experience II 7 credits

This course serves as the final synthesis of evidenced-based theory and research related to care of complex, acute, and critically ill adult-gerontological and frail elderly patients with comorbidities. Learners continue to build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems framework, learners further develop appropriate clinical judgment and decision-making skills regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care for adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the Adult Gerontology Acute Care Nurse Practitioner in the diagnosis and management of chronic, exacerbated, acute, and life-threatening health problems. This course includes a required 2-day, on-campus experience. Practicum/field experience hours: 225. Prerequisite: ANP-652.

ANP-654A: Adult-Gerontology Acute Care III and On-Campus Experience II 7 credits

This course serves as the final synthesis of evidenced-based theory and research related to care of complex, acute, and critically ill adult-gerontological and frail elderly patients with comorbidities. Learners continue to build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems framework, learners further develop appropriate clinical judgment and decision-making skills regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care for adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the Adult Gerontology Acute Care Nurse Practitioner in the diagnosis and management of chronic, exacerbated, acute, and life-threatening health problems. Practicum/field experience hours: 250. Prerequisite: ANP-652A. Co-Requisite: ANP-654ACE.

ANP-654ACE: On-Campus Experience II 0 credits

In this 2-day on-campus experience course, learners are assessed for their readiness for practice by reviewing assessment and treatment plans. During the 2 days on campus, the learner performs assessment on simulated scenarios and provides evaluation of their assessments and rationale for the treatment plans. Learners apply these foundational skills during assessment, diagnosis, and the development of an evidence-based treatment plan. Scope of practice, roles, contract negotiation, prescriptive authority, licensure, certification, and credentialing are examined. Prerequisite: ANP-652A. Co-Requisite: ANP-654A.

ANP-654CEΩ: ANP-654 On-Campus Experience II 0 credits

This course serves as the final synthesis of evidenced-based theory and research related to care of complex, acute, and critically ill adult-gerontological and frail elderly patients with comorbidities. Learners continue to build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems framework, learners further develop appropriate clinical judgment and decision-making skills regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care for adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the Adult Gerontology Acute Care Nurse Practitioner in the diagnosis and management of chronic, exacerbated, acute, and life-threatening health problems. This course includes a required 2-day, on-campus experience. Prerequisite: ANP-652.

Arts Education (ARE)

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ARE-480[Ω]: Student Teaching: Arts Education 12 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Fingerprint clearance required.

Art Studio (ART)

ART-220: Creative Collaboration 4 credits

This course explores the calling and responsibility of creative collaboration towards human flourishing: work, entertainment, and recreation. Students will develop their ideas and inspirations through teamwork, from planning to implementation. Through interpersonal communication and technical skills, students explore how to express intentions and solve problems.

Athletic Training (ATP)

ATP-214[Ω]: Care, Treatment, and Prevention of Athletic Injuries 3 credits

This course provides students 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 for the prevention of injury. Prerequisites: BIO-155 and BIO-155L or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: ATP-214L.

ATP-214L[Ω]: Care, Treatment, and Prevention of Athletic Injuries Lab 1 credits

This lab complements and supports the principles taught in the lecture course and provides students with a basic knowledge and understanding of the principles of sports medicine, the care and treatment of athletic trauma, safety and its importance in related settings, and the use of proper conditioning principles in the prevention of injury. Prerequisites: BIO-155 and BIO-155L or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: ATP-214.

ATP-256[Ω◆]: Health Promotion and Wellness Protection 4 credits

This course includes the study of the general principles of health maintenance and promotion. Students learn the role of exercise, including flexibility, strength training, and cardiovascular conditioning in maintaining a healthy lifestyle. Topics include nutrition and dietary requirements for health and weight management. Students administer testing procedures to obtain baseline data regarding a patient's level of general health and use this data to design a program specific to the performance and health goals of the patient. In addition, this course reviews the basics of evidence-based practice in athletic training. Prerequisites: BIO-201 and BIO-201L.

ATP-301[ǂΩ]: Recognition and Evaluation of Injuries I 3 credits

This course provides students with the specific knowledge and practical skills required to perform proper evaluation of the upper and lower body. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: ATP-214, ATP-214L, BIO-202, BIO-202L, and acceptance into the Athletic Training program. Co-Requisite: ATP-301L.

ATP-301L[ǂΩ]: Recognition and Evaluation of Injuries I Lab 1 credits

This lab complements and supports the principles taught in the lecture course and provides students with the specific knowledge and practical skills required to perform proper evaluation of the lower body. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: ATP-214, ATP-214L, BIO-202, BIO-202L, and acceptance into the Athletic Training program. Co-Requisite: ATP-301.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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ATP-310[Ω]: Injury Prevention and Wellness Clinical **4 credits**

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the patient. Students administer testing procedures to obtain baseline data regarding a patient's level of general health (including nutritional habits, physical activity status, and body composition) and use these data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This includes instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-214, ATP-214L, ATP-256, BIO-202, BIO-202L, and acceptance into the Athletic Training program.

ATP-320[Ω]: Emergency Care and Lower Extremity Evaluation Clinical **4 credits**

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students perform a comprehensive clinical examination of a patient with a lower extremity condition. This exam incorporates clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a diagnosis or differential diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, students provide the appropriate initial care and establish overall treatment goals. In addition, students also clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g., CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding). Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-301, ATP-301L, ATP-310, ATP-315, and ATP-315L.

ATP-322[Ω]: Therapeutic Modalities **3 credits**

This course is a study of various therapeutic modalities that aid in the healing process of injuries. The course covers the theory behind and proper use of these modalities. Prerequisites: ATP-301 and ATP-301L. Co-Requisite: ATP-322L.

ATP-322L[Ω]: Therapeutic Modalities Lab **1 credits**

This lab complements and supports the principles taught in the lecture course. Students develop practical applications of therapeutic modality techniques. Prerequisites: ATP-301 and ATP-301L. Co-Requisite: ATP-322.

ATP-330[Ω]: Therapeutic Modalities and Upper Extremity Techniques Clinical **4 credits**

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students perform a comprehensive clinical examination of a patient with an upper extremity, head, neck, thorax, and spine injury or condition. This exam incorporates clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a diagnosis or differential diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, students provide the appropriate initial care, including appropriate therapeutic modalities, and establish overall treatment goals. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-302, ATP-302L, ATP-320, ATP-322, and ATP-322L.

ATP-360[♯Ω]: Theory of Prescribing Exercise **3 credits**

This course covers the specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction, including specific exercise routines, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: ATP-302, ATP-302L, ATP-322, and ATP-322L. Co-Requisite: ATP-360L.

ATP-360HN[♯]: Theory of Prescribing Exercise **3 credits**

This course covers the specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction, including specific exercise routines, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: ATP-302, ATP-302L, ATP-322, and ATP-322L. Co-Requisite: ATP-360L.

ATP-360L[♯Ω]: Theory of Prescribing Exercise Lab **1 credits**

This lab complements and supports the principles taught in the lecture course. Practical applications and experiments include exercise prescription and rehabilitation techniques. Prerequisites: ATP-302, ATP-302L, ATP-322, and ATP-322L. Co-Requisite: ATP-360.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ATP-401♯Ω: General Medical Conditions 3 credits

This course provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment for all body systems, conditions, and special populations. Prerequisites: ATP-360 and ATP-360L. Co-Requisite: ATP-401L.

ATP-401HN♯: General Medical Conditions 3 credits

This course provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment for all body systems, conditions, and special populations. Prerequisites: ATP-360 and ATP-360L. Co-Requisite: ATP-401L.

ATP-401L♯Ω: General Medical Conditions Lab 1 credits

This lab complements and supports principles taught in the lecture course and provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment for all body systems, conditions, and special populations. Prerequisites: ATP-360 and ATP-360L. Co-Requisite: ATP-401.

ATP-401LHN♯: General Medical Conditions Lab 1 credits

This lab complements and supports principles taught in the lecture course and provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment for all body systems, conditions, and special populations. Prerequisites: ATP-360 and ATP-360L. Co-Requisite: ATP-401.

ATP-402Ω: Pharmacology and Advanced Therapeutic Interventions 4 credits

This course examines current theories and practices of pharmacology and epidemiology of drug use as related to athletic training and sports medicine. The course also examines how to appropriately create a plan of care for a patient utilizing therapeutic modalities, rehabilitation, and pharmacologic interventions. Prerequisites: ATP-322, ATP-322L, ATP-360, ATP-360L, ATP-401, and ATP-401L.

ATP-420Ω: Health Care Administration in Athletic Training 4 credits

This course establishes a framework for health care administration and management, tasks and techniques required in athletic training, health care programs, the health care industry, and interscholastic and intercollegiate athletics. Students assess their personal and professional readiness for management and leadership and acquire skills necessary for effective administration and leadership within the industry. Co-Requisite: ATP-450.

ATP-440Ω: Therapeutic Interventions Clinical 4 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students perform a comprehensive clinical examination of a patient. Based on the assessment data and consideration of the patient's goals, the student creates and implements a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Students integrate and interpret various forms of standardized documentation, including both patient-oriented and clinician-oriented outcome measures, to recommend activity level, make return-to-play decisions, maximize patient outcomes and progress in the treatment plan, and analyze injury data to formulate a prevention program. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-330, ATP-360, and ATP-360L.

ATP-450Ω: General Medicine and Health Care Administration Clinical 4 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students develop, implement, and monitor prevention strategies for at-risk individuals (e.g., persons with asthma or diabetes, a previous history of heat illness, or sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (e.g., blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status. Students also demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders or mental health emergencies. Students also demonstrate appropriate documentation and policy/procedure strategies. As part of this clinical experience, students will participate in a minimum of four weeks at an immersive clinical rotation. This rotation allows the student to partake in the totality of care associated with professional practice. Per CAATE Standard 55, “Clinical education may begin prior to or extend beyond the institution’s academic calendar.” The student’s clinical immersion site will be selected by the program. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students’ proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-401, ATP-401L, and ATP-440. Co-Requisite: ATP-420.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ATP-460[Ω]: Advanced Athletic Training Clinical **4 credits**

This course provides a clinical setting in which athletic training students apply and demonstrate proficiency in athletic training skills. Students demonstrate knowledge and skills assessed in previous clinical coursework while integrating evidence-based practice into clinical decision making. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisite: ATP-450.

ATP-480[ΔΩ]: Athletic Training Capstone **3 credits**

This writing-intensive capstone course serves as a culmination of the learning experiences during the athletic training education program at Grand Canyon University. Students are challenged to demonstrate higher level thinking, review evidence-based literature, and display athletic training professional behaviors. Students have the opportunity to identify a clinical practice problem, search the literature, and propose an evidence-based solution that results in practice improvement. Prerequisites: ATP-402, ATP-420, and ATP-450.

ATP-485[Ω]: Athletic Training Board of Certification Exam Preparation **1 credits**

This course prepares students to sit for the Athletic Training Board of Certification (BOC) exam. Students examine professional regulations and certification requirements and use practice exam questions to prepare for the certification exam. Prerequisite: ATP-420.

ATP-500: Foundations of Professional Practice and Athletic Training **2 credits**

This course provides students with an introduction to the foundations of professional athletic training practice. Students learn about the various health professions that comprise the sports medicine team and the appropriate communication strategies in patient care. These concepts are rooted in rules, regulations, and profession documents that comprise the athletic trainer's scope of practice and standards of care. Students also learn about injury and illness prevention strategies such as health and wellness, nutrition, athletic taping and bracing, and sports regulations (NCAA, NAIA, etc.). Lastly, students learn about the Core Competencies: patient-centered care, interprofessional education (IPE), evidence-based practice, quality improvement, and health care informatics. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-500L.

ATP-500L: Foundations of Professional Practice and Athletic Training Lab **1 credits**

This lab complements and supports the principles taught in the lecture course. This course encompasses: the principles of health and wellness, injury and illness prevention basics, nutrition planning, taping, bracing and padding for the extremities and spine, communication strategies in sports medicine, and sports-specific equipment fitting. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-500.

ATP-510: Evaluation, Diagnosis, and Pathophysiology of General Medical Conditions **4 credits**

This course provides foundational knowledge in general evaluation skills for an athletic trainer. This course also provides knowledge, skills, and assessment techniques for general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. The systems instructed in this course are: Respiratory, Cardiovascular, Abdominal, Genitourinary, Gynecologic, Reproductive, Neurology and Concussions, Ears, Eyes, Nose, Throat, Infectious Disease, Systemic Conditions, Dermatology, and an Introduction to Psychosocial Conditions.

ATP-511: Evaluation and Diagnosis of the Lower Kinetic Chain **3 credits**

This course provides students with the specific knowledge and practical skills required to perform proper orthopedic evaluations. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. The body regions that are taught in this course include: Foot/Toes, Ankle/Lower Leg, Knee, and Pelvis/Thigh. Students also learn appropriate documentation strategies for orthopedic evaluations. The evaluation process is rooted in the use of evidence-based practice and students learn the basics in the application of this concept while making clinical decisions. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-511L.

ATP-511L: Evaluation and Diagnosis of the Lower Kinetic Chain Lab **1 credits**

This lab complements and supports the principles taught in the lecture course. This course encompasses evaluation of the Foot/Toes, Ankle/Lower Leg, Knee/Thigh, and Hip/Pelvis. Students will use an electronic medical records (EMR) system. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-511.

ATP-512: Evaluation and Diagnosis of the Upper Kinetic Chain and Spine **3 credits**

This course builds on the knowledge and skills from ATP-511. This course provides students with the specific knowledge and practical skills required to perform proper orthopedic evaluations. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. The body regions that are taught in this course include: Fingers, Hand, Wrist, Forearm, Elbow, Upper Arm, Shoulder, and Spine. Students also learn appropriate documentation strategies for orthopedic evaluations. The evaluation process is rooted in the use of evidence-based practice and students learn the basics in the application of this concept while making clinical decisions. Prerequisite: ATP-511. Co-Requisite: ATP-512L.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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ATP-512L: Evaluation and Diagnosis of the Upper Kinetic Chain and Spine Lab **1 credits**

This lab complements and supports the principles taught in the lecture course. This course encompasses evaluation of the Fingers, Hand, Wrist, Forearm, Elbow, Upper Arm, Shoulder, and Spine. Learners will use an electronic medical records (EMR) system. Prerequisite: ATP-511. Co-Requisite: ATP-512.

ATP-515: Emergency Management for Athletic Trainers **3 credits**

This course includes the study of the proper techniques for managing patients with acute or emergent conditions. Students learn to perform a primary and secondary survey, as well as triage medical emergencies. Skills and knowledge instructed in this course include establishing and maintaining an airway, maintaining neutral spine alignment with an athlete wearing protective equipment, wound management, immobilization, management of shock, anaphylaxis, mental health emergencies, transfer techniques including spine boarding, core body temperature, and caring for athletes with systemic conditions. All this content is founded in the development of an Emergency Action Plan. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-515L.

ATP-515L: Response to Emergent and Immediate Injuries and Illnesses Lab **1 credits**

This lab complements and supports the principles taught in the lecture course. This course encompasses: establishing and maintaining an airway, maintaining neutral spine alignment with an athlete wearing protective equipment, wound management, immobilization, management of shock, anaphylaxis, mental health emergencies, transfer techniques including spine boarding, core body temperature, and caring for athletes with systemic conditions. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-515.

ATP-520: Therapeutic Interventions I - Therapeutic Modalities **3 credits**

This course is a study of various therapeutic modalities that aid in the healing process of injuries. Students learn the theories of pain relief and management, the phases of the healing process, and the viscoelastic properties of tissue. These concepts are woven into each of the electrophysical agents taught in this course such as manual therapies, electrical stimulation, cryotherapy, thermotherapy, ultrasound, diathermy, LASER, and other contemporary modalities. The course also covers treatment planning, goal setting, and the appropriate prescription of therapeutic agents. Prerequisite: ATP-500. Co-Requisite: ATP-520L.

ATP-520L: Therapeutic Interventions I - Therapeutic Modalities Lab **1 credits**

This lab complements and supports the principles taught in the lecture course. This course encompasses: manual therapies, electrical stimulation, cryotherapy, thermotherapy, ultrasound, diathermy, LASER, and other contemporary modalities. Prerequisite: ATP-500. Co-Requisite: ATP-520.

ATP-521: Therapeutic Interventions II - Rehabilitation **3 credits**

This course covers the specific and applied use of manual therapies and therapeutic exercises. Students are introduced to the principles of rehabilitation, including, exercise prescription, injury prevention programs, clinical evaluation, collecting and analyzing patient-rated outcome measures to make clinical decisions, and developing a plan of care, to include objective return to play criteria. Students in this course are prepared to work with members of the sports medicine team, through interprofessional collaboration, to optimize patient-centered care, function, and return to play. This course has a foundation in the ICF model to guide patient care to address all contextual and personal factors in the rehabilitation process. Prerequisite: ATP-520. Co-Requisite: ATP-521L.

ATP-521L: Therapeutic Interventions II - Rehabilitation Lab **1 credits**

This lab complements and supports the principles taught in the lecture course. This course encompasses the principles of rehabilitation, including exercise prescription, injury prevention programs, clinical evaluation, collecting and analyzing patient-rated outcome measures to make clinical decisions, and developing a plan of care that includes objective return-to-play criteria. Prerequisite: ATP-520. Co-Requisite: ATP-521.

ATP-522: Therapeutic Interventions III - Pharmacology and Advanced Interventions **3 credits**

This course examines current theories and practices of pharmacology as related to athletic training and sports medicine. Learners learn about the drugs used to treat musculoskeletal injuries, respiratory conditions, cardiovascular system, GI disorders, metabolic disorders, and infectious diseases. This course covers the FDA approval process, supplements, and banned substances in international sport and also examines how to appropriately create a plan of care for a patient utilizing therapeutic modalities, rehabilitation, and pharmacologic interventions.

ATP-530: Research Methods and Statistics for Athletic Trainers **2 credits**

This course introduces the student to statistics and research design in medicine. Students learn how to identify clinical and research problems. The main purpose of the Research Methods and Design and Statistics for Athletic Trainers course is to introduce students to quantitative and qualitative methods for conducting meaningful inquiry and research. Students gain an overview of research formulation, specifically: design, methodology, format, data management, data analysis, and data presentation. The course helps students develop the ability to use this knowledge to become more effective sports medicine researchers. This course also teaches students about: injury and illness surveillance systems and public data sources, incidence and prevalence rates, screening data, and patterns and trends in epidemiology. This course is an introduction to basic public health concepts and will be scaffolded upon later in the program.

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ATP-540: Biomechanics in Sport 2 credits

This course prepares students for NASM's corrective exercise specialist credential. Students learn about human movement patterns, foundations in kinesiology, sports biomechanics, static and dynamic postural assessments, assessments for movement, strength, and range of motion, foundations in corrective exercise, and corrective exercise interventions.

ATP-551C: Clinical Education in Athletic Training I 3 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. The emphasis of this clinical is on developing critical thinking skills, reasonable clinical decision making and clinical competency in emergency response, general medical evaluations, injury prevention strategies, lower extremity evaluations, and therapeutic modalities. Clinical hours: 135.

ATP-552C: Clinical Education in Athletic Training II 3 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. The emphasis of this clinical is on developing critical thinking skills, reasonable clinical decision making and clinical competency in upper extremity evaluations, orthopedic rehabilitation, and a review of skills from the previous clinical class. Clinical hours: 135.

ATP-553C: Clinical Education in Athletic Training III 6 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. The emphasis of this clinical is on developing critical thinking skills, reasonable clinical decision making, clinical competency, and integration of knowledge and skills from all domains of athletic training. Clinical hours: 270.

ATP-554C: Clinical Education in Athletic Training IV 4 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. The emphasis of this clinical is on developing critical thinking skills, reasonable clinical decision making, clinical competency, and integration of knowledge and skills from all domains of athletic training. Clinical hours: 180.

ATP-600C: Immersive Clinical Experience 4 credits

This clinical allows students to experience the totality of care rendered by an athletic trainer. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. Clinical hours: 180.

ATP-601: Psychosocial Conditions and Interventions 2 credits

This course provides content in the recognition and management of mental health conditions, motivation of the athlete, and self-care strategies for the athletic trainer. This includes skills and knowledge in communication strategies, motivational techniques, appropriate referral strategies, intervention planning and mental health first response. Focus on the development and application of interpersonal communication strategies, motivational techniques, and referral strategies commonly used for psychosocial interventions in athletic training.

ATP-602: Research in Athletic Training I 2 credits

Description: In this course, learners will use problem-solving approaches and research data to approach clinical decision making and clinical scholarship. The specific focus includes: clinical practice guidelines, case studies and series, and data driven decision making. This course culminates into the second research class that will expand the types of research and clinical scholarship.

ATP-603: Research in Athletic Training II 2 credits

In this course, learners will use problem-solving approaches and research data to approach clinical decision making and clinical scholarship. The specific focus includes: systematic review, meta-analysis, original research, quality improvement projects, and communication strategies (advocacy, dissemination, etc.). This course prepares learners to be clinical scholars and disseminate research that is practice-based and relevant to current practice.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ATP-610: Healthcare Administration and Public Health 3 credits

This course establishes a framework for health care administration and management, tasks and techniques required in athletic training, health care programs, the health care industry, and interscholastic and intercollegiate athletics. Students assess their personal and professional readiness for management and leadership and acquire skills necessary for effective administration and leadership within the industry. This knowledge and skills include: documentation in EHR/EMRs, leadership concepts, management (human resources, payor systems, budget, grant funding or other income sources), organizational concepts, facility design, scope of practice and legal aspects in sports medicine. This course also builds on the foundations in public health and includes topics such as advocacy groups, group interventions, public education on specific pathologies, population health, regional identification of health-related problems, and other advanced public health concepts. This course contains a culminating project that proposes a solution to an identified public health problem.

ATP-620: BOC Prep Course 2 credits

This course prepares students to sit for the Athletic Training Board of Certification (BOC) exam. Students examine professional regulations and certification requirements and use practice exam questions to prepare for the certification exam. Students also develop a timeline for preparation for the BOC examination.

Behavioral Health Science (BHS)

BHS-240◆: Group Dynamics and Process 4 credits

This course provides a broad understanding of group development stages, group dynamics, group counseling theories, and ethical standards pertaining to group work. In addition, this course explores theoretical approaches to group work. The course also addresses the growth and development of group members.

BHS-240XV: Group Dynamics and Process 4 credits

This course provides a broad understanding of group development stages, group dynamics, group counseling theories, and ethical standards pertaining to group work. In addition, this course explores theoretical approaches to group work. The course also addresses the growth and development of group members.

BHS-320Δ♯: Ethics of Behavioral Health Science 4 credits

This writing-intensive course provides a broad understanding of ethics, legal standards, and responsibilities in behavioral health. Students explore basic ethical concepts, legislation, and current trends in behavioral health ethics. This course pays special attention to technology and its effects on lawmaking and ethics in behavioral health. Important goals of this course are to help students develop a comprehensive understanding of the history and current application of ethics in the behavioral health field.

BHS-320HN♯: Ethics of Behavioral Health Science 4 credits

This writing-intensive course provides a broad understanding of ethics, legal standards, and responsibilities in behavioral health. Students explore basic ethical concepts, legislation, and current trends in behavioral health ethics. This course pays special attention to technology and its effects on lawmaking and ethics in behavioral health. Important goals of this course are to help students develop a comprehensive understanding of the history and current application of ethics in the behavioral health field.

BHS-330♯: Cultural and Social Diversity in Behavioral Health 4 credits

This course provides a comprehensive foundation through exploring the content areas of cultural diversity, social justice, and religious and spiritual values. Examination of these areas strives to offer an overarching framework to guide students and gain perspectives for working with multicultural populations in the behavioral health field. This course assists students with developing knowledge and application of cultural diversity, cultural competency, and the importance of self-awareness, social justice, and advocacy. In addition, this course provides students a blended approach of the beliefs and values associated with religion and spirituality as a component of cultural competency.

BHS-350♯: Report Writing, Research, and Information Literacy in Behavioral Health 4 credits

This course provides a comprehensive understanding of the various documentation styles used in the behavioral health field. Students critically examine evidence-based research in the field of behavioral health. The course offers an introduction to conducting applied clinical research.

BHS-420♯◆: Human Development 4 credits

This course provides an understanding of the nature and needs of individuals across the life-span development. This course covers physical, cognitive, and socioemotional development across various points in human development. Additionally, students learn about the influence of spiritual and moral beliefs throughout the life span.

BHS-420HN♯: Human Development 4 credits

This course provides an understanding of the nature and needs of individuals across the life-span development. This course covers physical, cognitive, and socioemotional development across various points in human development. Additionally, students learn about the influence of spiritual and moral beliefs throughout the life span.

BHS-430♯: Introduction to Family Dynamics 4 credits

This course introduces the historical and theoretical perspectives of family dynamics and systems. Topics include roles, communication styles, boundaries, generational patterns, cultural influences, and couples and parenting dynamics. Skills and modalities relevant to working with families in the behavioral health field are explored.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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BHS-430HN♯: Introduction to Family Dynamics 4 credits

This course introduces the historical and theoretical perspectives of family dynamics and systems. Topics include roles, communication styles, boundaries, generational patterns, cultural influences, and couples and parenting dynamics. Skills and modalities relevant to working with families in the behavioral health field are explored.

BHS-450: Childhood and Adolescence Disorders 4 credits

This course provides students with an understanding of the biological, emotional, and environmental aspects that impact childhood and adolescent development. The course addresses assessment, diagnosis, and intervention as it relates to childhood and adolescent disorders. Students examine the classification and epidemiology of anxiety disorders, mood disorders, conduct problems, ADD/ADHD, language and learning, intellectual disabilities, autism spectrum disorders, schizophrenia, and other childhood- and adolescence-related disorders according to the DSM. Prerequisite: BHS-420.

BHS-455◆: Introduction to Childhood and Adolescent Physical and Behavioral Health 4 credits

This course provides a broad understanding of the components and theories related to childhood and adolescent physical and behavioral health. Also covered are the modalities that can be utilized to promote best practice approaches in behavioral health treatment of both children and adolescents. Students gain the necessary knowledge to advance in the Childhood and Adolescence Disorders emphasis program. Prerequisite: BHS-420.

BHS-460: Introduction to Couples and Family Systems 4 credits

This course introduces the historical and theoretical perspectives of couples and family systems. Topics include a review of family systems, including roles within couples and family systems. Also covered are couple and family dynamics, the developmental stages of couples, and characteristics of successful couples and families. Additionally, the course explores the impact of substance use, mental illness, and culture on couple and family dynamics. Treatment modalities in working with couples and families are explored. Prerequisite: PCN-100.

BHS-465: Marriage and Family Ethical and Legal Issues 4 credits

This course examines ethical and legal considerations encountered in marital and family support roles. Special emphasis is placed on developing critical insights into handling sensitive family dynamics, legal obligations, and ethical dilemmas. Prerequisites: BHS-320 and BHS-430.

BHS-470: Introduction to Trauma-Informed Care 4 credits

This course offers an overview of the six key principles of the trauma-informed care approach. The purpose of the course is to develop knowledge and awareness about safety building, trustworthiness, peer support networking, connectedness, empowerment, cultural, historical, spiritual, and gender issues. In addition, the course addresses recovery, support systems, resiliency, and an integrated approach when working with trauma victims.

BHS-475: Overview of Assessment and Treatment of Trauma 4 credits

This course offers an overview of the evidence-based screening and assessment tools utilized in assessing the impact of trauma. In addition, this course will cover best practice approaches to trauma treatment. Prerequisite: BHS-470.

BHS-480: Infancy and Early Childhood Development 4 credits

This course provides a comprehensive overview of the cognitive, physical, and socioemotional developmental stages and sensitive periods of early human development. The course addresses the critical influence the care-getting environment has on brain development and how relationships change the structure of the brain both positively and negatively. The stages of human attachment and a brief overview of styles of attachment as they relate to development throughout the lifespan are also reviewed. Additionally, the course addresses the effects of prenatal maternal care, environment, and premature birth on developmental stages. Students understand how culture and socioeconomic status affects development.

BHS-485: Infancy and Early Childhood Disorders and Assessment 4 credits

This course provides an overview of a variety of assessments commonly used to diagnose disorders in early childhood. Students learn the importance of ongoing assessment, assessment in a variety of settings, and the importance of the caregiver-child relationship in assessment. Students are provided an overview of common disorders found in early childhood, and how the DC: 0-5 is used to accurately identify early childhood disorders. Students understand the role of cultural and familial influence on assessment and diagnosis. Prerequisite: BHS-480.

BHS-490Ω: Professional Capstone Project 4 credits

The capstone project is a culmination of the learning experiences while a student is within the behavioral health science program at Grand Canyon University's College of Humanities and Social Sciences. Students prepare a written proposal for a community-based behavioral health organization related to the student's specific area of focus. The proposal includes the name, geographical location, identified service gap, target populations, types of service/treatments, potential challenges, ethical considerations, and supervision/oversight considerations. The professional capstone project proposal needs to reflect synthesis and integration of course content. This capstone course needs to be completed at the end of program. Prerequisite: BHS-350.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Bible (BIB)

BIB-100◆: Bible Survey 4 credits

This course surveys the text of the Bible with emphasis on the overarching biblical narrative, the gospel of Jesus Christ, and God's Kingdom.

BIB-106◆: Old Testament Survey 4 credits

This course introduces the text of the Old Testament with emphasis on the biblical narrative, genres, major historical periods, and theological themes.

BIB-107◆: New Testament Survey 4 credits

This course introduces the text of the New Testament with emphasis on the biblical narrative, genres, major historical periods, and theological themes.

BIB-350◆: Pentateuch 4 credits

This course is an exegetical study of the first major division of the Old Testament with an emphasis on the application of hermeneutical principles. The class focuses on the interpretation of selected passages from the Pentateuch. Attention is also given to textual issues and major theological themes. Prerequisites: BIB-106 and BIB-355.

BIB-355Δf◆: Biblical Interpretation and Application 4 credits

This writing-intensive course helps equip students to understand and use basic principles of biblical hermeneutics, including an introduction to the nature of Bible interpretation and the application to contemporary issues. The majority of the course focuses on developing practical procedures and step-by-step skills in exegesis of Scripture. Prerequisite: BIB-106.

BIB-360◆: Gospels and Acts 4 credits

This course is an exegetical study of the initial books of the New Testament with an emphasis on the application of hermeneutical principles. The class focuses on the interpretation of selected passages from the Gospels and Acts. Attention is also given to textual issues and major theological themes. Prerequisites: BIB-107 and BIB-355.

BIB-365◆: Old Testament Writings 4 credits

This course addresses the historical books of the Old Testament (Joshua, Judges, Ruth, Samuel, Kings, Esther, Ezra, and Nehemiah), giving special attention to the text with regard to its politics, culture, religions, geographical setting, literary genre, and theological themes. Prerequisite: BIB-355.

BIB-370◆: Hebrew Poetical and Wisdom Literature 4 credits

This course is a study of Hebrew poetry and wisdom literature in the Old Testament. Attention is given to the development of the literature as well as an investigation of each book's composition and theological themes. Prerequisite: BIB-355.

BIB-380◆: Pauline Epistles 4 credits

This course provides an overview of the Apostle Paul's letters to the early New Testament churches. Special attention is given to the nature of Paul's ministry; the theological, social, and practical issues he addressed; and how these texts are relevant for faithful Christian living. Prerequisite: BIB-355.

BIB-455◆: Hebrew Prophets 4 credits

This course offers a critical study of the pre-exilic, exilic, and post-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to the ministry and message of the prophets, in their day and today. Prerequisite: BIB-355.

BIB-465◆: The General Epistles 4 credits

This course covers Hebrews, James, 1 and 2 Peter, 1-3 John, and Jude as they relate to the theological and ethical content of Christianity. Students examine the nature, message, and historical context of the books. Prerequisite: BIB-355.

BIB-475◆: Johannine Literature 4 credits

This course provides an overview of the New Testament texts of the Apostle John. Special attention is given to the nature of John's ministry; the theological, social, and practical issues he addressed; and how these texts are relevant for faithful Christian living. Prerequisite: BIB-355.

BIB-501: Old Testament Foundations 4 credits

This course surveys the text and historical background of the Old Testament with an introduction to hermeneutics and the proper interpretation of the books of the Old Testament.

BIB-501GAR: Old Testament Foundations 4 credits

This course surveys the text and historical background of the Old Testament with an introduction to hermeneutics and the proper interpretation of the books of the Old Testament.

BIB-502: New Testament Foundations 4 credits

This course surveys the text and historical background of the New Testament with an introduction to hermeneutics and the proper interpretation of the books of the New Testament.

BIB-502GAR: New Testament Foundations 4 credits

This course surveys the text and historical background of the New Testament with an introduction to hermeneutics and the proper interpretation of the books of the New Testament.

BIB-510: Biblical Backgrounds 4 credits

This course explores the historical, cultural, religious, and literary backgrounds of the Bible.

BIB-610: Old Testament Exegesis: Prophets and Writings 4 credits

This course is an exegetical study of the second and third major divisions of the Old Testament. Special attention is given to key theological themes. Emphasis is also placed on the interpretation of selected passages from the prophets and writings and the application of elementary Hebrew language skills and interpretive tools. Prerequisite: HEB-501.

Δ Writing intensive course | ◆ Fulfills General Education requirement | f Honors Major Course | Ω Non-Transferable

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BIB-611: Old Testament Exegesis: Pentateuch 4 credits

This course is an exegetical study of the first major division of the Old Testament. Special attention is given to key theological themes. Emphasis is also placed on the interpretation of selected passages from the Pentateuch and the elementary Hebrew language skills and interpretive tools. Prerequisite: HEB-501.

BIB-620: New Testament Exegesis: Gospels and Acts 4 credits

This course is an exegetical study of the initial books of the New Testament. Special attention is given to key theological themes. Emphasis is placed on the interpretation of selected passages from the Gospels and Acts and the application of elementary Greek language skills and interpretive tools. Prerequisite: GRK-501.

BIB-621: New Testament Exegesis: Epistles and Revelation 4 credits

This course is an exegetical study of the latter books of the New Testament. Special attention is given to key theological themes. Emphasis is placed on the interpretation of selected passages from the New Testament epistles and the book of Revelation as well as the application of elementary Greek language skills and interpretive tools. Prerequisite: GRK-501.

BIB-650: Biblical Hermeneutics 4 credits

This course is a study of the basic principles of evangelical biblical interpretation, exegesis, and application, especially in the context of ministry, including an introduction to the use of biblical language tools.

BIB-650GAR: Biblical Hermeneutics 4 credits

This course is a study of the basic principles of evangelical biblical interpretation, exegesis, and application, especially in the context of ministry, including an introduction to the use of biblical language tools.

BIB-810: The Bible for Contemporary Ministry 3 credits

This course equips learners to further develop their hermeneutical skills. Learners will bridge the gap between the world of the Bible and their own context to faithfully apply Old and New Testament passages to contemporary ministry settings and issues.

Biology (BIO)

BIO-130◆: Introduction to Life Sciences I 4 credits

This course introduces students to the concepts of the scientific method and critical thinking in making observations and formulating hypotheses. Students learn about the structure of cells, DNA replication and gene expression, metabolic pathways, cell cycle, and cell division. The final section of the class includes an overview of animal form and function, organs and organ systems, and physiological processes, with an emphasis on human systems.

BIO-155◆: Introduction to Anatomy and Physiology 3 credits

A study of the basic structure and function of the major systems of the human body, this course focuses on an in-depth exploration of the musculoskeletal and neurological systems for athletic training, health, and exercise science majors. This course also compares normal and abnormal function for more comprehensive understanding of the human body. Co-requisite: BIO-155L.

BIO-155L◆: Introduction to Anatomy and Physiology Lab 1 credits

This lab is designed to complement and support the principles taught in BIO-155. Upon successful completion of the course, students will be able to identify and describe functions, structures, and classifications of the skeletal, muscular, and organ systems along with related disorders. Co-requisite: BIO-155.

BIO-181◆: General Biology I 3 credits

This course is a study of biological concepts emphasizing the interplay of structure and function, particularly at the molecular and cellular levels of organization. Cell components and their duties are investigated, as well as the locations of cellular functions within the cell. The importance of the membrane is studied, particularly its roles in controlling movement of ions and molecules and in energy production. The effect of genetic information on the cell is followed through the pathway from DNA to RNA to protein. Co-requisite: BIO-181L.

BIO-181L◆: General Biology I - Lab 1 credits

This lab course is designed to reinforce principles learned in BIO-181 through experiments and activities which complement and enhance understanding of macromolecules, cell membrane properties, cellular components, and their contribution to cell structure and function. Assignments are designed to relate cellular processes such as metabolism, cell division, and the flow of genetic information to cell structure. Co-requisite: BIO-181.

BIO-181LXV: General Biology I - Lab 1 credits

This lab course is designed to reinforce principles learned in BIO-181 through experiments and activities which complement and enhance understanding of macromolecules, cell membrane properties, cellular components, and their contribution to cell structure and function. Assignments are designed to relate cellular processes such as metabolism, cell division, and the flow of genetic information to cell structure. Co-requisite: BIO-181.

BIO-181XV: General Biology I 3 credits

This course is a study of biological concepts emphasizing the interplay of structure and function, particularly at the molecular and cellular levels of organization. Cell components and their duties are investigated, as well as the locations of cellular functions within the cell. The importance of the membrane is studied, particularly its roles in controlling movement of ions and molecules and in energy production. The effect of genetic information on the cell is followed through the pathway from DNA to RNA to protein. Co-requisite: BIO-181L.

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BIO-182◆: General Biology II 3 credits

This course is a study of biological concepts emphasizing the interplay of structure and function at the molecular, cellular, and organismal levels of organization. Relationships of different life forms are studied, noting characteristics and general lifecycles of the different types of organisms, including bacteria, archaea, and eukaryotes. Plant structure, function, and reproduction are studied, as well as photosynthesis and plant nutrition. Ecological principles are discussed, including organism interactions at the various ecological levels. Principles of conservation are introduced. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-182L.

BIO-182L◆: General Biology II - Lab 1 credits

This lab is designed to reinforce principles learned in BIO-182. Organisms are examined to recognize similarities and differences among different types. Plant structure and processes, including photosynthesis and water transport, are investigated through observation and activities. Concepts of ecology are explored through study of species interactions projects and other activities. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-182.

BIO-191◆: Applied Anatomy and Physiology I 3 credits

This course examines the structure and function of the human body and mechanisms of homeostasis. This portion includes the study of cells; tissues; genetics; and the integumentary, skeletal, muscular, and nervous systems. Co-Requisite: BIO-191L.

BIO-191L◆: Applied Anatomy and Physiology I Lab 1 credits

This laboratory course examines the structure and function of the human body and mechanisms of homeostasis, complementing the lecture portion with a focus on anatomy. This portion includes the study of cells; tissues; and the integumentary, skeletal, muscular, and nervous systems. Co-Requisite: BIO-191.

BIO-192◆: Applied Anatomy and Physiology II 3 credits

This course examines the structure and function of the human body and mechanisms of homeostasis. This portion includes the study of metabolism; energetics; fluid, electrolyte and acid-base balance; and the endocrine, hematologic, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Prerequisite: BIO-191. Co-Requisite: BIO-192L.

BIO-192L◆: Applied Anatomy and Physiology II Lab 1 credits

This laboratory course examines the structure and function of the human body and mechanisms of homeostasis, complementing the lecture portion with a focus on anatomy. This portion includes the study of the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. Prerequisite: BIO-191L. Co-Requisite: BIO-192.

BIO-195: Fundamental Microbiology 3 credits

This course provides an introduction to the principles and applications of microbiology, including the study of microorganisms and their relationships. Students develop an understanding of microbial cell structure and function, microbial genetics, pathologies, and other selected applied areas. Co-Requisite: BIO-195L.

BIO-195L: Fundamental Microbiology Lab 1 credits

The laboratory accompanying Fundamental Microbiology supports further learning surrounding principles gained in the lecture course. Students develop fundamental knowledge of microbiological laboratory techniques and application to real-world situations. Co-Requisite: BIO-195.

BIO-201◆: Human Anatomy and Physiology I 3 credits

This course is the first in a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of cells; tissues; genetics; and the integumentary, skeletal, muscular, and nervous systems. Co-Requisite: BIO-201L.

BIO-201L◆: Human Anatomy and Physiology I: Lab 1 credits

This course is a systematic study of human gross anatomy and function. Topics include the integumentary, skeletal, muscular, and nervous systems. Co-Requisite: BIO-201.

BIO-201LXV: Human Anatomy and Physiology I: Lab 1 credits

This course is a systematic study of human gross anatomy and function. Topics include the integumentary, skeletal, muscular, and nervous systems. Co-Requisite: BIO-201.

BIO-201XV: Human Anatomy and Physiology I 3 credits

This course is the first of a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of cells; tissues; genetics; and the integumentary, skeletal, muscular, and nervous systems. Co-requisite: BIO-201L.

BIO-202◆: Human Anatomy and Physiology II 3 credits

This course is the second in a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of immunity; metabolism; energetics; fluid, electrolyte and acid-base balance; and the endocrine, hematologic, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Prerequisites: BIO-201 and BIO-201L. Co-Requisite: BIO-202L.

BIO-202L◆: Human Anatomy and Physiology II-Lab 1 credits

This course is a systematic study of human gross anatomy and function. Topics include the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. Prerequisites: BIO-201 and BIO-201L. Co-Requisite: BIO-202.

BIO-202LB: Human Anatomy and Physiology II-Lab 1 credits

This course is a systematic study of human gross anatomy and function. Topics include the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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BIO-205◆: Microbiology 3 credits

This course provides an introduction to the principles and applications of microbiology and a study of the general characteristics of microorganisms, their activities, and their relationship to humans. Students develop understanding of microbial cell structure and function, microbial genetics, related pathologies, immunity, and other selected applied areas. Co-requisite: BIO-205L.

BIO-205L◆: Microbiology - Lab 1 credits

The laboratory section of BIO-205 supports further learning surrounding principles gained in the lecture course. Students develop fundamental skills in microbiological laboratory techniques, microscopy methodologies, and the isolation and identification of pathogenic microorganisms. Co-requisite: BIO-205.

BIO-210◆: Anatomy and Physiology for Science Majors I 3 credits

This course examines human anatomy and physiology with an emphasis on function and homeostasis of the following areas: tissues, integument, skeletal system, muscular system, and the nervous system. Case studies are utilized to reinforce physiological processes. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-210L.

BIO-210L◆: Anatomy and Physiology for Science Majors I Lab 1 credits

This course involves study of the gross anatomy and function of the skeletal, muscular, and nervous systems. This experiential lab involves an advanced exploration of concepts utilizing human cadavers and other supplemental materials. Co-Requisite: BIO-210.

BIO-211◆: Anatomy and Physiology for Science Majors II 3 credits

This course examines human anatomy and physiology with an emphasis on function and homeostasis of the following systems: endocrine, cardiovascular, respiratory, digestive, urinary and reproductive. Case studies are utilized to reinforce physiological processes. Prerequisites: BIO-210 and BIO-210L. Co-Requisite: BIO-211L.

BIO-211L◆: Anatomy and Physiology for Science Majors II Lab 1 credits

This course involves study of the gross anatomy and functions of the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. This experiential lab involves an advanced exploration of concepts utilizing human cadavers and other supplemental materials. Prerequisite: BIO-210L. Co-Requisite: BIO-211.

BIO-215◆: General Microbiology 3 credits

This course, designed for Science majors, introduces the principles of microbiology and the study of the general characteristics, growth, and diversity of microorganisms. Topics include microbial cell structure and function, bacterial genetics, immune response and immunization, physical and chemical control of microorganisms, specific characteristics and mechanisms of antimicrobial medications, and microbial diseases with emphasis on pathogenesis, epidemiology and treatment. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-215L.

BIO-215L◆: General Microbiology Lab 1 credits

The General Microbiology laboratory supports further learning surrounding principles gained in the lecture. Students develop fundamental skills in microbiological laboratory techniques, microscopy methodologies, molecular methods of detection, and the isolation and identification of pathogenic microorganisms. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-215.

BIO-220◆: Environmental Science 4 credits

This course examines the risks and the environmental impact of human behavior and population growth on natural resources. Emphasis is placed on a holistic approach to environmental science using hands-on exercises, environmental surveys, and class discussions to reinforce scientific principles.

BIO-250◆: Introduction to Life Sciences II 4 credits

This course introduces students to the relevance and impact of scientific endeavors/advances/processes on human populations, society, and the environment. Natural phenomena and relationships between scientific disciplines and technology provide foundational knowledge for students to critically analyze the interactions between humans and their world. Prerequisite: BIO-130.

BIO-253◆: Emergency Care for Acute Injuries 4 credits

This course includes the study of the proper techniques in caring for a patient by recognizing catastrophic and emergent conditions and treating appropriately. Students learn establishing and maintaining an airway, maintaining neutral spine alignment with an athlete wearing protective equipment, wound management, immobilization, transfer techniques including spine boarding, core body temperature, as well as caring for athletes with conditions such as asthma and diabetes. Students are prepared to complete Emergency Cardiac Care (ECC) certification upon completion of the course. Prerequisites: BIO-155 and BIO-155L, or BIO-202 and BIO-202L, or BIO-211 and BIO-211L.

BIO-257ǂ◆: Principles of Genetics 4 credits

This course explores the principles of Mendelian and molecular genetics, focusing on the relationship of inheritance to biological function at multiple levels: molecular, cellular, and with multicellular organisms. By examining the multiple levels of genetic organization, students will master concepts related to patterns of inheritance, genetic relationships across species, and biotechnological applications. Prerequisites: BIO-181 and BIO-181L.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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BIO-257HN♯: Principles of Genetics 4 credits

This course explores the principles of Mendelian and molecular genetics, focusing on the relationship of inheritance to biological function at multiple levels: molecular, cellular, and with multicellular organisms. By examining the multiple levels of genetic organization, students will master concepts related to patterns of inheritance, genetic relationships across species, and biotechnological applications. Prerequisites: BIO-181 and BIO-181L.

BIO-316V◆: Pharmacology for Health Care Professionals 3 credits

The content of this course is designed to broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. The pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Conscious sedation, adverse reactions, and patient care under sedation are also included.

BIO-317V△◆: Science Communication & Research 3 credits

This writing intensive course focuses on the use of scientific research as a basis for understanding and improving clinical practice. Topics include differentiation between various forms of written communication, utilizing former research to support a position and/or develop new research proposals, organizing and writing research papers, and producing visual aids for oral presentations. Emphasis in this course is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. Prerequisite: HLT-312.

BIO-319♯◆: Applied Nutrition 4 credits

This course provides a foundation of basic nutrition theory, with a focus on assessment, food components, exercise, nutrition, weight control, community programs, and resources. Application of these aspects is used to promote health and prevent illness.

BIO-319HN♯◆: Applied Nutrition 4 credits

This course provides a foundation of basic nutrition theory, with a focus on assessment, food components, exercise, nutrition, weight control, community programs, and resources. Application of these aspects is used to promote health and prevent illness.

BIO-320◆: Fundamentals of Ecology 3 credits

A study of plants and animals as individuals and in communities in relation to their physical and biological environment. Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-320L.

BIO-320L◆: Fundamentals of Ecology-Lab 1 credits

A laboratory course designed to complement and support the principles being learned in Biology (BIO-320). Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-320.

BIO-322♯◆: Applied Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care professionals. Critical thinking skills are enhanced with case studies that integrate nutritional and pharmacological concepts. Systematic studies focus on the etiology, pathogenesis, and clinical manifestations associated with various altered health states and diseases. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals while addressing the following questions: How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture? This course does not substitute for BIO-483 or fulfill the Biology major requirement for pathophysiology. Prerequisites: BIO-201 and BIO-202.

BIO-322HN♯◆: Applied Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care professionals. Critical thinking skills are enhanced with case studies that integrate nutritional and pharmacological concepts. Systematic studies focus on the etiology, pathogenesis, and clinical manifestations associated with various altered health states and diseases. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals while addressing the following questions: How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture? This course does not substitute for BIO-483 or fulfill the Biology major requirement for pathophysiology. Prerequisites: BIO-201 and BIO-202.

BIO-326: Interdisciplinary Applications of Biology 4 credits

Course Description: Interdisciplinary Applications of Biology introduces students to the intersections of biology with other fields of study, i.e. archaeology, paleontology, geology, psychology, and anthropology. Focus will be on how these disciplines intersect in research, practice, and application and include many real-world examples. Prerequisites: BIO-182 and BIO-182L.

BIO-328: Animal Behavior 3 credits

This course examines the complexities of animal behaviors and how we study them. Specifically, students will develop an understanding of how animals learn and communicate with each other, as well as other behaviors to help them survive and thrive in their natural habitats, by integrating concepts, theories, and models of the discipline with behavioral analyses and an historical perspective. Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-328L.

△ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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BIO-328L: Animal Behavior Lab 1 credits

The laboratory section of Animal Behavior reinforces and expands learning of principles introduced in the lecture course. Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-328.

BIO-329[Δ]: Animal Nutrition 4 credits

This writing intensive course focuses on digestive anatomy of various domestic species and the classes of nutrients including their digestion, use and sources. Prerequisite: CHM-115, CHM-115L, BIO-364.

BIO-330[♯◆]: Pathophysiology and Pharmacology 4 credits

This course introduces the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Students also learn basic principles of pharmacotherapeutics and major classes of drugs used to treat disease. Emphasis is on clinically relevant terminology required to support accurate and effective communication in the health information management field. Prerequisites: BIO-192 and BIO-192L, or BIO-202 and BIO-202L, or BIO-211 and BIO-211L.

BIO-330HN[♯]: Pathophysiology and Pharmacology 4 credits

This course introduces the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Students also learn basic principles of pharmacotherapeutics and major classes of drugs used to treat disease. Emphasis is on clinically relevant terminology required to support accurate and effective communication in the health information management field. Prerequisites: BIO-192 and BIO-192L.

BIO-333[♯◆]: Molecular and Cellular Biology 4 credits

This course is a comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Other topics include the essential processes of cells including the correlation of structure and function at the organelle and cellular levels. As well as, principles of molecular biology including recombinant DNA technology and other approaches and method used to investigate cell structure, development, chromosome organization, gene expression, and gene regulation. Prerequisites: BIO-181 and BIO-181L, and one of the following combinations: BIO-205 and BIO-205L, BIO-215 and BIO-215L, or CHM-113 and CHM-113L.

BIO-333HN[♯◆]: Molecular and Cellular Biology 4 credits

This course is a comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Other topics include the essential processes of cells including the correlation of structure and function at the organelle and cellular levels. As well as, principles of molecular biology including recombinant DNA technology and other approaches and method used to investigate cell structure, development, chromosome organization, gene expression, and gene regulation. Prerequisites: BIO-181 and BIO-181L, and one of the following combinations: BIO-205 and BIO-205L, BIO-215 and BIO-215L, or CHM-113 and CHM-113L.

BIO-335: Medical Terminology 2 credits

This course covers the language of medicine that will be used as a foundation for understanding upper level undergraduate and graduate level courses to follow. It will include pronunciation, definition, usage and origins of medical terms. Medical terms presented will be used to identify signs, symptoms, diagnoses, and treatment options for selected pathologies. With these skills the student will be able to effectively interpret and communicate in a healthcare setting. Prerequisite: BIO-192 or BIO-202 or BIO-211 or BIO-364.

BIO-339: Molecular Biology 4 credits

This course examines the activity within and between cells at the molecular level. The relationship between structure and function is examined within the genome through an analysis of its impact on proteins, gene expression, and gene regulation. The application of polymerase chain reaction, DNA sequencing, and recombinant DNA techniques are discussed within the context of real-world application. Prerequisites: BIO-181 and BIO-181L, and one of the following combinations: BIO-201 and BIO-201L, or BIO-210 and BIO-210L.

BIO-342[♯]: Analysis of Biological Diversification 4 credits

This courses introduces students to biological change at multiple levels of life, including molecular, cellular, organismal, and population. Students will gain an understanding of the mechanisms of change and how they work, as well as the patterns that result by examining molecular and organismal data, geological time, fossil evidence, and the history of Earth and man. Prerequisites: BIO-181 and BIO-181L.

BIO-342HN[♯]: Analysis of Biological Diversification 4 credits

This courses introduces students to biological change at multiple levels of life, including molecular, cellular, organismal, and population. Students will gain an understanding of the mechanisms of change and how they work, as well as the patterns that result by examining molecular and organismal data, geological time, fossil evidence, and the history of Earth and man. Prerequisites: BIO-181 and BIO-181L.

BIO-343: Neurobiology 4 credits

This course focuses on fundamental concepts of the nervous system, including anatomy and function at various levels of analysis. Topics include key structures, neural development, neural communication, and neural systems, as well as select neuropathologies. Prerequisites: BIO-155 and BIO-155L OR BIO-202 and BIO-202L OR BIO-211 and BIO-211L OR BIO-360 and BIO-360L.

BIO-358: Immunology 4 credits

This course provides an in depth study of the principles and applications of immunology and of the general characteristics of the innate and adaptive immune systems. Students develop understanding of pattern recognition receptors, antigen presentation, B and T cell responses, immunity, and other selected areas. Prerequisites: BIO-181 or BIO-201 or BIO-210, and BIO-205 or BIO-215.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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BIO-360◆: Medical Physiology 3 credits

This course focuses on the normal function of human cells, tissues, and organ systems. Emphasis is placed on the interconnections and biochemical functions between systems of the body and maintenance of homeostasis. Minor emphasis is placed on the dysfunctions and resulting pathologies. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-360L.

BIO-360L◆: Medical Physiology - Lab 1 credits

This course involves the exploration of normal function of human cells, tissues, and organ systems through hands-on laboratory experimentation. Students develop a deeper understanding of the materials learned in BIO-360 using simulation software for human functions, systems, and pathologies. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-360.

BIO-364◆: Vertebrate Physiology 4 credits

This course covers the functions of cells, organs, and systems of vertebrates. Prerequisite: BIO-182, BIO-182L.

BIO-415: Vertebrate Zoology 3 credits

This course is a study of vertebrates, including fish, amphibians, reptiles, birds, and mammals. By integrating their history, morphology, physiology, ecology, and behavioral adaptations, students will develop a greater understanding of vertebrates and how they survive effectively in their natural habitats. Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-415L.

BIO-415L: Vertebrate Zoology Lab 1 credits

The laboratory section of Vertebrate Zoology reinforces and expands learning of principles introduced in the lecture course. Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-415.

BIO-420ǂ: Conservation Biology 4 credits

Conservation biology systematically and scientifically studies biological diversity and the events and processes that affect the maintenance, loss, and recovery of biological diversity. This courses delves into the concepts and theories behind biological diversity and environmental conservation. As an interdisciplinary field, students will also consider perspectives from ecology, economics, psychology, sociology, and financing. Prerequisites: BIO-320 and BIO-320L.

BIO-420HNǂ: Conservation Biology 4 credits

Conservation biology systematically and scientifically studies biological diversity and the events and processes that affect the maintenance, loss, and recovery of biological diversity. This courses delves into the concepts and theories behind biological diversity and environmental conservation. As an interdisciplinary field, students will also consider perspectives from ecology, economics, psychology, sociology, and financing. Prerequisites: BIO-320 and BIO-320L.

BIO-440ǂ◆: Body Fluid and DNA Analysis 4 credits

The content of this lecture/laboratory course is designed to equip learners with a strong background in molecular biology as it applies to serology and forensic DNA analysis. The identification of body fluids pertinent to forensic science, with a focus on saliva, blood, and semen, is introduced. Past and present theories, methods, and techniques used in the analysis of forensic DNA evidence are addressed. DNA profiling of various fluids and tissues of forensic interest is included. Laboratory work practicing various serology and STR analysis techniques provides hands-on experience. Key components of QC/QA are featured with reference to FBI, ANAB, and ISO guidelines. Prerequisites: CHM-360, CHM-360L, and BIO-457.

BIO-440HNǂ◆: Body Fluid and DNA Analysis 4 credits

The content of this lecture/laboratory course is designed to equip learners with a strong background in molecular biology as it applies to serology and forensic DNA analysis. The identification of body fluids pertinent to forensic science, with a focus on saliva, blood, and semen, is introduced. Past and present theories, methods, and techniques used in the analysis of forensic DNA evidence are addressed. DNA profiling of various fluids and tissues of forensic interest is included. Laboratory work practicing various serology and STR analysis techniques provides hands-on experience. Key components of QC/QA are featured with reference to FBI, ASCLD, and ISO guidelines. Prerequisites: BIO-457, CHM-360 and CHM-360L.

BIO-457Δǂ◆: Genetics 4 credits

This writing intensive course provides a comprehensive examination of the principles of heredity and variation, including Mendelian, molecular, and population genetics. Students explore topics such as gene mapping, DNA structure and replication, population genetics, and molecular change. Prerequisites: BIO-181 and BIO-181L, and one of the following: BIO-205, BIO-215, BIO-333, BIO-339, or CHM-115.

BIO-457HNΔǂ◆: Genetics 4 credits

This writing intensive course provides a comprehensive examination of the principles of heredity and variation, including Mendelian, molecular, and population genetics. Students explore topics such as gene mapping, DNA structure and replication, population genetics, and molecular change. Prerequisites: BIO-181 and BIO-181L, and one of the following: BIO-205, BIO-215, BIO-333, BIO-339, or CHM-115.

BIO-458HNΔǂ◆: Honors Genetics 4 credits

This writing intensive course provides a comprehensive examination of the principles of heredity and variation, including Mendelian, molecular, and population genetics. Students explore topics such as gene mapping, DNA structure and replication, population genetics, and molecular change. Prerequisites: BIO-181 and BIO-181L, and one of the following: BIO-205, BIO-215, BIO-333, BIO-339, or CHM-115.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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BIO-460◆: Toxicology 4 credits

The content of this course is designed to equip learners with general principles of toxicology, forensic toxicology, and drug metabolism. Topics include chemistry and biological activities, as well as types and effects of drugs of forensic interest in biological material. Key components of QC/QA are featured with reference to FBI, ASCLD, and ISO guidelines. Prerequisites: CHM-365 and CHM-365L

BIO-463ǂ: Animal Pathophysiology 4 credits

This course focuses on the etiology, pathogenesis, and clinical manifestations associated with various altered health states and diseases in domestic animals. Prerequisite: BIO-364.

BIO-470: Head and Neck Anatomy & Lab 4 credits

This course focuses on the regional anatomy and function of the human head and neck, including skeletal structure, musculature, relevant neuroanatomy, and other topics pertinent to a detailed, clinical understanding of the head and neck. This course includes a significant experiential learning component. Prerequisites: BIO-211 and BIO-211L.

BIO-475ǂ◆: Advanced Genetics 3 credits

This course presents advanced topics in genetics and genomics, including prokaryotic and eukaryotic DNA replication and repair, regulation of transcription in prokaryotes and eukaryotes, reverse transcription, mutagenesis, carcinogenesis, cancer and personalized medicine, epigenetics, genomic analyses, genomic libraries and databases, phylogenetics and bioinformatics. Prerequisite: BIO-457, BIO-205; Co-Requisite: BIO-475L.

BIO-475HNǂ◆: Advanced Genetics 3 credits

This course presents advanced topics in genetics and genomics, including prokaryotic and eukaryotic DNA replication and repair, regulation of transcription in prokaryotes and eukaryotes, reverse transcription, mutagenesis, carcinogenesis, cancer and personalized medicine, epigenetics, genomic analyses, genomic libraries and databases, phylogenetics and bioinformatics. Prerequisite: BIO-457, BIO-205; Co-Requisite: BIO-475L.

BIO-475Lǂ◆: Advanced Genetics Lab 1 credits

This hands-on laboratory course is designed to provide a project-based experience utilizing DNA, RNA, and molecular analysis techniques. These include isolation of DNA, action and laboratory use of restriction and modification enzymes, DNA amplification, DNA sequencing, mutagenesis and cloning, gene inactivation and complementation analysis, RT-PCR, DNA and RNA gel electrophoresis, Southern and Northern blot, and expression analyses (including Western blot and DNA microarrays). Co-requisite: BIO-475.

BIO-475LHNǂ◆: Advanced Genetics Lab 1 credits

This hands-on laboratory course is designed to provide a project-based experience utilizing DNA, RNA, and molecular analysis techniques. These include isolation of DNA, action and laboratory use of restriction and modification enzymes, DNA amplification, DNA sequencing, mutagenesis and cloning, gene inactivation and complementation analysis, RT-PCR, DNA and RNA gel electrophoresis, Southern and Northern blot, and expression analyses (including Western blot and DNA microarrays). Co-requisite: BIO-475.

BIO-479: Applied Field Research 4 credits

This courses immerses students in a variety of topics related to field work, including hypothesis and methods development, principles and procedures of field methodology, data collection, analysis, and communication, and problems encountered in field research. Prerequisites: BIO-320 and BIO-320L.

BIO-483ǂ◆: Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care/life science professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material is presented using clinically relevant terminology that increases accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals and patients while addressing the following questions: What is actually happening at the physiological level that causes the signs and symptoms of a given condition or disease? How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture and complications?. Prerequisites: One of the following combinations: BIO-201 and BIO-202; 2) BIO-210 and BIO-211; or 3) BIO-360.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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BIO-483HN♯◆: Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care/life science professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material is presented using clinically relevant terminology that increases accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals and patients while addressing the following questions: What is actually happening at the physiological level that causes the signs and symptoms of a given condition or disease? How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture and complications?. Prerequisites: One of the following combinations: 1) BIO-201 and BIO-202; 2) BIO-210 and BIO-211; or 3) BIO-360.

BIO-485HN♯◆: Honors Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care/life science professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material is presented using clinically relevant terminology that increases accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals and patients while addressing the following questions: What is actually happening at the physiological level that causes the signs and symptoms of a given condition or disease? How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture and complications?. Prerequisites: One of the following combinations: BIO-201 and BIO-202; 2) BIO-210 and BIO-211; or 3) BIO-360.

BIO-487ΔΩ: Capstone Thesis in Biology 4 credits

This writing intensive capstone course requires students to integrate and apply what they have learned in their program. To do this, students will engage in projects and assignments that will demonstrate the knowledge and research skills gained in the program, including literature review, developing a research project, data collection and analysis, and written and oral communication of findings. Prerequisite: SCI-328 or BIO-415 or BIO-457 or CHM-420.

BIO-505: A Comprehensive Overview of Phylogenetics and Ecology 4 credits

This course will give a broad overview of the classification of organisms, including prokaryotes, protists, fungi, plants, and animals. Students will discuss the importance of the various types of organisms in global and human ecology. This course will also address principles of ecology with regard to populations, communities, and global ecology. Ecological research will be analyzed, and conservation and restoration efforts will be evaluated through the use of case studies.

BIO-510: A Comprehensive Overview of Cell and Molecular Biology 4 credits

This course will cover an overview of properties of cellular organization using molecular, genetic, and cell biological approaches. This course will provide a comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Students will also become competent in DNA structure and function, protein synthesis and gene regulation and will also learn the molecular tools for studying genes, gene cloning, and gene activity. From this fundamental perspective, students will be reviewing important scientific literature on the subject of cell biology and will examine the information through discussions, presentations, literature based essays and presentations. Prerequisite: Students should have completed an undergraduate course in cellular/molecular biology.

BIO-515: Concepts of Human Physiology I 4 credits

This course presents a selection of complex physiological mechanisms which will be explored and analyzed to provide students with a comprehensive understanding of human physiology. Topics will be introduced through a system-based approach with the inclusion of application scenarios that will emphasize both clinical relevance and instructional strategies for teaching complex physiological concepts in post-secondary settings, with guided integration of AI tools to enhance teaching and learning. Prerequisite: BIO-510.

BIO-520: Concepts of Human Physiology II 4 credits

This course continues the exploration of complex physiological mechanisms, providing students with an advanced and integrative understanding of human physiology. Topics are presented through a systems-based approach emphasizing multi-system regulation, clinical application, and pedagogical strategies for teaching advanced physiological concepts in post-secondary settings. Guided integration of technology tools supports the design of instructional materials and assessment approaches that promote higher-order learning. Prerequisite: BIO-515.

BIO-525: Concepts of Medical Microbiology 4 credits

This course provides an introduction to the principles and applications of microbiology and a study of the general characteristics of microorganisms, their activities, and their relationship to humans. Students will be introduced to developing an understanding of microbial cell structure and function, microbial growth, bacterial genetics, characteristics of viruses, interaction of microbes and humans with reference to immune responses, related pathologies, and antimicrobial control medications. Prerequisite: BIO-505, BIO-510.

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Business Intelligence (BIT)

BIT-200: Introduction to Computer Technology 4 credits

This course provides the foundation of core knowledge in the field of business technology. Topics include technology-centric organizations, the type and role of fundamental business technology, data management to include privacy and security, e-business and m-business, hardware, software, and computer networks with the aid of AI enhancement.

BIT-205: Introduction to Computer Technology and Analytics 4 credits

This course introduces core components of computer, information systems, and analytics technology. Students examine how organizations use technologies to analyze business processes and data and learn fundamental skills for business analytics.

BIT-210: Object-Oriented Programming for Business 4 credits

This course provides an introduction to object-oriented programming using most current business application programming languages and tools. Students will design, create, run, and debug applications. The course emphasizes the development of correct, well-documented programs using object-oriented programming concepts. Students also learn to create GUI-based programs. Prerequisite: CST-111 or ITT-111.

BIT-301: Fundamentals in Business Analytics 4 credits

This course examines basic business analytics concepts for students in nonanalytics degree programs. Emphasis is primarily placed on descriptive analytics topics. Students are introduced to techniques relevant for describing data behavior. Prerequisites: BIT-200, BIT-205, or CST-111; and MAT-274 or BUS-352.

BIT-310: Information Systems Design and Development 4 credits

This course introduces key aspects of information systems development within the context of business information systems. Students focus on systems development with an emphasis on the system development life cycle, including requirements analysis and traceability, feasibility, and cost-benefit analysis. Systems development, deployment, and post-implementation processes are also addressed.

BIT-320: Introduction to Programming for Data Science 4 credits

This course covers foundational programming topics with specific focus on data science concepts. Students gain working knowledge of selected industry software programming tools that are relevant to data science topics. Prerequisites: BIT-205 and BUS-352.

BIT-415ǂ: IT Project Management 4 credits

This course examines various areas of information technology project management. Traditional and agile project management topics are covered with specific focus on information technology projects. A project management software scheduling tool is also used in the course. Prerequisite: BIT-200, BIT-205, CST-111 or ITT-111.

BIT-415HNǂ: IT Project Management 4 credits

This course examines information technology project management. Topics include the reasons why IT projects fail, the business cost of IT failure, managing IT teams, outsourcing, virtual teams, scope definition, project scheduling, risk mitigation, and leading successful projects. Additional topics focus on using project management to build an analytics organization. Prerequisite: BIT-200 or CST-110 or CST-111.

BIT-417Δǂ◆: IT Governance and Ethics 4 credits

This writing-intensive course examines the role of governance and ethics within information technology. Topics include understanding and satisfying Sarbanes/Oxley, preparing for an information technology audit, complying with government regulations such as HIPAA, and understanding data-privacy issues. Students examine real-world case studies. Prerequisite: BIT-200, BIT-205, CST-110, or CST-111.

BIT-417HNΔǂ◆: IT Governance and Ethics 4 credits

This writing intensive course examines the role of governance and ethics within information technology. Topics include understanding and satisfying Sarbanes/Oxley, preparing for an information technology audit, complying with government regulations such as HIPAA, and understanding data-privacy issues. Students examine real-world case studies. Prerequisite: BIT-200, BIT-205, CST-110, or CST-111.

BIT-430ǂ: Introduction to Business Analytics 4 credits

This course examines basic business analytics concepts with specific emphasis on descriptive analytics. Students are introduced to techniques and selected industry tools relevant for describing data behavior. Prerequisites: BIT-200, BIT-205, or CST-111; and MAT-274 or BUS-352.

BIT-430HNǂ: Introduction to Business Analytics 4 credits

This course examines current business intelligence practices and tools. Topics include creating an intelligent data-driven company, the role of decision-management tools, information silo busting, and design techniques for information dashboards. This course also introduces the key aspects of conducting business analytics using Microsoft Excel's Advanced features. Students examine real-world case studies. Prerequisites: BIT-200 and BUS-352.

BIT-431: Data Visualization 4 credits

This course covers selected descriptive analytics topics with specific focus on data visualization techniques. Students are introduced to several industry software tools used for visually describing data behavior. Prerequisites: BIT-205, BIT-352, and BIT-320.

BIT-435ǂ◆: Advanced Business Analytics 4 credits

This course covers key concepts related to predictive and prescriptive analytics by combining information technologies and statistical techniques to extract meaning from organizational data. Students apply predictive and prescriptive analytics techniques in order to understand the business environment and guide business-related decisions. Use of selected industry tools to apply predictive and prescriptive analytics techniques is also addressed. Prerequisite: BIT-430 or BIT-431.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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BIT-435HN[♯◆]: Advanced Business Analytics 4 credits

This course examines key aspects of predictive analytics by combining both information technologies and modeling techniques to extract meaning from similar and/or dissimilar organizational data. The course covers the use of quantitative techniques to translate business data into business intelligence. The key focus of the course is how to leverage information technology to build predictive models for making tactical and strategic business decisions. Prerequisites: BIT-200, BIT-430, and BUS-352.

BIT-445: Data Mining 4 credits

This course covers basic concepts and techniques related to data mining. A key goal of the course is evaluating data in order to make business-related decisions. Use of selected industry tools to perform data mining is also addressed. Prerequisite: BUS-352.

BIT-446: Data Mining Foundations 4 credits

This hands-on course explores foundational concepts and techniques related to data mining through the use of selected industry software applications. Selected data mining techniques are used to gain actionable insights from data pertaining to business organizations. Prerequisite: BIT-431.

BIT-455◆: Current Topics in Business Analytics 4 credits

This course builds upon the techniques and tools presented in prior courses in the program and focuses on how analytics are applied in contemporary organizations. Students use critical thinking skills to frame analytics problems, build and apply appropriate analytics models, and communicate relevant findings. Prerequisites: BIT-415, BIT-435, and BIT-445.

BIT-456: Special Topics in Business Analytics 4 credits

This course covers special topics in business analytics. Students use critical thinking skills to frame analytics problems, build and apply appropriate analytics models, and communicate relevant findings. The course also covers topics related to working with unstructured data. Prerequisites: BIT-415, BIT-435, and BIT-446.

BIT-460: Enterprise Systems Integration 4 credits

This course examines the process of integrating different systems and software applications by examining current and emerging trends, strategies, and techniques for effectively developing systems integration solutions. Prerequisites: BIT-310, BIT-415, and SYM-408.

BIT-470[Δ♯]: Strategic Information Systems Management 4 credits

This writing intensive course emphasizes the centrality of business information systems in improving enterprise strategy to drive organizational success. Students learn how to help organizations achieve competitive advantage through the strategic aligning of information systems with organizational goals. There is particular emphasis on strategies for achieving organizational goals through the deployment of information technology-based solutions. Prerequisite: BIT-310.

BIT-470HN[Δ♯]: Strategic Information Systems Management 4 credits

This writing intensive course emphasizes the centrality of business information systems in improving enterprise strategy to drive organizational success. Students learn how to help organizations achieve competitive advantage through the strategic aligning of information systems with organizational goals. There is particular emphasis on strategies for achieving organizational goals through the deployment of information technology-based solutions. Prerequisite: BIT-310.

Biomedical Engineering (BME)

BME-260: Survey of Tissue Engineering 2 credits

This course aims to introduce students to the concepts and challenges of engineering tissues which will receive greater depth in later semesters. This will include an overview of tissue scaffolding, biocompatibility, tissue growth, and the ethics of synthetic tissues. Prerequisite: ESG-162, ESG-162L, BIO-181, BIO-181L.

BME-352: Bio-Solid Mechanics & Lab 4 credits

This course introduces students to a continuum approach to biomechanics. Stress and strain relationships are mathematically derived and physically justified as applied to physiological/clinical examples. For material behaviors that are linear, elastic, homogeneous and isotropic, universal solutions are developed and explored for physiologically relevant examples. Finally, the universal solutions are applied to and tested in biological mimics. Prerequisites: ESG-260 and MAT-364.

BME-356◆: Biomaterials 3 credits

This course introduces students to the guiding principles involved in biomaterials. Students will learn about the materials that are used to replace or come in contact with living systems. They also examine biocompatibility – the reaction of the human body to materials that are introduced. Additionally, a specific emphasis on the regulatory guidance of new biomaterials will be covered. Prerequisites: CHM-115, CHM-115L, and STG-330. Co-Requisite: BME-356L.

BME-356L◆: Biomaterials Lab 1 credits

This is the lab section of BME-356. Students engage in hands-on activities to experience how materials can be used to replace or come in contact with living systems. They also examine biocompatibility – the reaction of the human body to materials that are introduced. Additionally, students practice drafting regulatory-compliant documents. Prerequisites: CHM-115, CHM-115L, and STG-330. Co-Requisite: BME-356.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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BME-360◆: Introduction to Biomechanics & Lab **4 credits**

This course introduces students to a continuum approach to biomechanics. Stress and strain relationships are mathematically derived and physically justified as applied to physiological/clinical examples. For material behaviors that are linear, elastic, homogeneous and isotropic, universal solutions are developed and explored for physiologically relevant examples. Finally, the universal solutions are applied to and tested in biological mimics. Prerequisites: BIO-181, BIO-181L, MAT-364, ESG-251, PHY-121 and PHY-121L.

BME-361: Biomechanics & Lab **4 credits**

This course is the introduction to the dynamics of human movement based on the mechanics of motion. Students will learn the mechanical analysis of human motion such as joint models, human gait, and the effect of forces on the musculoskeletal structure in motion. Prerequisites: ESG-260 and MAT-364.

BME-460◆: Biomedical Instrumentation and Devices & Lab **4 credits**

This course introduces theory of measurement and analysis from biological systems. It explores the principles and use of transducers, data recording and analysis systems, and signal processing techniques. Students will develop and utilize instrumentation to measure or transmit physiological data using computer-based data acquisition. Prerequisites: EEE-202, EEE-202L, and MAT-364.

BME-465◆: Advanced Biomedical Instrumentation and Devices & Lab **4 credits**

This course applies the knowledge and skills obtained from BME-460 (Biomedical Instrumentation and Devices & Lab) to measurements of organs and tissues. Clinical instrumentation and therapeutic and prosthetic devices are analyzed according to their design, manufacture and use. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisites: BME-460, BIO-360, and BIO-360L.

BME-471: Biomedical Design Elements I **2 credits**

This course provides an overview of designing a marketable medical device. Students will design a biomedical system, component, or process to meet desired needs within realistic constraints. This includes the design process from problem definition through concept design. FDA regulation, human factors, system safety consideration, and medical product liability will be covered. Prerequisite: ESG-395.

BME-472◆: Biomedical Design Elements II **2 credits**

This course is a continuation of Biomedical Design Elements I. It provides a comprehensive view of designing a marketable medical device. This includes the design process from prototype, and clinical testing for market readiness. Topics covered include FDA regulation, human factors, system safety consideration, and medical product liability. Prerequisite: BME-471.

BME-480♯: Bioimaging **3 credits**

This course will explore the fundamentals of Medical Imaging and Image Processing from an engineering prospective. Students will learn the mechanisms behind different imaging modalities. Students will learn how to acquire, read, interpret, and process images generated from radiologic and optical means. Students will receive hands on training in many of the discussed modalities, and will leave the class understanding the factors which can effect the images created. This is a writing intensive course. Prerequisite: BME-460. Co-Requisite: BME-480L.

BME-480L♯: Bioimaging **1 credits**

This course will explore the fundamentals of medical imaging and image processing from an engineering prospective. Students will learn the mechanisms behind different imaging modalities. Students will learn how to acquire, read, interpret, and process images generated from radiologic and optical means. Students will receive hands-on training in many of the discussed modalities, and will leave the class understanding the factors that can affect the images created. Prerequisite: BME-460. Co-Requisite: BME-480.

BME-500: Medical Device Design and Development **4 credits**

This course introduces students in the Biomedical Engineering master's degree to the process of modern medical device design and production. Students work in-class in teams to design, build, and test devices to solve problems as presented by the instructor. Homework and exams cover key topics and touch points to make sure students understand the process not only from an engineering perspective but a clinical need and industrial approach as well.

BME-510: Biomedical Projects I **4 credits**

In this course, Biomedical Engineering master's degree students begin their hands-on journey in learning how to assess clinical (user) needs, converting those needs into a design, and building the prototype with which they can then test engineering specifications. Students work with or at clinical spaces, industrial partners to prototype their solution and begin to model and test it. Prerequisite: BME-500.

BME-520: Biomedical Projects II **4 credits**

In this course, Biomedical Engineering master's degree students continue their hands-on journey in learning how to assess clinical (user) needs, convert those needs into a design, and build the prototype with which they can then test engineering specifications. Students continue to work with or at clinical spaces, industrial partners, as well as in our labs, to begin the initial stage of commercial design, building a minimally viable product and failing it fast. Prerequisite: BME-510.

BME-530: Biomedical Projects III **4 credits**

In this course, Biomedical Engineering master's degree students complete their hands-on journey in learning how to assess clinical (user) needs, convert those needs into a design, and build the prototype with which they can then test engineering specifications. Students continue to work with or at clinical spaces, industrial partners, as well as in our labs, to begin the initial stage of commercial design, building a minimally viable product and failing it fast. Prerequisite: BME-520.

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Barnabas Pastoral Program (BPP)

BPP-101: Pastorem Group 1 Fall 0 credits

Pastorem groups provide the relational context for many of the group activities that take place within the Barnabas Pastoral Program. Pastorem groups gather under the leadership of a faculty "shepherd" for purposes of community, team building, accountability, mutual support, cooperation, and collaboration. Barnabas students are assigned to Pastorem Group 1 during the fall semester of their first year in the program.

BPP-102: Pastorem Group 1 Spring 0 credits

Pastorem groups provide the relational context for many of the group activities that take place within the Barnabas Pastoral Program. Pastorem groups gather under the leadership of a faculty "shepherd" for purposes of community, team building, accountability, mutual support, cooperation, and collaboration. Barnabas students are assigned to Pastorem Group 1 during the spring semester of their first year in the program.

BPP-201: Pastorem Group 2 Fall 0 credits

Pastorem groups provide the relational context for many of the group activities that take place within the Barnabas Pastoral Program. Pastorem groups gather under the leadership of a faculty "shepherd" for purposes of community, team building, accountability, mutual support, cooperation, and collaboration. Barnabas students are assigned to Pastorem Group 2 during the fall semester of their second year in the program.

BPP-202: Pastorem Group 2 Spring 0 credits

Pastorem groups provide the relational context for many of the group activities that take place within the Barnabas Pastoral Program. Pastorem groups gather under the leadership of a faculty "shepherd" for purposes of community, team building, accountability, mutual support, cooperation, and collaboration. Barnabas students are assigned to Pastorem Group 2 during the spring semester of their second year in the program.

BPP-301: Pastorem Group 3 Fall 0 credits

Pastorem groups provide the relational context for many of the group activities that take place within the Barnabas Pastoral Program. Pastorem groups gather under the leadership of a faculty "shepherd" for purposes of community, team building, accountability, mutual support, cooperation, and collaboration. Barnabas students are assigned to Pastorem Group 3 during the fall semester of their third year in the program.

BPP-302: Pastorem Group 3 Spring 0 credits

Pastorem groups provide the relational context for many of the group activities that take place within the Barnabas Pastoral Program. Pastorem groups gather under the leadership of a faculty "shepherd" for purposes of community, team building, accountability, mutual support, cooperation, and collaboration. Barnabas students are assigned to Pastorem Group 3 during the spring semester of their third year in the program.

BPP-501: Pastorem Group 4 Fall 0 credits

Pastorem groups provide the relational context for many of the group activities that take place within the Barnabas Pastoral Program. Pastorem groups gather under the leadership of a faculty "shepherd" for purposes of community, team building, accountability, mutual support, cooperation, and collaboration. Barnabas students are assigned to Pastorem Group 4 during the fall semester of their fourth year of the 3+2 program.

BPP-502: Pastorem Group 4 Spring 0 credits

Pastorem groups provide the relational context for many of the group activities that take place within the Barnabas Pastoral Program. Pastorem groups gather under the leadership of a faculty "shepherd" for purposes of community, team building, accountability, mutual support, cooperation, and collaboration. Barnabas students are assigned to Pastorem Group 4 during the spring semester of their fourth year of the 3+2 program.

Broadcasting (BRD)

BRD-100: Introduction to Broadcasting 4 credits

This course provides an overview of the broadcasting industry and the skills needed for many career opportunities across its various platforms. The course develops students' abilities in media writing and storytelling, so they can create useful content. Students are exposed to the basics of media law and ethics and cultivate essential communication and presentation skills. The business aspects of the industry and the economic forces driving broadcasting are covered. This course lays a robust foundation for aspiring broadcasters to navigate the ever-evolving media landscape.

BRD-110: Live Broadcast and Streaming Production 4 credits

This course immerses students in the fast-paced world of live broadcast and digital streaming production. Through hands-on training with professional hardware and software tools, students will learn the fundamentals of live TV directing, technical directing, floor management, camera operation and live show production. Additionally, students will explore live-streaming workflows using a variety of platforms.

BRD-301: Broadcast Engineering 4 credits

This advanced course explores the design, integration, and operation of modern broadcast and live-streaming systems. Students will gain hands-on experience with professional tools and protocols to build, troubleshoot, and maintain studio and mobile production environments. Emphasis is placed on system design, networked AV, cloud streaming, signal integrity, and redundancy.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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BRD-310[Δ]: Writing for Broadcast 4 credits

This writing-intensive course covers writing for various broadcast genres and situations. It covers scriptwriting, storytelling, and how to prepare for and conduct interviews. Students learn to create content that is conversational and adaptable to different formats. From news reports to feature stories, students develop the ability to engage audiences effectively while meeting the unique demands of written, visual, and audio storytelling. Prerequisite: BRD-100.

BRD-320[♯]: Podcasting 4 credits

This course covers how to produce podcasts, providing students with the knowledge and skills to create compelling and impactful audio content. Concept development, storytelling, and podcast structures are covered. The course also emphasizes the skills of recording and editing to produce high-quality audio content. Students learn effective strategies for promoting, monetizing, and distributing podcasts to build and maintain an engaged audience. Through hands-on projects, students gain the ability to produce high-quality podcasts across diverse genres.

BRD-385: Sports Anchoring and Reporting 4 credits

This course combines theoretical insights with hands-on experience to help students develop the skills necessary to deliver compelling sports content as anchors, reporters, and sideline correspondents for television and online platforms. The course focuses on effective communication, live reporting, and creating engaging narratives that capture the excitement of sports for local, national, and global audiences. Emphasis is placed on mastering the technical aspects of broadcasting, audience engagement, and the unique demands of sports media in the digital age.

BRD-400[Δ]: Producing for Broadcast 4 credits

This writing-intensive course prepares students to become effective producers in the broadcast industry. Students learn the intricacies of producing compelling and engaging content across various broadcast platforms. The importance of understanding and segmenting audiences to tailor broadcasts effectively is covered. Collaboration is emphasized, with a focus on nurturing positive team dynamics for successful production environments. Students learn to craft a rundown to organize and prioritize broadcast elements. Additionally, students develop proficiency in writing specifically for a producer's needs. Prerequisites: DFP-225 and BRD-310.

BRD-410[♯]: Reporting for Broadcast 4 credits

This course focuses on the skills needed to create compelling news stories across different types of reporting. The course covers a variety of formats and students learn to adapt their storytelling to the content and context of the news they are covering. Emphasis is placed on the critical thinking, research, and communication skills necessary to produce high-quality broadcast reporting. Students write scripts, present on camera, and edit their broadcasts to create polished and engaging stories for their audience. Prerequisites: DFP-225 and BRD-310.

BRD-425: Sports Play-by-Play 4 credits

This course offers an immersive introduction to the exciting world of sports play-by-play broadcasting across multiple platforms. Students gain hands-on experience in the techniques of live announcing, with a focus on both television and radio, as well as digital streaming services. Through practical exercises and real-world applications, students develop the essential skills needed to thrive in the fast-paced environment of sports broadcasting. The course covers the fundamentals of play-by-play announcing, including voice control, timing, and audience engagement, preparing students with the skills necessary for a career in sports media on local, national, and global platforms.

BRD-480: Broadcast Production 4 credits

In this course students engage in broadcast production activities to gain hands-on experience in the fast-paced world of broadcasting. Students fulfill various roles that constitute a professional broadcast environment. This course emphasizes the collaborative nature of broadcasting, requiring students to work together to produce timely, accurate, and engaging pieces. This course assists students in building a comprehensive portfolio of work, showcasing their versatility and readiness to enter the professional broadcasting field. Prerequisites: BRD-400 and BRD-410.

BRD-490: Broadcasting Capstone 4 credits

This course is a culmination of the knowledge and skills students have acquired throughout the Broadcasting major. Students are guided to critically analyze potential career paths in broadcasting. Students evaluate the broadcasting portfolio they have developed throughout the program, identifying strengths and pinpointing what additional work is needed to refine their reels, ensuring they showcase their best and most relevant work. Students are encouraged to network within their areas of interest. Students craft tailored resumes and cover letters, and hone their personal pitches, ensuring they are job-interview-ready. Prerequisites: BRD-400 and BRD-410.

Business (BUS)

BUS-302: Business for the Professional Creative 4 credits

This course will prepare students for success as creative professionals. Students will research their industry, develop their personal brand, and establish business and entrepreneurial practices.

BUS-317: Financial Decision Making 4 credits

This course is an exploration of the financial reports and tools used by managers to make decisions and analyze the performance of a business entity.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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BUS-325: Church Planting and Revitalization 4 credits

This course equips students to engage in the business dynamics of church planting and revitalization. Through case studies and real-world applications, students analyze successful church planting models, navigate cultural and cross-cultural challenges, and develop comprehensive proposals for sustainable growth. This course offers a rare opportunity to blend entrepreneurial spirit with spiritual vision, empowering future leaders to prepare, change, and advance the kingdom of God in a variety of contexts.

BUS-330: Business Process Design 4 credits

This course introduces intelligent business process management applications and the technical skills required to design and implement process modeling and user interfaces. Students apply critical thinking and problem solving in model development and efficient end-user displays. The course prepares students for the advanced topics of case design, data modeling, and business reporting.

BUS-332: Customer Engagement 4 credits

This course introduces models and practices used for engagement with customers, prospects, suppliers, and internal stakeholders and the communications strategies and tactics needed to build and sustain long-term and mutually satisfying relationships that add value in today's economy. Customer relationship management (CRM) technology will also be introduced. Prerequisite: MKT-315

BUS-340$^{\Delta\ell\blacklozenge}$: Ethical and Legal Issues in Business 4 credits

This writing-intensive course provides an in-depth study of the United States legal system. Students analyze foundational areas of law, including contracts, torts, criminal law, due process, and the structure and function of the court system, through the lens of a free-market economic framework and a Christian worldview. Emphasizing ethical reasoning and analytical thinking, the course equips students to evaluate complex legal and business issues and make sound, values-based decisions in today’s business environment. Students will strengthen professional writing, critical analysis, and AI-assisted research skills to support effective problem-solving and decision-making.

BUS-340HN$^{\Delta\ell\blacklozenge}$: Ethical and Legal Issues in Business 4 credits

This writing intensive course is a comprehensive study of the legal and ethical issues of concern to business, including those areas of the U.S. legal system that are most relevant to business, such as the law of torts, strict liability, intellectual property, and contract law. It explores the role of ethics and values in business decision making, and approaches these subjects from the perspective of the stakeholders as opposed to an economic interpretation of the firm and its responsibilities.

BUS-352$^{\blacklozenge}$: Business Statistics 4 credits

This course provides 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-134, MAT-144, MAT-154, or higher subsequent math course.

BUS-390$^{\ell\blacklozenge}$: Global Business 4 credits

This course surveys the global business environment with an emphasis on international markets and the global supply chains that impact all organizations and consumers. Students learn about basic international trade and currency issues and strategies to enter global markets successfully. Students focus on communication tools and negotiation tactics to enhance their cultural competence and business acumen.

BUS-435: Methods of Teaching Business in Middle and Secondary Schools 4 credits

This course is designed to help middle and secondary school teachers develop effective instructional strategies for teaching in the discipline of business. Emphasis is given to teaching methodologies that encourage project-based learning, problem solving, learner engagement, and effective assessment practices. Practicum/field experience hours: 15. Fingerprint clearance required.

BUS-451: Faith, Work, and Success: Building a Purpose-Driven Career 1 credits

This course challenges modern career myths and prepares students with a roadmap for professional and personal success. Students develop essential career tools (resumes, LinkedIn profiles, and interview strategies) while also exploring internships and networking opportunities. Rooted in a faith-based perspective, this course emphasizes work ethic, self-discovery, and purpose-driven career planning. By focusing on earning success through diligence, service, and integrity, students gain the foundation needed to build a fulfilling and impactful career.

BUS-460$^{\ell}$: Global Competitive Intelligence 4 credits

This course provides a strategic framework for the discipline of global competitive intelligence (GCI). Students learn to conduct comprehensive cross-border analysis of markets, competitors, and geopolitical landscapes to provide actionable intelligence for decision-making. The curriculum highlights include navigating complex regional data-gathering challenges to applying modern data analytics and AI tools for data-driven decision-making. The course emphasizes the synthesis of information to assess regional market opportunities, competitor strategies, and cross-border risks. Prerequisites: BIT-200 and BUS-390.

BUS-470$^{\Delta}$: Applied Business Project 4 credits

In this writing-intensive course, students investigate challenges facing contemporary organizations and recommend solutions based on research and critical analysis. Students integrate major concepts learned throughout their program to formulate problem statements, employ quantitative and qualitative data collection methods, and communicate recommendations that satisfy the needs of diverse stakeholders.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | $^{\ell}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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BUS-476: Conscious Capitalism: Free Market Perspectives **4 credits**

This upper-division business course frames the topic of free market capitalism on the structure of conscious capitalism's four pillars: higher purpose, servant leadership, culture, and stakeholder orientation and provides additional perspectives on various approaches to free market capitalism today. The course begins by providing a historical foundation of capitalism and a consideration of the principles of economic freedom and concludes by exploring new narratives on capitalism and how modern business integrates with society. Case studies are used to provide in-depth analysis and highlight how business is used as a force for good in helping communities and human flourishing.

BUS-485[Δ♯]: Strategic Management **4 credits**

This writing-intensive course is built around a team-based simulation requiring a high level of peer interaction and collaboration and serves as the capstone experience in business and management, introducing students to functional, business, and corporate strategy from the perspective of a strategy analyst. Tools and techniques are applied to the student's previous knowledge of accounting, finance, management, analytics, marketing, economics, entrepreneurship, and leadership acquired through their individual programs of study. Students integrate strategic analysis to demonstrate mastery of a wide variety of business domains. Prerequisites: MGT-420 or MGT-422HN; FIN-210 or FIN-350; and MKT-245 or MKT-315.

BUS-485HN[Δ♯]: Strategic Management **4 credits**

This writing intensive course serves as the capstone experience in business and management that includes the gradual development of a comprehensive and integrative business plan. This course is designed to assist students in their development as managers, servant leaders, and successful strategic thinkers. Management, marketing, accounting, finance, economics, global perspectives, law, and political issues are covered during this course. It is a writing intensive course that will help students develop competencies such as critical thinking, effective communication, leadership, and global awareness. Prerequisites: FIN-350, MGT-240 or MGT-420, MKT-245, and senior status.

BUS-499: Independent Study **1 credits**

This involves research, seminars, or readings on a special topic selected by the student and the faculty advisor as appropriate. This course may be taken for one, two, three, or four credits, depending on the amount of time and work involved, and may be repeated for up to four credits total per subject area unless specified otherwise in requirements for a major.

BUS-635: Sports Business Revenue Generation **4 credits**

This course discusses the principles and strategies associated with generating revenue in the sports business industry.

BUS-655: Sports Business Analytics **4 credits**

This course emphasizes sports marketing research with the focus on teaching students how to obtain the data, insights, and intelligence needed in every area of sports marketing, sports media, and sponsorship in order to most effectively maximize value for brands, rights holders, agencies, and media.

BUS-660: Quantitative Methods **4 credits**

This course is a study in the quantitative tools and techniques used to model business functions and applications. Emphasis is placed on how to set up models, and how to interpret and apply their results.

BUS-676: Advanced Conscious Capitalism: Free Market Perspectives **4 credits**

This graduate business course is structured around the emerging constructs of conscious capitalism's four pillars: higher purpose, servant leadership, culture, and stakeholder orientation and introduces the construct of economics of mutuality (EOM). This course begins with a historical foundation of capitalism and principles of economic freedom and then progresses to new narratives on capitalism and how business integrates with society. New forms of capital are introduced through EOM concepts. Case studies are used to provide in-depth analysis and highlight how purpose, stakeholder integration, and nonfinancial capital can contribute to people, planet, and profits, highlighting business elevating humanity in helping communities and human flourishing.

Cybersecurity Management (CBM)

CBM-350: Quality Management of Information Security **4 credits**

This course provides the principles of quality management in information security. Emphasis is on managerial guidance for establishing, implementing, organizing, governing, and maintaining security frameworks within an organization. Students explore best practice quality management principles for information security managers.

CBM-490: Cybersecurity Management and Leadership **4 credits**

This course provides an overview of cybersecurity leadership, new technologies, and dynamic workplace environments. Emphasis is on managerial and leadership concepts and strategies relating to critical thinking, creative problem solving, and professional development challenges faced in today's global marketplace. Students explore professional best practices and evolving technology for application to real-world scenarios.

Christian Counseling (CCN)

CCN-601: Biblical Foundations for Counselors: The Story of God **3 credits**

This course is a narrative approach to the theology of God, humanity, and salvation. Students learn to apply the story of the Bible to the life and practice of the Christian counselor.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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CCN-650: Spiritual Formation: Becoming a Healthy Practitioner **3 credits**

This course provides an introduction to spiritual formation with attention to classical spiritual disciplines and stages of growth. This course includes an exploration into personal spiritual health and character development with implications for counseling practice. Prerequisite: CCN-601.

CCN-655: Biblical Concepts-Healthy Relationships: Forgiveness & Healthy Spirituality **3 credits**

This course explores relational health in connection with topics including self-assessment, forgiveness, reconciliation with God and others, and the pursuit of spiritual health. Personal practice and implementation in professional counseling are emphasized. Prerequisite: CCN-650.

CCN-675: Integration of Scripture with Counseling Theory **3 credits**

In this course, students explore the integration of the Christian worldview into counseling theory and practice. Emphasis is placed on the nature and purpose of human beings from a biblical perspective as well as ethical issues pertinent to the Christian counselor, while critically evaluating contemporary secular theories and practices. Prerequisite: CCN-655.

Christian Educational Administration (CEA)

CEA-517: Legal Considerations in Christian Education **3 credits**

This course focuses on legal requirements unique to the Christian school. Emphasis is placed on school governance and the rights and issues associated with employees and students as well as pertinent laws and court decisions that govern Christian schools. Emphasis is also placed on advocacy, trends, the legislative process, and analyzing best practices for various organizational structures of Christian schools.

CEA-527: Christian School Finance **3 credits**

This course focuses on the funding and budgeting of Christian schools. Topics include funding sources, including tuition, capital campaigns, and public funds. Emphasis is placed on ethical and professional behavior in the areas of funding and financial governance in Christian schools. Best practices and sound fiscal approaches to starting, developing, and operating Christian schools are also addressed. Prerequisite: CEA-517.

CEA-537: Christian Educational Environments and Communities **3 credits**

This course focuses on the foundations of creating and maintaining a Christian school environment through best practices for various organizational structures of Christian schools. Topics include spiritual practices, managing internal and external stakeholders, conflict resolution, and relational leadership. Emphasis is placed on personal spiritual formation and character development, as well as the creation and promotion of a philosophy of Christian education that is solidly based on biblical principles.

CEA-557: Educating from a Christian Worldview **3 credits**

This course focuses on curriculum and instruction from a Christian worldview. Emphasis is placed on illuminating biblical truth in the overall curriculum planning and daily instruction in academic content areas. Modeling Christlike values and servant leadership on the school campus as well as to the broader community is also addressed.

Computer Engineering (CEE)

CEE-300: Data Structures, Algorithms, and Numerical Recipes **4 credits**

This course introduces students to data structures and algorithms. Students will learn the computational procedures for processing input data to obtain the desired output, including algorithm design, testing, and troubleshooting. Students will learn how to implement algorithms and numerical methods in a programming language. Prerequisite: EEE-212.

CEE-312ǂ: Advanced Embedded Systems Design & Lab **4 credits**

This course combines hardware and firmware design aspects of embedded systems. Students will learn how to design an embedded system from the ground up, applying fundamentals of discrete mathematics and digital logic. Hands-on activities will focus on problem solving using scientific computation tools and programming. This is a project-based course, in which the students will design FPGA and microcontroller-based hardware and develop embedded software to solve real-world problems. Prerequisite: EEE-315.

CEE-440: Applied Research in Computer Engineering **4 credits**

This course introduces advanced topics in computer engineering, with emphasis on current research and innovations. Utilizing scientific research and journal publications, students will learn about the most recent hardware and software developments in computer engineering. Prerequisites: EEE-320, CEE-300, and CEE-473.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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CEE-473: Computer Engineering Design Principles I & Lab **2 credits**

This course introduces students to the principles of computer engineering design. Students will learn to produce computer engineering designs that consider system requirements, engineering standards, and regulatory compliance. Students will apply engineering sciences, economics, and standards to design digital devices, circuits, and systems to solve real-world problems. Hands-on activities focus on the design and integration of different subsystems. Prerequisite: CEE-312. Co-Requisite: ESG-451.

CEE-474: Computer Engineering Design Principles II & Lab **2 credits**

This project-based course will consolidate the student's knowledge of the computer engineering design process, from concept to manufacturing. It provides depth to the design process that enables students to contribute to the solution of real-world engineering problems. Prerequisite: CEE-473.

Christian Leadership (CHL)

CHL-510: Biblical Foundations of Christian Leadership **4 credits**

This course provides students with a biblical foundation from the Old and New Testaments on Christian Leadership. In studying the Scriptures in their historical, cultural, and linguistic contexts, students gain an appreciation of principles of leadership and develop a theology of leadership centered on the narrative and teaching of Scripture. Issues of call, formation, character, purpose, service, and discipleship are addressed. This course requires supervised ministry hours. Practicum/field experience hours: 45.

CHL-630: Best Practices in Christian Leadership **4 credits**

This course provides students with the opportunity to engage significant insights of contemporary leadership practice in order to integrate these insights into an effective and informed and integrated philosophy of Christian leadership. In this course, the student investigates some of the most helpful principles and people regarding the practice and the concept of leadership and organizational leadership. This course requires supervised ministry hours. Practicum/field experience hours: 45. Prerequisite: CHL-510.

CHL-650: Leading Through Crisis, Conflict and Change **4 credits**

This course is an investigation into the dynamics of crisis, conflict, and change, and how to address these realities in Christian leadership. This course requires supervised ministry hours. Practicum/field experience hours: 45. Prerequisite: CHL-520 or CHL-630.

CHL-820: Leadership for Contemporary Ministry **3 credits**

This course will build on the learner's skills and biblical, theological, and historical principles of leadership to equip the learner for fruitful ministry in a leadership capacity. Special attention will be given to cultivating or deepening a biblically informed philosophy of leadership that can meet the real and felt needs in the learner's ministry context.

CHL-830: Legacy Leadership: Discipleship Mentoring **3 credits**

Effective spiritual leaders not only lead but also prepare and enable others to lead through their work of discipleship, mentoring, and multiplication. This course examines biblical and theological foundations of discipleship, mentoring, and ministerial multiplication, while also exploring practices, skills, and internal dispositions that will help ministry leaders effectively develop future leaders. The course is designed around the relational triangle of spirituality – up, in, and out (i.e., relationship with God, relationship with the self, and relationships with others).

Chemistry (CHM)

CHM-101◆: Introduction to General, Organic, and Biochemistry **3 credits**

An introduction to the principles of chemistry; designed for students without a strong background in science. Topics covered include a survey of the chemical and physical properties of elements and compounds, chemical reactions, chemical energetics, acids and bases, and chemical bonding. An introduction to organic and biochemistry emphasizes the relationship between molecular structure and function. Co-requisite: CHM-101L.

CHM-101L◆: Introduction to General, Organic, and Biochemistry Lab **1 credits**

This lab course is designed to compliment and support the principles being addressed in CHM-101. Students learn basic lab techniques related to general and organic chemistry, building upon and strengthening foundational knowledge such as stoichiometry and reaction types. Additionally, some topics are addressed from a biochemical standpoint to highlight application to daily living. Co-requisite: CHM-101.

CHM-110◆: General and Organic Chemistry **3 credits**

This course provides an introduction to the principles of chemistry, including chemical and physical properties of elements and compounds and chemical reactions. As an introduction to organic chemistry, this course also emphasizes molecular structure as it relates to function. Co-Requisite: CHM-110L.

CHM-110L◆: General and Organic Chemistry Lab **1 credits**

The laboratory section of General and Organic Chemistry reinforces and expands learning of principles introduced in the lecture course. Co-Requisite: CHM-110.

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CHM-111◆: General and Organic Chemistry II 3 credits

An introduction to the principles of chemistry, including chemical and physical properties of elements and compounds and chemical reactions. As an introduction to organic chemistry, this course also emphasizes molecular structure. Prerequisite: CHM-110. Co-Requisite: CHM-111L.

CHM-111L◆: General and Organic Chemistry II Lab 1 credits

The laboratory section of General and Organic Chemistry reinforces and expands learning of principles introduced in the lecture course. Prerequisite: CHM-110L. Co-Requisite: CHM-111.

CHM-113◆: General Chemistry I-Lecture 3 credits

This is the first course of a two-semester introduction to chemistry intended for undergraduates pursuing careers in the health professions and others desiring a firm foundation in chemistry. The course assumes no prior knowledge of chemistry and begins with basic concepts. Topics include an introduction to the scientific method, dimensional analysis, atomic structure, nomenclature, stoichiometry and chemical reactions, the gas laws, thermodynamics, chemical bonding, and properties of solutions. Co-Requisite: CHM-113L.

CHM-113L◆: General Chemistry I - Lab 1 credits

The laboratory section of CHM-113 reinforces and expands learning of principles introduced in the lecture course. Experiments include determination of density, classification of chemical reactions, the gas laws, determination of enthalpy change using calorimetry, and determination of empirical formula. Co-Requisite: CHM-113.

CHM-115◆: General Chemistry II-Lecture 3 credits

This is the second course in a two-semester introduction to chemistry intended for undergraduates pursuing careers in the health professions and others desiring a firm foundation in chemistry. Upon successful completion of this course, students are able to demonstrate knowledge and/or skill in solving problems involving the principles of chemical kinetics, chemical equilibrium, and thermodynamics; understanding chemical reactions using kinetics, equilibrium, and thermodynamics; comparing and contrasting the principal theories of acids and bases; solving equilibrium involving acids, bases, and buffers; describing solubility equilibrium; describing terms associated with electrochemistry and solving problems associated with electrochemistry; and describing the fundamentals of nuclear chemistry. Prerequisites: CHM-113 and MAT-154 or higher. Co-Requisite: CHM-115L.

CHM-115L◆: General Chemistry II - Lab 1 credits

The laboratory section of CHM-115 reinforces and expands learning of principles introduced in the lecture course. Experiments include determination of rate law, examples of Le Châtelier's principle, the use of pH indicators, buffer preparation, experimental determination of thermodynamic quantities, the use of electrochemical cells, and qualitative and quantitative analysis. Prerequisites: CHM-113L and MAT-154 or higher. Co-Requisite: CHM-115.

CHM-231◆: Organic Chemistry I 3 credits

This course is the first of two organic chemistry courses. The first half of this course develops the vocabulary and concepts of chemical bonding, chemical structure, acid-base principles, and nomenclature needed to understand properties and reactions of organic compounds. The second half of this course discusses chemical reactions, including radical reactions, substitution and elimination reactions, and synthesis and reactions of alkenes. Students learn how to predict reaction products and draw reaction mechanisms. Organic synthesis and structural determination are also covered. Instruction includes lecture and in-class problem solving. Prerequisites: CHM-115 and CHM-115L. Co-requisite: CHM-231L.

CHM-231L◆: Organic Chemistry I Lab 1 credits

The laboratory section of CHM-231 reinforces principles learned in the lecture course through various techniques that organic chemists use to synthesize compounds. Students use these techniques throughout the semester. These techniques include determination of melting point, determination of solubility, thin layer chromatography, recrystallization, and distillation. Structural determination using theories discussed in CHM-231 is applied to unknown compounds. Prerequisites: CHM-115 and CHM-115L. Co-requisite: CHM-231.

CHM-232ǂ◆: Organic Chemistry II 3 credits

This course is the second of two organic chemistry courses. The course is organized by common organic functional groups, including alkynes, alcohols, ether, aromatic compounds, ketones and aldehydes, amines, carboxylic acid, and carboxylic acid derivatives. The reactions and properties of each functional group are discussed. Students learn how to predict reaction products, draw reaction mechanisms, and predict physical properties. Instruction includes lecture and in-class problem solving. Prerequisites: CHM-231 and CHM-231L. Co-Requisite: CHM-232L.

CHM-232Lǂ◆: Organic Chemistry II Lab 1 credits

The laboratory section of CHM-232 supports and extends principles learned in the lecture course. Students carry out various organic syntheses using techniques taught in CHM-231. The experiments include preparation of an alkene from an alcohol, a Grignard reaction, preparation of cinnamaldehyde, nitration of methyl benzoate, synthesis of N-Methyl Prozac, an Aldol reaction, Benzimidazole synthesis, and a Diazonium coupling reaction. Prerequisites: CHM-231 and CHM-231L. Co-requisite: CHM-232.

CHM-235◆: Survey of Organic Chemistry 3 credits

This course is a survey of basic structure and reactivity of carbon-containing structures with examples in biological and industrial processes. Students will learn how to name organic compounds, draw and understand their structures in two and three dimensions, and learn how structure and reactivity are interrelated. Students will be able to describe reactivity in terms of addition, elimination, and substitution. Biological compounds discussed in the course include the structure and reactivity of carbohydrates and polysaccharides followed by amino acids and proteins. The final topic for the course is a discussion about industrially important polymers. Prerequisites: CHM-115 and CHM-115L. Co-Requisite: CHM-235L.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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CHM-235L◆: Survey of Organic Chemistry Lab 1 credits

This is the lab section of CHM-235. It supports the lecture with hands-on activities. Lab experiments expand students' understanding of organic compounds, drawing and understanding their structures in two and three dimensions, and learning how structure and reactivity are interrelated. Students will be able to describe reactivity in terms of addition, elimination, and substitution. Biological compounds discussed in the course include the structure and reactivity of carbohydrates and polysaccharides followed by amino acids and proteins. The final topic for the course is a discussion about industrially important polymers. Prerequisites: CHM-115 and CHM-115L. Co-Requisite: CHM-235.

CHM-315ǂ◆: Analytical Chemistry 3 credits

This course introduces advanced principles and theory of quantitative analysis, including stoichiometry, equilibria, photometric methods, electrochemistry, separation processes, statistical data analysis, and applications to advanced topics in analytical chemistry. Sampling strategies and sample preparation for analysis will also be discussed. Prerequisite: CHM-235, CHM-235L or CHM-231, CHM-231L. Co-Requisite: CHM-315L.

CHM-315HNǂ◆: Analytical Chemistry 3 credits

This course introduces advanced principles and theory of quantitative analysis, including stoichiometry, equilibria, photometric methods, electrochemistry, separation processes, statistical data analysis, and applications to advanced topics in analytical chemistry. Sampling strategies and sample preparation for analysis will also be discussed. Prerequisite: CHM-235, CHM-235L or CHM-231, CHM-231L. Co-Requisite: CHM-315L.

CHM-315Lǂ◆: Analytical Chemistry Lab 1 credits

This course will discuss the fundamental principles of analytical chemistry. Topics will include sampling strategies, sample preparations and analysis, instrument operation, data collection and statistical analysis, and presentation of results. Prerequisites: CHM-235 and CHM-235L or CHM-231 and CHM-231L. Co-Requisite: CHM-315.

CHM-315LHNǂ◆: Analytical Chemistry Lab 1 credits

This course will discuss the fundamental principles of analytical chemistry. Topics will include sampling strategies, sample preparations and analysis, instrument operation, data collection and statistical analysis, and presentation of results. Prerequisites: CHM-235 and CHM-235L or CHM-231 and CHM-231L. Co-Requisite: CHM-315.

CHM-333◆: Structure Determination in Organic Chemistry 4 credits

This course discusses the theory and application of spectroscopic methods/techniques useful for the determination of the molecular structures of organic molecules. Topics covered include chemical tests for functional group identification and modern instrumental techniques used for structure determination: ultraviolet/visible, infrared, and nuclear magnetic resonance spectroscopy and mass spectrometry. The major emphasis of this course is on structure determination by way of interpreting the data (generally in the form of a spectrum or spectra) that each method provides. Prerequisite: CHM-232 & CHM-232L.

CHM-350ǂ: Fundamental Biochemistry 3 credits

This course provides an introduction to the properties, structure, function, thermodynamics, and basic genetics of macromolecules, including proteins, enzymes, nucleic acids, carbohydrates, and lipids. The course also covers how living systems synthesize and utilize these macromolecules and how that relates to energy production and use. Prerequisites: CHM-111 and CHM-111L, or CHM-115 and CHM-115L. Co-Requisite: CHM-350L.

CHM-350HNǂ: Fundamental Biochemistry 3 credits

This course provides an introduction to the properties, structure, function, thermodynamics, and basic genetics of macromolecules, including proteins, enzymes, nucleic acids, carbohydrates, and lipids. The course also covers how living systems synthesize and utilize these macromolecules and how that relates to energy production and use. Prerequisites: CHM-111 and CHM-111L, or CHM-115 and CHM-115L. Co-Requisite: CHM-350L.

CHM-350Lǂ: Fundamental Biochemistry Lab 1 credits

This laboratory course introduces techniques for analyzing macromolecules including carbohydrates, lipids, proteins, and nucleic acids. It also explores basic biochemical pathways utilized by living systems that enable cellular function. Prerequisites: CHM-111 and CHM-111L, or CHM-115 and CHM-115L. Co-Requisite: CHM-350.

CHM-350LHNǂ: Fundamental Biochemistry Lab 1 credits

This laboratory course introduces techniques for analyzing macromolecules including carbohydrates, lipids, proteins, and nucleic acids. It also explores basic biochemical pathways utilized by living systems that enable cellular function. Prerequisites: CHM-111 and CHM-111L, or CHM-115 and CHM-115L. Co-Requisite: CHM-350.

CHM-360ǂ◆: Principles of Biochemistry 3 credits

The course objective is to survey basic biochemical principles, including the composition, structure, and function of proteins, nucleic acids, lipids, and carbohydrates. Important biochemical principles include structure-function correlation, chemical reactivity, kinetics and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways. The application of biochemical concepts in the medical field is emphasized. Prerequisite: BIO-181, BIO-181L, CHM-231, CHM-231L. Co-Requisite: CHM-360L.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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CHM-360HN♯◆: Principles of Biochemistry 3 credits

The course objective is to survey basic biochemical principles, including the composition, structure, and function of proteins, nucleic acids, lipids, and carbohydrates. Important biochemical principles include structure-function correlation, chemical reactivity, kinetics and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways. The application of biochemical concepts in the medical field is emphasized. Prerequisite: BIO-181, BIO-181L, CHM-231, CHM-231L. Co-Requisite: CHM-360L.

CHM-360L♯◆: Principles of Biochemistry - Lab 1 credits

This laboratory course covers modern biochemical laboratory techniques and their theoretical foundations. Topics include methods for protein, nucleic acid, and lipid isolation and characterization; enzyme assays; chromatography; electrophoresis; and representing and manipulating proteins and nucleic acids. Experiments are designed for hands-on experimentation and students acquire practical techniques currently used in biochemistry laboratories. Prerequisite: BIO-181, BIO-181L, CHM-231, CHM-231L. Co-Requisite: CHM-360.

CHM-360LHN♯◆: Principles of Biochemistry - Lab 1 credits

This laboratory course covers modern biochemical laboratory techniques and their theoretical foundations. Topics include methods for protein, nucleic acid, and lipid isolation and characterization; enzyme assays; chromatography; electrophoresis; and representing and manipulating proteins and nucleic acids. Experiments are designed for hands-on experimentation and students acquire practical techniques currently used in biochemistry laboratories. Prerequisites: BIO-181 and BIO-181L, and one of the following combinations: 1) CHM-331 and CHM-331L or 2) CHM-231 and CHM-231L. Co-requisite: CHM-360.

CHM-365♯◆: Instrumental Analysis 3 credits

This course introduces students to the quantitative, qualitative, and instrumental analysis of various sample types. Methods for selecting proper techniques to answer various questions are discussed. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel electrophoresis, and ultraviolet and visible spectroscopy are also covered. Other techniques, such as high-pressure liquid chromatography and thin layer chromatography, are discussed as well. Prerequisites: 1) CHM-231 and CHM-231L, or 2) CHM-235 and CHM-235L. Co-Requisite: CHM-365L or CHM-366L.

CHM-365HN♯◆: Instrumental Analysis 3 credits

This course introduces students to the quantitative, qualitative, and instrumental analysis of various sample types. Methods for selecting proper techniques to answer various questions are discussed. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel electrophoresis, and ultraviolet and visible spectroscopy are also covered. Other techniques, such as high-pressure liquid chromatography and thin layer chromatography, are discussed as well. Prerequisites: 1) CHM-231 and CHM-231L, or 2) CHM-235 and CHM-235L. Co-Requisite: CHM-365L.

CHM-365L♯◆: Instrumental Analysis Lab 1 credits

The laboratory section of CHM-365 reinforces and expands learning of principles introduced in the lecture course. This course allows students to apply quantitative, qualitative, and instrumental analysis of various sample types. Focus is on the validity of results. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel are also covered. Prerequisites: 1) CHM-231 and CHM-231L, or 2) CHM-235 and CHM-235L. Co-Requisite: CHM-365.

CHM-365LHN♯◆: Instrumental Analysis Lab 1 credits

The laboratory section of CHM-365 reinforces and expands learning of principles introduced in the lecture course. This course allows students to apply quantitative, qualitative, and instrumental analysis of various sample types. Focus is on the validity of results. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel are also covered. Prerequisites: 1) CHM-231 and CHM-231L, or 2) CHM-235 and CHM-235L. Co-Requisite: CHM-365.

CHM-366LΔ♯: Projects in Instrumental Analysis 2 credits

This writing intensive course focuses on applying quantitative, qualitative, and instrumental analysis techniques to various sample types, with an emphasis on ensuring the validity and reliability of results. Students explore analytical methods for qualitative and quantitative analysis using gas chromatography, mass spectrometry, infrared spectroscopy, fluorescence and ultraviolet spectrophotometry, high-performance liquid chromatography, and inductively coupled plasma optical emission spectroscopy. Prerequisites: CHM-231 and CHM-231L or CHM-235 and CHM-235L. Co-Requisite: CHM-365.

CHM-420Δ◆: Environmental Chemistry 3 credits

This writing intensive course focuses on the fundamental chemical principles involved in environmental phenomena and how they are influenced by human actions. Prerequisites: CHM-235 and CHM-235L Or CHM-231 and CHM-231L.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CHM-440: Toxicology & Instrumental Analysis **4 credits**

This course introduces students to the quantitative, qualitative, and instrumental analysis of various biological and non-biological sample types. Analytical methods for the qualitative and quantitative analyses of samples by various chromatography and spectroscopy techniques are detailed. The toxicological section of this course is designed to equip learners with general principles of toxicology, forensic toxicology, and drug metabolism. Topics include chemistry and biological activities, as well as types and effects of drugs of forensic interest in biological material. Prerequisites: CHM-231 and CHM-231L.

CHM-441◆: Physical Chemistry I **3 credits**

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. Prerequisites: CHM-115, CHM-115L, and MAT-262. Co-Requisite: CHM-441L.

CHM-441L◆: Physical Chemistry I Lab **1 credits**

A laboratory course designed to complement and support the principles being learned in CHM-441 lecture. Prerequisites: CHM-115, CHM-115L, and MAT-262. Co-Requisite: CHM-441.

CHM-444◆: Physical Chemistry II **3 credits**

This course is a study of the physical and chemical behavior of substances at the molecular level. Topics include quantum chemistry, molecular structure and spectra, molecular reaction dynamics, and statistical mechanics. Prerequisites: CHM-441, PHY-121 and PHY-121L. Co-Requisite: CHM-444L or CHM-445L.

CHM-444L◆: Physical Chemistry II Lab **1 credits**

This is a laboratory course designed to complement and support the principles being learned in CHM-444. Prerequisites: CHM-441, PHY-121 and PHY-121L. Co-Requisite: CHM-444.

CHM-445L: Projects in Spectroscopy and Quantum Chemistry **2 credits**

This course explores the principles and approaches used to examine the basis of physical and chemical behavior at the molecular level. It emphasizes the development of analytical and critical thinking skills through the use of quantum chemistry, molecular spectroscopy, molecular reaction dynamics, and statistical mechanics. Students engage in interpreting scientific literature and applying acquired knowledge to investigate chemical structures and mechanisms. Prerequisites: CHM-441, PHY-121 and PHY-121L. Co-Requisite: CHM-444.

CHM-448◆: Inorganic Chemistry **3 credits**

The objective of this course is to provide basic principles and applications of inorganic chemistry. Students will learn about modern atomic structure, structure and bonding in molecules and simple solids, transition metals and coordination chemistry, molecular symmetry, descriptive chemistry of select elements, chemistry of materials, and catalysis. Prerequisites: CHM-444 and CHM-444L or CHM-445L. Co-Requisite: CHM-448L or CHM-449L.

CHM-448L◆: Inorganic Chemistry Lab **1 credits**

The objective of this course is to learn about a variety of methods and techniques in the synthesis, isolation, characterization, and handling of inorganic and organometallic compounds. Students will also learn about proper interpretation of experimental data, and dissemination of experimental results through presentation and writing technical reports. Prerequisites: CHM-444 and CHM-444L. Co-Requisite: CHM-448.

CHM-449L: Projects in Inorganic Chemistry **2 credits**

This advanced laboratory course provides an in-depth exploration of modern techniques in the synthesis, isolation, purification, and characterization of inorganic and organometallic compounds. Emphasis is placed on critical thinking, design of experiments, modifications/manipulations to procedures, analytical techniques for data analysis, and scientific communication. Students gain hands-on experience with a range of instrumentation and develop proficiency in interpreting experimental data critically. Prerequisites: CHM-444 and CHM-445L. Co-Requisite: CHM-448.

CHM-451ǂ◆: Pharmacology I **4 credits**

This course presents the foundational concepts of pharmacology emphasizing basic mechanisms of drug action. Pharmacodynamics and pharmacokinetics principles and theories are presented. The course details the development of the current understanding of receptor signal transduction in mammalian systems. The course introduces the molecular biochemistry of receptor structure; mass action considerations governing ligand-receptor binding interactions; molecular pharmacology associated with signal transduction; and specific considerations of receptors as pharmaceutical targets. Following this introduction, a systematic study of the effects of drugs on representative organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution, and biological actions. Prerequisites: CHM-232 and CHM-232L, CHM-360, and CHM-360L. BIO-205 and BIO-205L, or BIO-215 and BIO-215L.

CHM-451HNǂ◆: Pharmacology I **4 credits**

This course presents the foundational concepts of pharmacology emphasizing basic mechanisms of drug action. Pharmacodynamics and pharmacokinetics principles and theories are presented. The course details the development of the current understanding of receptor signal transduction in mammalian systems. The course introduces the molecular biochemistry of receptor structure; mass action considerations governing ligand-receptor binding interactions; molecular pharmacology associated with signal transduction; and specific considerations of receptors as pharmaceutical targets. Following this introduction, a systematic study of the effects of drugs on representative organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution, and biological actions. Prerequisites: CHM-232 and CHM-232L, CHM-360, and CHM-360L. BIO-205 and BIO-205L, or BIO-215 and BIO-215L .

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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CHM-452◆: Pharmacology II 4 credits

This course is a continuation of Pharmacology I. Concepts and principles learned in the previous course are applied to additional organ systems and disease processes. Topics include cardiovascular drugs, chemotherapeutic drugs, endocrine drugs, and drugs of abuse. Prerequisite: CHM-451.

CHM-460ǂ◆: Advanced Biochemistry 3 credits

This course presents advanced topics in biochemistry, including mechanisms of metabolic and environmental information transfer, cellular signal transduction mechanisms, metabolic pathway interrelationships and regulation, carbohydrate, lipid and nitrogen metabolism, and the cell cycle and regulation. Prerequisites: CHM-360 and CHM-360L. Co-Requisite: CHM-460L.

CHM-460HNǂ◆: Advanced Biochemistry 3 credits

This course presents advanced topics in biochemistry, including mechanisms of metabolic and environmental information transfer, cellular signal transduction mechanisms, metabolic pathway interrelationships and regulation, carbohydrate, lipid and nitrogen metabolism, and the cell cycle and regulation. Prerequisites: CHM-360 and CHM-360L. Co-Requisite: CHM-460L.

CHM-460Lǂ◆: Advanced Biochemistry Lab 1 credits

This hands-on laboratory course is designed to provide a project-based experience utilizing modern biochemical techniques. This course will reinforce proper experimental design and control and will provide students with experience with several biochemical techniques, including DNA, RNA, and protein extraction from tissue and its analysis. This course will reinforce troubleshooting, confounds to analysis, and application of various techniques to reach a target goal. Co-requisite: CHM-460.

CHM-460LHNǂ◆: Advanced Biochemistry Lab 1 credits

This hands-on laboratory course is designed to provide a project-based experience utilizing modern biochemical techniques. This course will reinforce proper experimental design and control and will provide students with experience with several biochemical techniques, including DNA, RNA, and protein extraction from tissue and its analysis. This course will reinforce troubleshooting, confounds to analysis, and application of various techniques to reach a target goal. Co-requisite: CHM-460.

CHM-470: Biochemical Applications & Lab 4 credits

This hands-on, experience-based course provides an interdisciplinary investigation of molecular, biochemical, and organic chemistry applications and techniques. This course prepares students in the design, performance, and analysis of a research-based project. Prerequisite: CHM-360, CHM-360L.

CHM-505: Concepts of Medicinal Chemistry 4 credits

This focus of the course is the fundamentals of medicinal chemistry. Medicinal chemistry is an organic-chemistry-based discipline that interfaces strongly with the biological and pharmaceutical sciences. The field of medicinal chemistry includes the discovery and preparation of biologically active compounds; the study of their metabolism; the mechanism of action at the molecular level; and the construction of structure-activity relationships. This course includes the process of drug design, the structure and function of macromolecular drug "targets" (receptors, enzymes, nucleic acids), as well as the mechanisms by which drugs interact with their targets. Also, the complexity of human physiology and its effects which on the physical and chemical properties of a drug candidate can influence its absorption, distribution, and metabolism in a human patients will be discussed. Prerequisites: Students should have completed a year of organic chemistry and a course in biochemistry.

CHM-510: Concepts of Physical Chemistry 4 credits

The objective of this course is to provide a foundational knowledge on basic principles and applications of physical chemistry. The following topics will be covered: chemical kinetics, chemical equilibrium, and thermodynamics. Additional topics will include applications of physical chemistry principles towards chemical and biological systems including enzymatic reactions; time-dependent chemical and nuclear reactions; electrochemistry; and equilibria related to acids, bases, buffers, and solubility. Prerequisite: Students should have completed a year of general chemistry.

CHM-515: Concepts of Inorganic Chemistry 4 credits

The objective of this course is to provide a foundational knowledge on basic principles and applications of inorganic chemistry. The following topics will be covered: modern atomic structure, nomenclature of inorganic compounds, bonding theory, magnetism, periodic trends, and chemical reactivity. Additional topics include fundamentals of organometallic chemistry and transitional element chemistry and their application towards material properties, catalysis, and bioinorganic chemistry. Prerequisite: Students should have completed a year of general chemistry.

CHM-520: Concepts of Analytical Chemistry 4 credits

The objective of this course is to provide basic and advanced theories, techniques, and principles of qualitative and quantitative analysis. Additional topics may include application of concepts of analytical chemistry to the fields of environmental science, forensic science, and medicine. Students should have a prior understanding of basic quantitative statistics. Prerequisite: CHM-505, CHM-510, CHM-515.

CHM-525: Current Topics in Chemistry 4 credits

This course surveys the broad areas of contemporary chemistry research and illustrates the application of chemistry principles. The topics will be determined by current events, technology, faculty and student interest.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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CHM-530: Concepts of Biochemistry 4 credits

The objective of this course is to survey basic biochemical principles, including the composition, structure, and function of proteins, nucleic acids, lipids, and carbohydrates. Important biochemical principles, including structure-function correlation, kinetics and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways, will illustrate the key concepts of biology and chemistry.

Civil Engineering (CIV)

CIV-311: Survey and Geomatics 3 credits

This course focuses on the applications of traditional surveying and introduces the fundamental principles of practical areas related to geomatics and geodesy. It covers the propagation of error theory, coordinate systems, and the acquisition and processing of global positioning system data. Co-Requisite: CIV-311L.

CIV-311L: Survey and Geomatics Lab 1 credits

This course uses actual field surveying applications to further explore the concepts and principles introduced in the lecture course. Students learn to operate survey equipment and instruments for real-world survey applications on and around campus. Additionally, the lab includes field trips, guest lectures, and demonstrations on various surveying, geomatics, and geodesy applications and methods. Co-Requisite: CIV-311.

CIV-333: Water Resources I 3 credits

This course introduces students to the concepts and principles of water as a resource, with a main focus on the applied sciences of hydrology (origins of water) and hydraulics (methods of storage and conveyance.

CIV-334ǂ: Steel Design and Introduction to Composites and Timber Design Methods 3 credits

This course covers the elements of structural steel design, including tension members and their connections, structural connections such as welding and high-strength bolts, compression members, and rolled and built-up flexural members. It also addresses the effects of combined axial and flexural loading. Additionally, the course introduces the application and structural design methods for composite and timber structures. This includes fiber reinforced plastics (FRP). Students also review sustainable practices and ethical issues in steel, composite and timber design.

CIV-336: Water Resources II 3 credits

This course applies the principles of planning, design, operation, and maintenance of water collection, storage, and conveyance systems. Students learn to conduct hydrologic planning studies, engage in modeling, and explore a variety of hydraulic design methods, including an introduction to those related to pumps, dams, and storage tanks.

CIV-363: Transportation Engineering and Design 3 credits

This course introduces the fundamentals of highway planning, design, operations, and maintenance. It includes an in-depth exploration of the American Association of State Highway and Transportation Officials (AASHTO) and USDOT Federal Highway Administration (FHWA) design standards, guidelines, practices, and recommendations. The course emphasizes the comprehensive use of key resources and the utilization of design guidelines and how they are applied in the design of highways, streets, intersections, interchanges, rigid and flexible pavements, pavement preservation methods, and other transportation facilities. An overview of aviation, railway, mass transit, and port facilities planning, and design is also included. Prerequisites: CIV-383, CIV-383L, CIV-420, and CIV-450.

CIV-376ǂ: Elementary Structural Analysis 3 credits

This course introduces the essential tools of structural analysis and design, including the determination of design loads and the interaction and equilibrium of external and internal forces. It covers topics such as shear and moment diagrams, the slope deflection method, and the method of consistent deformation, as well as matrix stiffness methods for analyzing beams, frames, and trusses. The course also includes a review of sustainable practices and ethical issues in structural design.

CIV-380: Strength of Materials 3 credits

This course explores the fundamental principles of mechanics that govern the behavior of materials under various loads. Topics include stress and strain, stress-load relationships, load deformation, and moments such as axial, torsion, and bending. Additionally, the course covers the fundamentals of mechanics related to deformable bodies and other key concepts and laws, including Mohr's circle and Hooke's law. Co-Requisite: CIV-380L.

CIV-380L: Strength of Materials Lab 1 credits

This laboratory course supports the Strength of Materials class by reinforcing the fundamental principles of mechanics that govern the behavior of materials under loads. Through hands-on experiments and practical applications, students explore and understand key concepts such as stress and strain, stress-load relationships, load deformation, and moments, including axial, torsion, and bending, along with various modes of failure, including yielding, fatigue, fracture, and rupture. The lab offers practical experience with the fundamentals of mechanics, the behavior of deformable bodies, and the application of Mohr's circle and Hooke's law. Co-Requisite: CIV-380.

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CIV-381[ǂ]: Construction Engineering Management — 3 credits

This course provides students with the opportunity to deepen their understanding of the construction industry and practices, preparing them to contribute effectively to construction companies, project management consultants, and owners upon graduation. It emphasizes improving project delivery through an understanding of the linkages between design and construction. The course covers a wide range of construction topics, including contract documents, contract plans, project planning, network scheduling, critical path analysis, sourcing materials, procurement, equipment, building methods, quantity take-off, cost estimating, cost control, quality assurance, quality control, and labor and resource allocation. Additionally, various methods of project delivery are studied, such as bid-build, CM at risk, design-build, and job order contracting. It also provides practical field experiences to deepen their understanding of the construction industry and with the opportunity to explore potential career roles. Prerequisite: ESG-395.

CIV-382: Fluid Mechanics and Fluids Lab — 2 credits

This lecture and lab course employs hands-on demonstrations and experiments to provide students with real-life exposure to and experience with the mechanical principles of incompressible fluids. With a focus on water and its origins and characteristics in terms of civil engineering applications, the course covers topics such as water shed management, storage, piping (pressurized and non-pressurized flow) and open channels.

CIV-383: Geotechnical Engineering I and Soil Mechanics — 3 credits

This course provides students with an introduction to geotechnical and soil engineering practices within the field of civil engineering, offering both a contemporary viewpoint and a historical context. Key topics covered include the nature and origin of soils and rocks, soil and clay mineralogy, and the importance of geologic landforms and soil deposits. The course also delves into the fundamental physical and mechanical properties of soils and how these are defined, determined, and integrated into design processes. Prerequisites: PHY-122 and PHY-122L. Co-Requisite: CIV-383L.

CIV-383L: Geotechnical Engineering I and Soil Mechanics Lab — 1 credits

In this course, students conduct and interpret a variety of soil tests, complementing the knowledge gained in the lecture course. Specifically, the course covers tests for water content, including Atterberg limits such as liquid and shrinkage limits, plasticity index, and plasticity, soil compaction using the standard and modified Proctor methods, particle size distribution, and grain size distribution. Additionally, the course addresses permeability, consolidation, stress and strain measurements, and direct shear strength assessments. Prerequisites: PHY-122 and PHY-122L. Co-Requisite: CIV-383.

CIV-420: Urban and Regional Planning and Traffic Engineering — 3 credits

This course explores the principles, concepts, and practices of urban and regional planning, emphasizing traffic engineering. Through case studies and projects, students gain an understanding of key areas such as land use and intensity planning, transportation systems, and the planning, funding, design, operations, and maintenance of transportation-related infrastructure. The course also examines the relationship between urban planning and traffic engineering in addressing various challenges. Students learn how to develop and implement policies and plans that shape urban growth, functionality, and safety, highlighting the roles of government, the private sector, and the public in planning, development, and implementation.

CIV-438: Reinforce Concrete Design — 3 credits

This course covers the material properties of concrete and mild reinforcing steel. Students enhance their technical competence in flexure and shear theory, along with design procedures for reinforced concrete beams, one-way slabs, and columns under uniaxial bending. The course also includes the theory and procedures for calculating deflections of reinforced concrete beams and one-way slabs. Finally, students learn the theory and procedures required to detail reinforcement in reinforced concrete beams, one-way slabs, and columns. The course also includes a review of sustainable practices and ethical issues in concrete design.

CIV-448: Fundamentals of Engineering Examination (FE) Preparation Lab — 1 credits

This course prepares engineering students to maximize their chances of passing the FE exam by optimizing learning in the fifteen technical areas of the exam, while offering personalized support to set students up for success.

CIV-450: Geotechnical Engineering II — 3 credits

This course delves deeper into complex geomechanical principles and concepts used to determine settlement potential, bearing capacity, and slope stability, as well as the design of both rigid and flexible foundations and retaining structures. The course begins with approaches and processes for designing shallow and deep foundations tailored to a variety of spread footing and pile type applications across different soil conditions. It also introduces geogrids and other proprietary systems utilized in foundations and retaining structures. Additionally, the course covers specific applications of geotechnical engineering to highway and roadway subgrades, as well as cut and fill slopes, preparing students for further study in the highway portion of the transportation engineering and design course. Prerequisites: CIV-383 and CIV-383L.

Continuing Nurse Education (CNE)

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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CNE-100: Introduction to the United States Health Care System for Internationally Ed **0 credits**

This course is designed for Internationally Educated Nurses (IENs) who completed their nursing degree in a country outside the U.S. The course introduces these culturally and linguistically diverse nurses to the complex structures of the U.S. health care system including social, economic, and organizational factors that influence modern health care. Students will examine levels of care, legal and professional obligations in the delivery of care, methods used to ensure safety and quality, as well as approaches that promote interdisciplinary communication and collaboration. Emphasis will be placed on the role and scope of professional nursing practice in the U.S.

CNE-101: Empowering Internationally Educated Nurses for Success **0 credits**

This course is designed for Internationally Educated Nurses (IENs) who completed their nursing degree in a country outside the U.S. The course examines the factors that influence effective communication and team building including cultural awareness, group dynamics, motivation, and engagement. Students identify and develop the skills necessary to achieve cultural competence, effective cross-cultural communication, as well as personal and professional resiliency.

Counseling (CNL)

CNL-500Ω: Theories and Models of Counseling 3 credits

This course provides a comprehensive survey of the major counseling theories and principles. Coursework includes the following theories: psychoanalytic, Adlerian, existential psychotherapy, behavioral, cognitive behavioral, person-centered, reality therapy/choice theory, and rational emotive behavioral therapy (REBT).

CNL-501Ω: Substance Use Disorders and Addictions 3 credits

This course provides a broad understanding of the stages, processes, and effects of substance use disorders, biological, social, and psychological dynamics of substance use disorders, and the professional's role in prevention, intervention, and aftercare, including recovery and relapse prevention. This course explores theories and models of treatment of addiction disorders to include understanding different types of addiction disorders, effective skills, drug classification, and assessment. It also continues building foundational knowledge, utilization of professional resources, and exploration of standards to help students prepare for licensure/certification within the counseling industry.

CNL-505Ω: Professional Counseling, Ethical, and Legal Considerations 3 credits

This course provides a broad understanding of counseling ethics, legal standards, and responsibilities, including professional identity, report writing, record keeping, and service reimbursement for clinical mental health and school counselors. Additionally, the history of and current trends in counseling are addressed. Important goals of this course are to help students develop a strong personal and professional ethic, as well as an appreciation of the value of professional collaboration and identity.

CNL-509Ω: Counseling the Culturally Diverse 3 credits

This course provides a broad understanding of issues and trends in a multicultural and diverse society. Studies in this area include the following: attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability; individual, family, group, and community strategies for working with diverse populations; theories of multicultural counseling and identity development; multicultural competencies; and issues such as substance use disorders. Students examine a variety of cultural populations, exploring issues and trends that are associated with each population. Cultural considerations for immigrants, refugees, and undocumented citizens are also addressed.

CNL-515Ω: Counseling Skills 3 credits

This course provides a broad understanding of counseling processes, including characteristics and behaviors that influence the helping processes. Included are age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics, and orientations. The development of counseling techniques is emphasized, including establishing and maintaining the counseling relationship; diagnosing and identifying the problem; formulating a preventative, treatment, or rehabilitative plan; facilitating appropriate interventions; and successfully terminating the counseling relationship.

CNL-518Ω: Lifespan and Development 3 credits

This course provides an understanding of the nature, needs, and differing abilities of individuals at all developmental levels. Theories of individual and family development, transitions across the life span, theories of learning, theories of personality development, and ethical and cultural strategies for facilitating optimum development over the lifespan are addressed.

CNL-520Ω: Group Counseling 3 credits

This course provides a broad understanding of group development, group dynamics, group counseling theories, and ethical standards with reference to professional and substance use disorders counseling. The course addresses group process components, appropriate selection criteria, developmental stage theories, group members' roles and behaviors; and group leadership styles and approaches. The course includes didactic and experiential group learning. Required synchronous group experience: 12 hours. Prerequisite: CNL-515.

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CNL-521Ω: Counseling Couples and Families 3 credits

This course provides a broad understanding of the structure and dynamics of couples and families, which includes theory, assessment, and application of couples and family intervention and counseling.

CNL-523Ω: Assessment, Tests, and Measurements 3 credits

This course provides an introduction to basic tests and appraisal in counseling. Individual and group approaches to testing, assessment, evaluation, behavioral observations, computer-managed and computer-assisted methods are addressed. The following statistical concepts are also addressed: scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, correlations, reliability, and validity.

CNL-525Ω: Career Counseling 3 credits

This course provides a broad understanding of career development and related life factors including psychotherapy, career counseling techniques and processes, career development theories, decision-making models, issues of diversity, and interrelationships between work and family.

CNL-527Ω: Principles of Psychopharmacology 3 credits

This course introduces students to the basic principles of psychopharmacology and the effects of psychoactive substances. Students examine the behavioral, psychological, physiological and social effects of psychoactive substance use, and learn to recognize symptoms of intoxication, withdrawal, and toxicity. The class covers various screening options, limitations, legal implications, and the utilization of pharmacotherapy as part of substance addiction treatment.

CNL-530Ω: Human Sexuality and Issues of Aging 3 credits

This course is divided into two distinct and separate sections. The first part of the course examines human sexuality and systems of sexual therapy. Psychological, biological, social, and moral perspectives on sexual development and functioning are also examined. The last part of the course provides an understanding of the nature of aging and older adults. Theories and strategies for facilitating optimum care of older adults are addressed. Elder abuse, dependent adult abuse, and neglect of the aging and older adults are explored. Sexuality, mental health, physical health, the role of substance use disorders, and family issues are also addressed.

CNL-540Ω: Research Methods and Program Evaluation 3 credits

This course introduces research methods and basic statistical analysis, including the following: the importance of research, opportunities for research, and difficulties in conducting research. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research are addressed.

CNL-542: Consulting in Counseling 3 credits

This course provides an overview of the consulting process and dynamics as they relate to the counseling field. The course covers theoretical approaches, models, strategies, and the use of psychoeducation in the consultation process in various settings including counseling. The course also reviews the various roles and functions of a counselor in multiple settings, including human services, education, multidisciplinary, and integrated behavioral health care system.

CNL-545Ω: Abuse, Crisis, and Trauma Counseling 3 credits

This eight-topic course is divided into three distinct and separate sections. The first three topics examine crisis intervention and trauma counseling; Theories and strategies of trauma counseling and facilitating crisis interventions are also addressed. The second three topics examine spousal or partner abuse assessment, detection, and intervention strategies. The legal and ethical issues, the role of substance use disorders, and children in families where domestic violence and abuse occur are also addressed. The last two topics examine child abuse assessment and reporting. Legal and ethical issues and specific California child abuse assessment and reporting codes are also examined.

CNL-600: GCU NCE Readiness Course 0 credits

This course is designed for learners to prepare to take the National Counseling Exam (NCE). The instructor-led, virtual, accelerated course includes a review of the eight content areas of the NCE, knowledge of test structure, exposure to sample test questions, and an opportunity for learners to create an individualized action plan.

CNL-605Ω: Psychopathology 3 credits

This course introduces the study of mental illnesses and the science of psychopathology. The goal is to provide counseling students a conceptual understanding of psychological and behavioral dysfunction that occurs in mental illnesses. The course includes a survey of major psychiatric disorders and their causes. Prerequisite: CNL-610.

CNL-610Ω: Clinical Assessment, Diagnosis, and Treatment 3 credits

This course provides a conceptual framework for the use of assessment and diagnostic tools for the development of appropriate treatment interventions for a variety of behavioral health and substance use disorders. Included is an introduction to the use of the diagnostic tools, including the DSM, and the integration of diagnostic and assessment information, in the development of treatment plans.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CNL-624Ω: Counseling Practicum 2 credits

The practicum course is a distinctly defined, supervised clinical fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge under the supervision of a faculty member or an on-site clinical site supervisor approved by the college or university with a minimum of 1 hour per week of individualized and/or triadic supervision throughout the practicum. Practicum students participate in an average of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the practicum. Documentation of a minimum requirement of 100 hours of counseling-related activities, which includes 40 direct client contact hours, is submitted electronically for verification and tracking. The practicum is completed prior to the internship; therefore, students may not progress to CNL-664A without the required amount of hours submitted, the required amount of individual and group supervision, and proper approval. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to progress to the internship. Practicum/field experience hours: 100. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: Completion of all didactic coursework in the program; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

CNL-624A: Counseling Practicum II 2 credits

This is a continuation of the counseling practicum. The practicum course is a distinctly defined, supervised clinical fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge under the supervision of a faculty member or an on-site clinical site supervisor approved by the college or university with a minimum of 1 hour per week of individualized and/or triadic supervision throughout the practicum. Practicum students participate in an average of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the practicum. Documentation of a minimum requirement of 100 hours of counseling-related activities, which includes 40 direct client contact hours, is submitted electronically for verification and tracking. The practicum is completed prior to the internship; therefore, students may not progress to CNL-664A without the required amount of hours submitted, the required amount of individual and group supervision, and proper approval. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to progress to the internship. Practicum/field experience hours: 100. Students must complete the minimum amount of hours required. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: CNL-624; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

CNL-644Ω: Assessment of Mental and Emotional Health Status 2 credits

Students in this course are introduced to a variety of testing instruments used to determine a client's emotional or mental status. Assessment procedures are explored within the context of diagnosis and treatment planning. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement.

CNL-645: Telehealth/Telemedicine in the Helping Professions 2 credits

This course provides the foundation for utilizing telehealth/telemedicine in the helping professions, including technology evaluation, best practices, state and federal regulations, and ethics. In addition, the benefits and limitations of telehealth/telemedicine are discussed.

CNL-664AΩ: Counseling Internship I 4 credits

The internship course is a distinctly defined, supervised clinical experience in which the student refines and enhances basic counseling and student development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. The internship is performed under the supervision of an on-site clinical site supervisor approved by the college or university with an average of 1 hour per week of individualized and/or triadic supervision throughout the internship. Internship students participate in a minimum of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. Documentation of 300 hours of counseling-related activities, which includes a required minimum of 120 direct client contact hours, is submitted electronically for verification and tracking. Internship hours: A minimum of 300 total hours of which 120 is total direct hours. Students must successfully complete CNL-624 before progressing to the internship. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to meet the internship requirements. Practicum/field experience hours: 300. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: CNL-624; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

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CNL-664B[Ω]: Counseling Internship II 4 credits

The internship course is a distinctly defined, supervised clinical experience in which the student refines and enhances basic counseling and student development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. The internship is performed under the supervision of an on-site clinical site supervisor approved by the college or university with an average of 1 hour per week of individualized and/or triadic supervision throughout the internship. Internship students participate in a minimum of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. Documentation of 300 hours of counseling-related activities, which includes a required minimum of 120 direct client contact hours, is submitted electronically for verification and tracking. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to meet the internship requirements. Practicum/field experience hours: 300. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: CNL-624 and CNL-664A; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

CNL-664C: Counseling Internship III 1 credits

This is a continuation of the counseling internship. The internship course is a distinctly defined, supervised clinical experience in which the student refines and enhances basic counseling and student development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. The internship is performed under the supervision of an on-site clinical site supervisor approved by the college or university with an average of 1 hour per week of individualized and/or triadic supervision throughout the internship. Internship students participate in a minimum of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. Documentation of a minimum of 300 hours of counseling-related activities, which includes a minimum of 40 direct client contact hours, is submitted electronically for verification and tracking. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to meet the internship requirements. Practicum/field experience hours: 300. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: CNL-664B; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

Communications (COM)

COM-100[◆]: Fundamentals of Communication 4 credits

This course is an introduction to the field of communication with emphasis on the history of communication study, relevant communication theories guiding current research, the contexts in which communication occurs, and issues faced by students of communication. The course focuses on introducing students to various communication models as well as theories and skills in interpersonal communication, small group communication, mass communication, intercultural communication, and public communication.

COM-120[◆]: Creativity, Calling, and Communication 4 credits

This course develops students' communication skills to further innovation, creativity, and human flourishing. Students will study the great thinkers, artists, and creators throughout time and across cultures to develop their own creative voices, identify their calling, and discover their ethical responsibilities as creatives made in the image of the ultimate creator, God. Coursework includes a variety of assignments (writing, performance, and visual media) intended to enrich the communication skills of students from any major.

COM-210[◆]: Public Speaking 4 credits

This basic course in oral communication uses focused content to practice the principles of effective oral presentation. The lectures, speaking assignments, and all written work will acquaint the student with the theory, practice, and necessary technological literacy required for effective message building and presentation.

COM-211HN[♯◆]: Honors Public Speaking 4 credits

This basic course in oral communication uses focused content to practice the principles of effective oral presentation. The lectures, speaking assignments, and all written work will acquaint the student with the history, theory, practice, and necessary technological literacy required for effective message building and presentation.

COM-222[◆]: Small Group Communication 4 credits

This course examines the principles and processes of small groups and the development of skills for participation and leadership in small group settings, as well as practice in problem solving, decision-making, critical reasoning, and information sharing.

COM-263[◆]: Elements of Intercultural Communication 4 credits

This course focuses on improving communication among people with different racial, ethnic, cultural, and minority backgrounds. Students explore verbal and nonverbal communication behaviors in a variety of communication media and contexts. Communication styles, rituals, and traditions are explored through an examination of mass media, family structure, religion, politics, education, social life, art, and literature.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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COM-312[ǂ◆]: Conflict and Negotiation 4 credits

This course is designed to introduce the concepts and theories relevant to understanding conflict communication and the negotiation process. In this course, students are introduced to various elements of conflict and negotiation communication across a variety of contexts including interpersonal, organizational, and international. Upon completion of this course, students will be able to analyze power dynamics in relationships, identify conflict styles and tactics, and apply intervention techniques in contexts that are relevant to their future relationships and careers.

COM-333: Communication Ethics 4 credits

This course introduces students to the study of ethics as it applies in the communication field. As aspiring communication professionals, students need to learn how to engage in communication that is not only appropriate but also responsive to sound ethical principles. In this course, students learn about major ethical theories and explore how these theories are applied in workplace communication, interpersonal relationships, mass media, and intercultural communication contexts.

COM-355[ǂ◆]: Communication Research Methods 4 credits

This course provides an overview of the concepts, methods, and tools for communication research design, implementation, interpretation, and critical evaluation in communication research. Prerequisite: COM-100.

COM-355HN[ǂ◆]: Communication Research Methods 4 credits

This course provides an overview of the concepts, methods, and tools for communication research design, implementation, interpretation, and critical evaluation in communication research. Prerequisites: ENG-106, COM-100, and MAT-144.

COM-362[ǂ◆]: Argumentation and Advocacy 4 credits

This writing-intensive course introduces students to the relationship between argumentation and advocacy as well as the role of worldviews in shaping the arguments surrounding relevant social issues. This course presents the concepts and skills related to the study of argumentation. Students are introduced to the principles and elements of argumentation in everyday communication across contexts, as well as the skills necessary in constructing and evaluating written and oral arguments.

COM-362HN[ǂ◆]: Argumentation and Advocacy 4 credits

This writing-intensive course introduces students to the relationship between argumentation and advocacy as well as the role of worldviews in shaping the arguments surrounding relevant social issues. This course presents the concepts and skills related to the study of argumentation. Students are introduced to the principles and elements of argumentation in everyday communication across contexts, as well as the skills necessary in constructing and evaluating written and oral arguments.

COM-370◆: Principles of Public Relations 4 credits

This course investigates the principles and theories of public relations. Students receive an overview of the function and practices of the growing public relations industry in both profit and nonprofit contexts. This course examines the relationships between the public relations practitioner and various groups including clients, consumers, employees, and media.

COM-451[Δǂ◆]: Relational Communication 4 credits

This course focuses on the communication processes in personal relationships such as romantic relationships, family relationships, and friendships. Through quantitative and qualitative methods and other theoretical perspectives, students in this class examine the expression and interpretation of messages in everyday personal interactions as well as significant relational events. Students also explore communication processes involved in developing, maintaining, and dissolving relationships, how communication impacts partners and their relationships, and how to improve relational quality or individual well-being through communication.

COM-451HN[Δǂ◆]: Relational Communication 4 credits

This writing intensive course focuses on the communication processes in personal relationships such as romantic relationships, family relationships, and friendships. Through quantitative and qualitative methods and other theoretical perspectives, students in this class examine the expression and interpretation of messages in everyday personal interactions as well as significant relational events. Students also explore communication processes involved in developing, maintaining, and dissolving relationships, how communication impacts partners and their relationships, and how to improve relational quality or individual well-being through communication. Prerequisite: COM-355.

COM-453◆: Darkside Communication and Forgiveness in Relationships 4 credits

In this course, students explore the dark side communication behaviors that lead to relational dissolution and the communication behaviors that can facilitate relational repair or restoration. Students explore the impact of deception, betrayal, and aggression in more depth and research the process elements of forgiveness and reconciliation in order that they might be a redeeming influence in their personal relationships.

COM-455◆: Nonverbal Communication in Relationships 4 credits

In this course, students explore the unique impact that nonverbal communication has in creating and maintaining interpersonal relationships. Building upon knowledge of interpersonal communication gained in previous courses, students in this course dive deeper into how nonverbal choices influence intimacy, self-disclosure, relational satisfaction and maintenance, conflict resolution, and a range of other interpersonal topics of current research in order to become more effective communicators in their close personal relationships. Prerequisite: COM-100.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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COM-456ǂ◆: Organizational Communication 4 credits

The course covers historical and contemporary organizational theory and application across organizational contexts of corporate communication, team/small group communication, and interpersonal communication. Organizational theory and application topics, including leadership, are covered within each major area.

COM-456HNǂ◆: Organizational Communication 4 credits

The course covers historical and contemporary organizational theory and application across organizational contexts of corporate communication, team/small group communication, and interpersonal communication. Organizational theory and application topics, including leadership, are covered within each major area.

COM-457◆: Workplace Relationships 4 credits

In this course, students learn what it takes to build healthy relationships in the workplace. Students investigate the role of motivation, emotional intelligence, diversity, and ethical behavior in promoting effectiveness at work. The class focuses on "people" skills and utilizing these skills in an increasingly team-based and customer-oriented workplace. Content provides opportunities to become more effective in discerning, ethical, flexible, and perceptive behaviors while working with people. Special attention is given to the challenges students will face in interpersonal communication at work and the opportunities that a workplace environment offers in building social virtuosity.

COM-461◆: Media Theory 4 credits

This course provides students with an overview of media effects and the complex relationship of media producers and users (audiences). Students examine the role of media and media messages in both traditional and new media platforms, learning about different forms of storytelling to influence audiences.

COM-463◆: Broadcasting and Podcasting 4 credits

In this course, students learn the basic knowledge and skills necessary for creating broadcast and podcast messages. Students acquire a better understanding of the communication necessary in the preproduction, production, and postproduction stages of broadcasting and podcasting. Course materials include a special focus on auditory and audiovisual presentation elements for presentation on screen and support roles off camera and off air.

COM-465ǂ◆: Digital Media and Culture 4 credits

This course provides students the opportunity to acquire a deeper understanding of how digital technologies are transforming our society and culture. It also offers them the tools to analyze a wide variety of media texts targeted to multiple audiences while exploring the cultural issues raised by new communication technologies.

COM-471◆: Communication Theory of Political Campaigns 4 credits

Through an examination of relevant philosophical theories, students examine the concept of power and how it influences political communication strategies. Students learn how to apply theories to current political situations.

COM-472◆: Training and Development 4 credits

This course is designed to help students develop an understanding of training and development in an organizational setting with a particular focus on teaching communication skills and learning the art and science of designing, developing, delivering, and evaluating training and development programs. Training and development as a career field is a significant focus. Prerequisite: COM-355.

COM-473◆: Political Address 4 credits

In this course, students learn how to create and transmit messages designed for a political campaign. Students, either as a future candidate or speechwriter, analyze and create political addresses, speak and debate with limited preparation, and respond to different crisis that arise in campaigns.

COM-475◆: Communication Campaigns 4 credits

Communication campaigns use a myriad of persuasive strategies to reach a specified audience. This course emphasizes the theoretical art of persuasion and strategic applications in communication campaigns. Students analyze a variety of social, political, environmental, health, and marketing campaigns. Additionally, students design and institute a communication campaign of their choosing. Prerequisite: COM-355.

COM-477◆: Political Campaign Management 4 credits

In this course, students learn how to successfully manage a political campaign office. Through examination of group dynamics and management techniques, students gain practical skills such as analyzing community demographics, appropriately communicating, and adapting to the community.

COM-490◆: Communication Capstone 4 credits

This writing-intensive course includes a culminating reflection and collection of integral works from students' time in the major. Students engage in research specific to their career or graduate school goals and develop a project that displays what they have learned while in the program. Students are exposed to practitioners in the communication field. Students are taught how to effectively communicate their research and develop other skills that support a successful transition into the workforce or graduate school. Prerequisite: COM-333, COM-355.

COM-496◆: Special Topics in Communication 4 credits

In this course, students explore contemporary issues in communication theory, research, and practice. It features subjects of importance in communications that involve research, reading, presentations, and discussions in a seminar format. Featured subjects could be culture, mass media, interpersonal relationships, business, politics, faith, or such other subjects that invite scholarly communication inquiry and serious, focused discussion.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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COM-500: Relationships in the Workplace 4 credits

This course focuses on theories of interpersonal communication and their application in a variety of professional contexts. The course builds upon a foundation of relational communication theories to address problems that arise in workplace relationships, including leadership communication, managing emotions at work, working in groups, and becoming social influencers. The course builds skills in direct and indirect messaging, listening, managing perceptions and workplace identity, negotiating conflict, and more.

COM-505: Organizations, Culture, and Society 4 credits

This course covers theoretical approaches to organizational culture; the processes by which organizations, create, manage, and modify organizational culture; and the ways in which organizational culture is communicated to both internal and external audiences. The course also investigates organizations' larger relationships with society through examining corporate social responsibility, public policy, and ethics and by considering how organizations manage these spheres of influence and weigh business decisions in the larger context of the collective community in which organizations operate.

COM-510: Strategic Communication 4 credits

This course focuses on the concepts and theories of strategic communication and their relevance for constructing effective and ethical organizational messages for diverse audiences. The course prepares communicators to make organizational messages meaningful to stakeholders within organizations as well as stakeholders outside organizations. Through an emphasis on real-world applications, students learn how to ethically and effectively persuade through carefully crafted, contextually sensitive messages. The course does so by examining principles and theories of argumentation, persuasion, and behavior change. Students practice skills associated with these concepts as they apply to future career contexts.

COM-515: Training, Learning and Pedagogy 4 credits

This course emphasizes principles of pedagogy and student learning in the context of communication studies. Students are encouraged to apply education frameworks and praxis-based training to a communication classroom. Through an emphasis on real-world organizational development, traditional theories of student comprehension, and modern pedagogy, this course prepares students to teach a diverse and eclectic range of communication courses.

COM-520: Media Literacy 4 credits

Students in this course learn the underlying theories, methodologies, and effects of media consumption. This course emphasizes the role and influence of television, radio, social media, internet blogs and websites, and other media outlets on a globalized, interconnected world. The course builds on these concepts by encouraging students to critically evaluate ever-present media messages through applied projects and group work.

COM-525: Organizational Communication 4 credits

This course investigates the interactions between organizational structure and communication within organizations. Theoretical and methodological analyses are emphasized. Specifically, students in the course examine how discourse, meanings, symbols, and information flow in organizational context.

Communication Sciences and Disorders (CSD)

CSD-110: Introduction to Communication Disorders 4 credits

This course provides a broad overview of the field of speech-language pathology and audiology and an introduction to specific disorders, related assessments, and evidence-based interventional methodologies. Students are also introduced to issues in the field across the life span. Co-Requisite: UNV-103 or UNV-106.

CSD-220♯: Speech-Language Development 4 credits

In this course, students are introduced to developmental milestones from birth through school age. Students learn developmental patterns and how speech, language, and cognition are acquired and developed. This course also discusses cultural variants in development.

CSD-230♯: Phonetics and Phonology 4 credits

This course discusses how speech can be written down, how speech is produced, its acoustic characteristics, and how listeners perceive speech. Learners become well versed in transcription, production, acoustics, and perception. Prerequisite: CSD-220.

CSD-310: Anatomy and Physiology of Speech, Hearing, and Swallowing 4 credits

The course involves the study of anatomical systems that underlie human communication and swallowing, including respiration, phonation, articulation, and related nervous system processes. In this course, learners build upon knowledge of the interrelated mechanisms and how they function together. Prerequisites: BIO-201, and BIO-201L.

CSD-320: Speech, Language, and Hearing Sciences 4 credits

This course provides an introduction to the physics and biomechanics of speech production and perception, integrating the fundamentals of acoustics, the human response to sound, and speech and voice production. Measurements of acoustic variables, perception, and communication physiology are discussed. Prerequisites: CSD-310, PHY-111, and PHY-111L.

CSD-330: Introduction to Audiology 4 credits

In this course, learners are introduced to the field of audiology, including a general overview of anatomical and physiological aspects of hearing. The course discusses different screening procedures, possible diagnoses, and treatment implementation. Prerequisites: CSD-310, CSD-320, PHY-111, and PHY-111L.

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CSD-340♯: Cultural Responsiveness in Communication Disorders 4 credits

This course uses a cultural humility framework to address the impact of cultural-linguistic factors on clinical service provision. The link between culture and communication is discussed with emphasis on multilingualism, multiculturalism, and the identification of communication differences and disorders. Learners have the opportunity to reflect on their own cultural and linguistic identities and biases to discern how they impact client care. Prerequisite: CSD-110.

CSD-350Δ: Clinical Writing and Reasoning 4 credits

This writing-intensive course focuses on clinical planning and documentation skills. Learners practice writing client goals, session notes, and reports. Special emphasis is placed on critical evaluation of documentation from other care providers, integrating information from multiple sources, and explaining clinical reasoning. Learners gain experience writing concise and thorough clinical reports. Prerequisites: CSD-230 and MAT-274.

CSD-410: Aural Rehabilitation 4 credits

This course covers the disability experienced by people who are deaf and hard of hearing and the options for rehabilitation/habilitation, including amplification and assistive devices, speech reading, educational management, counseling, and ethical considerations. Prerequisites: CSD-320 and CSD-330.

CSD-420: Acquired Neurological Disorders 4 credits

This course provides an overview of acquired neurological disorders that commonly lead to communication impairment. Basic neuroanatomy is discussed, with specific attention to the link between the physiology and communication ability. The course addresses sudden-onset and progressive neurological disorders. Prerequisite: CSD-310.

CSD-430♯: Professional Issues and Ethical Considerations 4 credits

This course examines the scope of practice in speech-language pathology and audiology, common professional issues, and ethical practice patterns. The ethics guidelines and legal requirements set forth by the American Speech-Language-Hearing Association, national health care organizations, and state organizations are discussed. Learners learn to communicate with an interprofessional team. Prerequisites: CSD-340 and CSD-420.

CSD-440Ω: Introduction to Clinical Practice in Communication Disorders 4 credits

This course provides an introduction to evidence-based practice and clinical practice patterns in speech-language pathology and audiology. Students critically appraise research, clinical, and client-specific evidence for integration and decision making. Communication screening, assessment, and diagnosis are discussed. Practicum/field experience hours: 25. Fingerprint clearance required.

CSD-490ΔΩ: Professional Capstone Project and Practicum 6 credits

This writing-intensive course combines scholarly research with clinical practice to translate academic knowledge into a professional environment. The capstone project offers students the opportunity to propose an evidence-based solution with guidance from faculty and a clinical supervisor in the field. Clinical hours: 100. Fingerprint clearance required. Prerequisite: CSD-440.

Computer Science (CST)

CST-105◆: Computer Programming I 4 credits

This course introduces the fundamental concepts and syntax of the Java programming language. The course focuses on object-oriented techniques in Java with an emphasis on problem solving and fundamental algorithms.

CST-111◆: Introduction to Computer Science and Information Technology 4 credits

This course provides a foundation for programming and problem solving using computer programming, as well as an introduction to the academic discipline of IT. Topics include variables, expressions, functions, control structures, and pervasive IT themes: IT history, organizational issues, and relationship of IT to other computing disciplines. The course prepares students for advanced concepts and techniques in programming and information technology, including object-oriented design, data structures, computer systems, and networks. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in lecture and on gaining initial exposure to common operating systems, enterprise architectures, and tools commonly used by IT professionals. Prerequisite: MAT-154 or MAT-261.

CST-120♯: Introduction to Web Development 4 credits

This course introduces the fundamental concepts and syntax of the web development languages including HTML, CSS, and JavaScript. The course focuses on foundation required to build complex dynamic web applications.

CST-120XV: Introduction to Web Development 4 credits

This course introduces the fundamental concepts and syntax of the web development languages including HTML, CSS, and JavaScript. The course focuses on foundation required to build complex dynamic web applications.

CST-135◆: Computer Programming II 4 credits

This course focuses on software development using the Java programming language. The course exposes the relationships between machine architecture and data organization through Java-based projects, including algorithmic machines. Prerequisite: CST-105.

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CST-150◆: Programming in C# I 4 credits

This course provides an introduction to the fundamentals of C# programming language. The course covers program design and development, debugging techniques, structured and object-oriented programming and basic GUI elements.

CST-150XV: Programming in C# I 4 credits

This course provides an introduction to the fundamentals of C# programming language. The course covers program design and development, debugging techniques, structured and object-oriented programming and basic GUI elements.

CST-180◆: Python Programming I 4 credits

This course provides an introduction to the Python programming language. The course focuses on Python as a modern language with components of object-oriented programming, emphasizing Python as a tool for problem-solving and fundamental algorithms used across many careers and technology roles.

CST-180XV: Python Programming I 4 credits

This course provides an introduction to the Python programming language. The course focuses on Python as a modern language with components of object-oriented programming, emphasizing Python as a tool for problem-solving and fundamental algorithms used across many careers and technology roles.

CST-201◆: Algorithms and Data Structures 4 credits

This course covers classical algorithms and data structures, with an emphasis on implementation and application in solving real-world computational problems. The course focuses on algorithms for sorting, searching, string processing, and graphs. Students learn basic strategies to evaluate divide-and-conquer, recursive backtracking, and algorithm efficiency. Hands-on activities focus on writing code that implements concepts and algorithm implementation techniques. Prerequisite: CST-210 or CST-239 or CST-250 or SWE-120.

CST-201XV: Algorithms and Data Structures 4 credits

This course covers classical algorithms and data structures, with an emphasis on implementation and application in solving real-world computational problems. The course focuses on algorithms for sorting, searching, string processing, and graphs. Students learn basic strategies to evaluate divide-and-conquer, recursive backtracking, and algorithm efficiency. Hands-on activities focus on writing code that implements concepts and algorithm implementation techniques. Prerequisite: CST-210 or CST-239 or CST-135 or CST-250 or CST-227.

CST-207: Computer Organization and Networking 4 credits

This course introduces the concepts of Computer Organization as a prerequisite for Computer Architecture. Computer organization refers to the way the hardware components are utilized to form a computer system. It covers the hardware details not seen by the programmer, such as digital circuit designs, computer hardware control, types of memories, I/O devices, and the manner in which they are designed, etc. It presents formally, combinational logic design, sequential logical design, digital building blocks, and introduces hardware description languages. A brief introduction to networking gives students an elementary foundation of UDP and TCP/IP protocols. A hardware board with a microcontroller chip is used to reinforce hands-on experience as well as some software tools to help in understanding hardware description languages. Prerequisite: CST-215.

CST-210◆: Object-Oriented Programming Lecture & Lab 4 credits

This course provides an in-depth coverage of object-oriented programming using most current application programming methods, languages, and tools. Students will design, create, run, and debug applications. The course emphasizes the development of correct, well-documented programs using object-oriented programming concepts. Prerequisite: CST-111 or CST-105 or CST-180.

CST-211◆: Programming for Engineering & Lab 4 credits

This course provides students with the basic concepts of programming. Students will solve engineering problems by designing and modularizing solutions with proper use of functions and objects. They will understand good techniques of programming style, as well as have the ability to design, code, debug, and document program solutions. Prerequisite: MAT-261.

CST-215◆: Digital Logic and Design Lecture & Lab 4 credits

This in an introductory course in discrete mathematics with digital logic. Topics covered include Boolean algebra, circuits, number theory, sequences, recursion, sets, functions, and counting. An emphasis will be placed on writing computer programs that address key concepts discussed in lecture. Prerequisite: CST-180 or CST-111 or CST-105.

CST-217ǂ◆: Principles of Database Design and Programming Lecture & Lab 4 credits

This course provides students with the technical skills required to design and implement a database solution using a SQL server. Students use data definition language (DDL) to create and delete database objects, and data manipulation language (DML) to access and manipulate those objects. Students gain hands-on experience with database design, data normalization, SQL sub-queries, creating and using views, understanding and working with data dictionaries, and loading and unloading databases. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in the lecture course, specifically creating databases and SQL queries. Prerequisite: CST-105.

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CST-217HN[ǂ◆]: Principles of Database Design and Programming Lecture & Lab **4 credits**

This course provides students with the technical skills required to design and implement a database solution using a SQL server. Students use data definition language (DDL) to create and delete database objects, and data manipulation language (DML) to access and manipulate those objects. Students gain hands-on experience with database design, data normalization, SQL sub-queries, creating and using views, understanding and working with data dictionaries, and loading and unloading databases. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in the lecture course, specifically creating databases and SQL queries. Prerequisite: CST-110 or CST-111.

CST-221[ǂ◆]: Operating Systems Concepts **4 credits**

This course is an introduction to UNIX-derived open-source operating systems. Students explore the history and development trends in open-source OS. The course covers the file system, user commands and utilities, graphical user interfaces, editors, manual pages, and shells. Prerequisite: CST-135 or CST-239.

CST-227N: Enterprise Applications Programming II **4 credits**

This course combines coverage of advanced features of the C# programming language with building complex enterprise applications. Students acquire advanced techniques in managing program flow, the application lifecycle, security, and data access. Prerequisite: CST-117N.

CST-235[ǂ◆]: Computer Programming III **4 credits**

This course covers user interfaces, event and exception handling, Java I/O, and the collection framework. Students build applications using software engineering methods including design models and implementation/testing strategies, while learning to assume professional responsibilities. Prerequisite: CST-135.

CST-235HN[ǂ◆]: Computer Programming III **4 credits**

This course covers user interfaces, event and exception handling, Java I/O, and the collection framework. Students build applications using software engineering methods including design models and implementation/testing strategies, while learning to assume professional responsibilities. Prerequisite: CST-135.

CST-236◆: Database Application Programming II **4 credits**

This course focuses on the development of dynamic web applications using frameworks such as PHP and Python to interact with MySQL and web servers. Students learn to design, prototype, and deploy dynamic, database-driven websites with basic security layers. Prerequisite: CST-126.

CST-239[ǂ]: Programming in Java II **4 credits**

This course focuses on software development using the Java programming language. The course focuses on advanced object-oriented techniques in Java along with advanced topics including file I/O, generics, collections, multi-threading, networking, and unit testing. Prerequisite: CST-105.

CST-239XV: Programming in Java II **4 credits**

This course focuses on software development using the Java programming language. The course focuses on advanced object-oriented techniques in Java along with advanced topics including file I/O, generics, collections, multi-threading, networking, and unit testing. Prerequisite: CST-105.

CST-247N: Enterprise Applications Programming III **4 credits**

This course focuses on the development of dynamic web applications using ASP.NET and C#. Students employ test-driven programming methodologies to develop secure, high-performance, database driven applications. Prerequisite: CST-227N.

CST-250: Programming in C# II **4 credits**

This course combines coverage of advanced features of the C# programming language with building complex desktop applications. Students acquire advanced techniques in managing program flow, the application lifecycle, security, and data access. Prerequisite: CST-150.

CST-250XV: Programming in C# II **4 credits**

This course combines coverage of advanced features of the C# programming language with building complex desktop applications. Students acquire advanced techniques in managing program flow, the application lifecycle, security, and data access. Prerequisite: CST-150 or CST-117.

CST-256◆: Database Application Programming III **4 credits**

This course focuses on the design and implementation of complex, secure, optimized, and scalable MySQL databases. Students develop high performance database applications using frameworks such as PHP and Python. Prerequisite: CST-236.

CST-301: Principles of Programming Languages Lecture and Lab **4 credits**

This course introduces the syntax and semantics of programming languages, program construction and software design. Lab activities will focus on analyzing the characteristics of context-free languages and solving a variety of languages construction challenges. Prerequisite: CST-201, CST-307.

CST-305[ǂ◆]: Principles of Modeling and Simulation Lecture & Lab **4 credits**

This course covers applications of differential equations in modeling and simulation. Students use mathematical models for continuous and discrete simulation, and develop applications for complex systems across a variety of domains. Students learn how to represent a system by a model and then execute the model to generate and statistically analyze data. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements differential equation based modeling algorithms and visual simulations. Prerequisite: CST-201, CST-215, MAT-264.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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CST-307◆: Introduction to Computer Architecture Lecture & Lab 4 credits

This course introduces current trends in computer architecture with a focus on performance measurement, instruction sets, computer arithmetic, design and control of a data path, pipelining, memory hierarchies, input and output, and a brief introduction to multiprocessors. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on writing assembly language code that implements concepts discussed in the lecture course, focusing on registers, processes, threads, and I/O management. Prerequisites: (CST-210 and CST-215), or EEE-315.

CST-310◆: Computer Graphics Lecture & Lab 4 credits

This course covers 2D and 3D concepts, algorithms, and implementation methods using shader-based programming. Main topics covered include coordinate systems, transformations, material simulation, and animation. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing vertex shaders and fragment shaders to implement light equations for coloring effects, textures, materials, and animation. Prerequisites: CST-201, MAT-262, and MAT-345.

CST-315◆: Operating Systems Lecture & Lab 4 credits

This course explains the concepts, structure, and mechanisms of modern operating systems. The course covers computational resources, such as memory, processors, networks, security, and how the programming languages, architectures, and operating systems interact. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing a shell that implements process management, file management, and I/O management. Prerequisite: CST-307 or SWE-350.

CST-317: Principles of Database Design and Programming 4 credits

This course provides students with the technical skills required to design and implement a database solution using a MYSQL and MONGODB servers. Students use data definition language (DDL) to create and delete database objects, and data manipulation language (DML) to access and manipulate those objects. Students gain hands-on experience with database requirements, design, development, and query in relational and document databases, as well as understanding and working with data dictionaries, and loading and unloading databases. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in the lecture course, specifically creating, populating, and querying databases. Prerequisite: CST-210.

CST-320Δ♯◆: Human-Computer Interaction and Communication Lecture & Lab 4 credits

This course reviews the basic principles, tools, and techniques used in computer applications that enable communication, visualization, access to information, learning and entertainment. Students learn the methods of designing, implementing and evaluating techniques for effective communication in a technical, business, education or entertainment context. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on experiencing and implementing concepts discussed in the lecture. Students create applications that communicate ideas efficiently and are easy to use. This is a writing intensive course. Prerequisites: CST-201, MAT-262, and (CST-217 or CST-341).

CST-321♯: Operating Systems Fundamentals 4 credits

This course is an introduction to UNIX-derived open-source operating systems. Students explore the history and development trends in open-source OS. The course covers the file system, user commands and utilities, graphical user interfaces, editors, manual pages, and shells. Prerequisite: CST-239 or CST-135 or CST-250 or CST-227.

CST-323◆: Cloud Computing 4 credits

This course examines cloud computing and its transformative impact on the IT industry. Students develop applications using a Software-as-a-Service (SaaS) model. The course examines the most important APIs used in leading industry cloud service providers. Students will learn how to use the cloud as the infrastructure for existing and new services.

CST-326Δ◆: Written and Verbal Communication for Software Development 4 credits

This writing intensive course focuses on gathering User Stories and decomposing them into a requirements document, design specifications, and technically managing activities associated with software development. Topics cover the managerial aspect of the software development life cycle, delivery, and integration. Hands-on activities focus on communication using professional Agile-based project management software to implement a system for planning, tracking, and auditing the use of resources within the context of a software project. Prerequisite: CST-239 or CST-135 or CST-250 or CST-227.

CST-335♯: Computer Security 4 credits

This course provides students with an understanding of computer security principles, techniques, and best practices. Students explore cryptographic tools, user authentication, and access control. advanced topics such as database security, malicious software, and intrusion detection, as well as ethical and legal aspects of computer security. Students gain knowledge in security measures to protect sensitive information in computing environments. Prerequisite: CST-347.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CST-339♯: Programming in Java III 4 credits

This course focuses on the development of dynamic web applications using the Spring framework and the Java programming language. Students employ design and programming methodologies to develop secure, high-performance, database driven applications. Prerequisite: CST-239.

CST-341♯◆: Open Source Computing 4 credits

This course covers the concepts, tools, and frameworks of Open Source software development. Using open source operating systems like Linux, students develop an acquaintance with compilers, scripting languages, frameworks, build tools, APIs, version control software, and their licensing constraints. Students also learn how to participate in and contribute to open-source projects. Prerequisite: CST-135 or CST-235.

CST-341HN♯◆: Open Source Computing 4 credits

This course covers the concepts, tools, and frameworks of Open Source software development. Using open source operating systems like Linux, students develop an acquaintance with compilers, scripting languages, frameworks, build tools, APIs, version control software, and their licensing constraints. Students also learn how to participate in and contribute to open-source projects. Prerequisite: CST-135 or CST-235.

CST-345♯: Database Design & Development 4 credits

This course provides students with the technical skills required to design and implement a database solution using both relational and non-relational databases. Students use data definition language (DDL) to create and delete database objects, and data manipulation language (DML) to access and manipulate those objects. Students gain hands-on experience with database design, data normalization, SQL sub-queries, creating and using views, understanding and working with data dictionaries, and loading and unloading databases. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in the lecture course, specifically creating databases and SQL queries. Prerequisite: CST-105 or CST-150.

CST-347♯: Parallel and Distributed Computing 4 credits

Parallel and Distributed Computing delves into the principles and practices that empower the design, implementation, and analysis of scalable computing applications for handling large-scale tasks efficiently. Students explore various models of parallel and distributed computing, develop skills in multi-core programming, and engage with real-world applications. Prerequisites: CST-201 and CST-207.

CST-350: Programming in C# III 4 credits

This course focuses on the development of dynamic web applications using the ASP.NET framework and the C# programming language. Students employ design and programming methodologies to develop secure, high-performance, database driven applications. Prerequisite: CST-250.

CST-351: Native Mobile App Development 4 credits

Students will create feature-rich mobile apps for native platforms. Students will use the latest industry-standard languages in native development frameworks. Applications will have visually appealing user interfaces, utilize standard software architecture principles, and provide solutions to common business problems. Prerequisite: CST-120.

CST-353: Cross-platform Mobile App Development 4 credits

This course offers a comprehensive and hands-on learning experience for students interested in building mobile applications that work across multiple platforms. Through this course, students will gain expertise in leveraging a cross-platform framework to write code once and deploy it across various platforms. From understanding the fundamentals of cross-platform app architecture to implementing platform-specific features, students will learn how to create visually captivating, high-performance, versatile, and efficient cross-platform apps. Prerequisite: CST-120.

CST-355: Advanced Mobile Development 4 credits

In this course, students expand their skills and delve into the intricacies of building cutting-edge mobile applications. This course delves into advanced topics such as incorporating emerging technologies, cloud integration, advanced user interface (UI) design, and optimizing app performance. Students will learn how to leverage cutting-edge technologies to create immersive user experiences, integrate cloud services for enhanced functionality, and optimize app performance for optimal speed and efficiency. By the end of this course, students will possess the expertise to develop innovative and feature-rich mobile apps that leverage the latest technologies and provide exceptional user experiences. Prerequisite: CST-353.

CST-361♯◆: Design Patterns in Java 4 credits

This course builds upon prior foundations in computer programming by presenting advanced concepts and techniques for improving new code and refactor existing code for simplicity, manageability, and performance. Students expand their skills in object oriented analysis and design, and learn to apply classical design patterns to a variety of object oriented programming challenge. Prerequisite: CST-135.

CST-361HN♯◆: Design Patterns in Java 4 credits

This course builds upon prior foundations in computer programming by presenting advanced concepts and techniques for improving new code and refactor existing code for simplicity, manageability, and performance. Students expand their skills in object oriented analysis and design, and learn to apply classical design patterns to a variety of object oriented programming challenge. Prerequisite: CST-235.

CST-381: Web Application Development 4 credits

Using current development trends, students examine several front-end and back-end frameworks used to build web applications. Students learn how to program these modern frameworks, as well as how to integrate them using traditional enterprise technologies. Prerequisites: CST-235 or CST-247 or CST-256 and CST-341. Prerequisites: CST-235 or CST-247 or CST-256 and CST-341.

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CST-391: JavaScript Web Application Development **4 credits**

Using current development trends, students examine several front-end and back-end frameworks used to build web applications. Students learn how to program these modern frameworks, as well as how to integrate them using traditional enterprise technologies. Prerequisites: CST-120 and (CST-239 or CST-135) and (CST-345 or CST-236).

CST-403: Computer Science Internship I **2 credits**

The optional internship provides students the opportunity to work as practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. The internship enables students and organizations to benefit from real-world application of classroom instruction. The internship can substitute for one of the following: STG-451. Prerequisite: Permission of the Director of the Internship Program.

CST-404: Computer Science Internship II **2 credits**

The optional internship provides students the opportunity to work as practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. The internship enables students and organizations to benefit from real-world application of classroom instruction. The internship can substitute for one of the following: STG-452. Prerequisite: Permission of the Director of the Internship Program.

CST-405◆: Principles of Compiler Design Lecture & Lab **4 credits**

This course reviews the concepts and tools used in the development of compilers. Students synthesize topics covered in previous courses: formal languages, data structures, and computer architecture. The course reinforces the principles of software engineering and development through a complete cycle of building a working compiler. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing a compiler including a lexer, parser, semantic analyzer, code generator, and optimizer. Prerequisites: CST-301 and MAT-374.

CST-407: Application Security Foundations **4 credits**

This course examines security principles for application developers. The course also examines common security vulnerabilities found in modern dynamic web applications, secure programming practices, and how to avoid and illuminate the common security vulnerabilities. Prerequisite: CST-339.

CST-410ǂ◆: Game Design and Game Play Lecture & Lab **4 credits**

This course covers conceptual models for game design. Students analyze various computer games and develop an understanding of game concepts like history, genres, storylines, gameplay elements and challenges, and the design process. Students survey several modern tools and technologies used to create games. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on creating game storyboards, designing game levels with increasing complexity, and representations of real life phenomena and processes. Prerequisite: CST-320.

CST-410HNǂ◆: Game Design and Game Play Lecture & Lab **4 credits**

This course covers conceptual models for game design. Students analyze various computer games and develop and understanding of game concepts like history, genres, storylines, gameplay elements and challenges, and the design process. Students survey several modern tools and technologies used to create games. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on creating game storyboards, designing game levels with increasing complexity, and representations of real life phenomena and processes. Prerequisites: CST-305, CST-310, CST-320, and MAT-374.

CST-415◆: AI in Games and Simulations Lecture & Lab **4 credits**

The course introduces basic concepts of AI in the gaming context such as finite state machines, fuzzy logic, architectures, planning, and search. Students will work with implementations of common game AI algorithms for behaviors such as path finding, behavior selection, and learning. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on implementing algorithms for flocking, A* path finding, decision trees, and deterministic finite state machines. Prerequisites: MAT-345, and MAT-374, CST-320.

CST-416ǂ◆: Mobile Game Development Lecture & Lab **4 credits**

This course explores iterative, rapid application development techniques, and cross platform development environments, to produce and publish a game for a mobile operating systems. Topics covered include performance profiling and optimization, hardware acceleration, designing for small screens, and interaction via mobile device specific inputs. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on creating a complete application for a mobile device and publish it on an online store. The application will utilize the key APIs provided on the device, including location awareness, motion detection, networking, and tactile user interface. Prerequisite: CST-320, MAT-374.

CST-416HNǂ◆: Mobile Game Development Lecture & Lab **4 credits**

This course explores iterative, rapid application development techniques, and cross platform development environments, to produce and publish a game for a mobile operating systems. Topics covered include performance profiling and optimization, hardware acceleration, designing for small screens, and interaction via mobile device specific inputs. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on creating a complete application for a mobile device and publish it on an online store. The application will utilize the key APIs provided on the device, including location awareness, motion detection, networking, and tactile user interface. Prerequisite: CST-305, CST-310, CST-320, MAT-374.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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CST-424◆: Research Methods 4 credits

This course prepares students to conduct research across a range of IT disciplines. The course introduces students to research methods, research design, research ethics, and techniques of data collection and analysis appropriate to IT. While interpreting others' research, students acquire the skills and knowledge to conduct and communicate their own research. Prerequisite: MAT-134 or MAT-154.

CST-425◆: Very Large Information Systems Lecture & Lab 4 credits

This course introduces modern theories of machine learning and design & implementation models for large scale quantitative, image, and text information systems. The machine learning and information retrieval includes methodologies such as Boolean, vector space, probabilistic, inference net, and language modeling. Students will acquire hands-on experience by implementing models such as clustering algorithms, automatic text categorization, and experimental evaluation. As an introduction to data science theory and techniques, students will experiment with supervised and unsupervised learning algorithms, intelligent text summarization, topic detection, tagging, and tracking. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on implementing techniques for efficiently managing and manipulating very large data sets and build machine learning models. Prerequisites: MAT-374 and (CST-217 or SYM-400) and MAT-345.

CST-435ǂ◆: Search Engines and Data Mining Lecture & Lab 4 credits

This course provides a comprehensive introduction to neural networks and deep learning. The location, retrieval, and conversion of raw data into usable information is accomplished by implementing a variety of neural network models. Students implement deep learning algorithms for organizing and searching very large data collections, like those typically found in enterprise databases and on websites. Students use clustering and categorization to generate various information taxonomies based on document ranking, evaluation, and classification. The laboratory reinforces and expands deep learning principles introduced in the lecture. Hands-on activities focus on using neural networks for performing data mining on a large business database and extracting trends and actionable information. Prerequisites: MAT-374 and (CST-217 or SYM-400)and MAT-345.

CST-435HNǂ◆: Search Engines and Data Mining Lecture & Lab 4 credits

This course provides a comprehensive introduction to neural networks and deep learning. The location, retrieval, and conversion of raw data into usable information is accomplished by implementing a variety of neural network models. Students implement deep learning algorithms for organizing and searching very large data collections, like those typically found in enterprise databases and on websites. Students use clustering and categorization to generate various information taxonomies based on document ranking, evaluation, and classification. The laboratory reinforces and expands deep learning principles introduced in the lecture. Hands-on activities focus on using neural networks for performing data mining on a large business database and extracting trends and actionable information. Prerequisites: MAT-374 and (CST-217 or SYM-400) and MAT-345.

CST-440ǂ◆: Analytics for Dynamic Social Networks Lecture & Lab 4 credits

This course focuses on very large web-based sources of information such as social networks and semantic networks. Students analyze dynamic data and trends, connections (links), and patterns of self-organization. Students then utilize intelligent inferential techniques to interpret patterns in the collected information and translate them into actionable items. Hands-on experiences include marketing, organizational structure, security, and human analytics. Prerequisites: MAT-374 and (CST-217 or SYM-400) and MAT-345.

CST-440HNǂ◆: Analytics for Dynamic Social Networks Lecture & Lab 4 credits

This course focuses on very large web-based sources of information such as social networks and semantic networks. Students analyze dynamic data and trends, connections (links), and patterns of self-organization. Students then utilize intelligent inferential techniques to interpret patterns in the collected information and translate them into actionable items. Hands-on experiences include marketing, organizational structure, security, and human analytics. Prerequisite: CST-425.

CST-451Δǂ Ω: Senior Project I 2 credits

The first capstone course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: CST-339 or CST-341 or CST-235 or CST-350 or CST-247 or CST-391.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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CST-451HN[Δ♯]: Senior Project I **2 credits**

The first capstone course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: CST-410 or CST-424.

CST-452[Δ♯Ω]: Senior Project II **2 credits**

The second capstone course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of the learning experiences while a student in the Computer Science program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of CST-451 with a grade of C or better.

CST-452HN[Δ♯]: Senior Project II **2 credits**

The second capstone course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of the learning experiences while a student in the Computer Science program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of CST-451 with a grade of C or better.

CST-461: Current Trends in Computer Science Lecture and Lab **4 credits**

This course surveys current advances in computer science. Topics vary by semester and include current and emerging practice in computer science. Lab activities will focus on hands-on projects with a variety of technologies, devices, and programming languages. Prerequisite: CST-315, CST-301.

CST-490: Computer Science Capstone Project I **2 credits**

The first capstone course provides students with the opportunity to work in teams to tackle real-world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. Prerequisites: CST-315, and department approval.

CST-491: Computer Science Capstone Project II **2 credits**

The second capstone course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of the learning experiences while a student in the Computer Science program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. Prerequisite: Successful completion of CST-490 with a grade of C or better.

CST-520: Design and Analysis of Algorithms **4 credits**

The course covers the theoretical fundamentals of computing, and analysis of the inherent capabilities and limitations of computation. Topics include advanced techniques in formal algorithm analysis, classical and modern algorithms, P and NP, polynomial-time reduction, NP-completeness and NP-hardness. Prerequisite: DSC-510.

CST-530: Advanced Operating Systems **4 credits**

This course covers essential concepts in the design and implementation of advanced modern operating systems. Focus areas may include distributed systems and computer networks, interprocess communication, distributed processing, multi-core processors, sharing and replication of data and files. Prerequisite: CST-520.

CST-535: Principles of Computer Security **4 credits**

This course provides students with a comprehensive understanding of computer security principles, techniques, and best practices. Students will explore encryption algorithms, authentication protocols, access control mechanisms, and secure communication protocols. Advanced topics such as network security, database security, cloud security, and mobile device security will be covered, as well as ethical and legal aspects of data security, including privacy regulations and ethical responsibilities. Students will gain knowledge in security measures to protect sensitive information in various computing environments. Prerequisite: CST-520.

CST-540: Programming Languages **4 credits**

This course focuses on theoretical models for advanced programming paradigms: functional, imperative, concurrent, and probabilistic programming. Various models of programming languages and type systems are discussed. Students learn to apply programming methodology, transformations, and logic. Prerequisite: DSC-510.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CST-545: Programming for Artificial Intelligence **4 credits**

The Programming for Artificial Intelligence course is designed to provide students with a solid foundation in programming concepts and techniques specifically tailored for developing and implementing artificial intelligence (AI) systems. This course aims to equip students with the knowledge and skills necessary to design, build, and deploy AI applications using Python programming language and frameworks. Throughout the course, students will explore the fundamental principles of AI and its various subfields, including developmental tools, machine learning, and deep learning concepts. They will gain an understanding of the underlying algorithms and methodologies used in artificial networks, as well as supervised, unsupervised, and reinforced learning. Prerequisite: CST-520.

CST-550: Parallel Programming **4 credits**

This course introduces programming models and languages for programming parallel platforms. Additional topics may include parallel and distributed platforms, parallel and distributed algorithms, message passing, shared memory, and parallel programming applications in a variety of domains. Prerequisite: CST-540.

CST-560: Research Methods in Computational Sciences **4 credits**

This course prepares students for the research process in computational sciences, while developing an appreciation for the philosophy and ethics related to how research is conducted. Students learn how to design experiments, how to test the results using statistical methods, and communicate the findings. Prerequisite: DSC-510.

CST-570: Machine Learning for Computer Science **4 credits**

This course covers fundamental techniques in statistical machine learning, focusing on computational methods for supervised and unsupervised data analysis. Topics may include classification, regression, dimensionality reduction, and clustering. Students will learn and apply a variety of training models and algorithms. Prerequisite: CST-560 or CST-545.

CST-580: Artificial Intelligence **4 credits**

This course covers key areas of AI focusing on theoretical and practical approaches to designing intelligent systems. Central themes include search, neural networks, probabilistic modeling, and game theory. Students explore specific algorithms and applications in depth, using modern programming paradigms. Prerequisite: CST-570.

CST-585: Advanced Applications in AI **4 credits**

This course explores the practical applications and tools used in the field of AI. Students will examine AI's impact in areas such as natural language processing, computer vision, robotics, machine learning, and data analytics. They will gain hands-on experience with popular programming languages and frameworks. Advanced topics like deep learning, reinforcement learning, and generative models will be covered, along with ethical considerations and responsible AI practices. By the course's end, students will possess the skills necessary to apply AI techniques to real-world problems and pursue careers in AI research, data science, and software engineering. Prerequisite: CST-570.

CST-590: Computer Science Capstone Project **4 credits**

Students conceptualize, design, and present an innovative idea, process, or a product in the field of computer science. Projects synthesize and apply knowledge from previous courses and include a scientific report anchored in current theory and research. Prerequisite: CST-580 or CST-585.

Continuing Education (CTE)

ATP-5600TE: Prevention and Treatment of Athletic Injuries **3 credits**

This course provides an opportunity for future and current coaches to acquire and apply knowledge of the prevention and treatment of athletic injuries. Coaches will develop an understanding how to train athletes to prevent injuries and the importance of long-term care when an injury does occur. Additionally, coaches will explore how to recognize an injury, the appropriate response and treatment, medical professional coaches may need to collaborate with, and what to do in an emergency situation.

BIO-5200TE: Anatomy and Physiology for Coaching **3 credits**

This course provides an opportunity for future and current coaches to acquire and apply knowledge of anatomy and physiology. Coaches will develop an understanding of the basic terminology, body organization, and organs. Additionally, coaches will look at how the body works together to maximize performance and promote overall health.

CEA-5170TE: Legal Considerations in Christian Education for Current Practitioners **3 credits**

This course focuses on legal requirements unique to the Christian school. Emphasis is placed on school governance and the rights and issues associated with employees and students as well as pertinent laws and court decisions that govern Christian schools. Emphasis is also placed on advocacy, trends, the legislative process, and analyzing best practices for various organizational structures of Christian schools.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CEA-5270TE: Christian School Finance for Current Practitioners **3 credits**

This course focuses on funding and budgeting of Christian schools. Topics include funding sources, including tuition, capital campaigns, and public funds. Emphasis is placed on ethical and professional behavior in the areas of funding and financial governance in Christian schools. Best practices and sound fiscal approaches to starting, developing, and operating Christian schools are also addressed.

CEA-5370TE: Christian Educational Environments and Communities for Practitioners **3 credits**

This course focuses on the foundations of creating and maintaining a Christian school environment through best practices for various organizational structures of Christian schools. Topics include spiritual practices, managing internal and external stakeholders, conflict resolution, and relational leadership. Emphasis is placed on personal spiritual formation and character development, as well as the creation and promotion of a philosophy of Christian education that is solidly based on biblical principles.

EAD-5170TE: Administration and Education Law for Current Practitioners **3 credits**

This course introduces educators to the laws and policies governing and relating to PK-12 education in the United States. A broad range of topics will be examined including the values of democracy, individual freedom, and responsibility, as well as equity, social justice, community, and diversity within the educational community. Focus is on the principal's role in ethical decision-making and implementing laws, rights, policies, and regulations to improve outcomes for all students.

EAD-5230TE: Developing Professional Capacity for Current Practitioners **3 credits**

This course prepares practitioners to become effective school-level instructional leaders in the development of professional capacity. Practitioners will evaluate the effectiveness of professional development practices, presentation and facilitation skills, professional learning communities, and mentor programs. Additionally, practitioners will analyze best practices for using technology to increase academic performance.

EAD-5270TE: Administration of School Finance for Current Practitioners **3 credits**

This course examines PK-12 education finance with a fundamental focus on issues and practices that directly affect the operation of the school and local education agency (LEA). Practitioners will be exposed to the regulations encompassed in the Uniform System of Financial Records (USFR) and the implications of these regulations at the school site level. School finance topics related to education at the federal, state, and local levels will be examined. Participants will explore financial aspects of school improvement while managing change.

EAD-5350TE: Supervision for Instructional Improvement **3 credits**

This course prepares candidates to become effective building-level supervisors of instructional leaders. Emphasis is placed on improving instruction, teacher practices, and effective communication. Candidates will examine institutional change, school improvement, staff development, and teacher evaluation. Supervision techniques will be explored, including: mentoring and peer coaching, as well as clinical supervision. Special emphasis will be placed on the skills and strategies needed to develop learning organizations that build an appropriate curriculum, support instructional improvement, and incorporate best practices.

EAD-5360TE: Crisis Management in Schools for Current Practitioners **3 credits**

This course provides participants with the skills needed to prepare for different types of emergencies in K-12 schools and to respond appropriately. Topics are related to response on a personal, classroom and schoolwide crises, are geared towards helping K-12 personnel survive and assist during traumatic situations. Topics addressed include safety procedures, student and staff trauma, crisis response, bullying, and mandatory reporting laws. Incorporating district policy, ethics, and school law are also covered in relation to emergency situations.

EAD-5371TE: Sustaining Educational Environments and Communities for Practitioners **3 credits**

This course emphasizes the critical role of the leader in creating and sustaining a positive school culture and shared vision. Given diverse settings, contexts, and leadership situations, this course will explore how to manage and cultivate productive relationships with students, families, and the educational community that promote student development and success. Emphasis is placed on effective communication with community stakeholders in a variety of contexts.

EAD-5470TE: School Organization and Management for Current Practitioners **3 credits**

This course explores critical organizational and management issues faced by school principals. Topics explored include recruiting, selecting, and hiring to build a quality workforce that supports school improvement. Focus also includes managing and allocating resources, including technology that supports equity and digital literacy to all learners. Participants also explore promoting school mission and vision to support school community safety and learning.

EAD-5570TE: Administration of Curriculum and Academic Programs for Practitioners **3 credits**

This course prepares practitioners to become effective instructional leaders in the evaluation of schoolwide curricular programs to promote continuous school improvement. Focus is placed on evaluating academic and non-academic practices, services, and curricula to ensure cultural responsiveness, character education and development, equity, and accessibility based on data-driven analysis.

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EAD-5670TE: Coaching and Mentoring to Support Teacher Self-Efficacy for Practitioners **3 credits**

Participants are introduced to models and frameworks of change management in the education environment as well as necessary communication skills to manage risk, create buy-in, and build coalitions to promote positive educational change.

EAD-5770TE: Promoting Effective and Respectful Learning Environments for Practitioners **3 credits**

This course prepares practitioners to promote effective and safe learning environments to support school improvement initiatives. Research-based best practices in establishing a consistent, organized, and respectful learning environment will be explored. Emphasis is placed on equitable, inclusive, and culturally responsive practices. Character education is addressed to support the social, emotional, and behavioral well-being of all school community stakeholders, and to sustain a positive learning environment.

EAD-5870TE: Distributed and Inclusive Leadership for Current Practitioners **3 credits**

This course prepares educators to become effective building-level instructional leaders who are able to supervise, support and evaluate school staff in a manner that promotes character education, character development, reflection and self-awareness, equity, cultural responsiveness, and distributed leadership. Emphasis is placed on promoting professional dispositions and norms that support equity, inclusion, and educational success.

EBF-5200TE: Federal Funding for Schools and Districts for Current Practitioners **3 credits**

Current practitioners will learn about funding available to districts and/or schools from the federal government. Funding types and the regulations for allocating those funds in compliance with federal guidelines are emphasized.

EBF-5250TE: State Funding for Schools and Districts for Current Practitioners **3 credits**

Current practitioners will learn about funding available to schools and districts from the state government. Funding types and regulations for allocating those funds in compliance with federal guidelines are emphasized.

EBF-5300TE: Local Funding for Schools and Districts for Current Practitioners **3 credits**

Current practitioners will learn about funding available to schools and districts from local entities. Funding sources, including community organizations, are explored. Ethical and legal management of local funding is emphasized.

EBF-5500TE: Managing School Capital and Human Resources for Current Practitioners **3 credits**

Current practitioners will learn about the equitable allocation and distribution of funds and resources available to schools and districts. Legal and ethical use and reporting of funds are emphasized.

ECE-5010TE: Foundations of Early Childhood **3 credits**

Educators survey the philosophical and historical foundations upon which early childhood educational theories and practices are constructed. Current educational models are explored. Educators examine the application of theories to the early childhood classroom and evaluate their contemporary usefulness in supporting children's academic achievement, cognitive, and physical development, and social and emotional growth through early childhood.

ECE-5150TE: Typical and Atypical Child Development for Current Practitioners **3 credits**

This course explores how young children grow and develop, recognizing that patterns of learning and development vary individually across cognitive, linguistic, physical, and social-emotional areas while understanding the importance of communicating with families on child development. Participants review atypical development, early intervention, and aspects of special education, including Parts B and C of IDEA, IFSPs, IEPs, and 504s. The importance of advocacy and professionalism as an early childhood educator is also examined.

ECE-5220TE: Instructional Planning/Assessment in Early Childhood for Practitioners **3 credits**

Current Practitioners will examine developmentally appropriate practices in teaching young children. Key components include pre-assessment, analysis of data, comprehensive lesson planning, instruction, post-assessment, and reflection. Assessing, monitoring, and reporting the performance and progress of young children is examined. Areas of focus in the course include aligning instruction and assessment to standards, planning support for diverse learners, and the role of technology in assessment.

ECE-5235TE: Early Childhood Instructional Methodologies: Mathematics **3 credits**

Practitioners research instructional methodologies for teaching mathematics to young children. Emphasis is placed on hands-on and inquiry- and manipulative-based learning in mathematics curriculum that practitioners will develop, teach, and assess. Practitioners will also gather and analyze performance data to make instructional decisions. In addition, they will build skills to integrate literacy, science, social studies, and the creative arts into mathematics lessons while strengthening mathematical connections at home.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ECE-5240TE: Early Childhood Instructional Methodologies: Science and Social Studies **3 credits**

Practitioners research instructional methodologies for teaching science and social studies to young children. Emphasis is placed on inquiry-based learning and real-world connections to science and social studies curriculum that Practitioners will develop, teach, and assess. Candidates will also gather and analyze performance data to make instructional decisions. In addition, Practitioners will build skills to integrate literacy, mathematics, and the creative arts into science and social studies lessons while strengthening connections at home. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: None. Co-Requisite: None.

ECE-5320TE: Child Development in Health, Safety, and Nutrition for Practitioners **3 credits**

Current practitioners explore child growth and development, including developmental milestones that must be met with regard to physical, cognitive, language, and social and emotional development, as well as adaptability and approaches to learning for young children. This course emphasizes safety, health, and nutrition with a focus on the special healthcare needs of young children. Aspects of physical development, including fitness and movement, gross and fine motor skills, and fostering physical development within the community are discussed.

ECE-5620TE: Family Engagement, Cultural Awareness in Early Childhood for Practitioners **3 credits**

In this course, current practitioners examine how child development and the learning process occur in various contexts, including within diverse families and communities. Emphasis is placed on building partnerships and maintaining effective communication between schools, communities, and families to support young children's learning and development.

ECE-6020TE: Managing and Guiding an Early Childhood Environment for Practitioners **3 credits**

Current practitioners examine the guidance approach to create environments that support individual and collaborative learning, encourage positive social interaction, facilitate active engagement in learning, and promote self-motivation. Current practitioners develop skills related to establishing and maintaining safe, inclusive, respectful, challenging, and positive early childhood environments with rules and expectations that are clearly communicated.

ECE-6500TE: Early Childhood Methods for Practitioners: ELA, Social Studies, and Arts **3 credits**

Current practitioners examine instructional strategies that encourage young children to build reading, writing, and oral language skills in meaningful ways. Emphasis is placed on integrating social studies and the creative arts throughout language arts instruction. Practitioners will also gather and analyze performance data to make instructional decisions. Practitioners will explore best practices when working with children identified with exceptionalities.

ECE-6600TE: Early Childhood Instructional Methodologies for Current Practitioners: STEM **3 credits**

Current Practitioners research instructional methodologies for teaching STEM content (science, technology, engineering, and math) to young children. Emphasis is placed on inquiry-based with problem-solving and interactive learning experiences. Practitioners will also gather and analyze performance data to make instructional decisions to meet the needs of all students. Practitioners will explore best practices when working with children identified with exceptionalities.

ECH-5210TE: Early Literacy Development for Current Practitioners **3 credits**

This course addresses early language development and teaching strategies, supporting literacy development for those working with students from birth to age 8. The stages of oral and emergent language are addressed through language and literacy development. Application of phonemic and alphabetic principle skills is addressed through hands-on assignments. The course allows learners to demonstrate how an effective literacy environment can be developed.

ECS-5000TE: Early Childhood Special Education - Identification and Eligibility **3 credits**

Current practitioners are introduced to the identifying characteristics of disabilities, including dyslexia, in children birth to age 8/Grade 3. Practitioners will be introduced to the components of the Individuals with Disabilities Education Act (IDEA) to understand the identification, data collection, and referral process for special education. They will identify the risk factors and purpose of early intervention through understanding the characteristics of exceptional children, including dyslexia. Practitioners will survey the different types of family and service plans that are developed to support students with exceptionalities through collaboration with stakeholders.

ECS-5010TE: Foundational Studies in Early Childhood Special Education **3 credits**

This course places primary focus on the fundamental basis of the field of early childhood education and early childhood special education, Birth to Age 8/Grade 3, including historical and philosophical foundations, current practices, ethics, advocacy, models of teaching, and application in early childhood education/early childhood special education settings. Additionally, professional preparation requirements and professional development opportunities in the field are explored.

ECS-5200TE: Legal Aspects: Early Childhood Special Education for Current Practitioners **3 credits**

This course examines current special education laws and professional practices in the early childhood education setting. Emphasis is placed on the Individuals with Disabilities Education Act (IDEA), assessment, identification, and implementation of services. IFSP, IEP and 504 plans are discussed. Practitioners also incorporate data-based decision making and utilization of assistive technology in instruction.

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ECS-5550TE: Child Development Including Health, Safety, and Nutrition **3 credits**

This course explores child growth and development, including developmental milestones that must be met with regard to physical, cognitive, and social-emotional development. The course emphasizes quality childcare, including health, safety, and nutrition with a focus on special healthcare needs for young children. Educators will use data to analyze the development of the whole child and consider best practices for family involvement.

ECS-5600TE: Child, Family, Cultural, Community Relationships, and Advocacy **3 credits**

This course examines historical foundations, theories, and models of building relationships within families and schools, including family characteristics, diversity, multicultural factors, and community relationships. Current practitioners will identify community resources and organizations that support and assist children with and without exceptionalities and their families.

ECS-5750TE: Early Childhood Phonics and Science of Reading for Current Practitioners **3 credits**

This course explores components of typical and atypical literacy development for children Birth to Age 8/Grade 3. Coursework emphasizes research-based phonics development and the science of reading, including phonics, phonemic awareness, vocabulary, fluency and comprehension. Educators focus on assessing developmental and other literacy concerns, including dyslexia, with an emphasis on intervention, remediation, and differentiation strategies to support literacy development in young children.

ECS-5800TE: Developmentally Appropriate Instruction: ELA, Social Studies, and Arts **3 credits**

This course examines cross-content instructional methodologies for teaching language arts, social studies, and the arts to children with and without exceptionalities. Practitioners consider the developmental continuum of literacy instruction based on student data and individual needs. Emphasis is placed on creating project-based instruction that integrates language arts, social studies, and the arts.

ECS-5850TE: Developmentally Appropriate Instruction: STEM Subjects **3 credits**

Current practitioners research instructional methodologies to include inquiry-based and hands-on learning for teaching children with and without exceptionalities with an emphasis on STEM content (science, technology, engineering, and math) instruction. Practitioners use data to differentiate learning outcomes to meet the needs of individual students and develop a unit plan that incorporates all STEM components.

ECS-5900TE: Assessment, Evaluation, and Reporting for Early Childhood/Special Education **3 credits**

This course provides current practitioners with a robust view of assessment, evaluation, and reporting in early childhood education, including for early identification and development of IFSPs and IEPs for young children, Birth to Age 8/Grade 3. Data are used to assess, monitor, and report the progress of young children with and without exceptionalities.

EDL-5170TE: Legal and Ethical Considerations in Leadership for Current Practitioners **3 credits**

This course introduces current practitioners to the laws and policies governing and relating to education in the United States. Emphasis is placed on ethical professional practice and personal responsibility. Other topics covered include the educational leader's role in implementing laws, rights, policies, and regulations to improve outcomes for students.

EDL-5270TE: Resource Management for Current Practitioners **3 credits**

Effective management of human and capital resources is a critically important responsibility for system leaders. Leaders need to make the most of potentially scarce resources and align their resource management strategy with the mission and vision of the organization. This course focuses on how current practitioners can identify and allocate resources, including funding, people, facilities, and systems, to promote improvement. Emphasis is placed on collaboration and ethical decision making.

EDL-5370TE: Becoming a Leader-Manager for Current Practitioners **3 credits**

This course emphasizes the critical role of the leader in creating and sustaining a positive school culture and shared vision. Given diverse settings, contexts, and leadership situations, current practitioners will explore how to manage and cultivate productive relationships with students, families, and the educational community that promote student development and success. Emphasis is placed on effective communication with community stakeholders in a variety of contexts.

EDL-5570TE: Leading with an Entrepreneurial Mindset for Current Practitioners **3 credits**

This course introduces practitioners to the entrepreneurial mindset in education that is required to identify emerging trends and promote innovation. Collaborative and data-informed decision-making and risk tolerance and management are emphasized.

EDL-5670TE: Leading Change for Current Practitioners **3 credits**

Current practitioners are introduced to models and frameworks of change management as well as necessary communication skills to manage risk, create buy-in, and build coalitions to promote positive educational change.

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EDL-5770TE: Leading Projects and Teams for Current Practitioners **3 credits**

This course prepares practitioners to promote effective and safe learning environments to support school improvement initiatives. Research-based best practices in establishing a consistent, organized, and respectful learning environment will be explored. Emphasis is placed on equitable, inclusive, and culturally responsive practices. Character education is addressed to support the social, emotional, and behavioral well-being of all school community stakeholders, and to sustain a positive learning environment.

EDU-0240TE: Teacher Certification Exam Preparation **2 credits**

This course is designed for pre-K-12 candidates to develop a strategic plan and identify essential resources for preparing for their state-specific content and professional knowledge certification exams. Students will have access to comprehensive digital study guides and practice tests, equipping them with the necessary tools and knowledge to successfully pass their certification exams.

EDU-5010TE: Teacher Induction Internship **6 credits**

In this course, practitioners will demonstrate evidence of job-embedded induction training and reflection. Focus will be on evidence of inquiry engagement, goal-setting, demonstration and exploration of change in practice, reflection on impact of changes, and peer collaboration. Field experience hours for this course are determine by the State of California and partnering California Induction institution. Completed hours will be tracked by the Induction partner and shared with a GCU liaison for processing purposes. The required field experience hours for this course are unspecified by GCU as these will be dependent on external partners.

EDU-5050TE: Influences of Family and Community Engagement For Current Practitioners **3 credits**

Educators will explore how issues related to family relationships and community environments interplay to influence classroom dynamics. Special attention is given to family interaction patterns, including communication processes, power relationships, open and closed family systems, parent-child relationships, and conflict resolution processes. Emphasis is placed on frameworks, materials, and strategies for building relationships with family and community members as well as the development of successful family and community involvement in the classroom. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-5100TE: Professional, Ethical, and Legal Practices and Policies in Education **3 credits**

This course examines PreK-12 education policy from historical, political, economic, and social perspectives. The effects of federal and state laws and policies on the rights and responsibilities of all stakeholders within education will be examined. Emphasis will be placed on educational leadership in the areas of advocacy, community relations, and equitable access to education.

EDU-5220TE: K12 Curriculum Design and Development For Current Practitioners **3 credits**

This course offers an overview of the factors, principles, and elements of curriculum development in the elementary and secondary school. Emphasis is on philosophical and psychological influences in education, as well as designing and evaluating curricular patterns for urban schools.

EDU-5330TE: Ethics and Advocacy in Education for Current Practitioners **3 credits**

In this course, participants examine the foundations and dimensions of social justice in education, with the goal of becoming culturally competent educators while integrating faith, learning, and work. Participants reflect on their own worldview and perceptions, and how those influence professional practice. Emphasis is placed on developing cultural competence and promoting positive relationships both in the classroom and throughout the educational community.

EDU-5370TE: Leadership and Instructional Coaching for Current Practitioners **3 credits**

Educators will learn and apply coaching techniques in school and community settings. Emphasis is placed on improving teacher practices, school culture, and effective communication. Educators will use cognitive coaching and teacher leadership skills.

EDU-5510TE: Differentiated Instruction for Current Practitioners **3 credits**

Educators will use data to differentiate curriculum, instruction, and assessments to foster learning for all students. Focus will be on patterns of learning and development, using technology to differentiate instruction, and developing an engaging classroom environment.

EDU-5540TE: Methods of Instruction and Assessment for Current Practitioners **3 credits**

In this course, educators will develop skills in aligning objectives, instruction, and assessments. Special attention is given to differentiating curriculum for diverse students and using assessment data to guide instruction. In addition, collaboration with peers and colleagues will be used to achieve instructional goals through action planning. Review of current trends in instruction and assessment are presented to guide instructional decisions with a special focus on the needs of diverse students.

EDU-5550TE: Classroom Assessment for Mathematics **3 credits**

This course promotes the understanding of theories and strategies guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Practitioners will analyze and integrate multiple methods of K-12 mathematics assessment that support equity, student engagement, and differentiation to meet various student needs. Particular emphasis is given to monitoring student progress to guide instructional practices and decision-making in the mathematics classroom.

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EDU-5560TE: Methods of Instruction and Assessment for Current Practitioners **3 credits**

Candidates will refine skills in aligning objectives, instruction, assessments, and rubrics. Special attention is given to differentiating curriculum for diverse students and using assessment data to guide instruction. Candidates will create a collaborative action plan that can be utilized to achieve instructional goals. A review of current trends in instruction and assessment, including the use of AI, is presented to guide the creation of curriculum and instructional decisions.

EDU-5570TE: Differentiated and Culturally Responsive Instruction for Practitioners **3 credits**

Current educators will use data to differentiate curriculum, instruction, and assessments in ways that foster learning for all students, including using technology. Focus will be on developing an engaging classroom environment, creating opportunities for learners to demonstrate their learning in different ways, and managing the learning environment to actively and equitably engage learners. Current educators will examine frameworks, materials, technology, and strategies for translating the principles of culturally responsive pedagogy into effective educational practice. The emphasis will be on developing curriculum that is bias-free and considers culturally responsive pedagogy, family and community engagement, and global education.

EDU-5590TE: Curriculum Mapping for Current Practitioners **3 credits**

Current practitioners analyze and revise units of study based on identified goals and professional standards. Curriculum mapping analysis skills will be developed to ensure program objectives are aligned systematically to achieve learning goals and standards. Emphasis is placed on backward design, inquiry-based learning, and developing diverse and differentiated curriculum. Current practitioners will design curriculum and instruction in synchronous and asynchronous digital learning environments.

EDU-5600TE: Language and Literacy Development: Phonics and the Science of Reading **3 credits**

Practitioners will examine Science of Reading concepts including decoding, language comprehension and reading comprehension, and how each can be used to teach foundational skills to develop proficient readers with the capacity to comprehend a range of texts across disciplines. Practitioners will build knowledge surrounding research-based language and literacy development approaches related to reading instruction, including the components of reading, while promoting early literacy and independent reading skills for all students, including those with dyslexia and other learning disabilities. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-5650TE: Differentiated Literacy Instruction: Assessment, Intervention, Remediation **3 credits**

Practitioners explore proficient reading and writing, instructional models that integrate listening, speaking, reading, and writing. Theoretical principles of the elements of reading instruction are examined to inform assessment, intervention, and remediation practices. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. From this foundational knowledge, practitioners will select, adapt, and use research-based instructional strategies and interventions in academic curricula to advance the learning for all students, with attention focused on reading. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-5770TE: Teaching Financial Literacy: Tools for Secondary Educators **3 credits**

This course equips secondary educators with the strategies, resources, and confidence to teach essential financial literacy concepts effectively. Participants will explore foundational topics such as budgeting, saving, investing, credit management, and economic decision-making, tailored for a high school audience. The course emphasizes interactive teaching methods, culturally responsive practices, and real-world applications to engage diverse learners. By the end, educators will develop a toolkit of lesson plans, activities, and assessments aligned with educational standards, preparing students to navigate personal finance and build a foundation for lifelong financial success.

EDU-5840TE: Instructional Coaching for Current Practitioners **3 credits**

Candidates will apply coaching techniques and tools in academic and professional settings. Emphasis is placed on improving professional practices, workplace culture, and effective collaboration and communication, as well as modeling the ethical use and implementation of technology. Candidates will focus on advocating for continuous improvement in education.

ELM-5000TE: Child and Early Adolescent Development and Psychology for Practitioners **3 credits**

Current practitioners survey how children and early adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to the development of children and young adolescents allows practitioners to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

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ELM-5150TE: Managing Equitable and Engaging Learning Environments for Practitioners **3 credits**

Current practitioners examine how to create and manage safe environments that encourage and support individual and collaborative learning, positive social interaction, active engagement in learning, self-motivation, and high expectations for all learners. Practitioners build foundational knowledge regarding the importance of establishing and maintaining equitable and positive collaborative relationships with families, school colleagues, and agencies in the larger community to advocate for and promote the intellectual, social, emotional, and physical growth well-being of children.

ELM-5260TE: Literacy Intervention and Remediation for Current Practitioners **3 credits**

Current practitioners develop strategies for literacy intervention and remediation to foster and support student autonomy in the classroom. Practitioners build knowledge and skills to plan literacy supports in all content areas, promote self-directed learning, and empower students to take control and set goals for their own learning outcomes. Practitioners design and plan a learning environment that allows active participation from students in their own learning, collaborative goal setting with students and other stakeholders, self-assessment of progress, reflective thinking, questioning with intention, and purposeful feedback.

ELM-5360TE: Strategies for Student Engagement for Current Practitioners **3 credits**

Current practitioners develop strategies to foster and support student autonomy in the classroom. They build knowledge and skills to promote self-directed learning and empower students to take control of their educational journey and set their own learning goals. Participants design and plan a learning environment that encourages active student participation in their learning process. This includes collaborative goal setting with students and stakeholders, self-assessment of progress, reflective thinking, intentional questioning, and providing purposeful feedback.

ELM-5400TE: Foundational Literacy Skills and Phonics for Current Practitioners **3 credits**

Practitioners will examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Practitioners will build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. Fingerprint clearance is not required.

ELM-5450TE: Phonics and the Science of Reading for Current Practitioners **3 credits**

Current practitioners examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Practitioners build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. With this foundational knowledge, the science surrounding reading instruction is explored and put into practice.

ELM-5500TE: Methods of Teaching & Integrating Social Studies & the Arts **3 credits**

Current practitioners examine a variety of instructional strategies to encourage learners to develop deep understanding of the major concepts and modes of inquiry from the integrated study of history, geography, the social sciences and other related areas. Practitioners build foundational knowledge on promoting elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Practitioners integrate the content, functions and achievements of the performing and visual arts as primary media for communication, inquiry and engagement among elementary students.

ELM-5550TE: Elementary Instructional Planning and Assessment for Current Practitioners **3 credits**

Current practitioners examine how instructional planning supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of students and the community context. Practitioners analyze and integrate multiple methods of assessment that support student engagement, monitor student progress, and guide decision-making. Assessment and instruction will support foundational knowledge regarding the importance of planning instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community, with focused attention on formative and summative assessments.

ELM-5600TE: Methods and Strategies of Teaching Elementary Mathematics **3 credits**

Educators examine a variety of instructional strategies to encourage learners to develop deep understanding of the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability and to build skills to apply knowledge in meaningful ways. Educators build foundational knowledge on engaging problem solving, reasoning and proof, communication, connections and representations to help students successfully apply their developing skills to many different situations, materials, and ideas.

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ELM-5700TE: Methods of Teaching and Integrating Science and Health for Practitioners **3 credits**

Current Practitioners examine fundamental concepts of physical, life, earth/space sciences, and health education. Within this course, educators will build foundational knowledge on a variety of age-appropriate inquiry-based instructional strategies to teach science, build student understanding of personal and social applications to convey the nature of science, and student development for the practice of skills that contribute to good health.

ELM-5800TE: Methods of Teaching Elementary English Language Arts **3 credits**

Educators examine a variety of instructional strategies to encourage learners to develop deep understanding of reading, writing, and oral language and their connections, and to build skills to apply knowledge in meaningful ways. Educators build foundational knowledge on how to use the concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

ESL-5400TE: Methods of Structured English Immersion for Elementary Current Practitioner **3 credits**

This course examines the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for K-8 English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Strategies to promote English language development and improve academic achievement are identified. Students plan standards-based instruction for K-8 English language learners. This course satisfies the requirements for SEI Endorsement and is approved by the Arizona Department of Education.

ESL-5450TE: Methods of Structured English Immersion for Secondary Current Practitioners **3 credits**

This course examines the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners in secondary education settings. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Strategies to promote English language development and improve academic achievement are identified. Students plan standards-based instruction for English language learners in secondary education settings. This course satisfies the requirements for SEI Endorsement and is approved by the Arizona Department of Education.

MMS-5100TE: Classroom Management for Practitioners: Mild to Moderate Disabilities **3 credits**

Current practitioners examine strategies for increasing motivation, establishing developmentally appropriate learning environments, and planning effective routines and procedures for students with exceptionalities. Current practitioners analyze data to develop behavior intervention plans and evaluate the effectiveness of behavioral interventions for students with exceptionalities. Current practitioners create safe, respectful, and productive face-to-face and digital learning environments that encourage collaborative skills and peer interaction for students with exceptionalities. Additionally, current practitioners build knowledge of how to mentor and manage paraprofessionals and other stakeholders in their role of supporting individuals and families.

MMS-5200TE: Instructional Planning in Special Education for Current Practitioners **3 credits**

Current practitioners survey instructional strategies, tools, resources, and technology used to design meaningful learning experiences that consider students' strengths and interests, increase motivation for learning, and promote active engagement. Current practitioners design explicit, systematic instruction that provides multiple ways to demonstrate learning and considers the differentiation, modification, and accommodation strategies needed to support all students. Focus is placed on how instruction can vary in different settings, including virtual environments, and how different settings affect peer interactions and collaborative skills.

MMS-5300TE: Language Development, Phonics, and Science of Reading for Practitioners **3 credits**

Current practitioners explore components of typical and atypical literacy development for students with or without exceptionalities. Coursework emphasizes research-based phonics development and the Science of Reading, including phonics, phonemic awareness, vocabulary, fluency, and comprehension. Practitioners focus on assessing developmental and other literacy concerns, including dyslexia and other reading disabilities, using a variety of formal and informal assessments that provide valid, reliable data. Focus is placed on designing learning experiences that implement accommodation strategies to support literacy development, apply flexible grouping, and enhance independent learning.

MMS-5400TE: Assessment and Eligibility in Special Ed for Current Practitioners **3 credits**

Current practitioners will investigate the ethical guidelines and legal policies and procedures that are important to consider during assessment and eligibility determination. Practitioners will build foundational knowledge regarding the use of multiple methods of assessment and data sources for making diagnostic and educational decisions for individuals with mild to moderate disabilities, including when determining modifications to the general education curriculum. Additionally, collaboration with stakeholders to determine, assess, and analyze student needs and progress is explored.

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MMS-5500TE: Instruction, Remediation, and Intervention in ELA for Practitioners **3 credits**

This course is designed to equip practitioners with advanced knowledge and skills in literacy instruction. Practitioners will explore the science of reading, research-based ELA instructional strategies, and effective remediation and intervention techniques. Practitioners will learn to utilize assessment data to meet individual needs, plan and execute small-group ELA instruction, and manage literacy-based classrooms. Focus is placed on evaluating current research, developing comprehensive intervention plans, analyzing assessment data, and creating effective instructional and management systems. This course is ideal for educators aiming to enhance their expertise in literacy education and pursue leadership roles in this field.

MMS-5600TE: Professional, Ethical and Legal Special Ed Practices for Practitioners **3 credits**

This course is designed for current practitioners seeking to deepen their understanding of the complex ethical, legal, and professional landscape of special education. Educators will examine current professional ethical principles and practice standards, explore strategies for navigating ethical dilemmas and legal complexities unique to special education roles, and enhance skills in effective communication and collaboration with diverse stakeholders, including families, administrators, and related service providers. Strategies and resources will be explored to improve communication, progress monitoring, and collaboration in special education settings. Additionally, educators will refine techniques for developing and implementing high-quality Individualized Education Programs (IEPs) that align with ethical standards and legal requirements.

MMS-5700TE: Case Management and Transition Planning for Current Practitioners **3 credits**

Current practitioners examine special education case management practices and strategies and the transition process. Legal and instructional requirements, culturally responsive collaboration and communication, and documentation of students' progress as part of case management and transition planning are explored. Current practitioners investigate collaboration between special education and general education teachers, including when modifying the general education curriculum and planning specially designed instruction that meets the learning needs of students with exceptionalities.

MMS-5800TE: Math Methods for Students with Mild to Mod Disabilities for Practitioners **3 credits**

Current practitioners build foundational knowledge of a variety of research-based instructional materials, strategies, and interventions to advance the learning of students with mild to moderate disabilities in mathematics. Technology, including assistive technology, is explored as a tool for supporting communication and developing higher-order skills while meeting the diverse needs of learners. Current practitioners explore methods for engaging learners in analyzing their own assessment results and setting goals.

MSS-5080TE: Survey of Moderate to Severe Special Education for Practitioners **3 credits**

Current practitioners survey moderate to severe disabilities including definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders and how to use research-based best practices to meet the diverse needs of students with exceptionalities. A focus is placed on building an understanding of differentiation, modification, and accommodation strategies, tools, and resources that support student learning and active engagement. Practitioners will study the laws and regulations that govern the special education process and examine strategies for advocating for individuals with exceptionalities and their families to address their diverse needs and prevent bias. Additionally, professional development in the field of special education and opportunities to advocate for the profession are explored.

MSS-5100TE: Case Management, Collaboration, and Communication for Current Practitioners **3 credits**

In this course, current practitioners will develop essential skills in case management, professional collaboration, and effective communication for students with moderate to severe exceptionalities. Through participation in professional learning communities and reflective practices, practitioners will enhance their instructional strategies and recognize the effect of biases. Emphasis is placed on clear communication of student progress and goals to all stakeholders and introduces advanced technologies and strategies for collaborative stakeholder engagement. Additionally, the course provides practical experience in the management of Individualized Education Programs (IEPs) and coordination with interdisciplinary teams.

MSS-5200TE: Mod-Severe Special Ed Classroom Management for Current Practitioners **3 credits**

Current practitioners will learn to create and maintain safe, inclusive, and culturally responsive learning environments that foster the academic and social growth of students with disabilities. Emphasizing collaboration and evidence-based practices, the course focuses on identifying diverse factors affecting student learning and motivation and analyzing various measures of data for identifying the purpose or function served by interfering behavior and designing effective interventions. Instructional strategies will focus on promoting emotional well-being, positive social interactions, self-determination and regulation, and intensive small group instruction to enhance collaborative skills in both physical and virtual settings. Practitioners will also develop expertise in establishing routines and using technology to support productive learning environments, and in evaluating and creating data-driven behavior management plans for students with moderate to severe exceptionalities.

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MSS-5300TE: Instruction and Assessment in Mod-Severe Special Ed for Practitioners **3 credits**

In this course, current practitioners will explore comprehensive instructional strategies, resources, and assistive technologies tailored to support students with moderate to severe exceptionalities. Focus is placed on creating developmentally appropriate learning environments that reflect individual differences and needs, and to differentiate the general curriculum to enhance access, learning, and successful functioning across various contexts. The course emphasizes designing explicit, systematic instruction that offers multiple ways for students to demonstrate their knowledge and accommodate diverse learning styles. Practitioners will also develop skills in analyzing data to refine instruction, provide targeted feedback, and bolster peer interaction and collaborative skills, with a focus on how these may look different in various settings, including virtual environments.

MSS-5400TE: Science of Reading, Phonics, and Adaptive Communication for Practitioners **3 credits**

In this course, current practitioners delve into the science of reading and phonics with an emphasis on understanding both typical and atypical language development and the effect of disabilities and disorders on literacy. Practitioners are guided to use this knowledge to make informed programmatic and instructional decisions that support individuals with moderate to severe exceptionalities. Research-based strategies for phonics, phonemic awareness, vocabulary, fluency, and comprehension are explored, along with methods for accommodating the general education curriculum to enhance access to the core curriculum and support individualized learning needs. Practitioners will examine the role of special education teachers in utilizing augmentative and alternative communication to promote literacy and communication skills. Focus is placed on planning and implementing instruction and assessments using assistive technologies that facilitate communication and learning for students with moderate to severe exceptionalities, ensuring that modifications and accommodations are effectively integrated to maximize student success.

MSS-5450TE: ELA Instruction, Remediation, & Intervention for Current Practitioners **3 credits**

This course equips current practitioners with the skills to select and adapt research-based instructional strategies, ensuring access to English language arts content, including literacy, for individuals with moderate to severe exceptionalities. Emphasis is placed on the creation of developmentally appropriate and meaningful learning experiences that address individual strengths, needs, and interests while providing a functional approach to ELA instruction. Practitioners will explore the effect of disabilities like dyslexia on reading acquisition, understanding their variance in presentation and degree. Focus is placed on modifying the general education curriculum and planning specially designed instruction (SDI) to foster skills and strategies enabling students with moderate to severe exceptionalities to access the core curriculum, meet individualized learning goals, and function successfully across various settings. Practitioners will also learn to develop formal and informal assessments that minimize bias and yield valid, reliable data on student progress and needs.

MSS-5500TE: Assessment & Eligibility for Current Practitioners in Mod-Severe Special Ed **3 credits**

Practitioners will build a foundational understanding of the evaluation process, which includes selecting appropriate eligibility assessments for diverse case study students and addressing special education eligibility and services legally and ethically. The course also covers the analysis of data to make informed decisions related to student services. Additionally, the course emphasizes strategies for engaging and collaborating with IEP team members through the evaluation and reevaluation process.

MSS-5600TE: Professional, Ethical, and Legal Practices in Mod-Severe Special Ed **3 credits**

Current practitioners will explore professional ethical principles, practice standards, and the legal framework governing special education. They will apply these ethical guidelines and policies to real-world scenarios, enhancing their professional conduct and decision-making with individuals with moderate to severe exceptionalities. The course will also develop practitioners' skills in communication, group facilitation, problem-solving, and conflict resolution, fostering culturally responsive collaboration with families and stakeholders. Practitioners will focus on building effective partnerships and managing team dynamics, including mentoring and overseeing paraprofessionals.

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MSS-5700TE: Methods of Teaching Functional Mathematics and Science for Practitioners **3 credits**

Current practitioners will enhance their repertoire with research-based instructional strategies, ensuring access to and engagement with functional mathematics and science content for students with moderate to severe exceptionalities. Practitioners will employ a variety of assessments to discern students' prior knowledge and individual needs, enabling the design of personalized and effective lesson plans. A key focus will be the strategic selection and adaptation of instructional strategies, tools, and resources, including technology, to foster higher-order thinking skills and accommodate diverse learning styles. Practitioners will also learn to apply flexible grouping techniques to tailor instruction for individuals and small groups. Additionally, the course will cover collaborative strategies for working with general education teachers to support inclusive education and modeling of best practices.

MSS-5800TE: Transition Planning for Current Practitioners in Mod-Severe Special Ed **3 credits**

In this course, current practitioners will delve into transition planning with a focus on equipping students with moderate to severe exceptionalities for seamless transitions to postsecondary life, employment, and community involvement. The course will guide practitioners in crafting measurable postsecondary goals and activities that are closely aligned with students' aspirations, emphasizing the crucial roles of families and interagency collaboration. Practitioners will learn to integrate cross-disciplinary skills into the curriculum, aiding students in generalizing learning across different settings and contributing to local and global communities. The course will concentrate on designing reflective and independent learning experiences that involve students in self-assessment and goal setting, as well as foster a sense of ownership, to ensure students with moderate to severe exceptionalities become proactive participants in their education and transition processes. Additionally, advocacy for improved outcomes will be a central theme, with an emphasis on addressing the diverse needs of individuals from various social, cultural, linguistic, and technological backgrounds.

PED-5100TE: Methods of Teaching Physical Education at the Elementary Level **3 credits**

This course will introduce practitioners to the constructs and instructional practices within physical education (PE) at the elementary level. Emphasis is placed on instructional planning and sequencing, assessment, differentiation, and student engagement. Classroom management is also addressed within the context of elementary physical education instruction.

PED-5150TE: Methods of Teaching Physical Education at the Secondary Level **3 credits**

This course will introduce practitioners to the constructs and instructional practices within physical education (PE) at the secondary level. Emphasis is placed on instructional planning and sequencing, assessment, differentiation, and student engagement. Classroom management, including rules and procedures, is also addressed within the context of secondary PE instruction.

PED-5450TE: Methods of Coaching **3 credits**

This course provides an opportunity for future and current coaches to acquire and apply knowledge of methods and theories for coaching adolescent athletes. Participants apply these to develop a personal coaching philosophy and design a practice session in a specific sport. Additionally, coaches explore the social-emotional development of athletes, including promoting a growth mindset and reflective practice and coaching diverse populations.

POS-5305TE: US Constitution for Current Practitioners **1 credits**

This course is a survey US Constitution and American government. It meets the teacher certification requirement for the study of US Constitution and American government.

POS-5400TE: AZ Constitution for Current Practitioners **1 credits**

This course is a survey of Arizona history and government. It meets the teacher certification requirement for the study of Arizona government.

PSY-5300TE: Signs of Physical, Emotional, Sexual Abuse, Neglect, and Bullying **1 credits**

Students spend a large amount of time with their teachers, coaches, and educational mentors in various settings. As such, educators can often be one of the first persons to witness and identify the signs and symptoms of abusive settings. This course focuses on identifying and responding to signs of child abuse and bullying. Physical abuse, emotional abuse, sexual abuse, neglect, bullying, and cyberbullying are explored.

PSY-5350TE: Adolescent Psychology for Coaches **3 credits**

This course provides an opportunity for future and current coaches to acquire and apply knowledge of adolescent psychology. Coaches will develop an understanding of typical adolescent physical, intellectual, emotional, and social development, as well as the effects of that development on their overall growth. Additionally, coaches will consider how to apply ethical decision making when working with developing adolescents.

PSY-5360TE: Sports Psychology for Coaches **3 credits**

This course provides an opportunity for future and current coaches to acquire and apply knowledge of sports psychology for adolescent athletes. Coaches will develop their own coaching philosophy by building knowledge of how to support athletes in setting goals, preparing mentally for performance, and managing stress and anxiety. Additionally, coaches will use knowledge of sports psychology to cultivate an effective team culture and promote the overall student-athlete well-being.

REA-5000TE: Foundations in Reading For Current Practitioners **3 credits**

Educators survey the theoretical and evidence-based foundations of reading and writing processes and instruction. This survey includes an exploration of the historical foundations of reading through current reading and writing development, processes, and components. Educators are introduced to ethical and professional roles of reading specialists and literacy coaches.

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REA-5005TE: Instructional Methods for Students with Dyslexia 3 credits

Educators survey how dyslexia occurs in people of all backgrounds and intellectual levels. This includes early intervention to promote student success throughout school and life. Educators recognize the signs of dyslexia, participate in the identification and assessment process and provide students needed supports through proper instructional strategies, assistive technology, accommodations, and modifications. Practicum/field experience hours: None. Fingerprint clearance not required.

REA-5010TE: Foundations of Science of Reading Instruction for Literacy Leaders 3 credits

Reading/Literacy specialists are immersed in the theoretical and evidence-based foundations necessary for designing effective literacy instruction. Emphasizing the Science of Reading, literacy leaders explore the historical and practical components of reading and writing development, systematic and explicit instruction, and the role of phonics in literacy. A key focus is placed on applying these foundations to create structured and evidence-based literacy programs.

REA-5100TE: Survey of Reading Assessments for Current Practitioners 3 credits

Practitioners research and describe best practices regarding standardized reading assessments. Educators evaluate effective formative and summative reading assessments to plan and evaluate instruction and identify appropriate interventions that optimize student learning. This survey prepares educators to develop strategic interventions to effectively meet reading and writing needs, communicate assessment results to key stakeholders, and effectively use progress-monitoring tools to address the learning needs of struggling readers and writers.

REA-5110TE: Reading Remediation and Intervention Strategies for Literacy Leaders 3 credits

Reading/Literacy specialists understand and apply assessment tools and practices to support reading and writing instruction. This course provides a foundation in interpreting assessment data collaboratively and designing effective interventions that optimize student learning. Emphasizing the needs of diverse learners, including those with dyslexia, literacy leaders explore strategies for systematic and explicit instruction, ensuring comprehensive literacy support.

REA-5200TE: Introductory Instructional Methods for Elementary Reading and Writing 3 credits

Educators examine instructional methodology and resources that support effective research-based literacy instruction in reading and writing. This survey prepares elementary educators to design an integrated, comprehensive, and balanced literacy curriculum. Topics include instruction of phonics, phonemic awareness, vocabulary, comprehension and fluency in reading, writing, listening and speaking. Identification of struggling readers and differentiation of instructional strategies will also be explored.

REA-5250TE: Introductory Instructional Methods for Secondary Reading and Writing 3 credits

Educators survey instructional approaches and materials that support middle and secondary student learning in reading and writing. This survey prepares middle and secondary educators to design an integrated, comprehensive, and balanced literacy curriculum.

REA-5400TE: Advanced Studies in Elementary Content Reading and Writing 3 credits

Educators engage in advanced studies of instructional approaches and materials at the building and district level that support student learning in reading and writing across content areas. From this advanced study, educators work with their colleagues to design an integrated, comprehensive, and balanced literacy curriculum.

REA-5450TE: Advanced Studies in Methods for Secondary Content Reading and Writing 3 credits

Educators engage in advanced studies of instructional approaches and materials at the building and district level that support secondary students' learning in reading and writing across content areas. From this advanced study, educators work with their colleagues to design an integrated, comprehensive, and balanced literacy curriculum.

REA-5500TE: Literate Environments for Current Practitioners 3 credits

Educators create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

REA-5700TE: Elementary Education Reading Practicum for Current Practitioners 3 credits

The practicum experience requires educators to implement literacy intervention instruction that is designed to meet the specific needs of Elementary students in grades 1-8 and engage in research and analysis to support the compilation and creation of a Literacy Work Sample (LWS). In addition, the candidates coach and provide support to other teachers to think reflectively about improving student learning and implementing various instructional practices. Practicum/field experience hours: 75. Fingerprint clearance required.

REA-5800TE: Secondary Education Reading Practicum for Current Practitioners 3 credits

The practicum experience requires educators to implement literacy intervention instruction that is designed to meet the specific needs of Secondary students in grades 6-12 and engage in research and analysis to support the compilation and creation of a Literacy Work Sample (LWS). In addition, the candidates coach and provide support to other teachers to think reflectively about improving student learning and implementing various instructional practices. This course requires access to a PK-12 school for practicum experiences. Practicum/field experience hours: 75. Fingerprint clearance required. Practicum/field experience hours: 75. Fingerprint clearance required.

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REA-5850TE: Children's Literature for Current Practitioners **3 credits**

Educators will evaluate types and purposes of literature based on the developmental literacy needs of elementary-aged children. Particular emphasis is dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres to meet specific instructional needs, including the use of digital text, to meet literacy goals.

SEC-5060TE: Early Adolescent and Adolescent Psychology for Current Practitioners **3 credits**

Teacher practitioners will survey how early adolescents and adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, social/emotional, and physical areas. This survey of the seminal concepts, principles, theories, and research related to the development of adolescents will allow practitioners to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

SEC-5100TE: Creating and Managing Engaging Secondary Learning Environments **3 credits**

This course is designed to allow the educator the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is placed to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space.

SEC-5110TE: Creating Engaging Learning Environments for Secondary Practitioners **3 credits**

Current practitioners will have the opportunity to explore techniques involved in the successful engagement and management of a learning environment. Major emphasis is placed on the establishment of a realistic plan to actively and equitably engage learners, as well as management techniques and strategies to maximize instructional time, the effectiveness of classroom procedures, and the physical and virtual environment.

SEC-5150TE: Assessment and Evaluation for Middle and High School Teachers **3 credits**

Teacher practitioners will investigate multiple methods of assessment that support student engagement, monitor student progress, and guide instructional decision-making, specifically for secondary classrooms. Practitioners will build on foundational knowledge regarding various assessment strategies for planning, evaluating, and strengthening instruction to promote the continuous cognitive, social, emotional, and physical development of each student. Focus will be placed on differentiating assessments to meet diverse student needs.

SEC-5180TE: Assessment and Evaluation for Current Secondary Practitioners **3 credits**

Current practitioners will investigate multiple methods of assessment that support student engagement, monitor student progress, and guide instructional decision-making. Practitioners will build foundational knowledge regarding various assessment strategies for planning, evaluating, and strengthening instruction to promote the continuous cognitive, social, emotional, and physical development of each student. Focus will be placed on differentiating assessments to meet diverse student needs.

SEC-5250TE: Methods and Strategies for Middle and High School Teachers **3 credits**

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate and data-driven decisions about all aspects of teaching. Major emphasis is focused on planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem solving, active participation, and assessment.

SEC-5260TE: Instructional Methods and Strategies for Secondary Education Practitioners **3 credits**

Teacher practitioners explore and apply research-based teaching and learning methodologies to make appropriate and data-driven decisions about all aspects of teaching, including how to integrate cross-disciplinary skills and technology. Major emphasis is placed on planning instruction and assessment that encourages problem-solving, active participation, and collaboration. Practitioners focus on developing lifelong learners who are self-directed and motivated.

SEC-5400TE: Adolescent Literacy for Current Practitioners **3 credits**

Teacher practitioners explore research-based strategies for delivering differentiated reading instruction to promote reading proficiency. Language and literacy development is examined to inform assessment, remediation, and intervention practices to support secondary readers and ability levels, including students with dyslexia and other reading disabilities. Using this foundational knowledge, candidates will select, adapt, and use research-based instructional strategies and interventions with attention focused on reading in academic curricula to advance learning in all content areas for adolescent students.

SEC-5460TE: Literacy Instruction: Assessment & Remediation for Secondary Practitioners **3 credits**

Current practitioners explore research-based strategies for delivering differentiated reading instruction to promote reading proficiency. Language and literacy development is examined to inform assessment, remediation, and intervention practices to support secondary readers and ability levels, including students with dyslexia and other reading disabilities. Using this foundational knowledge, practitioners will select, adapt, and use research-based instructional strategies and interventions with attention focused on reading in academic curricula to advance learning in all content areas for adolescent students.

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SEC-5800TE: Curriculum Design for Middle and High School Teachers **3 credits**

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined. Emphasis is placed on understanding current structures and trends in middle and high schools, as well as critical issues relating to curriculum and assessment. Course content is strategically planned to enable participants to make informed curriculum decisions in secondary classrooms to meet the needs of a diverse student population. The alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning is also emphasized. This course focuses on the principles and practices involved in curriculum design for secondary classrooms. Teacher practitioners develop their own curriculum unit.

SEC-5830TE: Curriculum and Instruction for Secondary Practitioners **3 credits**

Current practitioners investigate the principles and practices involved in curriculum design for secondary classrooms. Emphasis is placed on understanding alignment between standards, learning objectives, instructional strategies, and assessments. Course content is strategically planned to enable participants to make informed curriculum decisions to meet the needs of a diverse student population.

SPD-5020TE: Characteristics of Students with Mild to Moderate Exceptionalities **3 credits**

In this course, educators focus on the key characteristics of K-12 students with mild to moderate exceptionalities including specific learning disabilities, emotional and intellectual disabilities, Autism Spectrum Disorder, language, visual, hearing, orthopedic, and other health impairments, Traumatic Brain Injury, and multiple disabilities. Educators will learn the definition, causes, prevalence of, and potential effects that each exceptionality can have on students' learning. They will also identify research-based instructional and behavior management strategies that can be effective when working with students with these exceptionalities.

SPD-5030TE: Foundations of Gifted Education for Current Practitioners **3 credits**

Participants will explore the historical foundations and evolution of gifted education, including definitions of giftedness. Participants will compare and contrast perspectives of giftedness, and describe characteristics of gifted, talented, and creative students and their implications for academic instruction. Emphasis is placed on identifying major contributors and their contributions to the field of gifted education, as well as major theories of intelligence and their relevance to gifted education. Participants will also examine equity, diversity, and bias in gifted education.

SPD-5040TE: Autism Spectrum Disorder: Survey of Special Education **3 credits**

This course orients educators to the theoretical foundations of autism spectrum disorder (ASD). Educators will focus on the unique needs of students with ASD and their responsibilities to respond to those needs. This course also examines legal and ethical considerations when collaborating and advocating for students with ASD and families in the school environment.

SPD-5050TE: Foundations in Autism Spectrum Disorder **3 credits**

This course orients special educators to the theoretical foundations of autism spectrum disorders (ASD). Special educators will focus on the exceptional needs of students with ASD and teacher's responsibilities to determining eligibility and assessment. This course also examines diagnoses and implications in the school environment.

SPD-5060TE: Survey of Moderate to Severe Special Education for Current Practitioners **3 credits**

Current practitioners are introduced to the educational needs of students with moderate to severe exceptionalities including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Candidates define low-incidence disabilities and identify cognitive, linguistic, social, emotional and behavioral patterns of learning and development for individuals with moderate to severe exceptionalities.

SPD-5070TE: Autism Spectrum Disorder: Inclusive Practices **3 credits**

In this course, educators will look at how individuals with autism spectrum disorders (ASD) experience difficulties in the areas of social acceptance and social communication. Emphasis is placed on how interactions with their typically developing peers can allow for opportunities to learn social skills and increase communication skills. Educators will determine the definition of inclusion and research how it impacts students with disabilities. Specific focus is placed on how to support students with ASD in an inclusive environment, including supports in the areas of environmental, social/emotional, behavioral and communication.

SPD-5080TE: Survey of Special Education for Current Practitioners **3 credits**

Current practitioners are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. They will identify cognitive, linguistic, social, and emotional patterns of learning and development for students with mild to moderate disabilities and examine culturally responsive teaching practices when responding to the needs of individuals with exceptionalities and their families. Current practitioners also survey the special education process involving the application of various laws and regulations.

SPD-5100TE: Professional, Ethical, and Legal Practices and Policies in Special Ed **3 credits**

Educators survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Educators build upon the foundational knowledge to understand the multiple roles and complex situations of professional practice that require attention to a variety of legal, professional, and ethical issues.

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SPD-5110TE: Autism Spectrum Disorder: Instructional Strategies and Interventions **3 credits**

Educators will determine strategies to align with the different ways individuals with autism spectrum disorder (ASD) think, learn, and behave in the classroom. Educators will use differentiated instruction and Universal Design for Learning (UDL) strategies to design interventions based on process, content and product, including specific strategies for engagement and speech and language support. Educators will support an inclusive environment with all instructional strategies.

SPD-5130TE: Instructional Methods in Gifted Education for Current Practitioners **3 credits**

This course outlines instructional techniques used to address the individual learning needs, strengths, styles, and preferences of gifted, talented, and creative students in K-12 classrooms. Participants explore the design of differentiated curriculum and instruction for gifted learners. Emphasis is placed on differentiation strategies that improve student achievement through use of instructional strategies targeting large groups, small groups, and individuals.

SPD-5150TE: Assessing Instructional Methods for Autism Spectrum Disorders **3 credits**

The focus of this course is to provide methods for improvement of instruction, based on assessment for students with autism spectrum disorders (ASD). Special educators will focus on instructional planning, adaptive practices, and intervention strategies established through assessment analysis.

SPD-5170TE: Autism Spectrum Disorder: Data-Driven Assessment **3 credits**

This course provides educators the opportunity to explore how behavioral, academic, and social assessments are used when determining effective instructional strategies and interventions for students with autism spectrum disorders (ASD). A focus is placed on synthesizing data to make instructional decisions that support students in a variety of settings. Educators will look at how to gather data during instruction and monitor progress of students' IEP goals.

SPD-5200TE: Collaborations and Communications in Special Education **3 credits**

Educators survey theories and models for effective collaboration and communication with students with exceptionalities, colleagues, other school professionals, families and community members. In addition, educators will apply collaboration and communication theories and models, incorporating technology, across a wide range of contexts to ensure active involvement in the education process for students with exceptionalities.

SPD-5230TE: Creativity and Talent Development in Gifted Education for Practitioners **3 credits**

In this course, participants study the theoretical and practical aspects of creativity and explore how it can be developed in gifted, talented, and creative students. Participants analyze definitions of creativity and learn techniques for stimulating creative thinking as well as strategies for adapting existing curricula to develop creative thinking abilities in students. Emphasis is placed on the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process.

SPD-5250TE: Applied Behavior Analysis and Autism Spectrum Disorder **3 credits**

The focus of this course is to provide special educators with advanced knowledge of applied behavior analysis in regards to accommodations for students with autism spectrum disorder. Special educators will focus on assessing individual needs, tools for intervention, and evaluating strategies and student progress.

SPD-5270TE: Autism Spectrum Disorder: Positive Behavior Support **3 credits**

Special educators will explore the behavioral needs of students with autism spectrum disorder (ASD) and learn about positive behavior supports that can be used to address these behavioral needs. Special educators will focus on the specific sensory, communication, and behavior supports that can be applied to address and change behavior. The course also examines environmental factors affecting the behavior of students with ASD and the responsibility of teachers in determining and implementing evidence-based practices to address the unique behavioral needs of students with ASD.

SPD-5370TE: Autism Spectrum Disorder: Advocacy, Policy, and Ethics **3 credits**

Practitioners will acquire knowledge of legal policy and ethical practices associated with students with autism spectrum disorder (ASD). This course focuses on rights and responsibilities, trends, and advocacy for students with ASD. Topics including implicit bias, equity, and inclusion are also addressed. Practitioners will review collaborative practices and relationship building techniques to foster sharing as part of the IEP process when working with students with ASD.

SPD-5400TE: Managing Learning Environments for Special Ed Mild to Moderate **3 credits**

Educators examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Educators focus on behavior management, functional behavior assessments, adaptive behaviors, positive behavior interventions and supports, and behavior improvement plans.

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SPD-5411TE: Assistive Technology for Current Practitioners **3 credits**

Practitioners examine a variety of assistive technology (AT) devices used to support differentiated instruction and Universal Design for Learning (UDL) for students with disabilities. Practitioners investigate methods of integrating high- and low-tech AT resources to support the reading, writing, and communication needs of students who may need modifications and accommodations to meet learning goals in all content areas.

SPD-5470TE: Autism Spectrum Disorder: Collaboration and Leadership **3 credits**

This course addresses collaboration and leadership opportunities for practitioners working with the many stakeholders involved in the delivery of services for students with autism spectrum disorders. Practitioners will complete needs assessment activities and explore collaborative practices, problem-solving techniques, and conflict resolution strategies with stakeholders to promote the advancement of the profession. Leadership, creation and facilitation of professional development activities, and creating and sustaining productive work environments will be emphasized.

SPD-5500TE: Instructional and Transitional Planning for Students with Mild to Moderate **3 credits**

Educators will examine how instructional planning advances the learning of students with mild to moderate disabilities by drawing upon knowledge of central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas and a variety of specialized curricula. Educators build foundational knowledge about individualized education plans and transition plans for a wide range of settings and different learning experiences. Educators engage in organizing knowledge, integrating cross-disciplinary skills, and developing meaningful individualized learning progressions through drafting an IEP.

SPD-5505TE: Transition Planning to Support Post-Secondary Goals **3 credits**

Educators will examine curriculum needs of individuals with mild to moderate disabilities to develop and integrate the skills needed to transition students from the educational environment into successful postsecondary opportunities. Candidates focus on writing measurable postsecondary goals, creating aligned activities, and identifying the importance of family and interagency involvement.

SPD-5560TE: Assessment and Eligibility for Moderate to Severe **3 credits**

Current practitioners investigate diagnostic and assessment tools for determining student eligibility and monitoring for progress. Foundational knowledge is built regarding the use of multiple methods of assessment and data sources for diagnostic and educational decisions for individuals with moderate to severe exceptionalities. Practitioners analyze assessment data and develop an individualized education plan (IEP) for a student. Ongoing collaboration with IEP team members and external stakeholders is emphasized.

SPD-5570TE: Autism Spectrum Disorder: Transitions and Life Skills **3 credits**

This course addresses key requirements of the postsecondary transition plan and collaboration with stakeholders in school and the community. Practitioners will learn about appropriate transition assessments, aligned activities, and preparation for adult life. In addition, practitioners explore postsecondary options, adult services, and living options for adults with autism spectrum disorder.

SPD-5580TE: Care, Collaboration, and Communication for Moderate to Severe **3 credits**

Teacher practitioners explore effective collaboration and communication techniques and strategies used in moderate to severe special education settings. Collaboration among teachers, other school professionals, families, and outside service agencies is analyzed to meet the individual needs of this special population. In addition, evaluation of the techniques and strategies used to meet the unique medical and educational needs of students within the moderate to severe classroom setting is addressed. Practicum/field experience hours: None. Fingerprint clearance not required.

SPD-5600TE: Enhancing Communication Skills for Mild to Moderate Disabilities **3 credits**

Educators examine typical and atypical language development, and associated disabilities and disorders. Educators investigate the use of augmentative and alternative assistive technology, modifications and accommodations to enhance the communication skills of students with mild to moderate disabilities.

SPD-5620TE: Instructional Planning, Strategies, and Assessment for Moderate-Severe **3 credits**

Current practitioners examine how instructional planning advances the learning of students with moderate to severe disabilities by creating a variety of specialized curricula aligned to content standards. Practitioners are guided in designing engaging instruction that meets the needs documented in a student's individualized education plan. Plans for accommodations, differentiated instruction, and strategies are identified in the lesson planning process. Formative and summative assessments are created to evaluate student progress and identify whether instructional adjustments are necessary.

SPD-5630TE: Gifted Programming and Environments for Current Practitioners **3 credits**

This course explores the development of effective programs in gifted education. Educators evaluate gifted education programming related to gifted curriculum models, focus on the development of a well-founded rationale for gifted programming, compare appropriate delivery models for gifted programs, and identify comprehensive services for gifted, talented, and creative students. Emphasis is placed on evaluating and modifying learning environments and classroom climates to assist students who are gifted, talented, and creative to adapt to their environment, as well as advocating for gifted programs.

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SPD-5640TE: Classroom Management and Behavior Analysis for Moderate to Severe **3 credits**

Current practitioners examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues and other professionals so individuals with disabilities become active and effective learners. Strategies to develop students' emotional well-being, positive social interactions, and self-determination are emphasized. Practitioners focus on functional behavioral assessments, behavior improvement plans, activities of daily living, and positive behavior interventions and supports.

SPD-5650TE: Effective Communication and Assistive Tech for Autism Spectrum Disorders **3 credits**

This course explores functional communication training and specific strategies to promote effective communication behaviors or skills of students with ASD. In addition, educators will survey assistive technology in relation to enhancing communication of students with autism spectrum disorders.

SPD-5660TE: Post-Secondary Transitional Planning - Moderate to Severe Disabilities **3 credits**

Participants examine curriculum needs of individuals with moderate to severe disabilities to develop and integrate the skills needed to transition students from the educational environment into successful postsecondary opportunities. Participants focus on writing meaningful transition plans, aligning transition goals to appropriate instruction, and identifying the importance of family and interagency involvement. While helping families navigate their local and state level resources, participants learn to best support students with moderate and severe disabilities after graduating high school.

SPD-5670TE: Autism Spectrum Disorder: Assistive Tech and Communication Strategies **3 credits**

This course explores functional communication training and specific strategies to promote effective communication behaviors or skills of students with autism spectrum disorder (ASD). Practitioners will survey assistive technology in relation to enhancing communication of students with autism spectrum disorders. Consideration of how to manage challenging expectations, show respect and improve ethical practice to promote advocacy and collaboration will extend to the home environment for life-skill application.

SPD-5680TE: Adaptive Communication for Moderate to Severe **3 credits**

Current practitioners examine typical and atypical language development, and associated disabilities and disorders. Practitioners investigate how speech-language pathologists, special education teachers and others assist individuals with moderate to severe exceptionalities in the use of augmentative and alternative assistive technology, modifications, and accommodations to enhance their communication skills.

SPD-5700TE: Methods of Teaching Math to Students with Mild to Moderate Disabilities **3 credits**

Educators build foundational knowledge on a variety of research-based instructional strategies to encourage individuals with mild to moderate disabilities to develop understandings and connections within content areas and to build skills to apply knowledge in meaningful ways. From this foundational knowledge, teacher candidates select, adapt and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning of students with mild to moderate disabilities with focused attention upon mathematics.

SPD-5705TE: Methods of Teaching Secondary Math to Students with Mild-Mod Disabilities **3 credits**

Practitioners build foundational knowledge on a variety of research-based instructional strategies to encourage individuals with mild to moderate disabilities to develop understandings and connections within content areas and to build skills to apply knowledge in meaningful ways. From this foundational knowledge, practitioners select, adapt and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning of students with mild to moderate disabilities with focused attention upon mathematics at the secondary level.

SPD-5720TE: Methods of Teaching Functional Mathematics & Science for Moderate to Severe **3 credits**

Current practitioners build foundational knowledge on a variety of research-based instructional strategies to provide individuals with moderate to severe exceptionalities appropriate access to content areas. From this foundational knowledge, practitioners select, adapt, monitor, and adjust standards, instruction, and assessments with focused attention on functional mathematics and sciences. Emphasis is placed on utilizing relevant resources and technology and communicating with other education stakeholders to support standards-based instruction for students with moderate to severe disabilities.

SPD-5730TE: Social and Emotional Needs of Gifted Learners **3 credits**

In this course educators use current research and material relevant to assisting gifted, talented, and creative students in addressing social- and emotional issues that may arise. Emphasis is placed on topics pertinent to gifted education, including students who are twice- exceptional, or profoundly gifted, and issues related to perfectionism, gender, underachievement, and special populations.

SPD-5800TE: Methods of Teaching English Language Arts to Students with Mild to Moderate **3 credits**

Educators select, adapt, and use research-based instructional strategies and interventions in academic and specialized curricula to individualize meaningful and challenging learning for students with mild to moderate disabilities, with an emphasis on literacy.

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SPD-5820TE: Methods of Teaching Functional Language Arts for Moderate to Severe **3 credits**

Current practitioners select and adapt research-based instructional strategies, including the use of assistive and adaptive technology, to provide individuals with moderate to severe exceptionalities access to language arts content. With this foundational knowledge, practitioners plan a functional approach to literacy instruction and transition planning.

SPD-5850TE: Educational Psychology for Special Education for Current Practitioners **3 credits**

This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored.

SPD-5930TE: Practicum I: Gifted Education **3 credits**

This course provides a reflective, experience-based integration of theory and practice. Candidates develop a useful, meaningful, and practical project that includes a schoolwide needs assessment and program development that will be presented to their peers. This course requires access to a K-12 school with a gifted program for practicum experiences. Practicum/field experience hours: 60. Fingerprint clearance required. Practicum/field experience hours: 60. Fingerprint clearance required.

SPD-5940TE: Practicum II: Gifted Education **3 credits**

This practicum course engages teachers in a field-based action research project. Each participant assesses students exhibiting gifted characteristics, then creates and implements individualized one-on-one action plans with the students based on their assessment results. Practicum/field experience hours: 60. Fingerprint clearance required.

SPD-5950TE: Methods of Educating Learners with Diverse Needs **3 credits**

Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom.

TEC-5160TE: Instructional Technology for Educators **3 credits**

This course introduces students to ISTE·S and ISTE·T standards for students and teachers; digital citizenship and responsibility; legal and ethical use guidelines; and transitioning instruction to integrate technology. Technology dispositions, expectations, and guidelines are emphasized for being a 21st century educator. Educators apply an understanding of design principles in visual communication theory and incorporate multiple intelligences and constructivist theories into an interactive environment. In addition, attention is given to instructional technology tools and resources.

TEC-5170TE: Instructional Technology Essentials for Current Practitioners **3 credits**

This course introduces current practitioners to the essential aspects of instructional technology, fundamental design principles and theories, and technology standards for students and teachers, including emerging considerations for artificial intelligence, digital responsibility and digital citizenship, and legal and ethical guidelines. Current practitioners will engage with various asynchronous and synchronous instructional technologies related to authoring and delivery, with an emphasis on making context-responsive, pedagogy-first decisions that support instructional routines, learning evidence, and equitable, safe, and policy-aligned classroom use.

TEC-5210TE: Digital Literacies, Virtual Tools, and New Media **3 credits**

This course focuses on the organization and integration of media in school curricula. Learners identify instructional purposes and define roles for technology and media in learning and teaching. An emphasis is placed on the processes for selecting and implementing meaningful technologies, virtual tools and other electronic learning resources, and the development of digital literacies in teaching and learning.

TEC-5300TE: Ethics, Culture, and Equity with Technology **3 credits**

This course examines current educational practices and policies related to technology integration in schools so that practicing educators may determine what level of support these policies provide, regardless of student population. Educator participants will also examine legal standards for fair use of materials, digital citizenship, and authenticating sources. Emphasis is placed on the critical examination of social and cultural implications of information technologies and media, issues of cultural bias, equity, and international applications and implications of information technologies.

TEC-5320TE: Technology for Planning and Organization for Current Practitioners **3 credits**

This course explores how to utilize technology to collaborate, communicate, and organize instructional planning within diverse school contexts. Current practitioners will learn to use and evaluate digital tools, including AI-supported and gamification tools, to efficiently support both online and in-person classroom environments. Additionally, this course prepares practitioners to identify communication and productivity bottlenecks, manage digital resources effectively, and use tool-generated data to inform instructional adjustments.

TEC-5360TE: Assessment and Instructional Technology **3 credits**

This course focuses on various technology-based assessment tools used for formative and summative assessments. Learners use tools to make data-driven decisions to drive curriculum and differentiate instruction. The content of this course includes use of digital media for progress monitoring or as assessment tools and creating and using alternative assessments. An emphasis is placed on understanding assistive technology and application in instructional programs and assessment for individuals with exceptionalities.

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TEC-5410TE: Distance Learning 3 credits

This course expands educator's knowledge of lesson preparation and activities, as well as basic curriculum development and design principles for distance education. The course explores distance education and online instruction, including history, theories, and practical applications. A variety of online facilitation techniques are explored in this course. An emphasis is placed on understanding distance education development and delivery, exploring the complexities of designing instruction in various distance contexts and applying these concepts in a real-world context through online facilitation.

TEC-5440TE: Leadership and Technology Coaching 3 credits

This course examines the role of leadership as it relates to the implementation of educational technologies and media. An emphasis is placed on knowledge, and skills necessary to use, evaluate, plan, manage, and implement technologies effectively. Participants will learn and apply professional development techniques to include andragogy, coaching, improving teacher practices, school culture, and effective communication.

TEC-5610TE: Multimedia Instructional Strategies and Methods 3 credits

This course provides participants with instructional strategies using learning theories. Focus is placed on developing knowledge and skills to create multiple types of web-based assignments and units for K-12 students using web authoring software. Participants learn to select and evaluate appropriate multimedia resources, and examine steps for planning, creating, and managing curriculum using software and tools for a variety of platforms. Emphasis is placed on project-based learning.

TSL-5320TE: Foundations of Instruction for English Language Learners 3 credits

This course provides the historical, sociological, political, and legal foundations of policies and methodologies for English Language Learners (ELLs) in the United States. Emphasis is placed on understanding, comparing, and evaluating current language models as well as examining the learner and the influences on his/her language development. This course focuses on current instructional practices, adapting lesson structure and delivery to meet the needs of learners, and emphasizes the importance of continuing professional development associated with teaching practices.

TSL-5410TE: Linguistics for Current Practitioners 3 credits

In this course, educators become familiar with the fundamentals of linguistics. Emphasis will be placed on psycholinguistics, sociolinguistics, and first and second language acquisition. Educators will synthesize research-based methods of incorporating linguistic principles into their teaching practice.

TSL-5500TE: School, Community, and Family Culture for Current Practitioners 3 credits

In this course, educators will explore school, community, and family culture. Emphasis will be placed on the major goals, principles, and concepts of multicultural education, including understanding individual needs and learning differences. Research is utilized to investigate the social, community, cultural, and familial contexts that influence learning and development. Focus will be placed on creating a positive classroom environment through culturally inclusive teaching.

TSL-5501TE: School, Community, and Family Culture 3 credits

In this course, educators will explore school, community, and family culture. Emphasis will be placed on the major goals, principles, and concepts of multicultural education, including understanding individual needs and learning differences. Research is utilized to investigate the social, community, cultural, and familial contexts that influence learning and development. Focus will be placed on creating a positive classroom environment through culturally inclusive teaching. Practicum/field experience hours: 15. Fingerprint clearance required.

TSL-5520TE: Literacy in Bilingual Settings for Current Practitioner 3 credits

In this course, educators will examine approaches to develop literacy in second and native languages in pre-K-12 schools. Emphasis will be placed on techniques for developing listening, speaking, reading, and writing skills; developing language and literacy through the content areas; using children's and young adult multicultural literature; and assessing students' literacy development in the second and native languages. Strategies to develop biliteracy in dual language programs will also be discussed.

TSL-5580TE: ELL and Bilingual Curriculum and Methods of Instruction 3 credits

In this course, educators will review curriculum and methods appropriate to the teaching of subject areas in bilingual and English language learner instructional settings. Emphasis is placed on linguistic, cognitive, developmental, and sociocultural considerations when exploring methods and materials to design multicultural curricula for use in language arts and content area classrooms.

TSL-5650TE: ELL and Bilingual Assessment for Current Practitioners 3 credits

In this course, educators will explore the principles of evaluating and structuring assessments. Educators will examine assessment for the purposes of identification, placement, and instructional delivery. Emphasis will be placed on learning ways to integrate assessment procedures into any curriculum and designing assessment tasks that allow for improved learning of all students.

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TSL-5680TE: Methods for Practitioners to Teach and Evaluate ELLs with Exceptionalities 3 credits

In this course, educators will be introduced to the teaching and evaluation of English language learners (ELLs) with exceptionalities, including students with special education needs and gifted students, who receive bilingual/native language and/or English language instruction and support. Emphasis will be placed on researching the complexity of disproportional representation of ELLs in gifted and special education programs or services. Educators will explore cultural and linguistic considerations in identifying bilingual/ELL students with exceptional needs and examine appropriate instructional support.

TSL-5750TE: Spanish for Educators – Basic 3 credits

In the course, current practitioners develop strategies for communicating with Spanish-speaking students and families. Beginning Spanish grammar and basic phrases are used to communicate in the educational environment and support students' wholistic growth. Current practitioners review methods and resources for supporting Spanish-speaking students and families.

TSL-5752TE: Spanish for Educators – Advanced 3 credits

In this course, current practitioners continue to work towards effective communication with Spanish-speaking students and families in the educational environment. Practitioners advance their ability to use a variety of phrases and conjugated verbs. Additionally, they will practice multiple forms of communication with families in a variety of academic situations to support student success.

TSL-5900TE: TESOL or BLE Practicum 3 credits

In this course educators have direct participation and experience with ELLs or bilingual/dual language students at their chosen level of instruction, within a Pre-K-12 educational setting. Educators will practice teaching and management skills, conduct assessments, and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community. Practicum/field experience hours: 60. Fingerprint clearance required.

Construction Management (CTM)

CTM-300: Introduction to Construction 4 credits

This program course provides a foundational overview of the construction industry. Discuss its history, cultural and the various type of projects and complexities. Students explore the process from conception to completion learning the methods, skills, tools and the roles of primary stakeholders, such as the owner, architect, and contractor, and gain a clear understanding of their functions in a construction project.

CTM-310: Project Planning and Pre-Construction 4 credits

This course focuses on the comprehensive planning and preconstruction management of construction projects, including understanding of project goals and objectives, design requirements, team structure, team communications and meetings. Prerequisite: CTM-300.

CTM-330♯: Technical Communication and Data Management 4 credits

This technical communication course enhances writing skills and incorporates essential project management tools and skills. This course focuses on effective documentation, report writing, and interpersonal communication, empowering students to excel within project teams and engage with external stakeholders. Additionally, the course includes a presentation aspect, teaching students how to communicate ideas compellingly and clearly. Prerequisite: CTM-310.

CTM-460: Onsite Project Management 4 credits

This capstone course is designed to synthesize and build upon the Leadership Competences, advanced skills, knowledge and behavior acquired throughout the construction management program to increase project performance. This course develops strong leadership and coordination skills required to manage onsite construction activities from project commencement to project completion, and explores practical aspects of managing project performance, ensuring safety protocols, and effectively communicating and interacting on the construction site. Prerequisites: CTM-330, CTM-340, and CTM-410.

Christian Worldview (CWV)

CWV-101Ω◆: Christian Worldview 4 credits

A worldview acts like glasses through which one views the world. In this course, students explore the big questions that make up a worldview, questions like "Why are we here?" and "What is my purpose?" Students examine how Christians answer these questions and work on exploring their own worldviews, as well as learning how worldview influences one's perceptions, decision-making, and everyday life.

CWV-106HN♯Ω◆: Christianity: Story, Theology and Mission 4 credits

This honors course is an introduction to the Christian worldview and how it shapes beliefs, identity, values, ethics, and cultural awareness. The focus of this honors course is to engage students in discourse about what it means to think and live as a follower of Christ within a historical, global, and social context. Prerequisite: Acceptance into the honors program.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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CWV-301Ω◆: Christian Worldview 4 credits

A worldview acts like glasses through which one views the world. In this course, students explore the big questions that make up a worldview, questions like "Why are we here?" and "What is my purpose?" Students examine how Christians answer these questions and work on exploring their own worldviews, as well as learning how worldview influences one's perceptions, decision-making, and everyday life.

CWV-316♯: Christian Life: The Way of Jesus 4 credits

This course is an advanced exploration of the Christian worldview that shows how the Christian life provides true identity, meaning, peace, and joy. Students learn how to authentically follow Jesus in a way that will transform their lives through intentional practices and life together in community. Focus is also placed on human value, human dignity, and ethical reasoning in academic studies and careers. Prerequisite: CWV-101, CWV-301, or CWV-106HN.

Cybersecurity (CYB)

CYB-110♯: Cybersecurity Principles 4 credits

This course provides an introduction to the core principles of cybersecurity, including the concepts of confidentiality, integrity, and availability. Explore common cyber threats, attack vectors, and defense strategies, as well as the fundamentals of network security, cryptography, and risk management. Through hands-on activities and case studies, develop a foundational understanding of how to protect information systems and data in both personal and professional contexts.

CYB-201: Algorithms and Discrete Mathematics for Cybersecurity 4 credits

This in an introductory course in algorithm analysis with applications in discrete mathematics. Topics covered include complexity analysis, finite logic, Boolean algebra, sets, functions, counting, finite state machines, automata, regular expressions, and cryptography. Learners will determine how variability affects outcomes and assess the suitability of an algorithm to solve a given problem. Practicum/field experience hours: None. Algorithms and Discrete Mathematics for Cybersecurity. Prerequisites: MAT-154 and CST-111 or ITT-111.

CYB-201XV: Algorithms and Discrete Mathematics for Cybersecurity 4 credits

This in an introductory course in algorithm analysis with applications in discrete mathematics. Topics covered include complexity analysis, finite logic, Boolean algebra, sets, functions, counting, finite state machines, automata, regular expressions, and cryptography. Learners will determine how variability affects outcomes and assess the suitability of an algorithm to solve a given problem. Prerequisites: MAT-154 and CST-111 or ITT-111.

CYB-220: Cyber Law and Privacy in a Digital Age 4 credits

The Internet Age has introduced myriad legal challenges on a global level. Students will explore the emerging specialty within law that is cyber law. Topics will expose the reality that our legal system has evolved in a physical and visual world, but cyber space is largely invisible and virtual. Students will learn that past legal decisions or legal precedence has been important in our system and reasoning by analogy has been used extensively. In many cases the laws applied in the physical realm do not translate equally well into cyber space. This course will discuss the importance of this area introduce legal issues that need to be addressed.

CYB-220XV: Cyber Law and Privacy in a Digital Age 4 credits

The Internet Age has introduced myriad legal challenges on a global level. Students will explore the emerging specialty within law that is cyber law. Topics will expose the reality that our legal system has evolved in a physical and visual world, but cyber space is largely invisible and virtual. Students will learn that past legal decisions or legal precedence has been important in our system and reasoning by analogy has been used extensively. In many cases the laws applied in the physical realm do not translate equally well into cyber space. This course will discuss the importance of this area introduce legal issues that need to be addressed.

CYB-300♯: Fundamentals in Cybersecurity 4 credits

This course provides a fundamental understanding of the importance of cybersecurity through a broad range of cybersecurity topics. The course introduces core concepts and terminology used in cybersecurity and information systems security. Students learn concepts related to identifying common attack vectors, threats, preventive tools, and keeping information secure as it travels across a network. Students also gain a basic understanding of how cybersecurity threats and social engineering impact society.

CYB-310♯: Low-Level Computing Structures 4 credits

This course explores the fundamental low-level structures that underpin modern computing systems. Topics include computer architecture, memory organization, machine language, and assembly programming. Students learn how data is stored, accessed, and manipulated at the hardware level, with an emphasis on how these concepts relate to cybersecurity vulnerabilities and exploits. Through hands-on exercises, students gain practical experience in examining and modifying low-level code to understand system behavior and security implications. Prerequisite: ITT-310 or SWE-120.

CYB-320: Malware Analysis 4 credits

In this course students will explore the world of malware through meticulous analysis and binary reverse engineering techniques. This is a skill-based course with hands on labs that focus on both static and dynamic malicious code analysis. Upon successful completion of this course, students will be able to apply the tools and methodologies to safely perform analysis on common malware samples in a control environment. Practicum/field experience hours: None. Malware Analysis. Prerequisite: ITT-310 & ITT-307.

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CYB-350: Social Aspects of Cybersecurity 4 credits

This course explores how end users can pose a threat to the security of an organization by falling victim to even simple traps. Students will learn that human manipulation creates a whole school of cybercrime opportunities such as phishing, "watering hole attacks" and other social engineering tactics. These threats are directed to the human psyche - not sophisticated malware or technical vulnerabilities, but rather the psychology and behavior of people. Students will see that a malicious actor – or "hacker" - need not be involved; an uneducated or careless employee or an unwieldly procedure can result in sensitive information leaking and potentially falling into the hands of an attacker. Prerequisite: ITT-307.

CYB-355ǂ: Linux Administration and Scripting for Security Professionals 4 credits

This course provides an in-depth study of Linux shell scripting as a tool for automating administrative tasks and enhancing system security. Students learn to write, debug, and optimize scripts that monitor system activity, manage files, and enforce security policies. The course covers scripting techniques for log analysis, vulnerability scanning, and intrusion detection. Through practical labs, students develop the ability to create custom automation solutions to improve efficiency and security in Linux-based environments.

CYB-420ǂ◆: Global Perspectives on Cyber Warfare 4 credits

This course covers an analysis of Cyber warfare in the 21st Century and beyond. Cyberspace is a complex environment that controls every aspect of a country's Economy, Communication, and Infrastructure. This course will examine cyber warfare from a case-study perspective, applying the battlespace doctrine developed by military cyber operations teams. At the conclusion of this course students will have a fundamental understanding of the cyberspace threatscape, ethical challenges, and be able to strategize and implement cyber warfare operations. Prerequisite: ITT-340 or SWE-310.

CYB-420HNǂ: Global Perspectives on Cyber Warfare 4 credits

This course covers an analysis of Cyber warfare in the 21st Century and beyond. Cyberspace is a complex environment that controls every aspect of a country's Economy, Communication, and Infrastructure. This course will examine cyber warfare from a case-study perspective, applying the battlespace doctrine developed by military cyber operations teams. At the conclusion of this course students will have a fundamental understanding of the cyberspace threatscape, ethical challenges, and be able to strategize and implement cyber warfare operations. Practicum/field experience hours: None. Global Perspectives on Cyberwarfare. Prerequisite: ITT-340 or SWE-310.

CYB-505: Cyber Warfare and Applications 4 credits

With a brief introduction to cybercrime and cybersecurity, this course will provide students with an overview of the various attacks and the countermeasures organizations can use to defend themselves. Exploring concepts such as defense-in-depth, layered security, vulnerability assessments, risk management, governance and compliance, and encryption; students will become familiar with prevention and protection theories, best practices, and strategies to securing corporate data (intellectual property). This course will conclude with an exploration of the various hacker psychologies and the differences between black-hat, grey-hat, and white-hat (Hackers with Halos) hackers. Prerequisite: UNV-504 or UNV-507 or enrollment in certificate program.

CYB-515: Enterprise Security Infrastructure Design 4 credits

This course introduces enterprise infrastructure design; including hardware, software, policies, and business processes. Emphasis is placed on integrating security solutions and theories in alignment with business objectives to achieve sustainability, reliability, and availability while deterring threats from cyber-attacks. This course also introduces students to the NIST Cybersecurity Framework, providing a foundation to formulating a strategy for cybersecurity program design. Prerequisite: CYB-505.

CYB-525: Technology Implementation of Security Solutions 4 credits

This course examines the tools and technologies used to secure an organization's intellectual property. Students will consider encryption, hardware security, software vulnerabilities, remote access technologies, and layered security defense strategies in the development of secure architectures. A technology-focused course, students will provide effective solutions around firewalls, networking, server security, database and website protocols, and VPN configurations. Prerequisites: CYB-505 and CYB-515.

CYB-535: Policy Management for Security Solutions 4 credits

This course introduces a policy perspective on security design. Students will consider cybersecurity frameworks, policies, cyber law, regulations, and standards in the configuration, development, and design of an enterprise policy infrastructure. In addition, students will examine the impact of policy implementation on enterprise systems and personnel management. Prerequisite: CYB-515.

CYB-610: Penetration Testing and Risk Management 4 credits

This intensive hands-on course will provide with students the experience of working with various cybersecurity technologies and techniques that hackers and malicious actors use to scan, identify, and exploit vulnerabilities in an organization. Students will also formulate strategies of protection from such threats by identifying risks, countermeasures, security policies, frameworks, and best practices to align and enhance an organization's security posture through the development of a risk management plan. Prerequisites: CYB-515 and CYB-525.

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CYB-630: Enterprise Cyber Law and Compliance Strategies 4 credits

This course explores the human and enterprise aspects of cybersecurity management. From information security awareness to strategic planning; students will begin with the examination of the ideologies behind cybercrime, where attacks come from and why, followed by implementation techniques to best align cybersecurity applications with business objectives. This course provides a look at the strategies security professionals use to identify the attack vectors and plan accordingly to secure information systems using various industry compliances, regulations, and standards to design and implement cost effective controls, policies, and training to implement defense-in-depth techniques. This course ends with an impact analysis of when security measures fail, which includes legal elements and liability and ethical issues relating to forensic investigations. Prerequisite: CYB-535.

CYB-650: Innovation in Security Frameworks 4 credits

This course reinforces the significance, use, and deployment of security frameworks from a small-to-medium sized business (SMB) perspective to increase visibility, reduce risk from malicious activity, improve security posture, and enhance infrastructure to secure a company's intellectual property. Using various controls, policies, best practices, and implementation guides, students will establish a security framework for an organization that secures and aligns with an appropriate regulation (e.g., PCI DSS, HIPAA, SOX, GLBA). Prerequisites: CYB-535 and CYB-630.

CYB-690: Cybersecurity Program Development 4 credits

This course culminates the entire program by requiring students to develop a comprehensive cybersecurity program. Evaluating the legal and ethical challenges; incorporating the policies, frameworks, and methodologies; and identifying the hardware, software, and application requirements to secure an organization's intellectual property, customer data, and resources. Students will apply managerial and leadership skills to develop and communicate an effective cybersecurity program. Prerequisites: CYB-610, CYB-630, and CYB-650.

Dance (DAN)

DAN-100◆: Introduction to Ballet Technique 1 credits

This course is an introduction to the techniques of the classical ballet, including alignment, positions, port de bras, and allegro combinations. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to ballet.

DAN-101◆: Introduction to Jazz Technique 1 credits

This course is an introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to jazz.

DAN-120◆: Introduction to Modern Technique 1 credits

This course is an introduction to the movement techniques of modern dance. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to modern dance.

DAN-130A◆: Dance Ensemble I 0.5 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants. Prerequisite: Audition.

DAN-130B◆: Dance Ensemble I 0.5 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants. Prerequisite: Audition.

DAN-180A◆: Elementary Dance Tour 0 credits

This course is designed to prepare the student for the GCU Elementary Dance Tour, a multi-media production composed through collaboration by faculty and students. Topics include choreography, dramatic dialogue, elementary teaching methods, technical production, and artistic expression in a range of different dance styles. Participation is determined by audition.

DAN-180B◆: Elementary Dance Tour 0 credits

This course is designed to prepare the student for the GCU Elementary Dance Tour, a multi-media production composed through collaboration by faculty and students. Topics include choreography, dramatic dialogue, elementary teaching methods, technical production, and artistic expression in a range of different dance styles. Participation is determined by audition.

DAN-200♯◆: Somatics for the Dancer 2 credits

This course is a study of somatic practices in dance. Students explore and discuss issues related to one body practice. Topics include body awareness, alignment, injury prevention, and movement observation.

DAN-200HN♯◆: Somatics for the Dancer 2 credits

This course is a study of somatic practices in dance. Students explore and discuss issues related to one body practice. Topics include body awareness, alignment, injury prevention, and movement observation.

DAN-210◆: Improvisation for Dance 1 credits

This course focuses on creating and developing movement through dance improvisation in solos, duets, and groups. Contact improvisation and partnering, the uses of improvisation in choreography and performance, and the creative process are explored. Students are guided toward finding their own artistic voice through movement, discussion, and writing.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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DAN-215: Dance Ensemble 0 credits

Required every semester for dance majors except student teaching, this course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants. This course is open to non-majors. Prerequisite: Audition.

DAN-250◆: Ballet Technique II 1 credits

This technique course is designed to increase skill in classical ballet. It includes intermediate concepts, skills, movement vocabulary, and artistic expression specific to ballet. Prerequisite: DAN-100.

DAN-260◆: Jazz Technique II 1 credits

This course is a refinement of beginning skills, with an emphasis on development of technical abilities and performance qualities. It focuses on intermediate concepts, skills, movement vocabulary, and artistic expression specific to jazz. Prerequisite: DAN-101.

DAN-270◆: Modern Technique II 1 credits

This course is a refinement of beginning skills with an emphasis on development of technical abilities and performance qualities. It includes intermediate concepts, skills, movement vocabulary, and artistic expression specific to modern dance. Prerequisite: DAN-120.

DAN-280A◆: Dance Ensemble II 0.5 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

DAN-280B◆: Dance Ensemble II 0.5 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

DAN-300◆: Alignment and Pilates for Dance 2 credits

This course addresses alignment for dancers, using Pilates mat exercises. The course addresses how breath , strength, and coordination may facilitate greater ease and efficiency in movement.

DAN-301: Yoga 2 credits

This class is a guided practice introducing students to the fundamental principles of alignment and breathwork through flow sequencing and mindfulness. Dynamic alignment, guided relaxation, strength, and flexibility will help to restore and create a connection of the body, mind, and spirit through yoga poses.

DAN-302: Tap I 1 credits

This course is an introduction to the style, technique, and rhythmic structures of tap dance with emphasis on increasing movement capabilities and personal expression. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to tap. Students will explore tap dance through historical, social, and improvisational contexts. This course is available for non-majors.

DAN-305: Hip Hop I 1 credits

This course is an introduction to the style, technique, and foundation of Hip Hop movement and culture. Students will explore Hip Hop styles with emphasis on Freestyle development, cultural understanding, and the Five Elements of Hip Hop. Development of proficiency includes fundamental concepts, skills, movement vocabulary, artistic expression, theory and practice specific to Hip Hop culture. Students will explore Hip Hop dance through historical and social views as well as exposure to some Street Style dances. This course is available for non-majors.

DAN-310◆: Technology for Dance Educators 3 credits

Students study and utilize a variety of dance technologies, such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in the classroom in order to meet the needs of a diverse student population.

DAN-312◆: Vernacular Dance: Tap I 1 credits

This course is an introduction to the style, technique, and rhythmic structures of tap dance with emphasis on increasing movement capabilities and personal expression. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to tap. Students will explore tap dance through historical, social, and improvisational contexts. This course is available for non-majors.

DAN-313◆: Vernacular Dance: Urban & Hip Hop I 1 credits

This course is an introduction to the style, technique, and rhythmic structures of urban dance. Students will explore street dance styles with emphasis on increasing movement capabilities and personal expression. Development of proficiency includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to Urban dance. Students will explore urban dance through historical, social, aesthetic, and improvisational contexts as well as most current forms found in popular urban culture. This course is available for non-majors.

DAN-315Δ◆: Dance History I 4 credits

This writing intensive course is a study of the histories and aesthetic systems of selected world dance traditions emphasizing interconnections between aesthetic practice, religious and social needs, and the impact of cultural convergence on dance.

DAN-320ǂ◆: Technology for Dance Educators 2 credits

Students study and utilize a variety of dance technologies, such as computer software, hardware, networking, multimedia, interactive media, and the internet in order to foster inquiry, collaboration, and interaction in the classroom to meet the needs of a diverse 21st century student population.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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DAN-320HN♯: Technology for Dance Educators 2 credits

Students study and utilize a variety of dance technologies, such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in the classroom to meet the needs of a diverse 21st century student population.

DAN-322♯: Dance Technology 2 credits

This course explores the innovative intersection of dance and technology using a variety of digital tools and media. Students will learn ways to integrate technology to enhance dance creation, performance, and promotion. Key topics include copyright law, audio editing and design, videography in dance, applying technology to project design, technology for personal branding, and social media.

DAN-325: Dance Integration 4 credits

This course explores an integrative arts model using methods and assessments for dance in elementary curriculum. Practicum/field experience hours: 10. Fingerprint clearance required. Practicum/field experience hours: 10. Fingerprint clearance required.

DAN-325N: Dance Integration 4 credits

This course explores an integrative arts model using methods and assessments for dance in secondary curriculum.

DAN-335◆: Foundations of Dance and Culture for Diverse Learners 4 credits

Students study the historical, philosophical, and sociological influences that have shaped dance, dance education, and the issues faced by educators today, as well as the challenges of the future that await persons now entering the teaching profession. The course also examines the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the dance classroom. Practicum/field experience hours: 10. Fingerprint clearance required.

DAN-335N: Foundations of Dance and Culture for Diverse Learners 4 credits

Students study the historical, philosophical, and sociological influences that have shaped dance, dance education, and the issues faced by educators today, as well as the challenges of the future that await persons now entering the teaching profession. The course also examines the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the dance classroom. Practicum/field experience hours: 20.

DAN-340Δ◆: Dance History II 4 credits

This writing intensive course is a comprehensive comparative study of Western theatrical dance forms. The focus is on significant trends and individuals who shaped the development of modern dance, ballet, jazz, and vernacular dance, from ancient Greece to the modern era.

DAN-350◆: Ballet Technique III 1 credits

This course is designed to increase skill in classical ballet technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to ballet. Prerequisite: DAN-250.

DAN-353◆: Ballet Technique IV 1 credits

This advanced course is designed to increase technical proficiency and performance skill in classical ballet technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to classical ballet. Prerequisite: DAN-350.

DAN-355Δ◆: Dance Kinesiology and Injury Prevention 4 credits

This writing intensive course focuses on the anatomical and mechanical principles that relate to human movement; the analysis, management, and prevention of dance injuries; the analysis of body types and technical ability; and the means by which to improve dance ability. Aspects of teaching safe technique classes and alternative methods will also be explored.

DAN-360◆: Jazz Technique III 1 credits

This course is designed to increase skill in jazz technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to jazz. Prerequisite: DAN-260.

DAN-363◆: Jazz Technique IV 1 credits

This advanced course is designed to increase technical proficiency and performance skill in jazz technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to jazz. Prerequisite: DAN-360.

DAN-370◆: Modern Technique III 1 credits

This course focuses on the exercises and activities necessary to develop strength, flexibility, endurance, and technical dance skill. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to modern dance. Prerequisite: DAN-270.

DAN-373◆: Modern Technique IV 1 credits

This advanced course is designed to increase technical proficiency and performance skill in modern technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to modern dance. Prerequisite: DAN-370.

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DAN-375: Choreography I: Space and Time/Design and Dance **2 credits**

This course focuses on the elements of time, space, and energy as related to choreographic design. It is a study of these primary dance elements and their intrinsic role in developing diverse understandings of dance. The course considers design in the related fields of music and art as relevant to choreographic design and communication in dance. Practicum/field experience hours: None. Students needing field experience hours should take DAN-385N.

DAN-380A◆: Dance Ensemble III **0.5 credits**

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

DAN-380B◆: Dance Ensemble III **0.5 credits**

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

DAN-385◆: Choreography I: Space and Time/Design and Dance **2 credits**

This course focuses on the elements of time, space, and energy as related to choreographic design. It is a study of these primary dance elements and their intrinsic role in developing diverse understandings of dance. The course considers design in the related fields of music and art as relevant to choreographic design and communication in dance. Practicum/field experience hours: None. Students needing field experience hours should take DAN-385N.

DAN-385N◆: Choreography I: Space and Time/Design and Dance **2 credits**

This course focuses on the elements of time, space, and energy as related to choreographic design. It is a study of these primary dance elements and their intrinsic role in developing diverse understandings of dance. The course considers design in the related fields of music and art as relevant to choreographic design and communication in dance. Practicum/field experience hours: 10. Fingerprint clearance required.

DAN-390ǂ◆: Choreography II: Process **2 credits**

This course is a study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. Prerequisite: DAN-385N or DAN-375.

DAN-390HNǂ◆: Choreography II: Process **2 credits**

This course is a study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. Prerequisite: DAN-385.

DAN-395ǂ◆: Dance Production **4 credits**

This course is designed to introduce students to the elements of technical theater specific to a dance production and to prepare students to organize a production in a variety of media. The course covers the fundamentals of lighting and costume design; sound/music/video recording and other multimedia devices; and basic elements of production management, such as contracts, labor issues, budgets, facility rentals, marketing and fundraising.

DAN-395HNǂ◆: Dance Production **4 credits**

This course is designed to introduce students to the elements of technical theater specific to a dance production and to prepare students to organize a production in a variety of media. The course covers the fundamentals of lighting and costume design; sound/music/video recording and other multimedia devices; and basic elements of production management, such as contracts, labor issues, budgets, facility rentals, marketing and fundraising.

DAN-398◆: Dance Methods and Assessment in the Secondary School **4 credits**

This course is a study of methods for developing and conducting the dance program in middle schools and high schools. Methods, materials, topics, and issues in dance education are used to prepare dance education majors to enter the teaching profession. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: DAN-390.

DAN-398N◆: Dance Methods and Assessment in the Secondary School **4 credits**

This course is a study of methods for developing and conducting the dance program in middle schools and high schools. Methods, materials, topics, and issues in dance education are used to prepare dance education majors to enter the teaching profession. Practicum/field experience hours: 25. Fingerprint clearance required.

DAN-400: Dance Methods and Assessment in the Secondary School **4 credits**

This course is a study of methods for developing and conducting the dance program in middle schools and high schools. Methods, materials, topics, and issues in dance education are used to prepare dance education majors to enter the teaching profession. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: DAN-390.

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DAN-402: Tap II 1 credits

This course is a continuation of the style, technique, and rhythmic structures of tap dance. Students will explore various tap styles with emphasis on increasing movement capabilities and personal expression. Development of proficiency includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to tap dance. Students will explore tap dance through historical, social, aesthetic and improvisational contexts. Students will also develop basic choreography skills, and learn how to combine steps to formulate dances. Prerequisite: DAN-302.

DAN-405: Hip Hop II 1 credits

This course is a continuation of the style, technique, and foundation of Hip Hop movement and culture. Students will explore Hip Hop styles with emphasis on proficiency in Freestyle dance, social competence, and the practice of the Five Elements of Hip Hop. Students will develop proficiency in choreography, groove, theory, and practice specific to Hip Hop culture. Students will continue to explore Hip Hop dance through present social views and gain further exposure to some Street Style dances. This course is available for non-majors. Prerequisite: DAN-305.

DAN-410: Commercial Dance 2 credits

This class is designed for the pre-professional dancer. Students will further their studies in commercial-style dance or a blend of jazz, street, and hip hop as seen in the entertainment industry. Students will experience fast-paced choreography to enhance their mastery of technical and artistic expression. This course will include mock auditions and informal performance opportunities to reflect professional contexts in commercial dance to prepare students to succeed as professional performers. Prerequisite: DAN-360.

DAN-412◆: Vernacular Dance: Tap II 1 credits

This course is a continuation of the style, technique, and rhythmic structures of tap dance. Students will explore various tap styles with emphasis on increasing movement capabilities and personal expression. Development of proficiency includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to tap dance. Students will explore tap dance through historical, social, aesthetic and improvisational contexts. Prerequisite: DAN-312.

DAN-413◆: Vernacular Dance: Urban & Hip Hop II 1 credits

This course is a continuation of the style, technique, and rhythmic structures of urban and hip hop dance. Students will explore various urban styles with emphasis on increasing movement capabilities and personal expression. Development of proficiency includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to urban dance. Students will explore urban dance through historical, social, aesthetic and improvisational contexts. Prerequisite: DAN-313.

DAN-420: Contemporary Partnering 2 credits

This course is designed to help students develop partnering skills for a wide range of contemporary styles including modern, ballet, and jazz. Students will explore the fundamentals of partnering including counterbalancing, weight sharing, kinesthetic awareness, and dynamic alignment. Prerequisite: DAN-370.

DAN-430: Dance Research Seminar I 2 credits

This course provides an opportunity for students to define their career goals and to network in preparation for a career and/or further dance studies. Students will explore current issues and career trends in dance. Topics will include a statement of artistic philosophy, academic research skills, creating a collaborative arts project, and business applications.

DAN-435: Dance Research Seminar II 2 credits

This course is a continuation of Dance Research Seminar I, which provides an opportunity for students to define their career goals and to network in preparation for a career and/or further dance studies. Students will explore current issues and career trends in dance. Topics will include academic research skills, creating a collaborative arts project, and business applications. Prerequisite: DAN-430.

DAN-450◆: Dance Pedagogy 2 credits

This course encompasses traditional and contemporary approaches of dance education and examines effective teaching practices in settings including elementary and secondary schools, private dance organizations, and community-based settings. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: DAN-355.

DAN-453◆: Ballet Technique V 1 credits

In this course, ballet technique will be studied to enhance mastery in technical and artistic expression. This course will examine pointe for women and conditioning for men, in preparation for partnering work. Partnering skills and classical ballet variations will be included for both men and women.

DAN-455: Dance Pedagogy 2 credits

This course encompasses traditional and contemporary approaches of dance education and examines effective teaching practices in settings including elementary and secondary schools, private dance organizations, and community-based settings. Prerequisite: DAN-355.

DAN-455N: Dance Pedagogy 2 credits

This course encompasses traditional and contemporary approaches of dance education and examines effective teaching practices in settings including elementary and secondary schools, private dance organizations, and community-based settings. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: DAN-355.

DAN-463: Jazz Technique V 1 credits

This course is designed for the pre-professional dancer. Jazz dance technique will be studied to enhance mastery in technical and artistic expression. Jazz studies in this course will include mock auditions and informal performance opportunities to reflect professional contexts such as commercial dance and musical theatre. Prerequisite: DAN-363.

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DAN-465A◆: Master Class: Ballet, Jazz 1 credits

This course is designed for the pre-professional dancer. Students will further their studies in each dance form to enhance mastery in technical and artistic expression. Jazz studies in this course will include mock auditions and informal performance opportunities to reflect professional contexts such as commercial dance and musical theatre. Ballet studies will include pointe for women and conditioning for men, in preparation for partnering work. Partnering skills and classical ballet variations will be included for both men and women. Prerequisites: DAN-353 and DAN-363.

DAN-465B◆: Master Class: Modern 1 credits

This course is designed for the pre-professional dancer. Modern dance technique will be studied with faculty and guest artists to enhance mastery in technical and artistic expression. Students choose either DAN-465A or DAN-465B. Prerequisite: DAN-373.

DAN-470◆: Choreography III: Performance 2 credits

This course is a supervised experience in choreographing a dance for public performance arranged through a cooperative effort of the student and supervisor. Prerequisite: DAN-390.

DAN-473: Modern V 1 credits

This course is designed for the pre-professional dancer. Advanced modern dance technique will be studied to enhance mastery in technical and artistic expression. Prerequisite: DAN-373.

DAN-475◆: Dance in Sacred Contexts 4 credits

This course will examine dance within both Christian and non-Christian contexts. Students will apply this knowledge to design dances, text and other materials for ministry, worship services, workshops, and outreach.

DAN-480◆: Dance Ensemble IV 1 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

DAN-485◆: Creative Practices 4 credits

In this course, students conduct artistic research through the practices of improvisation, choreographic choice making, and interdisciplinary collaboration. Students will engage in various creative projects with dance faculty, scholars, performers, and researchers across the College of Arts and Media.

DAN-490: Dance Administration & Entrepreneurship 4 credits

This course is an introduction to the practical and applicable skills involved with starting, managing, and flourishing as an entrepreneur in arts administration. Critical thinking and problem-solving skills will be applied to all aspects of managing and marketing for arts and cultural organizations. The implementation of these skills will give artists an insight into the many career options that are available above and beyond being onstage performers, including careers in entrepreneurial, non-profit, and for-profit organizations.

Doctoral Business Administration (DBA)

DBA-805: Management Theory in a Global Economy 3 credits

This course provides an overview of seminal management theories and their relevance, applicability, and/or divergence from current business practice. Students focus on understanding the application of management theories to support organizational sustainability in a global economy.

DBA-815: Economics for Business Decisions 3 credits

This course provides the student with the skills and competencies needed to be able to apply microeconomic principles to the solution of business problems. Specifically, the course examines the four market structures focusing on competition and utilizes microeconomic theory to provide solutions to business problems.

DBA-820: Emerging Issues in Financial Management 3 credits

This course explores the theories and frameworks that drive financial decision making in organizations today. Students focus on issues facing administrators in the changing business environment.

DBA-830: Statistics for Business Research 3 credits

This course provides an overview of preparing, analyzing, and interpreting data using statistical techniques. Topics include data preparation and statistics basics, as well as factor analysis, t-testing, ANOVA, and correlation and regression.

DBA-831: Analytic Foundations for Business Leaders 3 credits

This course addresses the foundations of data mining. The course provides tools and techniques to determine whether data is appropriate for analysis. Learners will interact with a multi-year integrated business case as a means of exploring applications of analytics.

DBA-833: Predictive Modeling 3 credits

This course addresses predictive modeling techniques that leverage enterprise data to create competitive advantage. Methods of creating and communicating predictive modeling solutions are also discussed.

DBA-835: The Sustainable Future 3 credits

This course examines organizational sustainability through the lenses of competitive advantage and innovation. It addresses the leadership skills and capabilities required to foster, lead, and sustain innovation in organizations, and it explores how these ideas can be applied to create competitive advantage leading to a sustainable organization.

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DBA-837: Prescriptive Modeling for Business Decisions 3 credits

This course addresses prescriptive modeling techniques that leverage previously gained predictive enterprise data to create competitive advantage. Technological and organizational supports for prescriptive modeling are discussed as are methods of communicating prescriptive modeling solutions.

DBA-839: Enterprise Data Complexity 3 credits

Business is routinely using enterprise data analytics to create competitive advantage. This course addresses the complexity of implementing enterprise data analytics solutions and the related infrastructure considerations. In this course, learners will interact with a multi-year integrated business case to experience the complex interactions associated with exploiting enterprise data analytics for competitive advantage.

DBA-885: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES-880.

DBA-955Ω: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: RES-871 or RES-885 or RSD-883 or RSD-884.

DBA-960Ω: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DBA-955.

DBA-965Ω: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DBA-960.

DBA-966E: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-965.

DBA-967E: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-966 or DBA-966E.

DBA-968E: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-967 or DBA-967E.

DBA-969E: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-968 or DBA-968E; RSD-951.

DBA-970E: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-969 or DBA-969E.

DBA-971E: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-970 or DBA-970E.

DBA-972E: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-971E.

DBA-973E: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-972E.

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DBA-974E: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-973E.

DBA-975Ω: Dissertation Research Continuation 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisites: DBA-966E or DBA-970 and either RSD-951 or D-35 status.

Digital Design (DDN)

DDN-101◆: Design Thinking 4 credits

This survey course introduces students to basic design thinking, including principles and elements of design, and concepts of composition. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

DDN-105◆: Drawing for the Visual Arts 4 credits

Drawing, sketching, conceptualization for clients, and preparing storyboards are essential communication skills in a visual world. This introductory drawing course teaches students about rendering spatial relationships, perspective, light, shadow, texture, and forms. This foundational course includes still life, gesture, and perspective drawing as well as lectures, critiques, and discussions. This course does not require that students have an art background. All types of aspiring artists will benefit from the fundamental and techniques taught in this class. Students will provide drawing supplies and paper along with a portfolio to carry them.

DDN-110◆: Design Fundamentals 4 credits

This course is an introduction to the basic elements of design and processes of visual communication using graphic tools standard in the industry. The focus is on mastering pixel, vector, and layout tools to demonstrate two-dimensional graphics, images, symbols, color theory, typography, and composition. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

DDN-115◆: Raster and Vector Technologies 4 credits

This foundational studio course focuses on developing visual style and production workflows in the creation of raster- and vector-based graphics using industry-standard technologies. Students apply color theory and composition skills to create complex illustrations and advertisements. Multiple input sources are combined to create both original and derivative content: camera, scanner, mouse, tablet, traditional media, and stock photography. Students practice acquiring work at the correct PPI, retouching, tonal correction, and color profiling to create images compliant with industry standards. Emphasis is placed on selecting appropriate imagery by analyzing audience needs, which is then applied to developing creative and original work. Students also learn how to legally acquire stock imagery and the ethical obligations in its manipulation. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu.

DDN-120◆: Production Methods 4 credits

During this course students will apply the concepts of production management, including structuring and preparing electronic files through production for a variety of mediums. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-110 or DDN-115.

DDN-125: Layout and Composition 4 credits

This survey course reinforces the use of design elements and principles of composition to create compelling, marketable designs. Structures, grid systems, and more informal freeform techniques are investigated to solve hands-on design problems. The role of typography, color, and hierarchy for effective communication is explored. Students use rapid visualization to iterate and prototype multiple solutions using the design thinking process and learn how to document their processes for presentation. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments.. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-100 or DDN-101.

DDN-160: 2D Motion Design 1 4 credits

This foundational motion course examines the basics of 2D motion design as it relates to graphic design. Students examine 2D motion in the context of the 12 Principles of Animation, the foundation of motion. This course teaches students how to view graphic design with the addition of a timeline. Students are introduced to the production pipeline as it relates to 2D graphic design in the context of motion. During preproduction, students strategize how to complete 2D motion graphics. Students then start crafting the assets and 2D motion of their projects in production and present a finalized motion graphic during post-production. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-110 or DDN-115 or GMC-110.

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DDN-200: Creative Processes 4 credits

This course exposes students to a variety of artistic methods to generate concepts and content off-screen, using traditional rapid visualization and mixed media. Structures for experimentation -- both planned and spontaneous -- are explored. A focus on concept development and rigorous hands-on practice helps students develop their artistic voice. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu.

DDN-205◆: Figure Drawing 4 credits

This course teaches students the anatomy of figure drawing for animation and character modeling. Developed skill sets transfer to figure drawing of any organic being, whether human or animal. Class time consists of demonstrations, lectures, critiques, and drawing exercises using a variety of media and subject matter. Student will provide drawing supplies and paper, along with a portfolio to carry them. A supply list will be provided at the start of the course.

DDN-210ǂ◆: Designing with Type 4 credits

This course explores fundamentals and traditions for designing with type, as well as corporate design with an emphasis on typography with integration of vector designs and photography into promotional pieces. Students propose and create solutions for visual problems with type. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-120.

DDN-210HNǂ◆: Designing with Type 4 credits

This course explores fundamentals and traditions for designing with type, as well as corporate design with an emphasis on typography with integration of vector designs and photography into promotional pieces. Students propose and create solutions for visual problems with type. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-120.

DDN-215◆: Digital Photography I 4 credits

In this introductory digital photography course, students explore basic camera operation, digital capture, photographic principles, lighting, and visual design elements. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student photography. This is not a photo manipulation course. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Students are required to provide their own DSLR camera and tripod.

DDN-230◆: Sculpture 4 credits

This course introduces students to sculpture in various mediums, both traditional and nontraditional; provides practical and theoretical exploration of form, surface, mass, gravity, and structure; includes reading and writing assignments; and requires the creation and exhibition of student artwork. Students will provide their own sculpture tools. A supply list will be posted prior to the start of class.

DDN-240◆: User Experience Design 4 credits

During this course students will apply theories of user experience and interaction to the design of web and mobile products. Technology requirement: Students provide their own laptop, a graphics tablet, and external hard drive. Students will use industry-standard software to complete assignments.

DDN-250: Interface Design 1: User Experience 4 credits

This course explores the fundamentals of User Experience as it applies to mobile applications through the use of prototyping and user testing. The historical context of User Experience is explored and as well as how it evolved into modern application design. During this course, students apply the Laws of UX to their designs. Various usability testing methods are implemented. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu.

DDN-255: Interface Design 2: Web Design 4 credits

This course focuses on the web design prototyping process including research, wireframes, design comps, and interactive mock-ups that address a creative brief. Students learn website production, as well as Search Engine Optimization as it applies to design assets. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu.

DDN-260ǂ: 2D Motion Design 2 4 credits

This course expands upon 2D motion design concepts as they relate to graphic design. Students continue exploring the 12 Principles of Animation and the production pipeline as a whole. Students explore audio, video, graphics, and type as assets for 2D motion graphics, and research industry trends in 2D motion and use that research to drive their work forward. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments.. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-160.

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DDN-276: Portfolio 1 4 credits

This course requires students to research and build a self-marketing plan and curate a portfolio of work to use in a job search. Students examine their current work in order to accurately develop personal promotional assets, be introduced to design communities, identify industry networking opportunities, and begin to build a professional social network. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: Sophomore standing.

DDN-300◆: Web Design I 4 credits

In this course, students learn visual design for the Web, building structure and presentation. Web layouts and style, artistic quality and performance, and navigation and accessibility are explored in the development of Web sites using HTML and CSS. The focus of the course is to develop a core foundation in HTML and CSS before the evaluation of other Web development tools. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-110 or DDN-115, or permission of instructor.

DDN-305◆: Drawing for Animation 4 credits

Students develop perspective and layout techniques for creating depth illusion as applied to principles of 3D modeling and animation. This course emphasizes the study of story, size relationships, values, lines, vanishing points, lighting, path direction, camera placements, and composition. Students also explore drawing media. Technology requirement: Students provide their own laptop, a graphics tablet, Audacity sound editing software, and additional supplies as defined during the course. Prerequisite: DDN-105.

DDN-306: 3D Motion Design 1 4 credits

This course focuses on introducing the principles and production of 3D modeling and 3D motion using industry standard software and processes. Students demonstrate three-dimensional concepts, theories, design, and application while creating products for use in motion graphics. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-160.

DDN-310◆: Digital Painting 4 credits

This course is an advanced study in digital painting tools to support animation projects. Technology requirement: Students provide their own laptop, external drive for back-ups, mouse and/or graphics tablet for input. Students will use industry-standard software to complete assignments.

DDN-312: Advanced Typography 4 credits

This studio-intensive course introduces a new dimension to typographic foundations through the inclusion of motion and interactivity in type. Students learn how to source web-compliant typography for inclusion in their own creative, strategy-driven design projects. Students explore grids, hierarchy, style, contrast, and basic animated transformations. Students apply the 12 Principles of Animation to kinetic typography compositions. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-210.

DDN-315◆: Digital Photography II 4 credits

In this course, students shoot RAW and apply advanced photography techniques to create images used for a variety of commercial advertising, social media, and other marketing purposes. Natural and studio lighting techniques are studied as available methods for image creation. This course requires Web-based presentations, and the creation and exhibition of student artwork. Prerequisites: DDN-215. Technology requirement: Students must provide their own digital SLR or mirrorless camera, tripod, and connection cables or card readers to move the files between the camera and their computer. Personal laptop and Adobe Photoshop or Lightroom are required.

DDN-330◆: 3D Modeling Design I 4 credits

This course focuses on 3D modeling using a variety of media and processes. Students demonstrate three-dimensional concepts, theories, and application while creating products and package designs; photography and 3D model integration; and beginning character designs. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students provide their own laptop, a graphics tablet, and external hard drive. Students will use industry-standard software to complete assignments.

DDN-331: 3D Motion Design 2 4 credits

This course focuses on building creative skillsets, with an emphasis on developing the principles and processes of 3D motion graphics using industry standard tools and techniques. Students demonstrate the design aesthetics and practical technical skills needed to enter the field of motion graphics. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-306.

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DDN-335◆: Web Applications 4 credits

This course focuses on the planning, design, and implementation of dynamic websites. Using modern content management tools, HTML, CSS, and JavaScript, the course explores how to manage and distribute digital content, videos, photos, animations, and articles. Students explore website creation tools such as Wordpress, Joomla!, and Drupal, with a strong focus on creating and managing digital content for multiple platforms. Lastly, the course covers how to keep data safe and secure using cyber security best practices. Technology requirement: Students provide their own laptop. Students will use industry-standard software to complete assignments. Prerequisite: DDN-300.

DDN-336: Front-End Development for Web Design 4 credits

In this course, students learn web design production and development. Web layouts, style, artistic quality, performance, navigation, and accessibility are explored in the development of websites using HTML and CSS. The focus of the course is to develop a core foundation in HTML and CSS, with an understanding of JavaScript. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Students also must purchase their own domain name and Internet-hosting services.

DDN-340Δ♯◆: History of Design 4 credits

This writing-intensive course focuses on the history of visual arts, graphic design, and animation; genres of design; and the influence of artists, graphic artists, and animators through the ages. Emphasis is placed on the history of and current developments in the digital and information age. Technology requirement: Students provide their own laptop. Students will use industry-standard software to complete assignments.

DDN-340HNΔ♯◆: History of Design 4 credits

This writing intensive course focuses on the history of visual arts, graphic design, and animation; genres of design; and the influence of artists, graphic artists, and animators through the ages. Emphasis is placed on the history of and current developments in the digital and information age. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud.

DDN-350◆: Web Design II 4 credits

This course focuses on intermediate Web design from concept development—including roughs and wireframes—to design comps and interactive mock-ups. Students create sitemaps, flow diagrams, and basic user tests to help determine nomenclature, as well as wireframes that represent working models with page elements and functional specifications. Students learn to evaluate web site usability, as well as to conduct accessibility testing. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Students will also purchase their own domain name and internet hosting service. Prerequisite: DDN-300.

DDN-351♯: Interface Design 3: Application Design 4 credits

This course focuses on the web design prototyping process including research, wireframes, design comps, and interactive mock-ups that address a creative brief. Students learn website production, as well as Search Engine Optimization as it applies to design assets. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu.

DDN-356: Interface Design 4: Content Management Systems 4 credits

In this course, students learn how to use various content-management systems including, but not limited to websites, blogs, e-mail marketing, and social media. Students design and produce strategic assets, and learn how to set up hosting and populate content inside an industry standard CMS. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Students also must purchase their own domain name and internet hosting services. Prerequisite: DDN-336.

DDN-360◆: 3D Modeling Design II 4 credits

This course is a study of the tools used to convert two-dimensional hand drawings, photos, and other references into three-dimensional elements. Students employ the terminology, tools, and topology of animation and game industries while modeling polygons, NURBS, and SubDs. Students explore texturing methods, camera setups, lighting techniques, and rendering options. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student work. Students will use industry-standard software to complete assignments. Prerequisite: DDN-330.

DDN-365◆: 3-D Animation and the Mechanics of Motion 4 credits

In this course, the principles of animation are explored in greater depth as they apply to 3D. Students learn about the production cycle of animation while planning models for future animation. Kinematics, rigging, and facial animation processes are explored as students demonstrate walk cycles, express emotions, and synchronize sound to animations. Students also create short animations and integrate basic sound and video compositing software. This course includes reading, writing, and lab assignments. Prerequisites: DDN-220 and DDN-330.

DDN-366: Advanced Motion Design 1 4 credits

In this advanced studio course, students plan and produce graphic design-based portfolio pieces that demonstrate an understanding of motion. Students examine industry trends as they relate to advertising and client storytelling and learn to craft motion graphic solutions centered around client needs. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisites: DDN-260 and DDN-306.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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DDN-370◆: Designing with Motion Graphics 4 credits

During this course students will create animated graphics in a variety of mediums to meet client business needs. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students provide their own laptop, external drive for back-ups, mouse and/or graphics tablet for input. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

DDN-371: Motion Technologies 4 credits

In this course, students examine how graphic designers can use motion to create prototype conceptualizations. Students research emerging technologies to plan and create graphic design motion-based presentations for how these technologies are used in design-based problem solving. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu.

DDN-400Δ♯◆: Business for the Design Professional 4 credits

This writing intensive course focuses on the essential business skills necessary for the design practice and professional. Business development, legal issues, project management, finances, human resources, and other management issues are explored as they relate to the design profession. Technology requirement: Students provide their own laptop. Students will use industry-standard software to complete assignments. Verify technical requirements in the University Policy Handbook at www.gcu.edu.

DDN-400HNΔ♯: Business for the Design Professional 4 credits

This writing intensive course focuses on the essential business skills necessary for the design practice and professional. Business development, legal issues, project management, finances, human resources, and other management issues are explored as they relate to the design profession. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud.

DDN-405Δ♯: Design Professionalism 4 credits

This writing-intensive course focuses on the essential business skills necessary for the design professional. Personal branding and marketing, networking, industry landscape, professional advancement and career scaffolding, ethical and legal issues, project management, teamwork, professional communication, and other industry issues are explored as they relate to the design profession. Technology requirement: Students provide their own laptop and mouse. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: Senior standing.

DDN-410◆: 3D Short Film Production 4 credits

This course explores the process of building a 3D short film as students are introduced to every aspect of the short-film production pipeline. From pre-production when the story and characters are developed to the final lighting, rendering, visual and sound effects, music, titles, and ending credits in post-production are completed, students prepare a production plan for their own animated 3D short film. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Maya software is available as a student download from the Autodesk website. Prerequisites: DDN-360 and DDN-365.

DDN-412◆: Short Film Production 4 credits

In this course students are introduced to every aspect of the short-film production pipeline, from pre-production when the story and characters are developed to the final lighting, rendering, visual and sound effects, music, titles, and ending credits in post-production. Students prepare a production plan for their own animated short film and create production quality scripts and storyboards. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud and Maya software. Maya software is available as a free student download from the Autodesk website. Check system requirements to run those programs at https://knowledge.autodesk.com/support/maya/troubleshooting/caas/sfdcarticles/sfdcarticles/System-requirements-for-Autodesk-Maya.html. Prerequisite: DDN-365.

DDN-415◆: 3D Visual Effects and Lighting 4 credits

In this course, students plan and visualize a special effects project by creating a shot-by-shot storyboard, building environmental sets and props, applying appropriate lighting and special effects, and rendering the solution. Sets are modeled with realistic texturing, lighting design, visual effects, and rendering solutions demonstrated. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Maya software is available as a student download from the Autodesk website. Prerequisite: DDN-360.

DDN-420◆: Advanced Animation 4 credits

This is a highly aesthetic and technical course in which students bring all design skills together, including pre-production, graphic design, modeling, animation, audio production, texturing, and rendering. Students must demonstrate composition, timing, and editing while producing a short, time-based project. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Maya software is available as a student download from the Autodesk website. Prerequisite: DDN-412.

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DDN-421: Advanced Motion Design 2 4 credits

This course examines how to market oneself as a graphic designer who utilizes motion. Students examine their current portfolio of work and create supplemental graphic design pieces based in motion in order to enhance their portfolio. Students examine how to construct a demo reel and apply those concepts to the creation of their own demo reel. Technology requirement: Students provide their own laptop, mouse, subscription to the Adobe Creative Cloud, and Maya software. Maya software is available as a student download from the Autodesk website. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-366.

DDN-425: Advanced Motion Design 3 4 credits

This course focuses on the creation of a semester-long project that reflects an industry production schedule. Students will research and develop a primarily 2D graphic design-based motion graphic. Students' cumulative knowledge will be used to create a well-rounded portfolio piece for entry-level graphic design jobs that utilize motion. Students will also revisit their demo reel and make any necessary changes. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive. Students will use industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-421.

DDN-430◆: Programming for the Web I 4 credits

This course is an introduction to Web programming, local hosting technologies, HTML, CSS, responsive design, and basic JavaScript. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud. Additional programming tools will be assigned at the start of the course. Prerequisite: DDN-350 or DDN-255.

DDN-440◆: Interactive Web Design 4 credits

This course explores the use of interactive web and rich Internet applications. The integration of music, sound, video, and animation is considered in design. Students use standard web tools to create dynamic websites. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud. Additional programing tools will be assigned at the start of the course. Prerequisite: DDN-430.

DDN-450◆: Programming for the Web II 4 credits

This course focuses on advanced web programming. Students work in a production environment resolving code issues, coding web graphics, and designing advanced web interactions. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud. Additional programming tools will be assigned at the start of the course. Prerequisite: DDN-430.

DDN-455◆: Designing for New Technologies 4 credits

During this course students will forecast new technologies in order to enhance user experience. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-351.

DDN-460◆: Advanced Web Projects 4 credits

During this course students will create self-directed web projects to meet client business needs. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Students will also purchase their own domain name and internet hosting service. Prerequisite: DDN-455.

DDN-475ǂ◆: Advanced Design Practicum 4 credits

In this advanced design course, students incorporate their personal style into the development of a portfolio. Professional design projects for a variety of campus and studio-based projects provide opportunities for students to fine-tune solutions for customer-driven, reality-based design problems. Students propose design solutions, practicing their communication and presentation skills while exploring career opportunities. The ethics of business practice is incorporated into studio projects. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: Senior standing.

DDN-475HNǂ: Advanced Design Practicum 4 credits

In this advanced design course, students incorporate their personal style into the development of a portfolio. Professional design projects for a variety of campus and studio-based projects provide opportunities for students to fine-tune solutions for customer-driven, reality-based design problems. Students propose design solutions, practicing their communication and presentation skills while exploring career opportunities. The ethics of business practice is incorporated into studio projects. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: Senior standing.

DDN-476ǂ: Portfolio 2 4 credits

This course requires students to implement a self-marketing plan and portfolio of work to launch a job search in their preferred industry. Students examine the current market, audit and improve past work to meet industry standards, then identify additional self-directed projects that help them reach their employment goals. Students refine their digital portfolio and publish all the assets needed to launch a personal brand complimented by a set of self-promotion materials, including a print portfolio. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: Senior standing.

Digital Film and Production (DFP)

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DFP-101[ǂ◆]: Introduction to Cinema: History & Aesthetics 4 credits

This course covers multiple eras and movements throughout the age of film.

DFP-101HN[ǂ◆]: Introduction to Cinema: History & Aesthetics 4 credits

This course covers multiple eras and movements throughout the age of film.

DFP-111[◆]: Digital Video Production I 4 credits

This course introduces students to the technical and aesthetic aspects of small format digital production as well as the basic principles of motion picture production. Students learn the language of film/digital video and how its manipulation can express one's individual message or purpose.

DFP-115[◆]: Acting for the Camera 4 credits

This introductory course helps digital film production students to develop skills and gain experience in acting and directing for the camera. Students participate on both sides of the camera. Course sessions include lecture, practical exercises, and preparation for analyzing and blocking a scene and working on a set. Students screen selected film clips to evaluate performances, explore methods to prepare for an audition, discuss the actor/director relationship, and examine the professional requirements of relating to a crew.

DFP-201: Cinema and Self-Expression 4 credits

This course is designed to help students connect historical film movements with their impact on culture, religion, and personal expression. In doing so, students will be challenged to discover their own personal film style and identity through a series of digital media projects. Prerequisite: DFP-101 & DFP-111.

DFP-221[Δ◆]: Screenwriting I 4 credits

Students in this writing intensive course learn storytelling for the screen through a managed regimen of in-class and out-of-class experiences that emphasize the essential mix of imagination and craft in writing. They hone their skills in observation, communication, and visualization, and receive instruction on structure for screenwriting and how to employ written language to articulate dramatic and visual expression.

DFP-223[◆]: Cinematography 4 credits

This course is an intensive exploration of the craft, technologies, and aesthetic principles of cinematography, lighting, and set design techniques. Lectures and in-class demonstrations cover video formats, cameras, exposure, lenses and optics, lighting units, lighting placement, lighting control, camera support, and camera movement.

DFP-225[◆]: Nonlinear Editing 4 credits

This course follows the general chronology of editing from capture and logging, through editing and effects, to final output of a finished program. The first half of the course is devoted entirely to a mastery of the editing software. The second half of the course is devoted to examining how and why editing is important. Different editing theories are explored, including montage, fast cut, long take, jump cut, and others.

DFP-226: Visual Effects 4 credits

Visual effects are an integral part of contemporary film and streaming productions. This course provides an overview of the foundational skills in visual effects. Prerequisite: DFP-225.

DFP-230[◆]: Writing the Genre Film 4 credits

Understanding genre conventions and tropes is critical to a screenwriter's success. This course combines script analysis with the practice of writing short scripts for a variety of genres. Prerequisite: DFP-221.

DFP-235[◆]: Writing the Character-Centered Screenplay 4 credits

One of the greatest challenges for screenwriters is to create dynamic, believable characters. In this course, students will reflect on the role of character and the relationship between strong characters and a strong screenplay. Prerequisite: DFP-221.

DFP-301[Δ◆]: Film Production Management 4 credits

In this writing intensive course, students will learn how to take a project from development into pre-production and then, how to effectively market and distribute the project. Although students will not be filming the project, students will utilize their production knowledge in building realistic schedules and budgets for their projects. Prerequisites: DFP-111 and DFP-221.

DFP-311[ǂ◆]: Cinema Directing 4 credits

This course utilizes techniques of directing, sound editing, lighting, and advanced editing programs. Several practical and written exercises lead to a short digital production. Students spend time working with actors in front of the camera as well as composing shots to convey a story visually. Prerequisites: DFP-111 and DFP-221.

DFP-311HN[ǂ◆]: Cinema Directing 4 credits

This course utilizes techniques of directing, sound editing, lighting, and advanced editing programs. Several practical and written exercises lead to a short digital production. Students spend time working with actors in front of the camera as well as composing shots to convey a story visually. Prerequisites: DFP-111 and DFP-221.

DFP-323: Advanced Cinematography 4 credits

Building on foundational cinematography techniques, students in this course apply the technical and creative aspects of cinematography to various forms of digital media. Areas such as advanced application of lighting techniques and drone photography are explored. Prerequisite: DFP-223.

DFP-326: Visual Effects II 4 credits

This course focuses on preparing assets for advanced visual effects shots. Students will gain experience in 3D software and become familiar with the pipeline for 3D asset creation. Prerequisite: DFP-226.

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DFP-330♯: Editing the Genre Film 4 credits

In this course, students will learn the skills necessary to successfully edit a narrative genre film. Students will edit in a variety of genres, from comedy to horror, respecting expectations and gaining an understanding of what post-production practices allow each genre to function at the highest level. Prerequisites: DFP-225 and DFP-230.

DFP-331♯◆: Visual Storytelling 4 credits

This course focuses on the elements that make up almost all storytelling. Students are encouraged to discover and develop their unique voices as writers and storytellers, while understanding the critical importance of working as part of a creative team. This course emphasizes the use of traditional storytelling, classic mythology, and the ways in which these devices apply to contemporary media.

DFP-331HN♯◆: Visual Storytelling 4 credits

This course focuses on the elements that make up almost all storytelling. Students are encouraged to discover and develop their unique voices as writers and storytellers, while understanding the critical importance of working as part of a creative team. This course emphasizes the use of traditional storytelling, classic mythology, and the ways in which these devices apply to contemporary media.

DFP-335: Promos and Trailers 4 credits

In this course, students will learn the art and technique of film and television advertising through trailer and promo editing. With a focus on grabbing attention, condensing story, and inciting curiosity, students will practice remixing feature and short films into the most attractive promotional package possible; with a focus on capturing the intended audience for each film. Students will also learn how promotional editing can dramatically alter the expected tone of a film by creating genre remixes of popular films. Prerequisites: DFP-226 and DFP-330.

DFP-341◆: Writing Meaningful Dialogue 4 credits

Poorly written dialogue can remove a character's authenticity and diminish the audience's suspension of disbelief. This course explores what constitutes great dialogue and delves into techniques that allow writers to incorporate powerful subtext, craft honest and emotionally impactful dialogue, and integrate exposition seamlessly. Prerequisite: DFP-235.

DFP-346◆: Development and Production of TV Commercials 4 credits

In this course, students learn the entire process of creating commercials. Students learn the skills of writing copy, developing ideas, researching the marketplace, working with client needs, pitching, and production of commercials. Prerequisite: DFP-111, DFP-221, & DFP-331.

DFP-351◆: Audio Production for Cinema and Television 4 credits

This course explores the professional craft of sound recording during film production, focusing on the challenges and workflows of real on-set environments. Students will learn the techniques, tools, crew collaboration, set etiquette, and problem-solving strategies essential for achieving high-quality production audio. Prerequisite: DFP-111.

DFP-352: Advanced Audio Production 4 credits

This course trains students in the art and technique of post-production sound; from building the essential elements of a soundtrack for greater story immersion, to mixing those elements into a unified whole for professional distribution. Skills covered include sound design, sound editing, ADR editing, and mixing. Prerequisites: DFP-225 and DFP-351.

DFP-361◆: Music Video/Documentary Production 4 credits

This course is a survey of music video and documentary productions. Students study, analyze, and implement techniques in both types of productions. Prerequisite: DFP-111.

DFP-370◆: Creating Authentic Cinematic Conflict 4 credits

Maintaining interest while the story unfolds is an important task for the screenwriter. This course delves deeply into screenplay structure, analyzing dramatic strategies employed by successful screenwriters. Students will engage in various stages of the screenwriting process. Prerequisite: DFP-221.

DFP-371: Social Impact Storytelling 4 credits

Film, as a universal language, can relay factual stories through a variety of visual storytelling techniques. Students learn to leverage stories as a tool to support and advance an organization's purpose or mission. Prerequisite: DFP-311 & DFP-346.

DFP-375: Writing for Interactive Media 4 credits

In this course, students explore the multiple aspects of writing for interactive media and how it differs from traditional storytelling. The course discusses the importance of worldbuilding, creating dynamic characters, and how player and viewer choice can create compelling experiences. Special emphasis is placed on video games, virtual and augmented reality, and choose-your-own-adventure media. Prerequisite: DFP-111, DFP-221, DFP-225, DFP-226.

DFP-401♯: Distribution & Exhibition 4 credits

Film serves to connect audiences with storytellers so a filmmaker must think about the exhibition and distribution of the completed project. In this course, students learn how a film reaches its correct audience, whether it's through streaming, festival, traditional theatrical, or other outlets. Prerequisite: DFP-301.

DFP-416: Advanced Compositing 4 credits

This course introduces students to advanced topics in compositing. Students will use a node-based workflow to complete visual effects shots. Prerequisite: DFP-326.

DFP-426: Visual Effects III 4 credits

In this course, students will build on their knowledge of 3D asset creation. Students will explore the visual effects pipeline in more depth through a variety of projects. Prerequisite: DFP-326.

DFP-451◆: Digital Production II 4 credits

This course exposes students to every aspect of media production. Students also learn how to work well in a team environment and to adhere to deadlines, time constraints, and medium limitations. Prerequisites: DFP-111, DFP-311 and DFP-323.

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DFP-455♯◆: Advanced Digital Post-Production 4 credits

This writing-intensive capstone course strengthens students' understanding of the art of cinematic storytelling through post-production. Students will focus on integrating advanced picture and audio editing techniques with visual effects to create polished short films.

DFP-455HN♯◆: Advanced Digital Post-Production 4 credits

This class is about developing students' understanding of the art of cinematic storytelling and montage and exposing them to the cueing, performing, and editing of Foley and Automated Dialogue Replacement. Students work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques. Prerequisites: DFP-225 and DFP-351, or DFP-227.

DFP-457Δ◆: Screenwriting II 4 credits

Students in this writing intensive course study, analyze, and implement advanced techniques in creating cinema screenplays. This course emphasizes the use of traditional storytelling and classic mythology, and how these devices apply to contemporary screenplays. Prerequisite: DFP-221.

DFP-460◆: Creating the Dramatic Television Series 4 credits

In this course, students will learn the entire process of creating a dramatic television series. Students learn the skills of developing ideas, researching the marketplace, creating character bios, writing pilots, and pitching. Prerequisite: DFP-221.

DFP-463◆: Adapting Media to Screenplays 4 credits

Students learn to adapt various forms of media to screenplays. Prerequisite: DFP-221.

DFP-470◆: Screenwriting Capstone 4 credits

Students participate in individually writing a full-length feature film. They also explore all aspects of structure, character, settings, theme, obstacle, and expressive writing storytelling. Prerequisites: DFP-457 and DFP-463.

DFP-480Ω◆: Digital Production Practicum 4 credits

This practicum allows students to apply digital production principles. The course focuses on the process and completion of a short digital film. Prerequisite: DFP-451.

DFP-481: Digital Production Capstone 4 credits

This capstone course allows students to apply digital production principles. The course focuses on the process and completion of a short digital film. Prerequisite: DFP-451.

Health Administration (DHA)

DHA-801: Healthcare Economics 3 credits

This course explores how healthcare economics are influenced by governmental structures and organizational models. Consideration is given to how healthcare spending influences health outcomes and interventions.

DHA-802: Innovation in Healthcare Technology 3 credits

This course addresses the intersection of technology and innovation, leading to solutions for operational change and data-driven decisions. Consideration is given to the future of health records and information sharing.

DHA-803: Policy and Regulation in Healthcare 3 credits

This course examines regulatory compliance within healthcare organizations. Consideration is given to advocacy, contracts, and ethical obligations to provide quality healthcare.

DHA-804: Strategic Healthcare Management and Leadership 3 credits

This course considers the application of leadership theories and organizational structures, leading to solutions for team collaboration and organizational strategic planning. Leading change both within and outside the organization is highlighted.

DHA-955: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: RSD-883 or RSD-884.

DHA-960: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DHA-955.

DHA-965: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DHA-960.

DHA-966: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DHA-965.

DHA-967: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Practicum/field experience hours: None. DHA-966.

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DHA-968: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Practicum/field experience hours: None. DHA-967.

DHA-969: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DHA-968.

DHA-970: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DHA-969.

DHA-971: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DHA-970.

DHA-972: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DHA-971.

DHA-973: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DHA-972.

DHA-974: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DHA-973.

Healthcare Leadership (DHL)

DHL-821: Organizational Initiatives 3 credits

This course focuses on methods a leader employs to prioritize and manage multiple organizational initiatives. Consideration is given to leveraging resources and technology to meet stakeholder needs.

DHL-823: Risk Management 3 credits

This course addresses key issues of risk management and mitigation in healthcare. Consideration is given to quality assurance and patient safety.

DHL-825: Resource Management 3 credits

This course addresses advanced concepts in human resources leadership with a focus on technology application, resource retention, and contingency planning.

Dissertation (DIS)

DIS-955Ω: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: RES-871, RES-885, RSD-883, or RSD-884.

DIS-960Ω: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DIS-955.

DIS-965Ω: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DIS-960.

DIS-966E: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-965.

DIS-967E: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-966 or DIS-966E.

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DIS-968E: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-967 or DIS-967E.

DIS-969E: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-968 or DIS-968E; RSD-951.

DIS-970E: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-969 or DIS-969E.

DIS-971E: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-970 or DIS-970E.

DIS-972E: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-971E.

DIS-973E: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-972E.

DIS-974E: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-973E.

DIS-975Ω: Research Continuation Course 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisites: DIS-966E or DIS-970 and either RSD-951 or D-35 status.

Doctor of Nursing Practice (DNP)

DNP-801A: Introduction to DNP Studies 3 credits

This course introduces learners to the skills and mindset necessary for success on the doctoral journey. These skills include critical thinking and analysis, navigating resources, academic writing for the doctoral level, identifying and understanding scholarly research, and the role of the practitioner-scholar.

DNP-802BΩ: Advanced Nursing Science and Evidence-Based Practice 3 credits

This course provides a comprehensive foundation in nursing science, nursing theory, evidence-based practice (EBP), and scholarship to prepare DNP learners for advanced nursing and leadership roles. Learners explore the historical, philosophical, and ethical foundations of nursing science, critically analyze research methodologies, and develop skills in translating evidence into practice to improve healthcare outcomes. This course emphasizes critical reasoning, ethical decision-making, and socially responsible leadership in clinical settings. This course prepares learners to synthesize knowledge from nursing and other disciplines, apply systematic approaches to decision-making, and engage in scholarship to advance health.

DNP-805: Health Care Informatics 3 credits

This course provides the foundations for using information systems/technology to support and improve patient care and health care systems. The course is designed to provide the tools needed to manage individual and aggregate level information and use information systems/technology to evaluate programs of care, outcomes of care, and care systems using industry standards and related ethical, regulatory, and legal principles. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-801.

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DNP-805A: Health Care Informatics 3 credits

This course provides the foundations for using information systems/technology to support and improve patient care and health care systems. The course is designed to provide the tools needed to manage individual and aggregate level information and use information systems/technology to evaluate programs of care, outcomes of care, and care systems using industry standards and related ethical, regulatory, and legal principles. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-801A.

DNP-806B$^{\Omega}$: Quality Improvement and Patient Safety 3 credits

This course prepares DNP learners to lead and implement quality and safety initiatives within complex healthcare systems to drive sustainable change. Emphasizing data-driven decision-making using national benchmarks, learners develop strategies to improve healthcare outcomes, mitigate risks, and foster a culture of safety and transparency. The course integrates ethical principles and evidence-based quality improvement practices to enhance healthcare delivery at the systems level. By incorporating business principles and advanced leadership strategies, learners are equipped to advocate for policies and initiatives that improve patient safety and quality outcomes across diverse healthcare environments. Prerequisite: DNP-802B.

DNP-810: Emerging Areas of Human Health 3 credits

Advanced nursing practice requires practice expertise and specialized knowledge in making diagnostic and practice management decisions. This science-based course gives learners insight into emerging areas of human health to improve health outcomes and establish programs of clinical excellence and emphasizes guidance and coaching of individuals and families through developmental, health-illness, and situational transitions from a holistic perspective. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-805.

DNP-810A: Emerging Areas of Human Health 3 credits

Advanced nursing practice requires practice expertise and specialized knowledge in making diagnostic and practice management decisions. This science-based course gives learners insight into emerging areas of human health to improve health outcomes and establish programs of clinical excellence and emphasizes guidance and coaching of individuals and families through developmental, health-illness, and situational transitions from a holistic perspective. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-805A.

DNP-811B$^{\Omega}$: Clinical Inquiry and Scholarship 3 credits

This course provides DNP learners with structured guidance in refining their clinical questions and identifying evidence-based interventions for their scholarly projects. Building upon previously learned competencies in evidence-based practice and quality improvement, learners develop a focused, well-structured PICOT question and evaluate original primary research to support their proposed interventions. To pass the course, learners must successfully complete and receive approval for their PICOT and the associated literature evaluation table. Required practice immersion hours must include 50 direct and 50 indirect hours. Practicum/field experience hours: 100. Prerequisite: DNP-806B.

DNP-815A: Scientific Underpinnings 3 credits

This course creates a base for the application of science into advanced nursing practice and includes philosophical, ethical, and historical foundations. Nursing science frames the development of theories and concepts to guide nursing practice and determine the nature and significance of health and health care delivery phenomena. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice immersion hours: Learners are required to document a minimum of 50 practice hours (25 direct and 25 indirect) in association with this course. Practicum/field experience hours: 100. Prerequisite: DNP-810A.

DNP-816B$^{\Omega}$: Advanced Nursing Practice and Health Promotion 3 credits

This course prepares DNP learners to lead and transform healthcare delivery at the individual, population, and system level. Learners integrate advanced scientific knowledge to guide decision-making in health promotion, while considering the complexities of social determinants of health and population-level needs. Emphasizing policy advocacy, care coordination, and community partnerships, learners analyze epidemiological, biostatistical, and environmental data to develop innovative strategies that optimize health outcomes. The course also focuses on fostering caring relationships, facilitating difficult conversations, and designing person-centered engagement strategies. Required practice immersion hours must include 50 direct and 50 indirect hours. Practicum/field experience hours: 100. Prerequisite: DNP-811B.

$^{\Delta}$ Writing intensive course | ◆ Fulfills General Education requirement | $^{\natural}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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DNP-820Ω: Translational Research and Evidence-Based Practice **3 credits**

This course focuses on a core set of skills and knowledge application activities related to the translation of research into practice, the evaluation of practice, and improvement of health care outcomes. Learners examine evidence to guide improvements in practice and outcomes of care. Literature reviews focus on gaps or tensions in the translation of research into practice. Ethical considerations are also examined in the context of health care research. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-815.

DNP-820A: Translational Research and Evidence-Based Practice **3 credits**

This course focuses on a core set of skills and knowledge application activities related to the translation of research into practice, the evaluation of practice, and improvement of health care outcomes. Learners examine evidence to guide improvements in practice and outcomes of care. Literature reviews focus on gaps or tensions in the translation of research into practice. Ethical considerations are also examined in the context of health care research. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-815A.

DNP-821BΩ: Health Informatics and Data-Driven Decision-Making **3 credits**

This course prepares DNP learners to lead data-driven health care initiatives by integrating health informatics, data analytics, and evidence-based decision-making to optimize patient care and healthcare systems. The course provides advanced knowledge in leveraging health information technologies, conducting statistical analyses, and evaluating healthcare policies, regulations, and ethical considerations associated with informatics. Emphasizing the use of big data, interoperability, and predictive analytics, learners apply industry standards to manage and analyze individual and aggregate-level health data. Learners gain proficiency in data visualization, standardized data collection, and health information exchange to support evidence-based practice and system-wide improvements. Required practice immersion hours must include 50 direct and 50 indirect hours. Practicum/field experience hours: 100. Prerequisite: DNP-816B.

DNP-825: Population Management **3 credits**

This course examines ideas that promote understanding of aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Learners analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health. Evidence-based recommendations for health promotion and risk reduction for individuals and families and concepts of public health are emphasized. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-820.

DNP-825A: Population Management **3 credits**

This course examines ideas that promote understanding of aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Learners analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health. Evidence-based recommendations for health promotion and risk reduction for individuals and families and concepts of public health are emphasized. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-820A.

DNP-826BΩ: Advanced Healthcare Policy and Systems Leadership **3 credits**

This course prepares DNP learners to lead system-wide healthcare policy and leadership initiatives that enhance care delivery, economic efficiency, health equity, and quality outcomes within the complexities of a predominantly capitalist healthcare system. Learners will analyze health policy, financial frameworks, system improvement strategies, and leadership theories while conceptualizing interprofessional care models that are both innovative and feasible within contemporary political, economic, and organizational landscapes. Practicum/field experience hours: 100. Required practice immersion hours must include 50 direct and 50 indirect hours. Prerequisite: DNP-821B.

DNP-830Ω: Data Analysis **3 credits**

This course focuses on the analysis of data that is grounded in clinical practice and designed to solve practice problems or to inform practice directly. It emphasizes the use of analytic methods to critically appraise gathered evidence to determine and implement the best evidence for practice. Learners also learn to disseminate findings from evidence-based practice and research to improve health care outcomes. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-825.

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DNP-830A: Data Analysis 3 credits

This course focuses on the analysis of data that is grounded in clinical practice and designed to solve practice problems or to inform practice directly. It emphasizes the use of analytic methods to critically appraise gathered evidence to determine and implement the best evidence for practice. Learners also learn to disseminate findings from evidence-based practice and research to improve health care outcomes. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Practicum hours must include a minimum of 25 direct and a minimum of 25 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 125. Prerequisite: DNP-840A.

DNP-835: Patient Outcomes and Sustainable Change 3 credits

This course prepares learners to develop effective strategies to ensure safety and quality health care for patients and populations and includes evaluation of health care outcomes. Learners engage in inquiry into the state of health care delivery, patient-centered care, sustainable change, and ethical principles surrounding practice. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-825.

DNP-835A: Patient Outcomes and Sustainable Change 3 credits

This course prepares learners to develop effective strategies to ensure safety and quality health care for patients and populations and includes evaluation of health care outcomes. Learners engage in inquiry into the state of health care delivery, patient-centered care, sustainable change, and ethical principles surrounding practice. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Prerequisite: DNP-825A.

DNP-836: Facilitation of Learning in Nursing Education 3 credits

This course explores the role of the nurse educator in higher education settings with specific emphasis on effective methods of facilitating learning and fostering critical thinking skills in diverse student populations. Learners are introduced to instructional strategies and methods grounded in evidence-based practice and learning theory and engage in the selection of appropriate strategies to facilitate learning. Learners also consider the effective integration of technology and simulation into teaching practice. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-810.

DNP-836A: Facilitation of Learning in Nursing Education 3 credits

This course explores the role of the nurse educator in higher education settings with specific emphasis on effective methods of facilitating learning and fostering critical thinking skills in diverse student populations. Learners are introduced to instructional strategies and methods grounded in evidence-based practice and learning theory and engage in the selection of appropriate strategies to facilitate learning. Learners also consider the effective integration of technology and simulation into teaching practice. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-810A.

DNP-837: Curriculum Design and Assessment 3 credits

This course focuses on curriculum design and assessment of student learning outcomes in nursing education. Learners examine best practices for curriculum development, including performing needs assessments, writing learning objectives, and creating formative and summative assessments. Learners also consider selection of content and instructional strategies based on diverse student needs and collecting and employing assessment data to improve teaching and learning outcomes. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-836.

DNP-837A: Curriculum Design and Assessment 3 credits

This course focuses on curriculum design and assessment of student learning outcomes in nursing education. Learners examine best practices for curriculum development, including performing needs assessments, writing learning objectives, and creating formative and summative assessments. Learners also consider selection of content and instructional strategies based on diverse student needs and collecting and employing assessment data to improve teaching and learning outcomes. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-836A.

DNP-838: Nursing Program Development and Educational Leadership 3 credits

In this course, learners examine issues related to nursing program development within the complex and highly regulated environment of nursing education. With a focus on regulatory and accrediting bodies, learners determine the best methods for designing, evaluating, and improving nursing education programs in order to meet the diverse needs of industry and other stakeholders. Learners also explore leadership issues in nursing education and the professional development and scholarly obligations of the nurse educator-scholar in the academic community. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-837.

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DNP-838A: Nursing Program Development and Educational Leadership 3 credits

In this course, learners examine issues related to nursing program development within the complex and highly regulated environment of nursing education. With a focus on regulatory and accrediting bodies, learners determine the best methods for designing, evaluating, and improving nursing education programs in order to meet the diverse needs of industry and other stakeholders. Learners also explore leadership issues in nursing education and the professional development and scholarly obligations of the nurse educator-scholar in the academic community. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-837A.

DNP-840Ω: Leadership for Advanced Nursing Practice 3 credits

Advanced nursing practice requires political skills, systems thinking, and the business and financial insight needed for the analysis of practice quality and costs related to caring for the needs of a panel of patients, a target population, a set of populations, or a broad community. Learners conceptualize new interprofessional care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-835.

DNP-840A: Leadership for Advanced Nursing Practice 3 credits

Advanced nursing practice requires political skills, systems thinking, and the business and financial insight needed for the analysis of practice quality and costs related to caring for the needs of a panel of patients, a target population, a set of populations, or a broad community. Learners conceptualize new interprofessional care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practicum hours must include a minimum of 25 direct and a minimum of 25 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 100. Prerequisite: DNP-835A.

DNP-900BΩ: DNP Project Seminar 3 credits

This course is designed to support DNP learners as they develop a clear, well-aligned Direct Practice Improvement project proposal. Learners complete the 10 Strategic Points document. To pass the course, learners must successfully complete the DNP Project Seminar and obtain approval for the 10 Strategic Points. Required practice immersion hours must include 50 direct and 75 indirect hours. Practicum/field experience hours: 125. Prerequisite: DNP-826B.

DNP-955Ω: DPI Project: Part I 3 credits

Learners finalize an issue in health care that will become the basis of an evidence-based research project to be carried out prior to completion of the doctoral program. Learners leave this course with a project goal/topic, a literature review, a proposed methodology, and a clear description of how addressing the issue presented will improve patient care. A project proposal is written in preparation for the Institutional Review Board (IRB) review. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practice hours: Learners must be able to document a minimum of 100 concurrently or previously logged practice hours in association with the three DPI Project courses. Practicum/field experience hours: 34. Prerequisite: DNP-840.

DNP-955A: DPI Project: Part I 4 credits

Learners finalize an issue in health care that will become the basis of an evidence-based research project to be carried out prior to completion of the doctoral program. Learners leave this course with a project goal/topic, a literature review, a proposed methodology, and a clear description of how addressing the issue presented will improve patient care. A project proposal is written in preparation for the Institutional Review Board (IRB) review. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practicum hours must include a minimum of 75 direct and a minimum of 50 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 225. Prerequisite: DNP-830A.

DNP-956BΩ: Evidence-Based Project Design and Development 4 credits

This course provides DNP learners with the structured guidance necessary to develop a comprehensive, evidence-based quality improvement (QI) project proposal. Learners develop and refine their project proposal by synthesizing evidence-based literature, applying theoretical and change models to support project implementation, and establishing a rigorous methodology to ensure validity, feasibility, and sustainability. Learners propose a fully developed and approved project in preparation for submission to the Institutional Review Board. Required practice immersion hours must include 50 direct and 100 indirect hours. Practicum/field experience hours: 150. Prerequisite: DNP-900B.

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DNP-960Ω: DPI Project: Part II 3 credits

Learners submit a project for approval to the Institutional Review Board (IRB). Once IRB approval is obtained, the learner conducts the project. Data is appropriately gathered for future analysis to determine if the practice investigated in the project brought about improved outcomes. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practice hours: Learners must be able to document a minimum of 100 concurrently or previously logged practice hours in association with the three DPI Project courses. Practicum/field experience hours: 33. Prerequisite: DNP-955.

DNP-960A: DPI Project: Part II 4 credits

Learners submit a project for approval to the Institutional Review Board (IRB). Once IRB approval is obtained, the learner conducts the project. Data are appropriately gathered for future analysis to determine if the practice investigated in the project brought about improved outcomes. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practicum hours must include a minimum of 75 direct and a minimum of 50 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 225. Prerequisite: DNP-955A.

DNP-961BΩ: Evidence-Based Practice Project Implementation 4 credits

This course provides DNP learners with the structure and support necessary to implement their approved evidence-based quality improvement (QI) projects. Learners execute their intervention within the practice setting, ensuring fidelity to their project design, methodology, and ethical guidelines. During the implementation phase, learners focus on data collection, stakeholder engagement, and process evaluation to ensure the project is conducted effectively. Learners also gather and document data systematically, maintaining compliance with institutional and regulatory requirements while addressing any barriers to implementation. Learners successfully complete their intervention and collect all necessary data for subsequent analysis and outcome evaluation. Required practice immersion hours must include 75 direct and 100 indirect hours. Practicum/field experience hours: 175. Prerequisite: Prerequisite: DNP-956B.

DNP-965Ω: DPI Project: Part III 3 credits

Data gathered during the project is analyzed and evaluated to determine the outcomes garnered by the project. A proposal for dissemination and mass implementation is created. Learners identify areas of future research and practice change for the continued improvement of health care. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practice hours: Learners must be able to document a minimum of 100 concurrently or previously logged practice hours in association with the three DPI Project courses. Practicum/field experience hours: 33. Prerequisite: DNP-960.

DNP-965A: DPI Project: Part III 4 credits

Data gathered during the project is analyzed and evaluated to determine the outcomes garnered by the project. A proposal for dissemination and mass implementation is created. Learners identify areas of future research and practice change for the continued improvement of health care. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practicum hours must include a minimum of 50 direct and a minimum of 50 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 225. Prerequisite: DNP-960A.

DNP-966Ω: Project Continuation I 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-965.

DNP-966BΩ: Evidence-Based Practice Project Evaluation 4 credits

In this culminating course, learners analyze data from their implemented DNP project to evaluate impact on outcomes and practice change. Emphasis is placed on identifying key findings, project strengths and limitations, and strategies for sustaining successful interventions. Learners prepare for scholarly dissemination through project defense and proposal development for presentation or publication. Required practice immersion hours must include 50 direct and 100 indirect hours. Practicum/field experience hours: 150. Prerequisite: DNP-961B.

DNP-967Ω: Project Continuation II 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-966.

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DNP-968[Ω]: Project Continuation III 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-967.

DNP-969: Project Continuation IV 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-968.

DNP-970: Project Continuation V 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-969.

DNP-971: Project Continuation VI 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-970.

DNP-972: Project Continuation VII 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-971.

DNP-973: Project Continuation VIII 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-972.

Data Science (DSC)

DSC-505: Statistics and Computing Foundations for Data Science and AI 4 credits

This foundational course serves as an introduction to the core concepts and skills required for a successful journey into the world of data science. It covers the fundamental mathematical and programming principles needed to build a strong foundation for advanced data analysis.

DSC-510: Advanced Probability and Statistics 4 credits

This course reviews probability, distributions, statistical methods, and data analysis, in the context of computational science. Students use statistical computing software to analyze, visualize, and communicate results.

DSC-515: Data Modeling and Analysis 4 credits

This course is a comprehensive exploration of data modeling and analysis techniques across a diverse range of industry sectors. Students delve into distinct models of data and their respective analysis methods, equipping them with a versatile skillset applicable to various professional contexts. Through practical exercises and real-world case studies, learners gain a deep understanding of how to adapt and apply these models to solve complex problems in different industries. By the end of the course, students will be well-prepared to make informed decisions and recommendations based on data-driven insights. Prerequisite: DSC-510.

DSC-517: Applied Data Modeling and Analysis 4 credits

This course introduces the concept of working with dynamic data, allowing students to handle and analyze data streams that change over time, not just static datasets. By the end of the course, students will be well-prepared to address dynamic data challenges and apply advanced analytical techniques in a professional setting. Prerequisite: DSC-515.

DSC-520: Regression Analysis 4 credits

This course covers methods and applications of linear regression and multivariate analysis in predictive modeling. Students learn how to build and validate statistical models, using exploratory analysis, linear regression, principal components analysis, and cluster analysis. Prerequisite: DSC-510.

DSC-525: Foundations of Data Visualizations 4 credits

This course is designed to equip students with a comprehensive understanding of data visualization techniques and best practices across three key stages of the data analysis process: data preprocessing and exploration, data analysis, and data presentation. Students learn to create visually engaging and informative data visualizations that add value to the information presented, ensuring they are accurate, non-misleading, and ethical. Additionally, they explore user interface (UI) principles for designing multidimensional visualizations using size, shape, and color, and how to address outliers effectively. Prerequisite: DSC-510.

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DSC-527: Applied Data Visualizations 4 credits

The Applied Data Visualizations course is designed to build upon the foundational concepts of data. This advanced course emphasizes practical applications of data visualization techniques and tools. Students engage in challenging assignments and create visuals from start to finish, telling a compelling story with data. Prerequisite: DSC-525.

DSC-530: Predictive Modeling 4 credits

This course focuses on foundational principles and on the process of developing mathematical tools and models that generates accurate predictions. Students design, build, and validate software applications that implement supervised learning algorithms. Prerequisite: DSC-520.

DSC-540: Machine Learning for Data Science 4 credits

This course covers the use, analysis, design, and implementation of machine learning algorithms. Students acquire in depth understanding of theoretical underpinning of both simple and advanced algorithms. Prerequisite: DSC-520.

DSC-550: Neural Networks and Deep Learning 4 credits

This course introduces deep artificial neural networks, reviewing the theoretical concepts and practical applications in data science. Students design and implement ANNs, while learning methods for training, testing, and deployment. A distinction is made between neural networks, convolutional neural networks, and recurrent neural networks. Prerequisite: DSC-520.

DSC-555: Data Science Project 4 credits

Students engage in the conceptualization, design, and presentation of an innovative idea, process, or product within the realm of data science. Through hands-on projects, learners integrate and apply knowledge acquired from preceding courses, culminating in the development of a comprehensive project. Prerequisite: DSC-515, DSC-525.

DSC-565: Machine Learning Operations (MLOps) in Data Science 4 credits

This course on MLOps (Machine Learning Operations) is designed for students pursuing a master's in Data Science. MLOps make up a crucial discipline that bridges the gap between machine learning research and deployment in real-world scenarios. In this course, students learn the essential concepts, practices, and tools required to effectively manage and streamline the end-to-end machine learning life cycle, ensuring that data science projects are scalable, maintainable, and reproducible. Prerequisite: DSC-515.

DSC-567: Practical Applications of MLOps 4 credits

This course delves deeper into the practical aspects of machine learning operations (MLOps). MLOps are key to successfully deploying, monitoring, and maintaining machine learning models in real-world scenarios. In this course, students explore practical applications and hands-on techniques for implementing MLOps in various data science projects, preparing them for the challenges of operationalizing machine learning in the field. Prerequisite: DSC-565.

DSC-570: Data Mining 4 credits

This course combines mathematical and theoretical aspects of data analytics towards implementations in a computational form. Data mining algorithms and related methods for knowledge representation and reasoning form the basis for the development of decision and analytics software tools. Prerequisite: CST-560.

DSC-575: Time Series Analysis 4 credits

This course is designed to equip students with advanced skills in time series analysis. Through a combination of theoretical foundations and hands-on practical applications, students delve into the intricacies of temporal data to derive meaningful insights and make informed decisions. Prerequisite: DSC-567.

DSC-577: Practical Applications of Time Series Forecasting 4 credits

This course focuses on practical applications of time series analytics in real-world scenarios. Students engage in hands-on projects using both static historical data and live streamed data, providing them with a comprehensive skill set for addressing dynamic challenges in the field. Prerequisite: DSC-575.

DSC-580: Designing and Creating Data Products 4 credits

This course presents the process for designing and creating software applications that use data to achieve an end goal. Several software development tools and languages are used to build products that use data to accomplish a business analytics or scientific exploration task. Prerequisite: DSC-570.

DSC-590: Data Science Capstone Project 4 credits

Students conceptualize, design, and present an innovative idea, process, or a product in the field of data science. Projects synthesize and apply knowledge from previous courses and include a scientific report anchored in current theory and research. Prerequisite: DSC-577.

Digital Social Media (DSM)

DSM-101: Introduction to Social Media 4 credits

This course is an introduction and overview to social media tools and techniques. Students apply strategic thinking to the “why” and learn to plan, organize, and create digital content. Case studies will give reference and understanding of the changing landscape in this media market.

DSM-215^{f}: Photography and Video for Social Media 4 credits

This course builds technical knowledge and skills for creating and publishing photographic and video-based content for social media channels. Students learn how to create compelling visual stories for their brands using social media channels.

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DSM-300: Social Media for Events, Entertainment, and Sports **4 credits**

The coverage of events requires students to prepare a strategy against expected outcomes, have an equipment plan (and a backup plan), and often work in teams to create the volume of content required. Prerequisite: DSM-215.

DSM-320: Social Media Communities **4 credits**

Communities are built from people sharing together. Students learn to build and evaluate communities using industry standard tools. They create content after understanding the personalities of those communities, and work to motivate those communities toward appropriate outcomes. Prerequisite: DSM-101 or DES-102.

DSM-340[ǂ]: Social Media Data and Analytics **4 credits**

This course uses industry standard tools for planning and evaluation of social media campaigns. Students will learn how to collect data and learn how to make data-based decisions that affect the success of social campaigns. Prerequisite: DSM-101 or DES-102.

DSM-350[Δ,ǂ]: Personal Brand Management **4 credits**

This writing-intensive course teaches students to develop their own personal brand. Athletes, artists, musicians, entrepreneurs, engineers, teachers and others can use social media to develop their own unique online image. Out-leverage your competition by building a strategy, writing your brand story, creating engaging content, building your community, and managing your personal brand identity. Prerequisite: A subscription to Canva or Adobe Express.

DSM-400[ǂ]: Reputation Management **4 credits**

The goal of reputation management is to positively shape the perception of a brand, business, or personality. This class teaches students the strategic process for content curation, monitoring and listening to social channels, then responding appropriately. Escalation policies are studied and created. Case studies of businesses as well as natural disasters inform theses skills. Prerequisite: DSM-101, DSM-320.

DSM-420[ǂ]: Social Media Campaigns **4 credits**

In this course students will activate all of their prior knowledge to strategize, concept, and create social campaigns that result in high levels of audience engagement. Prerequisites: DSM-101 or DES-102 and DSM-215.

DSM-475: Social Media Capstone **4 credits**

During this course students will research, plan, create, publish, and analyze the results of a self-directed social media campaign, including the creation and management of an online community. Prerequisite: DSM-420, Senior standing.

Educational Administration (EAD)

EAD-501[Ω]: Educational Administration: Foundations for the Developing Leader **3 credits**

This course begins by acquainting candidates with the GCU learning management system, while preparing them to be successful graduate-level students and future educational leaders. With an intense programmatic focus on developing people into leaders, this course examines the essential value of Leading with Purpose, a principal cornerstone of the College of Education's mission statement and Conceptual Framework. Major leadership styles, philosophies and the characteristic leadership behaviors will be a fundamental focus while candidates begin to understand and develop their own leadership style and philosophy. This development will occur in context as candidates are exposed to the leadership foundations provided through the professional standards and code of ethics for educational leaders. Practicum/field experience hours: 10. Fingerprint clearance not required.

EAD-505: Education Law **3 credits**

This course will introduce candidates to the laws and policies governing and relating to PreK-12 education in the United States. Through case studies, a broad range of topics will be examined including, due process, discipline, freedom of speech, school safety, discrimination, religion in schools, and rights of students with disabilities. These and other topics will be framed in context to inform the future principal's role in improving outcomes for all students. Practicum/field experience hours: 10. Fingerprint clearance not required. Prerequisite: EAD-501.

EAD-507: Foundations of Educational Administration and Leadership **3 credits**

This course begins by acquainting candidates with the learning management system while preparing them to be successful graduate-level students and future educational leaders. With a programmatic focus on developing leaders, this course examines school missions and visions that promote the values of equity, diversity, and community, with an emphasis on a leader's character development, modeling and advocating for ethical behavior, and leadership.

EAD-510: Education Finance **3 credits**

This course examines PK-12 education finance with a fundamental focus on issues and practices that directly affect the operation of the school and local education agency (LEA). Candidates will be exposed to the regulations encompassed in the Uniform System of Financial Records (USFR) and the implications of these regulations at the school site level. School finance topics related to education at the federal, state, and local levels will be examined. Candidates will explore school budget and accounting principles, fiscal responsibility, resource allocation, basic administrative theories, processes, and techniques, as well as discuss the major challenges facing them in the daily operation of local schools. Practicum/field experience hours: 10. Fingerprint clearance not required. Prerequisite: EAD-501.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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EAD-513: Shaping School Culture 3 credits

This course emphasizes the critical role of the leader in creating and sustaining a positive school culture and shared vision. Given diverse settings, contexts and leadership situations, candidates will explore how various leadership styles, philosophies and behaviors can promote or hinder the development of a quality learning culture and positive workplace conditions. Additionally, candidates will examine supervisory processes and strategies by which educational leaders can empower teacher self-efficacy and promote instructional improvement that enriches the outcomes for all students. Practicum/field experience hours: 10. Fingerprint clearance required.

EAD-517: Educational Administration and Education Law 3 credits

This course introduces candidates to the laws and policies governing and relating to PK-12 education in the United States. A broad range of topics will be examined including the values of democracy, individual freedom, and responsibility, as well as equity, social justice, community, and diversity within the educational community. Focus is on the principal's role in ethical decision-making and implementing laws, rights, policies, and regulations to improve outcomes for all students.

EAD-519: Clinical Internship I: Learner-Centered Leadership 3 credits

The Internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building-level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. The timeliness of the Internship promotes the authentic learning application of Block 1 tasks at a level of competence needed to ensure effective school leadership. Practicum/field experience hours: 90. Fingerprint clearance required. Prerequisites: EAD-501, EAD-505, and EAD-510.

EAD-520: Strengthening Curricular Programs to Promote Continuous School Improvement 3 credits

This course prepares candidates to become effective instructional leaders in the evaluation of school-wide curricular programs to promote continuous school improvement. Candidates will explore processes in planning, implementation, and evaluation of programs and curriculum, while ensuring that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching. Data-driven analysis is emphasized throughout. Practicum/field experience hours: 10. Fingerprint clearance required.

EAD-523: Developing Professional Capacity 3 credits

This course prepares candidates to become effective building-level instructional leaders in the development of professional capacity. Candidates will investigate various school professional development program practices including Professional Learning Communities, Collaborative Learning Communities, beginning teacher induction, and mentor program models. Additionally, candidates will analyze theoretical models, research, and best practices for improving teaching as well as learning outcomes for all students, with a strong emphasis on data-driven, learner-centered decision-making. Practicum/field experience hours: 10. Fingerprint clearance required.

EAD-527: Administration of Education Finance 3 credits

This course examines PK-12 education finance with a fundamental focus on issues and practices that directly affect the operation of the school and local education agency (LEA). Candidates will be exposed to the regulations encompassed in the Uniform System of Financial Records (USFR) and the implications of these regulations at the school site level. School finance topics related to education at the federal, state, and local levels will be examined. Candidates will explore financial aspects of school improvement while managing change.

EAD-529: Clinical Internship II: Learner-Centered Leadership 3 credits

The Internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building-level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. The timeliness of the Internship promotes the authentic learning application of Block 2 tasks at a level of competence needed to ensure effective school leadership. Practicum/field experience hours: 90. Fingerprint clearance required. Prerequisites: EAD-519, EAD-513, EAD-520, and EAD-523.

EAD-530: Improving Teacher Performance and Self-efficacy 3 credits

This course prepares candidates to become effective building-level instructional leaders who are able to positively enrich teaching and learning experiences/outcomes through leadership practices that improve teacher performance, self-efficacy, and morale. Course topics promote the learning of strategies including coaching; collaborative learning and decision-making; creating a safe and supportive professional learning culture; and reflective practice. Candidates will examine current policy and practice in the areas of teacher observation, evaluation, and teacher performance ratings. Practicum/field experience hours: 10. Fingerprint clearance required.

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EAD-533: Developing and Empowering Instructional Leaders **3 credits**

This course prepares candidates to become effective building-level instructional leaders who are able to positively enrich teaching and learning experiences/outcomes through leadership practices that improve teacher performance, self-efficacy, and morale. Course topics promote the learning of strategies including cognitive coaching; collaborative learning/decision-making; creating a safe/supportive professional learning culture; and reflective practice. Candidates will examine current policy and practice in the areas of teacher observation, evaluation, value-added student growth models, and teacher performance ratings. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: EAD-501.

EAD-536: Strategic Leadership and Management in the Principalship **3 credits**

This course will explore critical issues facing school principals, including the challenge of attracting and retaining a quality work force, managing and allocating resources, innovative instructional leadership, creating community partnerships, and meeting the myriad of district, state and federal policies and laws. With a focus on all six Interstate School Leaders Licensure Consortium (ISLLC) standards, candidates will holistically analyze a school's Continuous Improvement Plan (CIP) and focused action plans in various contexts. This analysis will inform the candidate's understanding of the important implications of managing school resources in order to meet operational needs and improve outcomes for all students. Practicum/field experience hours: 10. Fingerprint clearance required.

EAD-537: Sustaining Educational Environments and Communities **3 credits**

This course emphasizes the critical role of the leader in creating and sustaining a positive school culture and shared vision. Given diverse settings, contexts, and leadership situations, candidates will explore how to manage and cultivate productive relationships with students, families, and the educational community that promote student development and success. Emphasis is placed on effective communication with community stakeholders in a variety of contexts.

EAD-539: Clinical Internship III: Learner-Centered Leadership **3 credits**

The Internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building-level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. The timeliness of the Internship promotes the authentic learning application of Block 3 tasks at a level of competence needed to ensure effective school leadership. Practicum/field experience hours: 90. Fingerprint clearance required. Prerequisites: EAD-529, EAD-530, EAD-533, and EAD-536.

EAD-547: School Organization and Management **3 credits**

This course explores critical organizational and management issues faced by school principals. Topics explored include recruiting, selecting, and hiring, to build a quality work force to support school improvement. Focus also includes managing and allocating resources, including technology that supports equity and digital literacy to all learners. Candidates also explore promoting a school mission and vision to support school community safety and learning.

EAD-557: Administration of Curriculum and Academic Programs **3 credits**

This course prepares candidates to become effective instructional leaders in the evaluation of school-wide curricular programs to promote continuous school improvement. Focus is placed on evaluating academic and non-academic practices, services, and curricula to ensure cultural responsiveness, character education and development, equity, and accessibility based on data-driven analysis.

EAD-567: Coaching and Mentoring to Support Teacher Self-Efficacy and Retention **3 credits**

This course prepares candidates to develop and promote best practices in emerging trends and initiatives in support of teacher self-efficacy and retention. Topics will explore coaching and mentoring in alignment to the teacher coaching cycle of observation, evaluation, and providing actionable feedback for teacher improvement. Emphasis is placed on creating a collaborative professional culture that promotes equity, cultural responsiveness, and the success and well-being of all stakeholders.

EAD-570: Educational Administration Clinical Internship I **3 credits**

The internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building-level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. Practicum/field experience hours: 100. Fingerprint clearance required. Prerequisites: EAD-507, EAD-517, and EAD-527.

EAD-577: Promoting Effective and Respectful Learning Environments **3 credits**

This course prepares candidates to promote effective and safe learning environments to support school improvement initiatives. Research-based best practices in establishing a consistent, organized, and respectful learning environment will be explored. Emphasis is placed on equitable, inclusive, and culturally responsive practices. Character education is addressed to support the social, emotional, and behavioral well-being of all school community stakeholders, and to sustain a positive learning environment.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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EAD-580: Educational Administration Clinical Internship II **3 credits**

The internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building-level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. Practicum/field experience hours: 100. Fingerprint clearance required. Prerequisite: EAD-570.

EAD-587: Distributed and Inclusive Leadership **3 credits**

This course prepares candidates to become effective building-level instructional leaders who are able to supervise, support and evaluate school staff in a manner that promotes character education, character development, reflection and self-awareness, equity, cultural responsiveness, and distributed leadership. Emphasis is placed on promoting professional dispositions and norms that support equity, inclusion, and educational success.

EAD-590: Educational Administration Clinical Internship III **3 credits**

The internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building-level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. Practicum/field experience hours: 100. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 3.0 GPA and approval and placement by College of Education Office of Field Experience.

Educational Administration Business and Finance (EBF)

EBF-520: Federal Funding for Schools and Districts **3 credits**

This course focuses on funding available to schools and districts from the federal government. Funding types and the regulations for allocating those funds in compliance with federal guidelines are emphasized. Prerequisite: EAD-527 or FIN-650.

EBF-525: State Funding for Schools and Districts **3 credits**

This course focuses on funding available to schools and districts from the state government. Funding types and regulations for allocating those funds in compliance with federal guidelines are emphasized. Prerequisite: EBF-520.

EBF-530: Local Funding for Schools and Districts **3 credits**

This course focuses on funding available to schools and districts from local entities. Funding sources, including community organizations, are explored. Ethical and legal management of local funding is emphasized. Prerequisite: EBF-525.

EBF-550: Managing School Capital and Human Resources **3 credits**

This course focuses on the equitable allocation and distribution of funds and resources available to schools and districts. Legal and ethical use and reporting of funds are emphasized. Prerequisite: EBF-530 or ACC-650.

Early Childhood Education (ECE)

ECE-120: Early Childhood Foundations and the Teaching Profession **4 credits**

This course focuses on foundations of early childhood education with an emphasis on the historical context, ethical practices, philosophical and psychological theories, and current early childhood educational models including the Montessori education model. Teacher candidates will also examine the roles and expectations of early childhood educators, and have the opportunity to reflect on and plan for their own professional development. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-130: Educational and Developmental Psychology for Early Childhood Educators **4 credits**

This course focuses on theories of child development and learning. Teacher candidates will examine the application of those theories to traditional and contemporary early childhood models and evaluate their usefulness in supporting children's academic achievement, brain development, and social and emotional growth through early childhood. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-210: Instructional Planning for Young Children **4 credits**

In this course, teacher candidates examine principles of instructional planning with an emphasis on alignment between content standards, objectives, and assessment. Additional focus is placed on meeting the needs of individual learners through differentiated instruction. Engagement methods, including the use of technology, are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-220♯: Typical and Atypical Behaviors in Early Childhood **4 credits**

This course focuses on the developmental milestones of typical and atypical students, as well as evaluating disabilities and gifted tendencies among students in Birth – Grade 3 settings. Teacher candidates will also examine early interventions for students who demonstrate atypical behaviors, and investigate the role IDEA plays in early childhood settings. Practicum/field experience hours: 10. Fingerprint clearance required.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ECE-220HN♯: Typical and Atypical Behaviors in Early Childhood **4 credits**

This course focuses on the developmental milestones of typical and atypical students, as well as evaluating disabilities and gifted tendencies among students in Birth – Grade 3 settings. Teacher candidates will also examine early interventions for students who demonstrate atypical behaviors, and investigate the role IDEA plays in early childhood settings. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-222♯: Typical and Atypical Behaviors in Young Children **4 credits**

This course focuses on the developmental milestones of typical and atypical students, as well as evaluating disabilities and gifted tendencies among students in Birth – Grade 3 settings. Teacher candidates will also examine early interventions for students who demonstrate atypical behaviors, and investigate the role IDEA plays in early childhood settings. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-230: Assessing, Monitoring, and Reporting Progress of Young Children **4 credits**

In this course, teacher candidates will examine the learning cycle from the perspective of the student as well as the teacher. Key components include pre-assessment, analysis of data, lesson planning, instruction, post-assessment and reflection, and next steps. Assessing, monitoring, and reporting the performance and progress of young children is examined, as well as making educated projections for children's future performances based on age/grade level standards. Areas of focus in the course include the history and challenges of testing and the role of technology in assessment. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-232: Child Development in Health, Safety and Nutrition **4 credits**

The course examines child growth and development as they relate to the health, safety, nutrition and fitness of young children. Principles and practices of personal and community health and safety are explored. Teacher candidates also consider strategies for developing the motor skills, social skills, confidence and enjoyment of movement in young children. Practicum/field experience hours: 25. Fingerprint clearance required.

ECE-300: Development of Health, Safety and Nutrition in Young Children **4 credits**

The course examines child growth and development as they relate to the health, safety, nutrition and fitness of young children. Principles and practices of personal and community health and safety are explored. Teacher candidates also consider strategies for developing the motor skills, social skills, confidence and enjoyment of movement in young children. Practicum/field experience hours: 5. Fingerprint clearance required.

ECE-332: Assessing, Monitoring, and Reporting Progress of Young Learners **4 credits**

This course will prepare teacher candidates with the knowledge and skills to administer both traditional and authentic assessment strategies. Research-based screening tools, observation, checklists, and rating scales will be discussed. This course will examine assessments designed for students in preschool to Grade 3 focusing on performance assessment and methods used to report the student results to all stakeholders. Teacher candidates will examine the developmentally appropriate use of both traditional and authentic assessments to include developing a comprehensive assessment plan. Practicum/field experience hours: 25. Fingerprint clearance required.

ECE-360♯◆: Family, Community, and Cultural Awareness in Early Childhood **4 credits**

In this course, teacher candidates examine cultural learning theories as well as the relationships and structures of family that make up the classroom and community. Emphasis is placed on identifying community, school, and familial needs maintaining open communication with families in order to enhance the learning environment. Practicum/field experience hours: 5. Fingerprint clearance required.

ECE-360HN♯: Family, Community, and Cultural Awareness in Early Childhood **4 credits**

In this course, teacher candidates examine cultural learning theories as well as the relationships and structures of family that make up the classroom and community. Emphasis is placed on identifying community, school, and familial needs maintaining open communication with families in order to enhance the learning environment. Practicum/field experience hours: 5. Fingerprint clearance required.

ECE-362♯: Family, Community, and Cultural Awareness Supporting Early Childhood **4 credits**

In this course, teacher candidates examine cultural learning theories as well as the relationships and structures of family that make up the classroom and community. Emphasis is placed on identifying community, school, and familial needs, and maintaining open communication with families in order to enhance the learning environment. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-400: Child Guidance and Management in Early Childhood Education **4 credits**

This writing intensive course focuses on creating a positive culture in the learning environment, implementing classroom management strategies, supporting students with challenging behaviors, and addressing young children's social and emotional needs. This course explores theories and models, including Montessori methodologies, which foster a safe and effective classroom environment. Special attention is placed on the guidance approach. Teacher candidates are introduced to the educational benefits of family involvement, addressing diverse learning needs, and developing realistic management policies and procedures that benefit the learning environment. Practicum/field experience hours: 10. Fingerprint clearance required.

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ECE-402[Δ]: Child Guidance and Classroom Management in Early Childhood **4 credits**

This writing intensive course focuses on creating a positive culture in the learning environment, implementing classroom management strategies, supporting students with challenging behaviors, and addressing young children's social and emotional needs. This course explores theories, models, and methodologies which foster a safe and effective classroom environment. Teacher candidates are introduced to the educational benefits of family involvement, addressing diverse learning needs, and developing realistic management policies and procedures that benefit the learning environment. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-442: Early Childhood Instructional Methodologies: Mathematics **4 credits**

This course examines mathematical methodologies for teaching children in the early childhood environment, with an emphasis in hands-on and manipulative-based learning. Teacher candidates apply the skills necessary to develop a mathematical unit plan that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: ECE-332.

ECE-450: Instructional Methodologies: Language Arts and the Creative Arts **4 credits**

This course examines literacy methodologies for teaching children Kindergarten to Grade 3, with an emphasis in incorporating the arts. Teacher candidates apply the skills necessary to develop instruction for language arts and creative arts that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisites: ECE-230 and ECE-340 or ECS-430.

ECE-452: Early Childhood Instructional Methodologies: ELA and the Arts **4 credits**

This course examines literacy methodologies for teaching children in the early childhood environment, with an emphasis in incorporating the arts. Teacher candidates apply the skills necessary to develop instruction for language arts and creative arts that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisites: ECE-332 and ECE-340 or ECS-430.

ECE-455: Instructional Methodologies: Mathematics **4 credits**

This course examines mathematical methodologies for teaching children Pre-K to Grade 3, with an emphasis in hands-on and manipulative-based learning. Teacher candidates apply the skills necessary to develop a mathematical unit plan that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-230.

ECE-460: Instructional Methodologies: Science **4 credits**

This course examines science methodologies for teaching children Birth to Grade 3, with an emphasis on inquiry-based learning. Teacher candidates apply the skills necessary to develop a science unit plan that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-230.

ECE-462: Early Childhood Instructional Methodologies: Science **4 credits**

This course examines science methodologies for teaching children in the early childhood environment, with an emphasis on inquiry-based learning. Teacher candidates apply the skills necessary to develop a science unit plan that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: ECE-332.

ECE-465: Instructional Methodologies: Social Studies **4 credits**

This course examines social studies methodologies for teaching children Kindergarten to Grade 3, with an emphasis on connections to past, present, and future concepts and events. Teacher candidates apply the skills necessary to develop a social studies unit plan that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-230.

ECE-470: Birth through Preschool Early Childhood Practicum **4 credits**

Teacher candidates spend time in a birth through preschool setting observing, working with small groups, and teaching. Emphasis will be placed on planning, implementing, and evaluating developmentally appropriate curricula, instruction, and adaptations based on knowledge of development and learning with young children, the family, and the community. The practicum/field experiences for this course are in a birth through preschool setting. Practicum/field experience hours: 30. Fingerprint clearance required. Prerequisites: ECE-230 and ECE-340 or ECS-430.

ECE-472: Early Childhood Instructional Methodologies: Social Studies **4 credits**

This course examines social studies methodologies for teaching children in the early childhood environment, with an emphasis on connections to past, present, and future concepts and events. Teacher candidates apply the skills necessary to develop a social studies unit plan that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: ECE-332.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ECE-490: Student Teaching – Pre-K to Age 8/Grade 3 — 8 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP) and an Individualized Education Program (IEP) Performance Template. Fingerprint clearance required.

ECE-501: Introduction to Early Childhood Foundations and Graduate Studies — 3 credits

This course begins by acquainting teacher candidates with the GCU learning management system, while preparing them to be successful graduate-level students and future Early Childhood educators. Teacher candidates survey the philosophical, historical, and psychological foundations upon which early childhood educational theories and practices are constructed. Current early childhood educational models are explored. Teacher candidates examine the application of theories to the early childhood classroom and evaluate their contemporary usefulness in supporting children's academic achievement, brain development, and social and emotional growth through early childhood. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-510: Typical and Atypical Behaviors of Young Children — 3 credits

Teacher candidates survey how young children grow and develop, recognizing that patterns of learning and development vary individually across the cognitive, linguistic, physical, social, and emotional areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to development of young children will allow teacher candidates to build foundational knowledge for constructing differentiated learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Teacher candidates review atypical development, early intervention, and Parts A and B of IDEA to develop IFSP, IEPs, and 504s for young children. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-515: Typical and Atypical Child Development — 3 credits

Teacher candidates survey how young children grow and develop, recognizing that patterns of learning and development vary individually across cognitive, linguistic, physical, and social and emotional areas while understanding the importance of communicating with families on child development. This survey of the seminal concepts, principles, theories, and research related to development of young children will allow teacher candidates to build foundational knowledge for supporting individual students' development. Teacher candidates review atypical development, early intervention, and aspects of special education, including Parts C and B of IDEA, IFSPs, IEPs, and 504s. The importance of advocacy and professionalism as an early childhood educator is also examined. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-520: Instructional Planning, Assessment and Reporting in Early Childhood — 3 credits

Teacher candidates obtain a robust view of the learning cycle of teaching, which includes assessment, evaluation, data analysis, reflection, and next steps, to develop lessons aligned to state and national standards. Data are used to assess, monitor, and report the progress of young children. Teacher candidates analyze and integrate multiple methods of assessment that support monitoring student progress and guiding decision making. Assessment and instruction will support foundational knowledge regarding the importance of planning instruction based on the knowledge of students, learning theory, connection across the curriculum, curricular goals, with focused attention on formative and summative assessment. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-522: Instructional Planning and Assessment in Early Childhood — 3 credits

In this course, teacher candidates will examine developmentally appropriate practice in teaching young children. Key components include pre-assessment, analysis of data, comprehensive lesson planning, instruction, post-assessment, and reflection. Assessing, monitoring, and reporting the performance and progress of young children is examined. Areas of focus in the course include aligning instruction and assessment to standards, planning support for diverse learners, and the role of technology in assessment. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-530: Health, Safety, and Nutrition in Growth and Development of Early Learners — 3 credits

Teacher candidates explore child growth and development, including developmental milestones that must be met with regards to physical, cognitive, and social-emotional development, as well as adaptability and approaches to learning for young children. This course emphasizes safety, health, and nutrition with a focus on the special health care needs for young children. Aspects of physical development, including fitness and movement, gross and fine motor skills, and fostering physical development within the community are discussed. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-532: Child Growth and Development in Health, Safety, and Nutrition — 3 credits

Teacher candidates explore child growth and development, including developmental milestones that must be met with regards to physical, cognitive, language, and social and emotional development, as well as adaptability and approaches to learning for young children. This course emphasizes safety, health, and nutrition with a focus on the special healthcare needs for young children. Aspects of physical development, including fitness and movement, gross and fine motor skills, and fostering physical development within the community are discussed. Practicum/field experience hours: 25. Fingerprint clearance required.

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ECE-550: Literacy Intervention and Remediation **3 credits**

Teacher candidates study the early stages of reading disabilities, including dyslexia. Emphasis is on assessment procedures in early childhood settings and methods of early intervention and remediation. Candidates will explore the collaboration with stakeholders in the use of formal and informal assessment data to support the diagnosis and remediation process in literacy. Candidates will examine research-based strategies to support literacy development. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-560: Family Engagement and Cultural Awareness in Early Childhood **3 credits**

Teacher candidates examine the family, community, and cultural influences that affect young children. Teacher candidates identify factors that put young children at risk as well as resources to support various types of families and structures. Teacher candidates also identify ways to meet community needs while promoting cultural awareness and competence. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-562: Family Engagement and Cultural Awareness Supporting Early Childhood **3 credits**

In this course, teacher candidates examine cultural learning theories as well as the relationships and structures of family that make up the classroom and community. Emphasis is placed on identifying community, school, and familial needs maintaining open communication with families in order to enhance the learning environment. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-568: Birth through Preschool Early Childhood Practicum **3 credits**

Teacher candidates explore a birth through preschool setting observing, working with small groups, and teaching developmentally appropriate instruction. Emphasis will be placed on examining developmental and academic content domains while planning, implementing, and evaluating curricula, instruction, and strategies based on evidence-based practices with young children, the family, and the community. The practicum/field experiences for this course are in a birth through preschool setting. Practicum/field experience hours: 30. Fingerprint clearance required. Prerequisites: (ECE-630, ECE-640 and ECE-622) OR (ECE-550, ECE-650, and ECE-660).

ECE-598: Student Teaching – Pre-K to Age 8/Grade 3 **8 credits**

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

ECE-600: Creating and Managing the Early Childhood Environment **3 credits**

Teacher candidates use the guidance approach to create environments that support individual and collaborative learning, encourage positive social interaction, facilitate active engagement in learning, and promote self-motivation. Montessori classroom management philosophies are explored. Teacher candidates develop skills related to establishing and maintaining organized, safe, inclusive, respectful, challenging, and positive early childhood environments with rules and expectations that are clearly communicated. Teacher candidates also examine how to help students overcome challenging behavior and learn from mistakes. Practicum/field experience hours: 15. Fingerprint clearance required.

ECE-602: Managing and Guiding a Positive Early Childhood Environment **3 credits**

Teacher candidates use the guidance approach to create environments that support individual and collaborative learning, encourage positive social interaction, facilitate active engagement in learning, and promote self-motivation. Teacher candidates develop skills related to establishing and maintaining organized, safe, inclusive, respectful, challenging, and positive early childhood environments with rules and expectations that are clearly communicated. Practicum/field experience hours: 25. Fingerprint clearance required.

ECE-622: Research Based Instruction, Remediation, and Intervention in ELA **3 credits**

Teacher candidates examine a variety of instructional strategies that encourage young children to build reading, writing, and oral language skills in meaningful ways. Emphasis is placed on integrating the creative arts throughout language arts curriculum that teacher candidates will develop, teach, and assess. Teacher candidates will explore research-based intervention and remediation strategies to select, differentiate, and implement instruction to advance the learning for all students. Candidates will also gather and analyze performance data to make instructional decisions that support the process of implementing developmentally appropriate intervention and remediation to serve the diverse needs of all students. In addition, teacher candidates will integrate content areas into language arts lessons while strengthening literacy connections at home. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-520 or ECS-575.

ECE-630: Instructional Methodologies: Mathematics **3 credits**

Teacher candidates research instructional methodologies for teaching mathematics to young children. Emphasis is placed on hands-on and inquiry- and manipulative-based learning in mathematics curriculum that teacher candidates will develop, teach, and assess. Candidates will also gather and analyze performance data to make instructional decisions. In addition, teacher candidates will build skills to integrate literacy, science, social studies, and the creative arts into mathematics lessons while strengthening mathematical connections at home. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisites: ECE-520 and ECE-540 or ECS-575.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ECE-640: Instructional Methodologies: Science and Social Studies **3 credits**

Teacher candidates research instructional methodologies for teaching science and social studies to young children. Emphasis is placed on inquiry-based learning and real-world connections to science and social studies curriculum that teacher candidates will develop, teach, and assess. Candidates will also gather and analyze performance data to make instructional decisions. In addition, teacher candidates will build skills to integrate literacy, mathematics, and the creative arts into science and social studies lessons while strengthening connections at home. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisites: ECE-520 and ECE-540 or ECS-575.

ECE-650: Early Childhood Instructional Methodologies: ELA, Social Studies, and Arts **3 credits**

Teacher candidates examine instructional strategies that encourage young children to build reading, writing, and oral language skills in meaningful ways. Emphasis is placed on integrating social studies and the creative arts throughout language arts instruction. Candidates will also gather and analyze performance data to make instructional decisions. Candidates will explore best practices when working with children identified with exceptionalities. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: ECE-522.

ECE-660: Early Childhood Instructional Methodologies: STEM **3 credits**

Teacher candidates research instructional methodologies for teaching STEM content (science, technology, engineering, and math) to young children. Emphasis is placed on inquiry-based with problem solving and interactive learning experiences. Candidates will also gather and analyze performance data to make instructional decisions to meet the needs of all students. Candidates will explore best practices when working with children identified with exceptionalities. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: ECE-522.

Early Childhood Education (ECH)

ECH-360: Instructional Methodologies for Teaching: Arts **4 credits**

This course examines instructional methodologies for teaching children Birth to Age 5/Pre-K and K to Age 8/Grade 3 with emphasis on the arts. Practicum/field experience hours: 10. Fingerprint clearance required.

ECH-480Ω: Student Teaching: Birth to Pre-School **6 credits**

Session A is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

ECH-485Ω: Student Teaching: K-3 **6 credits**

This course is the second of two 8-week sessions of the student teaching experience in a classroom. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidates are required to complete their internship experiences in a K-3 classroom. The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

ECH-515: Early Literacy Development **4 credits**

This course reviews research in language and literacy development with an emphasis on effective strategies (such as phonemic awareness and decoding) in Birth to Age 5/Pre-K and K to Age 8/Grade 3. NAEYC Standards 1-5 will be the focus of study.

ECH-640: Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts **4 credits**

This course examines instructional methodologies for teaching young children, with a specific emphasis on language, math, science, social studies, and the arts. Practicum/field experience hours: 20. Fingerprint clearance required.

ECH-680Ω: Student Teaching: Birth to Pre-School **6 credits**

This course is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

ECH-685Ω: Student Teaching: K-3 **6 credits**

This course is the second of two 8-week sessions of the student teaching experience in a classroom. The course includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidates are required to complete their internship experience in a K-3 classroom. The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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Economics (ECN)

ECN-351♯◆: Essentials of Economics 4 credits

This survey course covers the basic concepts of microeconomics and macroeconomics. The course begins by addressing the fundamental concepts of scarcity, choice, opportunity cost, and comparative advantage. The course builds on these fundamentals to explain the market forces of supply and demand, market efficiency, the economics of the public sector, and the firm's behavior under competitive market conditions. The second half of the course focuses on basic macroeconomic concepts, including measurement of national income, economic growth, and productivity. In addition, this course covers the monetary system and the classical theory of inflation.

ECN-351HN♯◆: Essentials of Economics 4 credits

This survey course covers the basic concepts of microeconomics and macroeconomics. The course begins by addressing the fundamental concepts of scarcity, choice, opportunity cost, and comparative advantage. The course builds on these fundamentals to explain the market forces of supply and demand, market efficiency, the economics of the public sector, and the firm's behavior under competitive market conditions. The second half of the course focuses on basic macroeconomic concepts, including measurement of national incomes, economic growth, and productivity. In addition, this course covers the monetary system and the classical theory of inflation. Prerequisites: ACC-240 and BUS-352.

ECN-361♯◆: Microeconomics 4 credits

This course focuses on the fundamental ideas of microeconomics. Students examine the market forces of supply and demand under different market structures in order to understand how economic agents make decisions about both consumption and production. The structure, conduct, and performance of markets are evaluated through analysis of consumer, producer, and societal welfare. Students explore the topic of factor markets in which the incomes of most workers and owners of capital and property are determined. Prerequisites: ACC-240 or ACC-250 and BUS-352.

ECN-361HN♯◆: Microeconomics 4 credits

This course focuses on the fundamental ideas of microeconomics. Students examine the market forces of supply and demand under different market structures in order to understand how economic agents make decisions about both consumption and production. The structure, conduct, and performance of markets are evaluated through analysis of consumer, producer, and societal welfare. Students explore the topic of factor markets in which the incomes of most workers and owners of capital and property are determined. Prerequisites: ACC-240 or ACC-250 and BUS-352.

ECN-362♯◆: Macroeconomics 4 credits

This course focuses on the national economy by examining macroeconomic data measuring national income, the cost of living, production and growth, and unemployment. Students examine the basic functions of the monetary system and analyze the macro economy in terms of long-run economic productivity and growth and in terms short-run fluctuations. The influence and effect of macroeconomic policy is studied within the context of current events. Prerequisite: ECN-361.

ECN-449◆: A Poverty of Nations 2 credits

This course integrates the principles of a free market system with biblical foundations. It offers a path for promoting economic prosperity and sustainable solutions in a world looking for the way forward. The course content addresses the importance of personal freedom, the rule of law, private property, and moral virtue.

ECN-450♯◆: International Trade and Finance 4 credits

This course provides 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: FIN-350 and either ECN-362 or ECN-351.

ECN-460◆: Economics of Money, Banking, and Financial Markets 4 credits

This course is an overview of the modern monetary system as the informal infrastructure for a dynamic and decentralized global economy. Students examine this system by looking at a variety of markets where deal making activities take place between central banks, traditional banks, and "near banks" that act as dealmakers in both capital and money markets by supplying liquidity to the system. Innovative central bank policies and activities intended to stabilize the system are discussed. Prerequisites: ECN-362 and FIN-350.

ECN-461: Intermediate Microeconomics 4 credits

This course is an analysis of the price mechanism and its role in resource allocation and output in terms of efficiency and economic welfare. Topics include consumer choice and demand, utility, theories of production and cost, and market structures. This course builds upon the fundamental principles of microeconomics combined with the tools of mathematical optimization and uses economic theories and models to analyze business scenarios and current events. Prerequisites: ECN-361 and MAT-251.

ECN-462: Intermediate Macroeconomics 4 credits

This course is an analysis of the determinants of the level of national income, employment, production and productivity, and price level determination. Topics include the effects of economic policy instruments and decisions on aggregate economic performance goals and the role of fiscal and monetary policy in promoting stability, investment, and growth. This course builds upon the basic concepts of macroeconomics and uses economic models to analyze business scenarios and current events. Prerequisites: ECN-362 and ECN-461.

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ECN-465: Public Policy 4 credits

This course is an examination of the role of government and market systems in modern economies using the tools of economic analysis to evaluate major public policy decisions. Policies will be evaluated in terms of impact on individual consumers and firms and the resulting impact on economic growth. The theory and rationale of government taxing, debt, and spending will be examined, as well as the effects of government activity on income distribution, resource allocation, and economic efficiency. Students develop analytical and critical thinking skills needed for defining policy issues, identifying alternative solutions, and predicting the potential impact of policy on the economy. Prerequisite: ECN-461.

ECN-466: Applied Econometrics 4 credits

This course is an introduction to basic econometric methods including regression analysis, estimation, hypothesis-testing, and prediction modeling in the analysis of economic data. This course helps develop critical thinking and methodological skills necessary for economic analysis of data and evaluation of policies. Prerequisite: ECN-462.

ECN-601: Economics 4 credits

This course introduces microeconomic and macroeconomic concepts that are relevant to contemporary business. Emphasis is placed on using economic data for business decision-making.

Early Childhood Special Education (ECS)

ECS-125◆: Foundations of Early Childhood and Special Education 4 credits

This course focuses on the fundamental basis of the field of early childhood education and early childhood special education. This course includes historical and philosophical foundations, current practices, ethics, advocacy, models of teaching, and application in early childhood/special education settings. Professional responsibilities for early childhood/early childhood special education educators are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-210: Instructional Planning for Early Childhood and Early Childhood Special Ed 4 credits

This course examines practices of effective instructional planning specific to early childhood and early childhood special education. Students are introduced to instructional planning that is differentiated to meet various needs and ages of students. Students are introduced to instructional tools and strategies specifically focusing on Universal Design for Learning to enhance strategies in individualizing, differentiating, and designing lessons to support accommodations and modifications to assist young learners with and without exceptionalities. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-220◆: Legal Aspects of Special Education with an Emphasis in Early Childhood 4 credits

This course examines current special education laws and professional practices. Emphasis is placed on Individuals with Disabilities Education Act (IDEA), assessment, identification, and implementation of services. Candidates also incorporate data-based decision making and utilization of assistive technology in instruction. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-235◆: Child Development Including Health, Safety, and Nutrition 4 credits

This course examines child growth and development, including milestones regarding physical, cognitive, and social-emotional development in order to align program and instructional planning with state guidelines and regulations in health, safety, and nutrition for young children with and without exceptionalities. Family education and communication are also emphasized. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-320Δ◆: Child Guidance and Classroom Management for Typical and Atypical Behaviors 4 credits

This writing intensive course uses theories of child guidance and development for young children with and without exceptionalities as a basis for creating a safe and supportive classroom environment. Candidates create a classroom management plan and use student data to create a Behavioral Intervention Plan (BIP). The practicum/field experiences for this course are in an inclusive Birth to Grade 3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-325◆: Child, Family, Cultural, Community Relationships, and Advocacy 4 credits

This course explores historical foundations, theories, and models of building relationships within families and schools, including family characteristics, diversity, advocacy, and community relationships. The course emphasizes community organizations that support and assist children with and without exceptionalities and their families, and advocacy for families with young children. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-425◆: Language, Literacy and Communication in Early Childhood/Special Education 4 credits

This course explores the foundations of early language acquisition and literacy development for children Birth to Age 8/Grade 3. Teacher candidates focus on the essential components of literacy and communication methods in early childhood special education, including oral language and emergent literacy. In addition, assistive technology to enhance communication and learning is explored. Practicum/field experience hours: None. Fingerprint clearance not required.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ECS-430: Early Childhood Phonics and Science of Reading Development **4 credits**

This course explores components of typical and atypical literacy development for children Birth to Age 8/Grade 3. Coursework emphasizes the Science of Reading and components of literacy development, including phonics, phonemic awareness, vocabulary, fluency, and comprehension. Teacher candidates focus on assessing developmental and other literacy concerns, through differentiation strategies to support literacy learning in young children, including dyslexia. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ECS-425, ECE-120, or ELM-211.

ECS-435[♯◆]: Assessment, Evaluation and Reporting for Early Childhood/Special Education **4 credits**

In this course, teacher candidates examine assessment, evaluation, and early identification for young children to develop IFSP's and IEP's, Birth to Age 8. The processes of using data in assessing, monitoring, and reporting the progress of young children's performances are investigated, in addition to early identification of children with special needs. The practicum/field experiences for this course are in an inclusive K-3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-435HN[♯◆]: Assessment, Evaluation and Reporting for Early Childhood/Special Education **4 credits**

In this course, teacher candidates examine assessment, evaluation, and early identification for young children to develop IFSP's and IEP's, Birth to Age 8. The processes of using data in assessing, monitoring, and reporting the progress of young children's performance are investigated, in addition to early identification of children with special needs. The practicum/field experiences for this course are in an inclusive K-3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-450: Developmentally Appropriate Instruction: ELA, Social Studies, and Arts **4 credits**

This course examines instructional methodologies for teaching children with and without exceptionalities, emphasizing instruction in language arts, social studies, and the arts. Candidates consider the developmental continuum of literacy instruction based on student data and individual needs. The practicum/field experiences for this course are in an inclusive preschool-Grade 3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-455: Developmentally Appropriate Instruction: STEM Subjects **4 credits**

This course examines instructional methodologies for teaching children with and without exceptionalities with an emphasis on STEM (science, technology, engineering, and math) content instruction. Candidates develop a unit plan that incorporates all STEM components and use data to identify areas to differentiate instruction to meet the needs of individual students. The practicum/field experiences for this course are in an inclusive preschool-Grade 3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-460[Ω]: Birth – Pre-K Practicum I **4 credits**

Teacher candidates spend time in an inclusive Birth-Pre-K setting observing, working with small groups of children with and without exceptionalities, and interviewing teachers. Emphasis will be placed on the management and guidance of young children, and child initiated learning. Special attention is given to the effect of children's abilities, social and emotional needs, and characteristics on development and learning across the span of birth through age 2. The practicum/field experiences for this course are in a general education or inclusive Birth - Pre-K setting. Practicum/field experience hours: 60. Fingerprint clearance required.

ECS-462: Early Childhood Special Ed. Practicum I: Birth - Preschool **4 credits**

Teacher candidates spend time in an inclusive Birth-Preschool setting observing, interviewing teachers, and working with small groups of children with and without exceptionalities. Emphasis will be placed on the management and guidance of young children and child-initiated learning. Special attention is given to the effect of children's characteristics, abilities, and social-emotional needs on development and learning. Practicum/field experience hours: 40. Fingerprint clearance required. Prerequisites: ECS-210 and ECS-320.

ECS-465: Early Childhood Special Ed. Practicum II: Kindergarten - Grade 3 **4 credits**

Teacher candidates spend time in an inclusive Kindergarten to Grade 3 setting observing, working with small groups, and teaching. Emphasis will be placed on individual education planning, implementing, and evaluating developmentally appropriate curricula, instruction, and adaptations based on knowledge of children with exceptionalities, the family, and the community. Special attention is placed on exceptionalities and medical conditions that influence care, resources, and priorities. The practicum/field experiences for this course are in an inclusive Kindergarten to Grade 3 setting. Practicum/field experience hours: 40. Fingerprint clearance required. Prerequisite: ECS-462.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ECS-475: K-3 Literacy Intervention Practicum II **4 credits**

Teacher candidates spend time in an inclusive setting observing and evaluating students with and without exceptionalities in the area of literacy. Elements of reading and writing instruction are examined as a part of instructional practice with a focus on assessment, intervention, and remediation. Teacher candidates will explore research-based instructional strategies and interventions to select, adapt, and implement instruction to advance the learning for all students. The process of implementing literacy intervention and remediation strategies to support readers of varying ages and ability levels, including students with dyslexia will be explored. Emphasis will be placed on identifying development as a part of the instructional design process, as well as partnering with families to promote development in young children. The practicum/field experiences for this course are in an inclusive Kindergarten to Grade 3 setting. Practicum/field experience hours: 40. Fingerprint clearance required.

ECS-480A$^{\Omega}$: Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting **6 credits**

Session A is one of two 8 week sessions of the student teaching experience. Teacher candidates are engaged in substantial student teaching experiences with early childhood populations alongside appropriately certified mentors that includes, but is not limited to, practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Fingerprint clearance required.

ECS-480B$^{\Omega}$: Student Teaching- Kindergarten to Age 8/Grade 3: Special Education Setting **6 credits**

This course supports the early childhood special education clinical field experience through an eight-week full-time student teaching experience in a kindergarten through age 8/grade 3 early childhood special education classroom. Candidates are engaged in substantial student teaching experiences with early childhood special education populations alongside appropriately certified mentors that includes, but is not limited to, practical classroom experiences, research, analysis, and teaching to support the creation of an Individualized Education Program (IEP) Performance Template. Fingerprint clearance required.

ECS-481A: Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting **6 credits**

Session A is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

ECS-481B: Student Teaching- Birth to Age 8/Grade 3: Special Education Setting **6 credits**

Session B is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop an Individualized Education Program (IEP) Performance Template. The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

ECS-490: Student Teaching Experiences: Early Childhood & Early Childhood Special Ed **8 credits**

Teacher candidates are engaged in substantial experiences with both early childhood and early childhood special education populations alongside appropriately certified mentors throughout this student teaching course that includes, but is not limited to, practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP) and an Individualized Education Program (IEP) Performance Template. Practicum/field experience hours: None. Fingerprint clearance required.

ECS-500: Survey of Early Childhood Special Education **3 credits**

Teacher candidates are introduced to the identifying characteristics of disabilities, including dyslexia, in children birth to age 8/Grade 3. Teacher candidates will be introduced to the components of the Individuals with Disabilities Education Act (IDEA) to understand the identification, data collection and referral process for special education. They will identify the risk factors and purpose of early intervention through understanding the characteristics of exceptional children, including dyslexia. Teacher candidates will survey the different types of family and service plans that are developed to support students with exceptionalities through collaboration with stakeholders.

ECS-502: Foundations in Early Childhood Ed. and Early Childhood Special Ed. **3 credits**

This course begins by acquainting candidates with the GCU learning management system, while preparing them to be successful graduate-level students and future teachers. The course places primary focus on the fundamental basis of the field of early childhood education and early childhood special education, Birth to Age 5/Pre-K to K to Age 8/Grade 3, including historical and philosophical foundations, current practices, ethics, models of teaching, and application in early childhood education/early childhood special education settings. Additionally, professional preparation requirements and professional development opportunities in the field are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | $^{\sharp}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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ECS-510: Instructional Planning for Early Childhood and Early Childhood Special Ed **3 credits**

This course examines effective instructional planning specific to early childhood and early childhood special education. Students are introduced to the process of instructional planning from evaluating student needs to creating developmentally appropriate objectives, learning activities, including play-based learning interventions, and assessments aligned with state learning standards. Accommodation, modification, and differentiation of instruction and assessment to meet the various needs of learners with and without exceptionalities are examined in the context of early childhood and early childhood special education. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-520: Legal Aspects of Special Education with an Emphasis in Early Childhood **3 credits**

This course examines current special education laws and professional practices in the early childhood education setting. Emphasis is placed on Individuals with Disabilities Education Act (IDEA), assessment, identification, and implementation of services. IFSP, IEP and 504 plans are discussed. Candidates also incorporate data-based decision making and utilization of assistive technology in instruction. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: ECS-500.

ECS-550: Child Guidance and Classroom Management for Typical and Atypical Behaviors **3 credits**

Teacher candidates research theories and models of classroom management and consider the development and characteristics of young children with and without exceptionalities. The course emphasizes data collection, social/emotional development, and behavioral and crisis intervention, with a focus on evidence-based practices for creating safe, inclusive, respectful, challenging, and positive classroom environments. Candidates create a classroom management philosophy and plan and use student data to create a behavioral intervention plan (BIP). The practicum/field experiences for this course are in inclusive birth to Grade 3 settings. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-555: Child Development Including Health, Safety, and Nutrition **3 credits**

This course explores child growth and development, including developmental milestones that must be met with regards to physical, cognitive, and social-emotional development. The course emphasizes health, safety, and nutrition with a focus on special health care needs for young children. The candidate will use data to analyze the development of the whole child and consider best practices for family involvement. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-560: Child, Family, Cultural, Community Relationships, and Advocacy **3 credits**

This course examines historical foundations, theories, and models of child development, including family characteristics, diversity, multicultural factors, and community relationships. Teacher candidates identify community organizations that support children with exceptionalities and their families. Candidates also identify ways to use those resources to advocate for children and their families. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-562: Early Childhood Special Ed. Practicum I: Birth - Preschool **3 credits**

Teacher candidates spend time in an inclusive birth-preschool setting observing and evaluating students with and without exceptionalities. Emphasis will be placed on developmentally appropriate instruction and classroom management, as well as partnering with families to promote development in young children. Practicum/field experience hours: 40. Fingerprint clearance required. Prerequisites: ECS-510 and ECS-590.

ECS-565Ω: Birth – Pre-K Practicum I **4 credits**

Teacher candidates spend time in an inclusive Birth-Pre-K setting observing, working with small groups of children with and without exceptionalities, and interviewing teachers. Emphasis will be placed on the management and guidance of young children, and child initiated learning. Special attention is given to the effect of children's abilities, social and emotional needs, and characteristics on development and learning across the span of birth through age 2. The practicum/field experiences for this course are in a general education or inclusive Birth – Pre-K setting. Practicum/field experience hours: 60. Fingerprint clearance required.

ECS-567Ω: Birth – Pre-K Practicum II **4 credits**

Teacher candidates spend time in an inclusive Birth-Pre-K setting observing, working with small groups, and teaching. Emphasis will be placed on individual education planning, implementing, and evaluating developmentally appropriate curricula, instruction, and adaptations based on knowledge of children with exceptionalities, the family, and the community. Special attention is placed on exceptionalities and medical conditions that influence care, resources, and priorities for children ages 2 through 4. The practicum/field experiences for this course are in an inclusive or developmental Birth – Pre-K setting. Practicum/field experience hours: 60. Fingerprint clearance required.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ECS-568: Early Childhood Special Ed. Literacy Practicum II: Kindergarten - Grade 3 **3 credits**

Teacher candidates spend time in an inclusive Kindergarten to Grade 3 setting observing and evaluating students with and without exceptionalities. Practical application of the elements of reading and writing instruction are examined to inform assessment, intervention, and remediation. Teacher candidates select, adapt, and implement research-based instructional strategies and interventions to advance the learning for all students. Particular focus is placed on literacy intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia. Emphasis will be placed on developmentally appropriate instruction, as well as partnering with families to promote development in young children. The practicum/field experiences for this course are in an inclusive Kindergarten to Grade 3 setting. Practicum/field experience hours: 40. Fingerprint clearance required. Prerequisites: ECS-562 and ECS-575.

ECS-569: Literacy Intervention Practicum II: Kindergarten - Grade 3 **4 credits**

Teacher candidates spend time in an inclusive Kindergarten to Grade 3 setting observing and evaluating students with and without exceptionalities. Practical application of the elements of reading and writing instruction are examined to inform assessment, intervention, and remediation. Teacher candidates select, adapt, and implement research-based instructional strategies and interventions to advance the learning for all students. Particular focus is placed on literacy intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia. Emphasis will be placed on developmentally appropriate instruction, as well as partnering with families to promote development in young children. The practicum/field experiences for this course are in an inclusive Kindergarten to Grade 3 setting. Practicum/field experience hours: 40. Fingerprint clearance required. Prerequisite: ECS-575.

ECS-570: Language, Literacy, and Communication in Early Childhood/Special Education **3 credits**

This course explores the foundations of early language acquisition and literacy development for children Birth to Grade 3/Age 8. Teacher candidates focus on the essential components of oral language development and early literacy in the context of creating research-based instruction that is developmentally appropriate for the early childhood special education setting. In addition, teacher candidates explore assistive technology, including the use of augmentative and alternative communication systems, to enhance communication and learning. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-575: Early Childhood Phonics and Science of Reading Development **3 credits**

This course explores components of typical and atypical literacy development for children Birth to Age 8/Grade 3. Coursework emphasizes research-based phonics development and the science of reading, including phonics, phonemic awareness, vocabulary, fluency and comprehension. Teacher candidates focus on assessing developmental and other literacy concerns, including dyslexia, with an emphasis on intervention, remediation, and differentiation strategies to support literacy development in young children. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ECS-570 or ECE-501.

ECS-580: Developmentally Appropriate Instruction: ELA, Social Studies, and Arts **3 credits**

This course examines cross-content instructional methodologies for teaching language arts, social studies, and the arts to children with and without exceptionalities. Candidates consider the developmental continuum of literacy instruction based on student data and individual needs. Emphasis is placed on creating project-based instruction that integrates language arts, social studies, and the arts. The practicum/field experiences for this course are in an inclusive preschool-grade 3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-585: Developmentally Appropriate Instruction: STEM Subjects **3 credits**

Teacher candidates research instructional methodologies to include inquiry-based and hands-on learning for teaching children with and without exceptionalities with an emphasis on STEM content (science, technology, engineering, and math) instruction. Candidates use data to differentiate learning outcomes to meet the needs of individual students and develop a unit plan that incorporates all STEM components. The practicum/field experiences for this course are in an inclusive K-3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-590: Assessment, Evaluation, and Reporting for Early Childhood/Special Education **3 credits**

This course provides teacher candidates with a robust view of assessment, evaluation, and reporting in early childhood education, including for early identification and developing IFSPs and IEPs for young children, Birth to Grade 3/Age 8. Data are used to assess, monitor, and report the progress of young children with and without exceptionalities. The practicum/field experiences for this course are in an inclusive K-Grade 3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

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ECS-595A[Ω]: Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting **6 credits**

Session A is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in substantial student teaching experiences with early childhood populations that includes, but is not limited to, practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

ECS-595B[Ω]: Student Teaching- Kindergarten to Age 8/Grade 3: Special Education Setting **6 credits**

This course supports the early childhood special education clinical field experience through an eight-week full-time student teaching experience in a kindergarten through age 8/grade 3 early childhood special education classroom. Candidates are engaged in substantial student teaching experiences with early childhood special education populations alongside appropriately certified mentors that includes, but is not limited to, practical classroom experiences, research, analysis, and teaching to support the creation of an Individualized Education Program (IEP) Performance Template. Fingerprint clearance required.

ECS-596A: Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting **4 credits**

Session A is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in substantial student teaching experiences with early childhood populations. The student teaching experience includes, but is not limited to, practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Practicum/field experience hours: None. Fingerprint clearance required.

ECS-596B: Student Teaching- Birth to Age 8/Grade 3: Special Education Setting **4 credits**

Session B is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in substantial student teaching experiences with early childhood special education populations that includes, but is not limited to, practical classroom experiences, research, analysis, and teaching to develop an Individualized Education Program (IEP) Performance Template. Practicum/field experience hours: None. Fingerprint clearance required.

ECS-598: Student Teaching Experiences: Early Childhood & Early Childhood Special Ed **8 credits**

Teacher candidates are engaged in substantial experiences with both early childhood and early childhood special education populations. The student teaching experience includes, but is not limited to, practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP) and an Individualized Education Program (IEP) Performance Template. The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Practicum/field experience hours: None. Fingerprint clearance required.

Instructional Leadership (EDL)

EDL-517: Legal and Ethical Considerations in Leadership **3 credits**

This course introduces candidates to the laws and policies governing and relating to education in the United States. Emphasis is placed on ethical professional practice and personal responsibility. Other topics covered include the educational leader's role in implementing laws, rights, policies, and regulations to improve outcomes for students.

EDL-527: Resource Management **3 credits**

Effective management of human and capital resources is a critically important responsibility for system leaders. Leaders need to make the most of potentially scarce resources and align their resource management strategy with the mission and vision of the organization. This course focuses on identifying and allocating resources, including funding, people, facilities, and systems, to promote improvement. Emphasis is placed on collaboration and ethical decision making. Prerequisite: EDL-517.

EDL-537: Becoming a Leader **3 credits**

This course explores the application of professional dispositions and virtues based on a personal mission and vision in a manner that promotes democracy, individual freedom and responsibility within the educational community. Topics include self-awareness and self-reflection as a leader, as well as building and maintaining positive relationships with all education stakeholders. Prerequisite: EDL-527 or CEA-527.

EDL-557: Leading with an Entrepreneurial and Innovative Mindset **3 credits**

This course introduces candidates to the entrepreneurial mindset in education that is required to identify emerging trends and promote innovation. Collaborative and data-informed decision-making and risk tolerance and management are emphasized. Prerequisite: EDL-537

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EDL-567: Leading Change 3 credits

Candidates are introduced to models and frameworks of change management as well as necessary communication skills to manage risk, create buy-in, and build coalitions to promote positive educational change. Emphasis is placed on the importance of relationships, understanding and preparing to lead lasting change, and the moral purpose of change. Prerequisite: EDL-557.

EDL-577: Leading Projects and Teams 3 credits

This course focuses on building a collaborative culture that fosters effective teams and projects. Topics explored include delegating responsibility and supervision of projects and leaders. Prerequisite: EDL-567 or EAD-587, or approved enrollment in the Graduate Certificate in Instructional Coaching.

EDL-590: Educational Leadership Capstone 3 credits

This capstone course provides educational leadership candidates the opportunity to implement an innovative solution to an educational issue. An emphasis is placed on conducting research, data analysis, and analyzing research themes to draw conclusions. Practicum/field experience hours: 30. Fingerprint clearance required. Prerequisite: EDL-577.

EDL-609: Superintendent Internship 3 credits

This internship is designed to provide candidates interested in PK-12 district office leadership meaningful learning experiences needed to prepare for PK-12 district leadership positions. Designated field experience opportunities include orientation to district office organization, responsibilities of the superintendent, district office organizational structure, district governance, community relations, and personnel development. Practicum/field experience hours: 90. Fingerprint clearance required.

EDL-805: Training and Collaboration for Learning 3 credits

Clearly, instructional leadership today is driven to a great extent by the capacity to lead teaming and collaboration. This course will explore the leadership required to support teaming at all levels. For example, horizontal teams are required in schools today in order to be thoughtful about the instructional leadership decisions that must be made on a consistent basis. This requires strategic grade-level collaboration that helps to ensure horizontal alignment of the curriculum and consistency in instructional practice. Furthermore, vertical collaboration includes teachers and administrators from different levels—perhaps from central office, etc.—all working together toward instituting a more comprehensive implementation of the instructional plan. This exploration will include an examination of Professional Learning Communities and the mechanisms used to make this reform model successful.

EDL-807: History and Politics of K-12 Education 3 credits

This course provides a broad, global overview of the history and politics of K-12 education and examines the political landscape and ethics surrounding K-12 education. A brief overview of governmental interventions is also presented.

EDL-812: Governance and Structures in K-12 Education 3 credits

This course examines internal and external governance and structures in K-12 education. The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks.

EDL-817: Building a K-12 Community 3 credits

This course examines relations with K-12 education stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff professional development, alumni relations, and the building of a learning community.

EDL-822: Trends and Issues in K-12 Education 3 credits

This course examines the current and emerging leadership strategies and classroom practices in K-12 education. Topics are placed in the context of improved student outcomes.

EDL-827: Strategic Planning in K-12 Education 3 credits

This course addresses the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for long-range strategic planning in K-12 education. Professional and facilities development is addressed in the context of K-12 education master planning.

EDL-861[Δ]: Analysis of Educational Research 3 credits

This course is designed to train learners in the conduct of a systematic literature review related to their research topic or area of interest. Emphasis is placed on creating structure for reading, analyzing, synthesizing, and organizing prior research for educational purposes.

EDL-910: EDS Capstone 3 credits

This capstone course provides learners the opportunity to apply skills related to their professional interests and goals. Learners demonstrate competency through the development of a written project suitable for inclusion in a professional portfolio.

EDL-912: EDS K-12 Capstone 3 credits

This capstone course provides learners the opportunity to apply skills related to their leadership and professional interests and goals. Learners demonstrate competency through the development of a written project suitable for inclusion in a professional portfolio.

Education Policy (EDP)

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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EDP-510: Foundations in PK-12 and Higher Education Policy 3 credits

This course examines the intersection and distinctions between PK-12 and higher education policies. Students will explore current issues, political climates, stakeholder concerns, and societal impacts affecting these education levels. The course also highlights emerging trends that might shape future policies. Additionally, students will learn and apply advocacy methods tailored to various target audiences, preparing them to engage effectively with policy stakeholders.

EDP-520: Data Analysis for Decision Making in Education Policy 3 credits

In this course, students develop the skills to identify and analyze various data sources to inform education policy decisions. Students address critical policy and budget issues within Pre-Kindergarten through 12th grade and higher education. They will learn to analyze qualitative and quantitative data, translating insights into actionable policy recommendations to improve educational outcomes and equity.

EDP-530: Governance and Policy Development in Education 3 credits

This course examines governance structures, policy development, and administrative processes in education. Students will learn about legislative and rule-making procedures and compare education governance structures and finance policies. The course also focuses on forecasting emerging trends that might impact education and developing alternative solutions to policy issues, providing a comprehensive understanding of policy influence and implementation.

EDP-540: Professional, Ethical, and Legal Considerations in Education 3 credits

This course explores the professional, ethical, and legal considerations within education. Students will examine the historical, political, and fiscal impacts of laws and policies, and learn to interpret and evaluate policy changes including legal and ethical implications. Students will align value statements with policy solutions. This course prepares students to navigate and advocate for sound education policies.

EDP-550: Education Policy Capstone 3 credits

This capstone course is the culmination of all education policy knowledge and skills students have developed throughout the program. The course emphasizes appropriate data collection methods and the analysis of potential solutions to policy challenges. Students will recommend and advocate for a potential solution after evaluating multiple alternatives and addressing anticipated counterarguments. Additionally, students will develop a professional portfolio showcasing their preparation and readiness to work in the education policy field.

Education (EDU)

EDU-210: Foundations of Education 4 credits

This course is designed to provide an overview of the education profession for students who are inspired to be teachers. A brief survey of the philosophical, historical, and sociological influences upon which educational theories and practices are constructed is presented. Students explore a variety of the common issues, trends, and opportunities that professional educators face in the field. Fingerprint clearance not required.

EDU-225: Instructional Technology 4 credits

This course provides future teachers the opportunity to examine the use of technology in the 21st century classroom. In addition to studying and utilizing a variety of technologies, such as computer software and hardware, students develop a personal technology philosophy and classroom technology plan designed to enhance and shape their teaching skills and knowledge to better utilize emerging technology. Fingerprint clearance not required.

EDU-315◆: Family and Community in a Supportive Learning Environment 3 credits

In this course, candidates will identify the value family relationships and the community environment contribute to the classroom environment. Emphasis is placed on building relationships with families, caregivers, and other stakeholders in order to influence children, build productive learning environments, and create a positive culture for schools. Focus is placed on creating an inviting atmosphere for families and caregivers, and an inclusion of community organizations and businesses to support this family connection. Candidates research ways to utilize community resources to empower families and include them in communication, learning, and collaborative opportunities that foster a healthy home and school connection. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-330Δ♯◆: Ethics and Advocacy in Education 4 credits

In this writing-intensive course, teacher candidates will explore multicultural education by engaging in research, communication, and ethical decision-making, focusing on developing educators' skills in creating equitable and inclusive learning environments. Through analysis of evidence and virtuous practice, the course will examine the critical role of educators as advocates for all students, empowering participants to address disparities and promote equitable opportunities for academic success. With a specific focus on the principles of multicultural education, teacher candidates will be encouraged to reflect on the influence of their own worldviews and perceptions. Emphasizing the concept of imago Dei, which sees every individual as made in the image of God, this course aims to foster culturally responsive classrooms that welcome diversity in all forms. Teacher candidates will explore strategies to effectively bridge the gaps between various diversities and academic achievement, to foster human flourishing within the educational sphere. The course blends content with practical application, highlighting the educator's role as an advocate for all students and promoting equitable academic opportunities.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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EDU-330HN[Δ♯◆]: Ethics and Advocacy in Education 4 credits

In this writing intensive course, teacher candidates study how to teach a diverse population of students by examining the foundations and dimensions of social justice in education, social constructs, privilege, prejudice, and oppression with the goal of becoming culturally competent educators. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-354[♯◆]: Child Development: Prenatal to Adolescence 4 credits

In this course, candidates identify the developmental milestones of children, prenatal to adolescence. Students examine the progression of these milestones in all areas of development, including psychological, social, emotional, linguistic, cognitive, and physical. Additional focus is placed on typical and atypical child development, and analyzing the effects of environment, trauma, and family dynamics on the development progression. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-410: Preventing and Addressing Bullying 1 credits

This course will assist educators in identifying and recognizing strategies to proactively guide and prevent the possible harmful effects of bullying, including cyber bullying, verbal harassment, and physical harassment. The course is intended to increase awareness and the effects inside and outside the classroom.

EDU-415: Social and Emotional Learning in Education 1 credits

This course will assist teacher candidates in identifying and recognizing strategies for developing social-emotional skills such as self-awareness, self-control, concern for others, and cooperating with others. The course is intended to increase awareness and the effects of social-emotional learning on academic learning. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-455: Christian Education: Philosophies and Methods 4 credits

This course is an introduction to the philosophy, theory, and practice of teaching in Christian schools. A basic analysis of educational philosophies within the framework of a Christian worldview is central to the course. Candidates construct a personal and guiding philosophy of Christian education incorporating biblical principles, and develop lesson plans using biblical integration and perspectives. Candidates may also have an opportunity to participate in observing and delivering instruction in an ACSI or CCSC approved K-12 education setting. This course provides required components as a part of the ACSI certification application process. Practicum/field experience hours: 10. Fingerprint clearance required.

EDU-456: Christian Education: Philosophies and Methods 4 credits

This course is an introduction to the philosophy, theory, and practice of teaching in Christian schools. A basic analysis of educational philosophies within the framework of a Christian worldview is central to the course. Candidates construct a personal and guiding philosophy of Christian education incorporating biblical principles, and develop lesson plans using biblical integration and perspectives. Focus is placed on demonstrating respectful engagement with diverse students and families while teaching through a Christian worldview. Practicum/field experience hours: 20. Fingerprint clearance required.

EDU-499: Independent Study 1 credits

Independent Study - Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

EDU-518: Introduction to Student Affairs 3 credits

Candidates explore the scope of Student Affairs in higher education. This survey includes foundational theories, organizational division roles, delegations, and professional responsibilities to fulfill the mission of student affairs. Candidates will also apply data and research to topics in higher education student affairs. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-522: Curriculum Design Theories 3 credits

Candidates will be introduced to current theories of learning and approaches to curriculum design. The emphasis will be on examining and identifying the concepts, principles, and models of curriculum design. Candidates will evaluate curriculum based on learning theories and approaches to curriculum.

EDU-524: Culturally Responsive Curriculum and Instruction 3 credits

Candidates will examine frameworks, materials, and strategies for translating the principles of culturally responsive pedagogy into effective educational practice. The emphasis will be on developing curriculum considering culturally responsive pedagogy, family and community engagement, and global education. Practicum/field experience hours: 10. Seek out instructional specialists at the school or district level that have insight into what professional development is available and how the topics are chosen. K-12. Fingerprint clearance required.

EDU-525[Ω]: Foundations in Elementary Education Graduate Studies 3 credits

Teacher candidates prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students in the College of Education. Teacher candidates survey the philosophical, historical, and sociological influences upon which educational theories and practices are constructed and explore a variety of the common issues, trends, and opportunities that professional educators face in the field. Practicum/field experience hours: None. Fingerprint clearance not required.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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EDU-526: Family and Community Engagement **3 credits**

In this course, candidates explore how issues related to family relationships and community environments influence classroom dynamics. Emphasis is placed on promoting an equal partnership between families and schools to make collaborative decisions that support student learning outcomes and school policies, practices, and programs. Candidates explore how to create a welcoming classroom and school atmosphere where families feel valued, connected to the school staff, and engaged in the education of their children. Candidates also investigate strategies for collaborating with community resources that can assist families and schools to foster a healthy home and school connection. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-527: Leadership in Curriculum **3 credits**

Candidates will analyze the roles and responsibilities of being a curriculum leader in the K-12 classroom. Focus is placed on transitioning from a teacher to a leader within the school environment. Candidates will learn strategies for collaborating with education stakeholders to foster a productive and positive learning community. An emphasis is placed on being able to reflect on personal professional practices, including biases, to create relevant and ethical learning experiences for students, as well as colleagues. Practicum/field experience hours: 20. Fingerprint clearance required.

EDU-528: Laws and Ethics in Student Affairs **3 credits**

In this course, candidates examine laws applicable to higher education, including HIPAA, FERPA, Title IX, and ADA. Coursework focuses on the ethical application of laws and policies in the higher education setting as well as preparing to navigate ethical decision-making in a higher education student affairs setting. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-534: Effective Pedagogy for Higher Education **4 credits**

This course covers adult learning theory and instructional practices that are research-based and proven effective in higher education. Technology, online learning, and effective instructional methods for online and traditional instruction are emphasized. Participants research learning models, personalized learning and andragogy and apply their knowledge to improve student engagement and achievement in higher education.

EDU-537: Leadership and Instructional Coaching **3 credits**

Candidates will apply coaching techniques in academic and professional settings. Emphasis is placed on improving professional practices, workplace culture, and effective communication. Candidates will focus on professional coaching and leadership skills. Practicum/field experience hours: 10. Fingerprint clearance required.

EDU-538: Servant Leadership in Student Affairs **3 credits**

In this course, candidates focus on servant leadership within higher education student affairs, examining how it connects to ethics, accountability, and responsible leadership. They will practice self-reflection methods that contribute to the character development required of effective leaders. Candidates will develop a personal strategy for leading with integrity, humility, and justice for the good of the team and the community. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-546: Curriculum Mapping **3 credits**

Candidates develop year-long units of study based on identified goals and professional standards. Curriculum mapping analysis skills will be developed to align program objectives systematically to achieve learning goals. Emphasis is placed on backwards design and inquiry-based learning. Practicum/field experience hours: 10. Fingerprint clearance required.

EDU-547: Student Development **3 credits**

This course examines theories of student development. Candidates will develop co-curricular programming to increase student engagement, enhance the physical and virtual community, and promote individual self-efficacy that meets the needs of students from diverse backgrounds. Candidates will apply student development theory to assist students in developing their worldview and personal potential while preparing for post-academic environments. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-548: Curricular and Instructional Methods in Higher Education **4 credits**

This course applies learning theories to classroom instructional methods and strategies. Effective communication, creating learning goals, developing student outcomes and assessments, and giving effective feedback are emphasized. Participants are asked to develop activities, assessments, and lesson plans that would be appropriate for a course taught at a community college or university. Prerequisite: EDU-534.

EDU-551: Differentiated Instruction **3 credits**

Candidates will use data to differentiate curriculum, instruction, and assessments to foster learning for all students. Focus will be on principles of learning, using technology to differentiate instruction, and developing an engaging classroom environment. Practicum/field experience hours: 10. Fingerprint clearance required.

EDU-554: Methods of Instruction and Assessment **3 credits**

Candidates will develop skills in aligning objectives, instruction, and assessments. Special attention is given to differentiating curriculum for diverse students and using assessment data to guide instruction. Candidates will collaborate with peers and colleagues to achieve instructional goals through action planning. Review of current trends in instruction and assessment are presented to guide instructional decisions with a special focus on the needs of diverse students. Practicum/field experience hours: 10. Fingerprint clearance required.

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EDU-556: Methods of Instruction and Assessment 3 credits

Candidates will refine skills in aligning objectives, instruction, assessments, and rubrics. Special attention is given to differentiating curriculum for diverse students and using assessment data to guide instruction. Candidates will collaborate with peers and colleagues to achieve instructional goals through action planning. A review of current trends in instruction and assessment, including the use of AI, is presented to guide the creation of curriculum and instructional decisions.

EDU-557: Differentiated and Culturally Responsive Instruction 3 credits

Candidates will use data to differentiate curriculum, instruction, and assessments in ways that foster learning for all students, including using technology. Focus will be on developing an engaging classroom environment, creating opportunities for learners to demonstrate their learning in different ways, and managing the learning environment to actively and equitably engage learners. Candidates will examine frameworks, materials, technology, and strategies for translating the principles of culturally responsive pedagogy into effective educational practice. The emphasis will be on developing curriculum that is bias-free and considers culturally responsive pedagogy, family and community engagement, and global education. Practicum/field experience hours: 20. Fingerprint clearance required.

EDU-558: Crisis Management and Intervention 3 credits

In this course, students will identify the legal, ethical, logistical, and psychological implications of student crises within the context of a higher educational setting. Candidates will learn proactive and reactive risk management resources and strategies to respond to student crises on campus and address the implications of student crisis specific to student affairs within the context of a higher educational landscape. Practicum/field experience hours: None. Fingerprint clearance not required. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-559: Curriculum Mapping 3 credits

Candidates analyze and revise units of study based on identified goals and professional standards. Curriculum mapping analysis skills will be developed to ensure program objectives are aligned systematically to achieve learning goals and standards. Emphasis is placed on backward design, inquiry-based learning, and developing diverse and differentiated curriculum. Candidates will design curriculum and instruction in synchronous and asynchronous digital learning environments.

EDU-561: Culture and Team Building 3 credits

In this course, candidates develop strategies to foster team building and maintain a collaborative culture that supports positive relationships, enhancing the intellectual, social, and emotional growth and well-being of students. Candidates also seek professional growth opportunities related to student affairs roles, laws, and educational equity. Practicum/field experience hours: 20. Fingerprint clearance required.

EDU-562: Community Development and Engagement on a University Campus 3 credits

In this course, candidates will deepen their understanding of the university system's structure while developing leadership skills to drive community development and engagement on campus. They will collaborate to establish and maintain an effective educational environment, evaluating the effect of leadership decisions on team culture. Through reflection, candidates will identify areas for personal and professional improvement. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: EDU-561.

EDU-567: Developing Student Leaders 3 credits

In this course, candidates will develop strategies to model and coach student leaders, equipping them to engage their peers in building and maintaining a healthy campus community, including modeling collaboration techniques. Candidates will create a strategy to effectively select and train potential student leaders and provide opportunities for student leaders to participate in leadership experiences within the higher education community. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-568: Operational Resource Management 3 credits

In this course, candidates will learn how to ethically identify, prioritize, and allocate university resources and human capital while maximizing effectiveness within Student Affairs. They will also learn to analyze the impact of resource management decisions. Candidates will gain a working knowledge of how to advocate for needed resources and track expenses. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-578: Culture and Team Building 3 credits

In this course, candidates identify the importance of building effective teams stemming from a healthy organizational structure and emotionally intelligent culture in student affairs. Candidates initiate and participate in strategic team development for the benefit of student affairs, as well as the higher education community. Practicum/field experience hours: 26. Fingerprint clearance required. Fingerprint clearance required. Prerequisite: All previous coursework must be completed.

EDU-579: Higher Education Student Affairs Capstone 3 credits

This is the culminating course in the Master of Arts in Higher Education Student Affairs program. This course combines the information and skills presented in prior courses in the program. In a 20-hour on-campus practicum/field experience, candidates apply their knowledge and skills in a specific area or department within student affairs. Candidates have the opportunity to synthesize and practice what they have learned in the program. Emphasis is on critical thinking and problem-solving skills through leadership and collaboration as they develop and evaluate a student affairs strategic plan. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: EDU-562.

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EDU-581: Practicum: Middle Grades 3 credits

Candidates explore the distinct developmental dimensions of middle school learners. This comprehensive course covers cognitive, social, and emotional aspects, enhancing classroom cohesiveness through positive teacher-student interactions and innovative management techniques. Candidates learn to adapt instruction to various learning styles, incorporate engagement strategies, and leverage digital resources, ensuring academic excellence and equitable access to learning opportunities. With a commitment to ethical practices, the course focuses on digital citizenship and responsible AI use. The practicum equips educators with real-world skills vital for fostering a thriving educational environment. Practicum/field experience hours: 20. Fingerprint clearance required.

EDU-584: Instructional Coaching 3 credits

Candidates will apply coaching techniques and tools in academic and professional settings. Emphasis is placed on improving professional practices, workplace culture, and effective collaboration and communication as well as modeling the ethical use and implementation of technology. Candidates will focus on advocating for continuous improvement in education. Practicum/field experience hours: 20. Fingerprint clearance required.

EDU-585: Designing Effective Professional Development 3 credits

Candidates survey effective professional development strategies and practices. Focus is placed on researching theories and models, including andragogy, that enhance knowledge and skill development for adult learners. Candidates develop professional learning activities and plans aligned with the identified needs that ensure participant growth and advancement in their profession while also considering the learners' time and space. Emphasis will be on identifying personal professional development opportunities.

EDU-586: Developing and Implementing Professional Development 3 credits

This course surveys effective strategies and practices in professional development. Special focus is placed upon theories and models, including andragogy, that enhance knowledge and skill development for adult learners in educational settings. Candidates develop and implement professional learning activities aligned with the needs of learners, schools and systems that ensure learner growth and advance the profession by leading collaborative interactions. Fingerprint clearance not required.

EDU-587: Community Development and Engagement on a University Campus 3 credits

In this course candidates will deepen their understanding of the structure of the university system, providing leadership to ensure effective application of initiatives that enhance and maintain the campus community. Candidates will collaboratively establish and maintain an effective educational environment and evaluate the effects of professional decisions and actions on students, families, and other professionals in the learning community. Practicum/field experience hours: 26. Fingerprint clearance required. Prerequisite: EDU-578.

EDU-588Ω: Curriculum and Instruction Capstone 3 credits

Candidates deliver, evaluate, and revise a professional development presentation, and incorporate peer interaction with feedback to assure timeliness and relevance. Candidates create a year-long professional development plan based on instructional needs identified by an organization. Practicum/field experience hours: 30. Fingerprint clearance required. Prerequisite: EDU-585 OR EDU-586.

EDU-589: Curriculum and Instruction Capstone 3 credits

Candidates deliver, evaluate, and revise professional development based on student data. Emphasis is placed on the equitable use of digital learning tools and content to meet learner needs. Candidates evaluate and revise professional development plans based on the unmet needs of learners. Prerequisite: EDU-585.

EDU-595: Higher Education Student Affairs Capstone 3 credits

This is the culminating course in the Master of Arts in Higher Education Student Affairs. This course combines the information and skills presented in prior courses in the program. In a 48-hour on-campus practicum/field experience, candidates apply their knowledge and skills in a specific area or department within student affairs. Candidates have the opportunity to synthesize and practice what they have learned in the program. Emphasis is on critical thinking and problem-solving skills through leadership and collaboration. Practicum/field experience hours: 48. Fingerprint clearance required. Prerequisite: EDU-587.

EDU-596D: Strategies for the Inclusive Classroom 3 credits

In the educational realm of response to intervention and differentiation, classroom teachers need practical, research-based strategies that consistently enhance student achievement for all students. In this course, participants will explore strategies and design lessons that focus on the learning challenges of diverse learners commonly encountered in an inclusive classroom. This course explores strategies and activities in six areas of instruction that are focused on the academic and social success of a community of learners.

EDU-805: History and Politics of Higher Education 3 credits

This course provides a broad, global overview of the history and politics of higher education and examines the political landscape and ethics surrounding higher education. A brief overview of governmental interventions is also presented.

EDU-812: Governance and Structures in Higher Education 3 credits

This course examines the internal and external governance and structures in higher education. The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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EDU-817: Building a Community of Scholars in Higher Education **3 credits**

This course examines relations with higher education stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff professional development, alumni relations, and the building of a scholarly community. Prerequisite: RES-861.

EDU-822: Fiscal Management in Higher Education **3 credits**

This course examines budgeting, fundraising, fiscal planning, and capital asset management in the higher education setting. Leadership skills for fiscal management and fiscal integrity are addressed.

EDU-827: Strategic Planning in Higher Education **3 credits**

This course addresses the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for long-range strategic planning in higher education. Professional and facilities development is addressed in the context of higher education master planning.

Elementary Education (EED)

EED-480NA$^{\Omega}$: Student Teaching: Elementary Session A **6 credits**

Session A is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

EED-480NB$^{\Delta\Omega}$: Student Teaching: Elementary Session B **6 credits**

Session A is one of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor.

Electrical Engineering (EEE)

EEE-202$^{\blacklozenge}$: Circuits **3 credits**

This course provides students with a strong foundation in core areas of electrical engineering. Students will learn the main ideas of circuits and their enabling role in electrical engineering components, devices, and systems. The course offers in-depth coverage of AC & DC circuits, circuit analysis, filters, impedance, power transfer, applications of Laplace transforms, and op-amps. Prerequisites: MAT-262, PHY-121 and PHY-121L. Co-Requisite: PHY-122, PHY-122L, EEE-202L.

EEE-202L$^{\blacklozenge}$: Circuits Lab **1 credits**

The laboratory section of EEE-202 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus problem solving using scientific computation tools, simulations, and various programming languages. Prerequisites: MAT-262, PHY-121 and PHY-121L. Co-Requisite: PHY-122, PHY-122L, EEE-202.

EEE-212: Embedded Systems and Assembly Language & Lab **2 credits**

This project-based course will cover the design and implementation of a microcontroller embedded system. Students will learn embedded system architecture, assembly language programming, interfacing to peripherals, interrupt handling, and debugging/troubleshooting techniques and tools. Prerequisite: ESG-111.

EEE-213$^{\blacklozenge}$: Signals and Systems **3 credits**

This course bridges theoretical mathematical foundations and practical implementation of circuits and computer algorithms. The course presents applications in engineering, physics, feedback and control, communications, and signal processing. Topics covered include: CT and DT signals and systems, linearity, time-invariant systems, causality, transient and steady state responses, Fourier transforms, Laplace transforms, Z transforms, sampling, state variables, and feedback systems. Prerequisites: MAT-364, EEE-202 and EEE-202L. Co-Requisite: MAT-345, EEE-213L.

EEE-213L$^{\blacklozenge}$: Signals and Systems Lab **1 credits**

The laboratory section of EEE-213 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus problem solving using scientific computation tools, and various programming languages. In particular, students work on system simulation and real-time signal processing. Prerequisites: MAT-364, EEE-202 and EEE-202L. Co-Requisite: MAT-345, EEE-213.

EEE-302$^{\ell\blacklozenge}$: Advanced Circuits & Lab **4 credits**

This course focuses on the analysis and design of filters, circuits, converter modeling, and signal transfer functions. Additional topics covered include non-ideal active devices, and an introduction to digital circuits. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities engage students in projects such as the design, analysis, simulation, and construction of a switched-mode power supply; solve complex design problems, or the use of modern analog circuits. Prerequisites: MAT-364, EEE-202 and EEE-202L.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | $^{\ell}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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EEE-302HN[ǂ◆]:Advanced Circuits & Lab 4 credits

This course focuses on the analysis and design of filters, circuits, converter modeling, and signal transfer functions. Additional topics covered include non-ideal active devices, Cauer design, and an introduction to digital circuits. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities engage students in projects such as the design, analysis, simulation, and construction of a switched-mode power supply; solve complex design problems, or the use of modern analog circuits. Prerequisites: MAT-364, EEE-202 and EEE-202L.

EEE-313: Renewable Energy & Lab 4 credits

This course provides students with a strong foundation in core areas of renewable energy. Students learn the main sources of renewable energy and their enabling role in power systems. The course demonstrates the positive impact of renewable energy on environment. In addition, the course offers in-depth coverage of different renewable energy sources, including concentrated solar power, photovoltaic, and wind energy. The integration of the renewable energy sources to the consumer's network is detailed. The course also demonstrates applications of power electronics. Prerequisite: EEE-202.

EEE-315: Digital Circuits & Lab 4 credits

This class will cover the design and application of digital logic circuits, including combination and sequential logic. Students will analyze, design, verify, and test logic circuits as applied to solve engineering problems. The class will cover a range of mathematical objects, algorithms, number theory, and counting. Prerequisites: MAT-262 and EEE-212.

EEE-320[ǂ◆]: Electronics and Devices & Lab 4 credits

This writing-intensive course builds on knowledge acquired in previous courses on advanced circuits to expand the coverage of the design and analysis of integrated circuit amplifiers and the design and analysis of feedback amplifiers. Specific topics covered in this course may include: electronics and manufacturing of integrated circuits, microwave/RF amplifiers, linear amplifiers, mixers, and advanced digital and analog circuits. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on the design, assembly, and testing electronic circuits that use diodes, transistors, and operational amplifiers. Prerequisite: EEE-202.

EEE-413[ǂ]: Nuclear Systems & Lab 4 credits

The course is an introduction to a range of topics concerning nuclear power. The course will provide students usable knowledge of the physics behind nuclear concepts, an understanding of the effects and uses of radiation, and an understanding of the principles of power generation via nuclear process. Co-Requisite: EEE-302.

EEE-431[ǂ◆]: Communications Signal Processing & Lab 4 credits

This course develops the foundations of electrical communications and differences between analog and digital modulation. Main topics covered include: analog signal transmission and reception, effects of noise in analog communications, sampling, digital information sources, entropy, source coding, waveform coding, and PCM Digital transmission through AWGN through band-limited channels. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities include channel coding, wireless and mobile networks, and signal processing using Matlab. Prerequisites: EEE-213 and EEE-213L, EEE-302, and MAT-374 OR ESG-374 and ESG-384.

EEE-431HN[ǂ◆]:Communications Signal Processing & Lab 4 credits

This course develops the foundations of electrical communications and differences between analog and digital modulation. Main topics covered include: analog signal transmission and reception, effects of noise in analog communications, sampling, digital information sources, entropy, source coding, waveform coding, and PCM Digital transmission through AWGN through band-limited channels. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities include channel coding, wireless and mobile networks, and signal processing using Matlab. Prerequisites: EEE-213 and EEE-213L, EEE-302, and MAT-374 OR ESG-374 and ESG-384.

EEE-445: Power Electronics & Lab 4 credits

This course provides students with a strong foundation in core areas of electrical engineering. Students learn the main ideas of power electronics circuits and their enabling role in electrical engineering components, devices, and systems. The course offers in-depth coverage of different energy converter configurations including Alternating Current (AC)-to-Direct Current (DC), DC-to-DC, DC-to-AC, and AC-to-AC. The course will also demonstrate applications of power electronics. Prerequisite: EEE-202, EEE-302.

EEE-473: Electrical Design Principles I & Lab 2 credits

This course introduces students to the principles of electrical engineering design. It provides a solid foundation in electrical engineering design. Students will learn to produce great electrical engineering designs taking into consideration requirements, standards and regulatory compliance. Design of electrical and electronic devices, circuits, and systems by the application of the engineering sciences, economics, and national and international standards. Hands-on activities focus on the design and integration of different subsystems. Topics include electrical engineering modeling, simulations, and integration. Prerequisite: EEE-302, ESG-374, ESG-395. Co-Requisite: ESG-451.

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EEE-474[ǂ]: Electrical Design Principles II & Lab — 2 credits

This project-based course will consolidate the student's knowledge of the electrical engineering design process from concept/idea to manufacturing. It provides sufficient depth of the design process to enable students to contribute in the solution of real-world engineering problems. Prerequisite: EEE-473. Co-Requisite: ESG-452.

EEE-480[ǂ]: Linear and Nonlinear Control Systems Design & Lab — 4 credits

This course presents the fundamentals of analog and digital control systems. Analysis and design of linear control systems using physical system models. Analysis and control of nonlinear systems are introduced. Hands-on activities focus on the design, assembly and testing of electronic control systems. Prerequisites: EEE-213 and EEE-213L.

EEE-500: Advanced Probability and Stochastic Processes — 4 credits

This course explores intricate probabilistic concepts, advanced mathematical techniques, and applies them to complex engineering scenarios. Students are equipped with the skills to model uncertainty, predict system behavior, and make informed decisions in the face of randomness.

EEE-510: Feedback Systems — 4 credits

This course covers advanced control techniques for complex engineering systems. Emphasis is placed on nonlinear control, adaptive control, and optimal control strategies. Students explore techniques that enable precise system manipulation, optimization of system performance, and adaption to ever-changing operational conditions.

EEE-520: Random Signal Theory — 4 credits

Random Signal Theory is a fundamental course in the field of electrical engineering, applied mathematics, and signal processing. Students explore the theory and mathematical foundations behind the analysis and processing of random signals, which are prevalent in various real-world applications, such as telecommunications, data analysis, finance, and more. Understanding random signal theory is essential for engineers and researchers working with uncertain or unpredictable data, enabling them to make informed decisions and develop robust systems. Prerequisite: EEE-500.

EEE-525: Advanced Digital Communication Systems — 4 credits

This course covers the design and optimization of digital communication systems tailored to ensure uninterrupted data transmission. Emphasis is placed on error correction, multiple access techniques, and advanced modulation schemes. Additional topics covered include data integrity, noise mitigation, and the implementation of efficient coding schemes. Prerequisite: CYB-505, EEE-520.

EEE-530: Wireless Communication Technologies — 4 credits

The objective of this course is to analyze current and emerging wireless technologies, developing expertise in designing and optimizing wireless systems. The course focuses on wireless network architectures, signal propagation, and spectrum management. Students develop skills to troubleshoot issues, optimize signal quality, and ensure connectivity. Prerequisite: CYB-505, EEE-500.

EEE-535: Electric Drive Systems — 4 credits

This course provides students with a strong foundation in core industrial areas. Students will learn the main components of electric drive systems, including mechanical loads, motors, power electronics, converters, and gears and belts. The course offers in-depth coverage of speed control and braking techniques of electric drives. The course also demonstrates dynamics of electric drives.

EEE-540: Electric and Hybrid Electric Vehicles — 4 credits

This course analyzes the technologies powering electric vehicles. Topics covered include battery technologies, electric drives, charging infrastructure, and energy management systems. Students learn to manage the flow of energy within electric vehicles to enhance efficiency, control, and overall sustainability. Prerequisite: CYB-505.

EEE-545: Smart Grids — 4 credits

This course focuses on the future of energy distribution through smart grid technologies. Topics include grid modernization, energy management systems, and grid stability enhancement. Students become well versed in advanced technologies that enable real-time monitoring, control, and optimization of energy flow. Prerequisite: CYB-505.

Electrical Engineering Technology (EET)

EET-202[◆]: Applied Circuits I — 3 credits

This course introduces students to the fundamentals of electric circuits. Students will learn methods for analyzing DC networks under different loading conditions. Topics include Kirchoff's voltage and current laws, node analysis, mesh analysis, impedance, series and parallel load combinations, transient analysis, operational amplifiers (op-amps), and Simulation Program with Integrated Circuit Emphasis (SPICE) modeling. Students also develop skills in PCB fabrication and soldering. Prerequisites: PHY-111 and PHY-111L or PHY-121 and PHY-121L. Co-Requisite: EET-202L.

EET-202L[◆]: Applied Circuits I Lab — 1 credits

This laboratory-based course reinforces the analysis of DC networks by providing additional hands on experience in breadboarding, modeling, and measuring inputs and outputs for a given circuit. Prerequisites: PHY-111 and PHY-111L or PHY-121 and PHY-121L. Co-Requisite: EET-202.

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EET-302◆: Applied Circuits II & Lab 4 credits

This course builds on the topics of EET-202 and introduces more advanced circuit analysis concepts. Topics include complex impedance, AC steady-state response, resonance, passive and active filters, Bode plots, and magnetic circuits. Students practice circuit design and verification in MATLAB. Prerequisites: PHY-111 and PHY-111L or PHY-121 and PHY-121L.

EET-320◆: Digital Electronics and Integrated Circuits & Lab 4 credits

This course teaches students about digital electronics and semiconductor-based devices. Topics include diodes, bipolar and field-effect transistors, logic gates, combinational and sequential logic, amplifier circuits, and microcontrollers. Prerequisite: EET-302.

EET-325◆: Embedded Systems 4 credits

This course covers topics in electrical and mechanical instrumentation and data acquisition. Topics include gauges and transducers, calibration, signal noise and conditioning, computerized data acquisition (DAQ) systems, results documentation, and statistical analysis of data. Prerequisite: PHY-111, PHY-111L, PHY-112, PHY-112L, EET-202.

EET-330◆: Communication Networks & Lab 4 credits

This course covers topics in communications and networking. Students will study methods for analyzing continuous and discrete signals, sampling, noise, and data transmission protocols. Lab activities may include wireless networking, modulating radio signals, and system modeling in MATLAB. Prerequisite: EET-302.

EET-425◆: Industrial Automation 2 credits

This course introduces students to topics in industrial automation such as the electrical systems that power and control modern robotics, the programming logic that directs their behavior, design and implementation challenges, automated metrology, safety protocols, and environmental considerations. Systems of focus may include electrical power generation, automotive manufacturing, and circuit board manufacturing and assembly, and silicon wafer handling. Prerequisite: ETG-415. Co-Requisite: ETG-410.

EET-430◆: Electrical Troubleshooting and Maintenance & Lab 4 credits

This course teaches preventative maintenance and fault isolation. Students learn about common failure modes and ways to increase system reliability. Topics include safety, test equipment, troubleshooting methodology, interpreting schematics, power distribution, common control circuits, and motor maintenance. Prerequisite: EET-302.

Instructional Design (EID)

EID-500: Introduction to Instructional Design 3 credits

This course introduces the field of instructional design, its history, research-based structures, and practical strategies. Future instructional designers prepare to become professionals who use an empathetic process to determine learner needs and advocate for a systematic approach to determine and meet organizational needs. Students explore the instructional design life cycle through the ADDIE model to design learning experiences that demonstrate proper instructional alignment.

EID-505: Multimedia for Learning 3 credits

This course provides hands-on work with multimedia tools, informed by multimedia learning principles. Through the process of developing various eLearning artifacts, students investigate industry standards and research emerging instructional design technologies. Additionally, ethical considerations for the use of artificial intelligence (AI) in instructional design and strategies for troubleshooting common technical issues are explored. Prerequisite: EID-500.

EID-510: Systematic Design of Instruction 3 credits

This course covers the theoretical underpinnings of instructional design. Students explore several instructional design models, as well as strategies for managing instructional design and development projects. Students use various systematic processes to design learning solutions and present justifications for the design decisions they make. Current and emerging technologies are explored and applied as appropriate to instructional design solutions. Prerequisite: EID-505.

EID-515: Learning Experience Design and Development 3 credits

Designing effective instruction requires an emphasis on learner needs and outcomes. This course focuses on designing and developing essential deliverables for the desired outcomes and performance environment within an appropriate timeline. Students leverage multiple mediums, including artificial intelligence (AI) technologies, when designing instructional solutions to personalize learning and enhance user engagement. Students practice designing assessments that measure skill transfer in authentic situations. Prerequisite: EID-505.

EID-520: Research and Evaluation for Systems and Experiences 3 credits

In this course, students develop skills in gathering, analyzing, and synthesizing a variety of evidence to lay the groundwork for evaluating the effectiveness of instructional solutions and learning experiences. Students plan the effective implementation of an instructional solution to enhance learner performance and achieve organizational goals. Prerequisites: TCH-539 and EID-505.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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EID-525: Organizational Performance and Workplace Learning **3 credits**

Organizations have specific learning needs that must be focused on organizational goals. This course explores the latest eLearning skills and strategies instructional designers can use to promote skill development for positive organizational impact. Additionally, students explore how to communicate effectively when managing a collaborative team, manage risk, and prevent project disruptions. Prerequisite: EID-505.

EID-590: Instructional Design Capstone **3 credits**

This course is a culmination of all instructional design knowledge and skills students have developed throughout the instructional design program. Students are challenged to demonstrate their ability to be professional instructional designers. Students also develop a professional portfolio to show their preparation to work in the instructional design field. Prerequisites: EID-500, EID-505, EID-510, EID-515, EID-520, and EID-525.

Elementary Education (ELM)

ELM-200ǂ◆: Child and Early Adolescent Development and Psychology **4 credits**

Teacher candidates survey how children and early adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to development of children and young adolescents allows teacher candidates to build foundational knowledge for constructing learning opportunities that support individual student's development, acquisition of knowledge, and motivation. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-200HNǂ◆: Child and Early Adolescent Development and Psychology **4 credits**

Teacher candidates survey how children and early adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to development of children and young adolescents allows teacher candidates to build foundational knowledge for constructing learning opportunities that support individual student's development, acquisition of knowledge, and motivation. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-201ǂ◆: Child and Early Adolescent Development and Psychology **4 credits**

Teacher candidates survey how children and early adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. Teacher candidates explore the implications of growth and development for designing and implementing appropriate and challenging learning experiences. This survey of the theories and research related to how children and young adolescents grow and learn allows teacher candidates to build foundational knowledge for constructing learning experiences that take into consideration students' developmental levels, prior experiences, interests, and culture. Upon completion of this course, teacher candidates will have reflected on personal values and biases and established professional learning goals that reflect codes of ethics, professional standards practices, and relevant laws and policies related to the field of education. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-210: Instructional Planning and Assessments for Elementary Teacher Candidates **4 credits**

Teacher candidates build foundational knowledge on planning instruction and formal and informal assessment strategies. Teacher candidates will examine instructional planning based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community. Formal and informal assessment strategies for planning, evaluating, and strengthening instruction for elementary students are also examined. Practicum/field experience hours: 5. Fingerprint clearance required.

ELM-211: Instructional Planning and Assessments for Elementary Teachers **4 credits**

Teacher candidates build foundational knowledge on learning theories to identify and design culturally responsive lessons and a variety of assessments that effectively engage and assess diverse learners. Teacher candidates will apply the major concepts, principles, theories, and research related to the cognitive, linguistic, social, emotional, and physical development of children and young adolescents to design and modify instruction and a variety of assessments. Focus is placed on strategies that support learners in self-reflection, goal setting, and identifying quality work. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-250Δǂ: Creating and Managing Engaging Learning Environments **4 credits**

In this writing intensive course, teacher candidates examine how to create environments that support individual and collaborative learning, and encourage students' positive social interaction, active engagement in learning, and self-motivation. Teacher candidates build foundational knowledge regarding the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children. Practicum/field experience hours: 5. Fingerprint clearance required.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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ELM-250HN[Δ♯]: Creating and Managing Engaging Learning Environments **4 credits**

In this writing intensive course, teacher candidates examine how to create environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. Teacher candidates build foundational knowledge regarding the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children. Practicum/field experience hours: 5. Fingerprint clearance required.

ELM-251[Δ♯]: Creating and Managing Equitable and Engaging Learning Environments **4 credits**

In this writing intensive course, teacher candidates examine how to establish and maintain inclusive and collaborative learning environments that promote positive and safe relationships, active engagement, high expectations, and equity for all students. Teacher candidates focus on expanding students' ability to collaborate and communicate through multiple modes and forms of communication. Practicum/field experience hours: 20. Fingerprint clearance required.

ELM-315: Foundational Literacy Skills: Phonics and the Science of Reading **4 credits**

Teacher candidates examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Teacher candidates build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. The science surrounding reading instruction is explored and put into practice with this foundational knowledge. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ELM-210 or ECS-125.

ELM-316: Foundational Literacy Skills: Phonics and the Science of Reading **4 credits**

Teacher candidates examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Teacher candidates build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. Collaboration with all stakeholders when designing literacy instruction to meet the needs of specific learners is examined. The science surrounding reading instruction is explored and put into practice with this foundational knowledge. Additionally, teacher candidates use a variety of data to reflect on teaching practices, inform instruction, and improve student learning. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: ELM-211 or MMS-211.

ELM-351: Methods and Strategies for Integrating Social Studies and the Arts **4 credits**

Teacher candidates will examine a variety of instructional strategies to encourage students to develop deep understanding of the major concepts and modes of inquiry from the integrated study of social studies and other related areas. Teacher candidates will build foundational knowledge on promoting elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Teacher candidates will integrate the content, functions and achievements of the performing and visual arts as primary media for communication, inquiry and engagement among elementary students. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-210.

ELM-361: Instructional Methods and Strategies for Integrating Science and Health **4 credits**

Teacher candidates will examine fundamental concepts of physical, life, earth and space sciences, and health education. Teacher candidates will build foundational knowledge on a variety of age-appropriate inquiry-based instructional strategies to teach science, to build student understanding of personal and social applications, to convey the nature of science, and student development for the practice of skills that contribute to good health. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-210.

ELM-451: Three-Dimensional Teaching in STEM Classrooms **4 credits**

In this course, teacher candidates will examine the fundamentals of three-dimensional teaching and learning and how to integrate these concepts into the planning and implementation of curricula that motivate students to innovate and nurture their creativity. Teacher candidates evaluate the elements of three-dimensional learning: practices, crosscutting concepts, and disciplinary core ideas. Focus is placed on creating instruction with appropriate scaffolding that encourages students to fully engage in STEM activities. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-455: Instructional Methods and Strategies for Integrating Science and Health **4 credits**

Teacher candidates will build an evidence-based foundation for teaching science standards including research on the ways students learn science effectively through creating real-world connections that motivate students, promote cross-curricular skills and inquiry, and extend learning locally and globally. Teacher candidates will examine and implement inquiry-based instructional strategies for teaching science lessons about physical science, earth and space science, life science, and health that integrate the science standards and practices. Emphasis is placed on collaboration and digital literacy to promote learner development, achievement, and well-being. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: ELM-211.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ELM-457: Instructional Methods for STEM 4 credits

Teacher candidates will learn how to utilize instructional methods for science, technology, engineering, and math to actively engage students with challenges that are real-world and relevant. In this course, teacher candidates will explore how students learn by utilizing authentic problem-solving and participating in projects, with an emphasis on STEM education. Focus is placed on providing alternative ways for students to demonstrate learning along with feedback that builds students' growth mindset, including reflecting on their own learning using technology. Practicum/field experience hours: 20. Fingerprint clearance required.

ELM-461: Instructional Methods for Science and Engineering 4 credits

Teacher candidates will learn how to utilize instructional methods for science and engineering to actively engage students with challenges that are real-world and relevant. In this course, teacher candidates will explore how students learn utilizing authentic problems and participating in projects, with an emphasis on STEM education. Practicum/field experience hours: 10. Fingerprint clearance required.

ELM-462ǂ: Interdisciplinary Teaching and Learning in STEM 4 credits

Teacher candidates will explore the importance and methodologies for developing innovative science, technology, engineering, and mathematics (STEM) curricula that integrates all academic areas in a relevant and cohesive manner. In this course, teacher candidates will examine the various aspects of STEM that can be integrated across content areas and disciplines. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-463: STEM Tools in the Modern Classroom 4 credits

Teacher candidates, particularly those who intend to teach courses focused on science, technology, engineering, and mathematics (STEM), need to be equipped with technological skills in order to meet the demands and expectations of the changing educational environment. In this course, teacher candidates will research current and emerging technologies, examine their use in enhancing teaching and learning, and explore approaches to equip students with the necessary knowledge and skills to utilize them appropriately. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-464: Three Dimensional Teaching in STEM Classrooms 4 credits

In this course, teacher candidates will examine the fundamentals of three dimensional teaching and learning and how to integrate these concepts into the planning and implementation of curricula. Teacher candidates evaluate the elements of three-dimensional learning: practices, crosscutting concepts, and disciplinary core ideas. Practicum/field experience hours: 5. Fingerprint clearance required.

ELM-465: Methods and Strategies for Teaching Mathematics 4 credits

Teacher candidates examine a variety of instructional strategies to encourage students to develop a conceptual understanding of the mathematics standards and procedures that define elementary and middle school mathematics including: number sense, place value, basic operations, fractions and decimals, algebra concepts, measurement, and proportions. From this foundational knowledge, candidates select, adapt, and implement research-based methods, instructional strategies, and interventions to purposefully engage learners in using creative and critical-thinking skills and to ensure all students have an equitable learning experience in mathematics. Teacher candidates explore collaboration to promote a mathematical mindset that establishes a positive and supportive learning environment and nurtures learner growth and development. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ELM-211.

ELM-466: Project-Based Learning and Design Thinking in STEM Education 4 credits

Teacher candidates will explore project-based learning and design thinking within a STEM classroom. Focus will be placed on managing a project-based learning environment, facilitating student-led instruction, and fostering a classroom culture where students take ownership of their learning goals and outcomes in both independent and group settings. In this course, teacher candidates will develop cross-disciplinary, developmentally appropriate STEM instruction that promotes inquiry using technology. Additionally, advocacy for equitable access to education technology, digital content, and learning opportunities will be addressed. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-470: Methods and Strategies for Teaching Mathematics 4 credits

Teacher candidates examine a variety of instructional strategies to encourage students to develop a deep understanding of the major concepts and procedures that define number and operations, algebra, geometry, measurement and data, and probability. From this foundational knowledge, candidates select, adapt and use research-based methods, instructional strategies, and interventions to advance the mathematical abilities of students and have them apply their knowledge and abilities in meaningful ways. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-210.

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ELM-475: Methods and Strategies for Teaching English Language Arts **4 credits**

Teacher candidates will build foundational knowledge on how to use concepts from reading, language, and child development to teach and assess reading, writing, speaking, viewing, listening, and thinking skills using differentiated and standards-based instruction. From this foundational knowledge, teacher candidates will create opportunities for students to practice academic language and literacy across subject areas. Teacher candidates select, adapt, and implement research-based methods, instructional strategies, culturally responsive teaching, and inclusive practices to individualize meaningful and challenging learning for students, with an emphasis on literacy. Emphasis is placed on using a variety of data to monitor learner needs, reflect on student learning, and guide future instruction. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: ELM-316.

ELM-480[ƒ]: Methods and Strategies for Teaching English Language Arts **4 credits**

Teacher candidates will build foundational knowledge on how to use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Teacher candidates select, adapt and use research-based methods, instructional strategies, and interventions to individualize meaningful and challenging learning for students, with an emphasis on literacy. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisites: ELM-210 and (ELM-305 or ELM-315).

ELM-485: Methods and Strategies for Integrating Social Studies and the Arts **4 credits**

Teacher candidates will examine a variety of instructional strategies to encourage students to independently and collaboratively develop a deep understanding of the major concepts and modes of inquiry from the study of social studies. Teacher candidates will build foundational knowledge on promoting elementary students' abilities to critically analyze and make informed decisions that consider multiple perspectives as citizens of a culturally diverse local and global society. Teacher candidates will integrate the performing and visual arts as primary media for communication, creativity, and engagement among elementary students. Additionally, advocacy for students, families, schools, and the community to strengthen the learning environment, promote student success, and demonstrate leadership is explored. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: ELM-211.

ELM-490[Ω]: Student Teaching for Elementary Education Teacher Candidates **8 credits**

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP).Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ELM-490A: Student Teaching for Elementary Education: Session A **6 credits**

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Practicum/field experience hours: None. Fingerprint clearance required.

ELM-500: Child and Early Adolescent Development and Psychology **3 credits**

Teacher candidates survey how children and early adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to development of children and young adolescents will allow teacher candidates to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-515: Creating and Managing Equitable and Engaging Learning Environments **3 credits**

Teacher candidates examine how to create and manage safe environments that encourage and support individual and collaborative learning, positive social interaction, active engagement in learning, self-motivation, and high expectations for all learners. Teacher candidates build foundational knowledge regarding the importance of establishing and maintaining equitable and positive collaborative relationships with families, school colleagues, and agencies in the larger community to advocate for and promote the intellectual, social, emotional, physical growth, and well-being of children. Practicum/field experience hours: 15. Fingerprint clearance required.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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ELM-526: Literacy Intervention and Remediation 3 credits

Teacher candidates develop strategies for literacy intervention and remediation to foster and support student autonomy in the classroom. Teacher candidates build knowledge and skills to plan literacy supports in all content areas, promote self-directed learning, and empower students to take control and set goals for their own learning outcomes. Teacher candidates design and plan a learning environment that allows active participation from students in their own learning, collaborative goal setting with students and other stakeholders, self-assessment of progress, reflective thinking, questioning with intention, and purposeful feedback. Practicum/field experience hours: 8. Fingerprint clearance required. Prerequisite: ELM-545.

ELM-540: Foundational Literacy Skills 3 credits

Teacher candidates examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Teacher candidates build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: ELM-530 or ECS-501 or ELM-555.

ELM-545: Phonics and the Science of Reading 3 credits

Teacher candidates examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Teacher candidates build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. With this foundational knowledge, the science surrounding reading instruction is explored and put into practice. Practicum/field experience hours: 8. Fingerprint clearance required. Prerequisite: ECS-501 or ELM-555 or approved enrollment in the Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Elementary Education.

ELM-550: Methods & Strategies of Teaching & Integrating Social Studies & the Arts 3 credits

Teacher candidates examine a variety of instructional strategies to encourage learners to develop deep understanding of the major concepts and modes of inquiry from the integrated study of history, geography, the social sciences, and other related areas. Teacher candidates build foundational knowledge on promoting elementary students abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Teacher candidates integrate the content, functions, and achievements of the performing and visual arts as primary media for communication, inquiry, and engagement among elementary students. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ELM-555.

ELM-555: Instructional Planning and Assessment for Elementary Teacher Candidates 3 credits

Teacher candidates examine how instructional planning supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of students and the community context. Teacher candidates analyze and integrate multiple methods of assessment that support student engagement, monitor student progress, and guide decision-making. Assessment and instruction will support foundational knowledge regarding the importance of planning instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community, with focused attention on formative and summative assessments. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ELM-500.

ELM-560: Methods and Strategies of Teaching Mathematics 3 credits

Teacher candidates examine a variety of instructional strategies to encourage learners to develop conceptual understanding of the major concepts and procedures that define counting and cardinality, number and operations in base 10, fractions, algebra, geometry, measurement, ratios and proportional relationships, and probability and to build skills to apply mathematics in meaningful ways. Teacher candidates build foundational knowledge on engaging problem solving, mathematical modeling and discourse, and opportunities to identify patterns and structures that repeat to help students successfully apply their developing skills to different situations, content, and ideas. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ELM-555.

ELM-570: Methods and Strategies of Teaching and Integrating Science and Health 3 credits

Teacher candidates examine fundamental concepts of physical, life, earth/space sciences, and health education. Teacher candidates build foundational knowledge on a variety of age-appropriate inquiry-based instructional strategies to teach science, to build student understanding of personal and social applications, to convey the nature of science, and student development for the practice of skills that contribute to good health. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ELM-555.

ELM-580: Methods and Strategies of Teaching English Language Arts 3 credits

Teacher candidates examine a variety of instructional strategies to encourage learners to develop deep understanding of reading, writing, oral language, and their connections to build skills and apply knowledge in meaningful ways. Teacher candidates build foundational knowledge on how to use the concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, content, and ideas. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ELM-555.

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ELM-590[Ω]: Student Teaching for Elementary Teacher Candidates 8 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

ELM-593A: Student Teaching for Elementary Teacher Candidates: Session A 6 credits

Session A is one of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Practicum/field experience hours: None. Fingerprint clearance required.

Emergency Management (EMM)

EMM-301: Introduction to Homeland Security and Emergency Management 4 credits

This course provides an overview of the Department of Homeland Security and the national preparedness goal, including its mission areas and core capabilities. Students learn the key principles, participants, functions, structures, and challenges within the discipline with a focus on a systematic, community-based, all-hazard approach to emergency management. This course also includes concepts related to accreditation of emergency management programs and professional associations, credentials, and certifications.

EMM-306[Δ]: Protection and Security 4 credits

This writing-intensive course focuses on the mission area of protection, with an emphasis on the capabilities necessary to protect the country from acts of terrorism and manmade and natural disasters. Students integrate knowledge of risk and vulnerability assessment and operational structures, resources, and processes to develop comprehensive measures to secure the nation and its interests against varied threats. Prerequisite: EMM-301.

EMM-311: Hazard Mitigation Planning 4 credits

This course examines the processes and principles of mitigation planning for emergency management. Students examine the benefits of mitigation and the development and implementation of appropriate mitigation measures to reduce the impact of disasters on people and the environment. Prerequisite: EMM-301.

EMM-400: Terrorism Prevention 4 credits

This course explores the dimensions of domestic and international terrorism and focuses on the core capabilities necessary for preventing terrorist acts. Students examine the role of intelligence and information sharing, security measures, and methods of disruption used for impeding and/or responding terrorism. Prerequisite: EMM-301.

EMM-412: Emergency Response Operations and Techniques 4 credits

The knowledge and practice gained in this course provide the emergency manager with management and supervision skills and techniques critical to success in the emergency services environment. Focus is on practices necessary for saving lives, protecting the built and natural environment, and providing for the populace following a disaster. Prerequisite: EMM-301.

EMM-450: Disaster Recovery 4 credits

This course addresses disaster recovery and the core capabilities required to promote comprehensive recovery within communities impacted by disaster. Students examine issues related to restoring infrastructure, businesses and the economy, and human and environmental health. Prerequisite: EMM-301.

EMM-485[ΔΩ]: Emergency Management Capstone 4 credits

In this writing-intensive course, students demonstrate competence in emergency management through the development of an individual project. Students select an aspect of emergency management and complete a continuity of operations plan (COOP) using critical thinking to demonstrate knowledge of core capabilities and account for the complexities of dealing with emergencies and disasters. Prerequisites: EMM-306, EMM-311, EMM-400, EMM-412, EMM-450, and MGT-440.

EMM-600: Emergency Planning and Management 4 credits

This course is designed to teach students the planning and management processes and the issues involved in large-scale emergencies. The nature of natural and technological risk and emergency are explored via case studies. Public sector roles in contingency planning and response are also discussed and assessed.

EMM-605: Economics and Human Issues 4 credits

This course provides an overview of the strategic, political, economic, and human issues encountered in the management of disasters or major traumatic public events. This knowledge gives the emergency manager a realistic view of the issues to expect in a disaster, how to plan accordingly, and how to manage resources and people more effectively in emergency situations.

EMM-610: Law and Legal Issues 4 credits

This course analyzes the federal, state, and local legislation related to emergency management in various types of disasters. Guaranteed rights under the U.S. Constitution and the legal and ethical application of measures within the parameters of these rights in emergency situations are also discussed.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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EMM-641: Understanding Terrorism's Threat 4 credits

This course explores modern terrorism and terrorist behavior, including cyberterrorism, the role of the media, the private sector, and implications in a global society.

EMM-685: Leadership in Emergency Management Capstone 4 credits

This capstone course provides students the opportunity to synthesize their advanced knowledge and experiences in the field of emergency management through the development of a research or applied project focused on improving practice. Projects require students to demonstrate the critical thinking skills, professional acumen, and knowledge base that characterize successful leadership in the field. Prerequisites: EMM-600, EMM-605, and EMM-610.

English (ENG)

ENG-001: WritingArch 0 credits

WritingArch is a remote learning opportunity for incoming Grand Canyon University students to move ahead by practicing and preparing for the placement exam. This course gives students the opportunity to work with GCU English faculty for 4 weeks in an online environment to refresh their previous writing and grammar knowledge as well as meet fellow incoming GCU students. This is a great way to move on to ENG-105 in a stress-free environment!.

ENG-009: Writing Profiency Alias 0 credits

No description supplied.

ENG-105Δ◆: English Composition I 4 credits

This is a writing-intensive course in writing academic prose, including various types of essays, arguments, and constructions.

ENG-105B: English Composition I 4 credits

This is a writing-intensive course in writing academic prose, including various types of essays, arguments, and constructions.

ENG-106Δ◆: English Composition II 4 credits

This writing-intensive course explores various types of inquiry-based arguments using research. Prerequisite: ENG-105.

ENG-107◆: Introduction to Writing for the Sciences 4 credits

This course is an introduction to technical and scientific writing in fields such as engineering, biology, computer science, and other STEM disciplines, and provides students with a background in logic and communication. In accordance with the Council of Writing Program Administrators Outcomes Statement and the Elon Statement on Learning Transfer, this course provides practice with a variety of scientific genres of communication, including their expected writing styles and structures. This course supports students in the ability to transfer knowledge of writing across technical and scientific disciplines and adapt to new and different writing tasks throughout their careers in the sciences.

ENG-130◆: Introduction to Young Adult Literature 4 credits

This course delves into critical approaches to literature that are of interest to young adult readers. Themes such as identity, culture, ethnicity, race, values, gender, and censorship are among those explored through close readings and textual analysis of popular and historical fiction, nonfiction, graphic novels, and dystopian literature.

ENG-135Δ◆: Lifelong Learning Assessment 4 credits

This writing intensive course enables qualifying adult learners to translate their real-life learning experiences into credits that can be applied toward general education and elective course requirements. Students who pass this course earn four credits and can earn up to eight additional credits by writing full-length Lifelong Learning Assessment (LLA) papers that are assessed by LLA evaluators.

ENG-199: Writing Proficiency Independent Study 1 credits

No description supplied.

ENG-206HNΔ♯◆: The Power of Media: Social and Critical Approaches 4 credits

This writing intensive honors course continues the themes of knowledge, argument, and logic from previous honors courses. Students cover effective communication and making sound arguments based on logic and research. Parallel events from history are used as a vehicle to show how communication affects society. Prerequisite: Acceptance into the honors program.

ENG-240Δ♯◆: Writing for the 21st Century Workplace 4 credits

This writing intensive introductory course provides students with experience in typical workplace genres and written communication practices. Emphasizing the roles genres play in organizational communication, this course also provides students with practical, procedural knowledge that will help them adapt their writing to new contexts and audiences. Prerequisite: ENG-105.

ENG-240HNΔ♯◆: Writing for the 21st Century Workplace 4 credits

This writing intensive introductory course provides students with experience in typical workplace genres and written communication practices. Emphasizing the roles genres play in organizational communication, this course also provides students with practical, procedural knowledge that will help them adapt their writing to new contexts and audiences. Prerequisite: ENG-105.

ENG-245Δ◆: Introduction to Basic Grant Writing 4 credits

This course examines the processes, purposes, and practicalities of grant writing with an emphasis on communication between funding sources and grant seekers. Students learn about funding sponsors and their concerns, the parts of grant proposals, and techniques for successful grant research and writing. The course culminates in the students' completion of a grant proposal.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ENG-250◆: Analysis of World Literature 4 credits

This writing intensive course is a study of some diverse works in world literature. It introduces all advanced English course offerings. Students will also be introduced to methods of literary criticism and analysis. All students who plan to major in English should earn a 3.00 or above in this course before taking any upper division English courses. Prerequisites: ENG-105 and ENG-106.

ENG-355ǂ◆: Multicultural Literature 4 credits

This course explores multicultural texts from a variety of genres. Students in this course focus on awareness of diversity in culture and in written expressions by analyzing textual features and cultural/historical context. Prerequisite: ENG-105.

ENG-355HNǂ◆: Multicultural Literature 4 credits

This course explores multicultural texts from a variety of genres. Students in this course focus on awareness of diversity in culture and in written expressions by analyzing textual features and cultural/historical context. Prerequisite: ENG-105.

ENG-357◆: Foundational Texts of British Literature 4 credits

This course interprets and analyzes important texts of the British tradition from approximately A.D. 500 to 1800. Special attention is paid to the importance of cultural context, close textual analysis, and literary terms and concepts, especially concepts of poetic meter and rhyme. Prerequisite: ENG-105.

ENG-359◆: Transatlantic Literature 4 credits

This course explores the literatures and cultural exchange of America and Britain from the Romantic Era to the present day. Students develop an understanding of themes, genres, and literary techniques that inform present-day literary and communicative strategies. Prerequisite: ENG-105.

ENG-360◆: American Encounter Narratives 4 credits

This course explores the earliest American literatures to American Romanticism with an emphasis on narratives of cultural encounter. Students examine representative poetry and prose with attention to themes, rhetoric, and narrative form. Prerequisite: ENG-105.

ENG-361◆: The Art and Craft of Creative Writing 4 credits

In this course, students explore creative writing through an examination of craft and strategies, readings and discussion, writing across the major genres (poetry, fiction, and creative nonfiction), and the editorial process, which includes critiquing and revision. In addition, students consider the application of creative writing techniques to arenas in the professional writing world. Prerequisite: ENG-105.

ENG-365◆: Multi-Media Journalism in the 21st Century 4 credits

In this course, students learn to identify news, develop story ideas, conduct research on stories, write in a journalistic style, and report information in a variety of media. Prerequisite: PRW-301 or ENG-105.

ENG-381◆: Writing for Advertising and PR 4 credits

This course exposes students to the various types of writing tasks utilized by PR and advertising professionals. In addition to enabling students to write with clarity and skill for various media and contexts, this course encourages students to use strategy, creativity, and critical thinking in composing advertising and public relations material. Prerequisite: ENG-105.

ENG-424Δ◆: Literary Movement 4 credits

This writing-intensive course surveys the major works and figures of a literary movement, including examining that movement's historical and cultural contexts.

ENG-425◆: Major Author 4 credits

This course focuses upon the study of the works of a major author, with emphasis on the author's seminal works and with suitable reference to the author's biography and other works of merit.

ENG-450ǂ◆: Shakespeare 4 credits

This course is a study of Shakespeare's major plays and his development as a dramatist, including some consideration of Shakespeare's cross-cultural reception.

ENG-450HNǂ◆: Shakespeare 4 credits

This course is a study of Shakespeare's major plays and his development as a dramatist, including some consideration of Shakespeare's cross-cultural reception.

ENG-451ǂ◆: Shakespeare and the History of Drama 4 credits

This course explores the history of the dramatic medium through the lens of plays from Ancient Greece to 20th-century Europe, concentrating primarily on the plays and cultural context of William Shakespeare. Prerequisite: ENG-105.

ENG-451HNǂ◆: Shakespeare and the History of Drama 4 credits

This course explores the history of the dramatic medium through the lens of plays from Ancient Greece to 20th-century Europe, concentrating primarily on the plays and cultural context of William Shakespeare. Prerequisite: ENG-105.

ENG-456ΔǂΩ◆: Communicating Scientific Ideas to Popular Audiences 4 credits

This writing intensive course prepares students to interpret scientific ideas for lay audiences. Drawing from best practices of writers from popular sources such as magazines, news articles, blogs, and other forms of popular writing designed for wide consumption, students learn to convey scientific ideas through various genres for various purposes and audiences. Prerequisite: ENG-105.

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ENG-456HN[Δ♯◆]: Communicating Scientific Ideas to Popular Audiences **4 credits**

This writing intensive course prepares students to interpret scientific ideas for lay audiences. Drawing from best practices of writers from popular sources such as magazines, news articles, blogs, and other forms of popular writing designed for wide consumption, students learn to convey scientific ideas through various genres for various purposes and audiences. Prerequisite: ENG-105.

ENG-460[♯◆]: The Novel **4 credits**

This writing intensive course is a study in the development of the novel focusing primarily on the reading and discussion of 19th and 20th century British and American works. Prerequisites: ENG-105 and ENG-106.

ENG-460HN[♯◆]: The Novel **4 credits**

This course is a study in the development of the novel focusing primarily on the reading and discussion of 19th and 20th century British and American works. Prerequisites: ENG-105 and ENG-106.

ENG-466[Δ◆]: Technical Writing **4 credits**

This writing-intensive course provides an overview of technical writing and focuses on the production of informative practical texts such as instructions, manuals, and process descriptions. Prerequisite: ENG-105.

ENG-470: Methods for Teaching Writing, Grammar & Linguistics for Secondary Education **4 credits**

This course is designed to help prospective teachers develop the knowledge and skills needed to teach writing, grammar, and linguistics at the middle and secondary levels. Emphasis is given to teaching methodologies that encourage effective implementation of writing, grammar, and linguistics instruction in middle and secondary English classrooms. Course content is strategically planned to enable students to make informed, context-based decisions about writing and language instruction. Practicum/field experience hours: 15. Fingerprint clearance required.

ENG-472: Methods for Teaching Literature for Secondary Education **4 credits**

This course is designed to help prospective teachers develop the knowledge and skills needed to teach literature and other texts at the middle and secondary levels. Emphasis is given to teaching methodologies that encourage effective implementation of reading instruction in middle and secondary English classrooms. Course content is strategically planned to enable students to make informed, context-based decisions about instruction of literature and other texts. Practicum/field experience hours: 15. Fingerprint clearance required.

ENG-477[Ω]: Professional Writing Capstone **4 credits**

This course critically surveys the broad competencies and understandings covered in the major, critically analyzes ethical issues in the writing professions, considers intersections between worldviews (particularly Christian worldviews) and the rhetorical and communications professions, and facilitates the creation of student portfolios of material and résumés/curriculum vitae. This capstone course needs to be completed at the end of program. Prerequisites: PRW-381, ENG-365, and PRW-466.

ENG-503: Writing Theory: An Applied Approach to Rhetoric and Composition **4 credits**

This course provides historical, theoretical, and practical knowledge in rhetoric and writing. By studying classical and modern theories of rhetoric, contemporary theories of writing, and relationships between the two, students develop an understanding of key ways to think about writing today. To that end, this course emphasizes praxis: the relationship between practical and theoretical ways of knowing in the discipline. This course also offers an opportunity to practice rhetorical analysis, which is an important skill that will help students become effective, dynamic writers in their professions of choice.

ENG-505: Critical Practices for Teaching Literature **4 credits**

This course focuses on techniques and theoretical approaches foundational to teaching literary texts. Techniques include close reading, passage analysis, and mastering critical nomenclature. Critical theories pertinent to contemporary scholarship are explored.

ENG-506: Social and Technological Contexts of Writing **4 credits**

This course covers theoretical and practical scholarship about the social and technological dimensions of writing practices. At its core, this course explores writing as a situated social and technological act. To that end, students explore important theories of writing and technology that have impacted the discipline. This course demonstrates the relationship between theory and practice by considering how disparate peoples may think about the strategies and agendas embodied in various technologies and the artifacts that they produce. Electronic media are considered, as well as the artifacts individuals and organizations produce with them, such as Internet memes and viral videos. Students apply theories discussed in this course to analyze the sociotechnological contexts that give rise to artifacts from their professions.

ENG-507: Grant Writing **4 credits**

This course examines the process, purpose, and practicalities of grant writing with emphasis on the electronic nature of current communication between funding foundations and grant seekers. Students will learn about funders and their concerns, the parts of grant proposals, and techniques for successful grant research and writing. The course will culminate in the student's completion of a grant proposal.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ENG-508: Multimedia Writing: Creating a Campaign for Social Media 4 credits

This course introduces learners to writing in various electronic modalities, with the aim of creating a campaign for social media. Informed by current theories of rhetoric and technology, learners create an original social media campaign and design appropriate supporting artifacts, including tweets, status updates, or other language for sharing via social media; supporting video and audio content; infographics; Web pages; and pictures, logos, or other supporting graphics.

ENG-509: Applied Theories of Rhetoric and Organizational Communication 4 credits

This course investigates organizational communication practices and how they are informed by contemporary rhetorical theories of ethics, identity, and work. Learners analyze the roles of ethics, constructions of power, difference, and persuasion both within and across organizations, as well as in communication practices that address the ways in which organizations present themselves to the public.

ENG-510: Literature Pedagogy 4 credits

This course covers advanced approaches to analyzing and teaching literature and provides learners with additional tools for reading and writing about literature using a master text.

ENG-580: Graduate Seminar in English Education 4 credits

This culminating course provides learners with an opportunity to revise, gather, and synthesize their graduate work into a professional portfolio and showcase their research and writing skills in a thesis.

Engineering Management (ENM)

ENM-510: Lean Manufacturing I 4 credits

This is an introductory course that provides an in-depth exploration of lean manufacturing principles, methodologies, and practices. Students are introduced to the foundational concepts and tools of lean. The course is designed for Master's level students and professionals seeking to enhance their understanding and implementation of lean principles to improve efficiency, reduce waste, and enhance value in manufacturing processes.

Entrepreneurship (ENT)

ENT-320◆: Public Relations and Networking Skills 4 credits

This course is designed to build effective communication and networking skills so that students can leverage contacts and relationships to create business opportunities. The importance of building a professional and trustworthy business reputation is also addressed. Prerequisite: ENT-436 or ESG-210.

ENT-420◆: New Venture Financing 4 credits

This course examines the growth of the venture capital market and provides students with an understanding of the advantages and risks associated with venture capital financing. Both start-up and growth needs are explored. The course focuses on the more practical aspects of structuring transactions that add value for the firm, owners, and financial backers. Prerequisite: ENT-446.

ENT-435♯: Intrapreneurship and Innovation 4 credits

This course examines the importance of creating innovative work environments in small-, medium-, and large-scale organizations in order to ensure the long-term competitiveness of the firm. Innovation is explored from the perspectives of product development, internal process improvements, and strategic shifts. Students have the opportunity to participate in an experiential innovation project. Also AMP-435.

ENT-435HN♯: Intrapreneurship and Innovation 4 credits

This course examines the importance of creating innovative work environments in small-, medium-, and large-scale organizations in order to ensure the long-term competitiveness of the firm. Innovation is explored from the perspectives of product development, internal process improvements, and strategic shifts. Students have the opportunity to participate in an experiential innovation project. Also AMP-435.

ENT-436Δ♯: Entrepreneurship and Innovation 4 credits

This writing-intensive course teaches students to develop innovative solutions to real-world problems, developing and testing hypotheses as they learn to create a new product or service.

ENT-436HNΔ♯: Entrepreneurship and Innovation 4 credits

This writing-intensive course teaches students to develop innovative solutions to real-world problems, developing and testing hypotheses as they learn to create a new product or service.

ENT-446: Business Execution 4 credits

In this course, students test hypotheses or develop new hypotheses, cycling through a series of tests to develop a scalable business model, culminating in the development of a pitch for potential investors. Prerequisite: ENT-436 or STG-110 or ESG-210.

ENT-495: Research for Angel Investors 1 credits

Students will engage on a weekly basis with Entrepreneurs building scalable companies that are in the early stage of a capital raise. These are companies from across the country that have some technological component to their service or product and are presenting to the Angel Investor community to raise between $250k and $5 million. Students will investigate these companies side by side with our Investor members and learn how investment decisions are made. Student leadership in the research of each company is a critical insight to our members.

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ENT-496A[Ω]: Entrepreneurial Studies Capstone Project I **1 credits**

This course serves as the capstone experience in entrepreneurial studies which includes the gradual development of a strategic business model canvas to further evaluate business opportunities. Business students will begin their collaboration with engineering and technology students to establish market viability and explore product market fit. Prerequisite: ENT-436 or ESG-210.

ENT-496B[Ω]: Entrepreneurial Studies Capstone Project II **1 credits**

This course serves as the capstone experience in entrepreneurial studies which includes the gradual development of a strategic business model canvas to further evaluate business opportunities. Business students will complete their collaboration with engineering and technology students to establish market viability and explore product market fit. Prerequisites: ENT-496A, and ENT-436 or ESG-210.

Environmental Science (ENV)

ENV-220[♯]: Essentials of Environmental Science **4 credits**

This course is an exploration into the science that directly affects us all on a daily basis, and that will likely increase in its significance to us with time. Students will gain an awareness of the importance of Earth's systems in sustaining our daily lives, plus the scientific foundation and tools needed to apply critical thought to contemporary environmental issues.

ENV-300[♯◆]: Environmental and Human Health Risk Assessment **4 credits**

This course introduces students to the concepts, data sources, and methodologies used in the field of human risk assessment, including environmental hazard identification, dose-response assessment, exposure assessment, risk characterization, and risk communication. Prerequisite: ENV-220 or BIO-220.

ENV-300HN[♯◆]: Environmental and Human Health Risk Assessment **4 credits**

This course introduces students to the concepts, data sources, and methodologies used in the field of human risk assessment, including environmental hazard identification, dose-response assessment, exposure assessment, risk characterization, and risk communication. Prerequisite: ENV-220 or BIO-220.

ENV-301[◆]: Environmental Law **4 credits**

This course will introduce students to the fundamentals of environmental protection laws in the United States, including environmental law in the areas of case law, common law and administrative law. Topics include air and water quality, toxic and hazardous substances, endangered species and wetlands, and coastal management issues. Prerequisite: ENV-300.

ENV-303[◆]: Environmental Geology **4 credits**

A study of the interaction between people and the geologic environment. Emphasis will be placed on catastrophic geologic processes, earth resources, pollution, and regional planning. Principles of Geographic Information System (GIS) will also be included. Prerequisite: ENV-220 or BIO-220.

ENV-305[◆]: Environmental Management and Sustainability **4 credits**

This course will introduce students to environmental management practices and sustainability practices. Prerequisite: ENV-220 or BIO-220.

ENV-402[♯◆]: Chemical Investigation and Remediation Strategies **3 credits**

This course introduces students to various strategies that exist for remediating contaminated environmental samples, including air, water, and land. The following will also be discussed -- methods of site analysis, toxicology of chemical contamination, use of chemical fingerprinting, determination of exposure methods and exposure routes, analysis of epidemiological data, general methods for remediation of toxic and hazardous wastes, and use of both technical and moral considerations in decision making. Prerequisites: BIO-181, BIO-181L, CHM-315, CHM-315L, ENV-300 and one of the following combinations: 1) CHM-231, CHM-231L, or 2) CHM-235, CHM-235L). Co-Requisite: ENV-402L.

ENV-402HN[♯◆]: Chemical Investigation and Remediation Strategies **3 credits**

This course introduces students to various strategies that exist for remediating contaminated environmental samples, including air, water, and land. The following will also be discussed -- methods of site analysis, toxicology of chemical contamination, use of chemical fingerprinting, determination of exposure methods and exposure routes, analysis of epidemiological data, general methods for remediation of toxic and hazardous wastes, and use of both technical and moral considerations in decision making. Prerequisites: BIO-181, BIO-181L, CHM-315, CHM-315L, ENV-300 and one of the following combinations: 1) CHM-231, CHM-231L, or 2) CHM-235, CHM-235L). Co-Requisite: ENV-402L.

ENV-402L[♯◆]: Chemical Investigation and Remediation Strategies Lab **1 credits**

This course introduces students to various strategies that exist for remediating contaminated environmental samples, including air, water, and land. The following will also be discussed -- methods of site analysis, toxicology of chemical contamination, use of chemical fingerprinting, determination of exposure methods and exposure routes, analysis of epidemiological data, general methods for remediation of toxic and hazardous wastes, and use of both technical and moral considerations in decision making. Prerequisites: BIO-181, BIO-181L, CHM-315, CHM-315L, ENV-300 and one of the following combinations: 1) CHM-231, CHM-231L, or 2) CHM-235, CHM-235L). Co-Requisite: ENV-402.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ENV-402LHN♯◆: Chemical Investigation and Remediation Strategies Lab **1 credits**

This course introduces students to various strategies that exist for remediating contaminated environmental samples, including air, water, and land. The following will also be discussed -- methods of site analysis, toxicology of chemical contamination, use of chemical fingerprinting, determination of exposure methods and exposure routes, analysis of epidemiological data, general methods for remediation of toxic and hazardous wastes, and use of both technical and moral considerations in decision making. Prerequisites: BIO-181, BIO-181L, CHM-315, CHM-315L, ENV-300 and one of the following combinations: 1) CHM-231, CHM-231L, or 2) CHM-235, CHM-235L). Co-Requisite: ENV-402.

Elementary - Special Education (ESD)

ESD-501: Foundations in Elementary and Special Education Graduate Studies **3 credits**

Teacher candidates survey the philosophical, historical, and sociological influences upon which educational theories and practices are constructed, and explore a variety of the common issues, trends, and opportunities that professional educators face in the field. Teacher candidates prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students, including graduate level writing and research. Practicum/field experience hours: None. Fingerprint clearance not required.

ESD-510: Inclusive Classroom Management Essentials and Behavioral Collaboration **3 credits**

In this course, teacher candidates will learn the foundations of creating safe, productive, and inclusive classroom environments. They will explore strategies for fostering motivation and engagement, tailored for both general and special education settings. Candidates will learn to analyze data from a variety of sources to determine the purpose of interfering behaviors and determine behavior management and adaptive strategies to address the behaviors. Additionally, they will dive into functional behavior assessments and behavior intervention plans, preparing them to effectively support all learners. Prerequisite: MMS-508.

ESD-520: Instructional Planning and Assessment in an Inclusive Classroom **3 credits**

This course equips teacher candidates with essential skills for planning instruction and assessments in inclusive classrooms. Candidates will distinguish between differentiation, modifications, accommodations, and specially designed instruction (SDI) to support diverse student learning. Through exploration of instructional strategies and technology integration, candidates will enhance students' motivation for learning and active engagement. They will practice evaluating student progress with both formal and informal assessments. The course emphasizes understanding and applying information from students' IEPs, ensuring instructional strategies meet each student's needs. Candidates will also look at strategies for collaborating with other educators to refine instructional practices and support inclusive learning environments. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MMS-508.

ESD-530: Instructional Planning and Assessment in the Inclusive Classroom **3 credits**

Teacher candidates build foundational knowledge of planning instruction and assessment strategies designed to meet the needs of all students in an inclusive setting. Teacher candidates examine instructional planning based on the curriculum, knowledge of students, assessment data, learning theory, use of technology, and connections across the community. Formal and informal assessment strategies for planning, evaluating, and strengthening instruction for K-12 students are also examined. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisites: ESD-501 and SPD-521.

ESD-540: Assessment, Eligibility, and Transition Planning **3 credits**

Teacher candidates examine the process of assessment and eligibility in the inclusive classroom, along with the stakeholders involved. Teacher candidates build foundational knowledge of interventions such as RTI, MTSS, and the eligibility requirements for the disability categories identified by IDEA. This course reviews diagnostic assessments and how to incorporate the data for planning effective special education programs. Teacher candidates also develop knowledge and skills related to planning transitions for students with disabilities after high school, including legal requirements. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: ESD-530.

ESD-550: Classroom Guidance, Management, and Behavior **3 credits**

Teacher candidates examine how to create safe, inclusive, culturally responsive and engaging learning environments so that all students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Teacher candidates focus on classroom procedures, physical classroom space, positive behavior interventions and supports, functional behavior assessments, adaptive behaviors, behavior improvement plans, and collaboration with colleagues. Practicum/field experience hours: 8. Fingerprint clearance required. Prerequisite: ESD-530.

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ESD-565: Methods for Teaching Science and Health in the Inclusive Classroom **3 credits**

Teacher candidates examine fundamental concepts of physical, life, earth/space sciences, and health education. Teacher candidates build knowledge on a variety of age-appropriate inquiry-based instructional strategies to teach science, to build student understanding of personal and social applications, and to convey the nature of science for the practice of skills that contribute to good health. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ESD-530.

ESD-566: Methods for Teaching Science and Health in an Inclusive Classroom **3 credits**

In this course, teacher candidates explore teaching fundamental science and health concepts within an inclusive classroom setting. They will analyze diverse factors influencing student learning and motivation while incorporating resources, media, and technology to enhance learning outcomes. The course emphasizes how to create developmentally appropriate and meaningful learning experiences tailored to the individual needs, strengths, and interests of students with and without exceptionalities. Additionally, candidates will explore innovative teaching methods and differentiated instruction to provide explicit, systematic instruction that allows learners multiple opportunities to demonstrate knowledge and skills. Prerequisite: ESD-520.

ESD-585: Methods for Teaching Social Studies and the Arts in the Inclusive Classroom **3 credits**

Teacher candidates examine a variety of instructional strategies to encourage learners to develop deep understanding of the major concepts and modes of inquiry from the integrated study of history, geography, the social sciences, and other related areas. Teacher candidates build foundational knowledge on promoting students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Teacher candidates integrate the content, functions, and achievements of the performing and visual arts as primary media for communication, inquiry, and engagement among students. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ESD-530.

ESD-586: Methods for Teaching Social Studies and the Arts in an Inclusive Classroom **3 credits**

This course prepares teacher candidates to effectively teach social studies and the arts within inclusive classrooms. Candidates will explore strategies for creating sustainable learning environments that accommodate diverse needs and foster cultural understanding. The course integrates co-teaching and collaboration strategies to enhance inclusivity, equity, and support for students with exceptionalities and their families. By incorporating opportunities for small group instruction, candidates will engage students in meaningful, inquiry-based learning experiences in face-to-face and virtual settings. Additionally, the course emphasizes the use of technology and media resources to support diverse learners and promote global citizenship. Prerequisite: ESD-520.

Engineering Science General (ESG)

ESG-111: Introduction to Engineering Programming & Lab **4 credits**

This course introduces students to the basics of computer programming. Students will learn to develop algorithms to solve engineering problems, and the implementation of those algorithms in the C language. This course will include using C program for embedded devices for interacting with the world around them. Topics include assembly language, C programming language, and real time programming. MATLAB will be taught in the course to introduce students to rapid development tools and allow for flexibility in prototyping. Concepts of Object Oriented (OO) programming will be included in the MATLAB section of this course. Hands-on activities focus on writing code that implements concepts discussed in lecture and on gaining initial exposure to common microcontrollers. Prerequisites: ESG-162 and ESG-162L or MAT-261.

ESG-162$^{\Omega\blacklozenge}$: Engineering Math **3 credits**

This course is founded in the application of mathematics to engineering problems and processes. The course begins with foundations in algebraic manipulation, progresses into trigonometric models, complex numbers, signal processing, introduction to matrices and system equations, differentiation and integration, and differential equations all applied to the solution to engineering problems. Course content cannot be met by a transfer course. Prerequisite: MAT-154. Co-Requisite: ESG-162L.

ESG-162L$^{\Omega\blacklozenge}$: Engineering Math Lab **1 credits**

The engineering math labs are the hands on applications of the foundational mathematics concepts applied to engineering problems in the engineering math course. The labs will apply algebra, trigonometry, matrices, differential and integral calculus, and differential equations to various engineering problems. Course content cannot be met by a transfer course. Prerequisite: MAT-154. Co-Requisite: ESG-162.

ESG-209L: Introduction to Product Design Lab for Non-Engineers **1 credits**

This is a course for non-engineering majors. The course introduces students to engineering product design and build in mechanical, electrical, and biomedical disciplines. Students learn engineering communication, reverse engineering, and the assessment of low and large volume manufacturability of product design. General makerspace equipment is utilized. The students conduct hands-on projects throughout the course. Prerequisite: MAT-154. Co-Requisite: ESG-210.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | $^{\sharp}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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ESG-210: Engineering Innovation & Lab 2 credits

This course introduces the fundamentals of the engineering design methodology and the product development process.. Students will learn the importance of listening to the voice of the customer and how to incorporate those desires into a product using design for X principles. Students will develop verification and validation tests and learn how those become formalized qualification or acceptance processes. Prerequisites: ESG-162 and ESG-162L or MAT-154 or higher subsequent math course.

ESG-220: Introduction to Engineering Design and Prototyping & Lab 2 credits

This course introduces students to engineering documentation, tolerances, and standards. Typical fabrication tools common in a machine shop and the impact those tools have on design details will be covered. The students will work on several multi-disciplined projects through the semester. Prerequisites: ESG-162 and ESG-162L. Co-Requisites: ESG-210 and ESG-251.

ESG-250◆: Computer Aided Engineering & Lab 4 credits

This course introduces CAD features, including fundamentals of 3D modeling for design. Includes overview of modeling, graphical manipulation, part structuring, coordinate system, and developing a strategy of modeling. CAD software enables students to make the transition from 2D drafting to 3D modeling. Students use symbolic math software and 3D modeling tools to visualize and solve engineering problems. The course emphasizes industry practices for modeling parts, extracting drawings, and creating assemblies. Prerequisite: MAT-261.

ESG-251: Computer Aided Design & Lab 2 credits

This course introduces students to the basics of computer-aided design. Students will learn to produce great designs using computer-aided design software. Topics include 2-D and 3-D design and modeling, mechanical tolerances, and electrical and mechanical design integration. Hands-on activities focus on the design and integration of different subsystems, electrical and mechanical. Prerequisites: ESG-162 and ESG-162L.

ESG-260: Statics 4 credits

This course focus is on the analysis of two- and three-dimensional forces on a system in an equilibrium (static) state. Further, it discusses real world applications for static analyses via simple trusses, frames, machines, and beams. Additional topics covered include properties of areas, second moments, internal forces in beams, laws of friction, and static simulation in Solidworks. Prerequisite: PHY-121, PHY-121L, ESG-251.

ESG-330◆: Introduction to Robotics & Lab 4 credits

This course covers the basics of robotic design using concepts from computer, electrical, and mechanical engineering. Topics covered may include modeling of dynamic systems, utilizing sensors and actuators, interfacing computer hardware, and developing simple control algorithms. This course is a team and project based course where multiple robots will be designed and tested. Prerequisite: MAT-345, MEE-360.

ESG-345: Fluid Mechanics & Lab 4 credits

This course is an introduction to fluid statics, laminar and turbulent flow, pipe flow, lift and drag and measurement technics. Students will learn control volume analysis. Prerequisites: MAT-364 and STG-330.

ESG-360◆: Statics and Dynamics & Lab 4 credits

This course covers force and moment vectors, resultants, and principles of statics and free-body diagrams. The course presents students with applications to simple trusses, frames, and machines. Additional topics covered include properties of areas, second moments, internal forces in beams, laws of friction, principles of particle dynamics, mechanical systems and rigid-body dynamics, kinematics and dynamics of plane systems, and energy and momentum of 2-D bodies and systems. Prerequisites: PHY-121, PHY-121L, ESG-250, and MAT-264.

ESG-374: Design of Experiments and Quality Analysis 2 credits

This class will introduce statistical process control and teach proper engineering experimental design and analysis techniques. Concepts introduced will include process variability, statistical controls, factorial, blocking and confounding as applied to engineering problems. Prerequisite: MAT-262.

ESG-384: Applied Engineering Stochastic Processes 2 credits

Apply the stochastic process to the modeling and solution of the engineering problems. The course introduces the students to modeling, quantification, and analysis of uncertainty in engineering problems; all building into an introduction to Markov chains, random walks, and Galton-Watson tree and their applications in engineering. Prerequisite: MAT-264.

ESG-395: Engineering Economics and Project Management 4 credits

This is a writing-intensive course that covers the basics of managing an engineering project, including: project planning, initiating of the project, implementation of the project plan, and completion of the project. Students will learn how to pitch their idea for funding, both in written form and in oral form, as well as how to prepare a formal written funding proposal. The class will cover the basics of engineering economics and introduce how this topic is covered on the Fundamentals of Engineering (FE) exam. Throughout the semester, the students will use the management and economic concepts learned to develop a portfolio and proposal for a capstone project to be completed in the following year. Prerequisites: ESG-210 and ESG-220 or SWE-320.

ESG-421◆: Advances in Computer Design & Lab 4 credits

his course describes and analyzes recent developments in computer design and architectures. Course topics focus on current research and tools that push the performance limits of advanced computer systems. Prerequisites: CST-307, and EEE-302.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ESG-430◆: Advanced Robotics & Lab 4 credits

This course covers advanced topics in robotic design using concepts from computer, electrical, and mechanical engineering. Topics covered may include advanced modeling of dynamic systems; tactile, force, and proximity sensors; computer vision; and power electronics associated with various actuators. This course is a team and project based course where multiple robots will be designed and tested. Prerequisites: ESG-330, MAT-345, and STG-330.

ESG-435◆: Control Systems and Robotics & Lab 4 credits

This course synthesizes applications of linear algebra to modal analysis of dynamical systems, controllability-observability, pole-placement design, separation principle, design of model-based compensators, frequency domain multiple-input multiple-output (MIMO) singular value analysis, linear quadratic regulator (LQR), Kalman filter, state estimation, and linear quadratic Gaussian (LQG) control system design. The course also presents an introduction to H-infinity/H-2 control system design, with applications to real-world control system design problems, robot dynamics, and robot control. The laboratory is designed to reinforce principles learned in the lecture and to apply these principles and theories to the design, assembly and control of a robot. All computational aspects of this project will be performed in Matlab. Prerequisite: EEE-213 or ESG-455.

ESG-440: Applied Robotics & Lab 4 credits

The objective of this course is to give students hands on experience in the application of robotics. Students will conduct a series of projects, some of which they will scope, that will explore various robotic test beds. Students will become well versed in the program and control of various robotic systems. Analytical tools such as MATLab/Simulink will be used to model and simulate robots. Prerequisite: ESG-330.

ESG-441◆: Power & Energy Systems 3 credits

This course presents basic principles, technical details, and recent advances in power and sustainable energy systems. The course focuses on the generation of electrical power using a variety of energy sources such as fossil, nuclear, and renewables. The course introduces students to power plant thermal cycle analysis. Prerequisites: PHY-122, PHY-122L, MAT-364, and EEE-202 and EEE-202L. Co-Requisite: ESG-441L.

ESG-441L◆: Power & Energy Systems Lab 1 credits

The laboratory section of ESG-441 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities include research projects aimed at suggesting solutions to problems in the areas of electrical power generation using a variety of energy sources such as fossil, nuclear and renewables. Prerequisites: PHY-122, and PHY-122L, MAT-364, and EEE-202 and EEE-202L. Co-Requisite: ESG-441.

ESG-451$^{\Delta ǂ \Omega}$: Capstone Project I 2 credits

The first capstone is a writing-intensive course that provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. Prerequisite: ESG-395.

ESG-451HN$^{\Delta ǂ}$: Capstone Project I 2 credits

The first capstone is a writing intensive course that provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. Prerequisite: STG-430.

ESG-452$^{\Delta ǂ \Omega}$: Capstone Project II 2 credits

The second capstone is a writing intensive course that provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of all the learning experiences in an engineering program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. Prerequisite: ESG-451.

ESG-452HN$^{\Delta ǂ}$: Capstone Project II 2 credits

The second capstone is a writing intensive course that provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of all the learning experiences in an engineering program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. Prerequisite: ESG-451.

ESG-455◆: Dynamic Systems & Lab 4 credits

This course introduces students to the processes of mathematical modeling and analysis of dynamic systems with mechanical, thermal, electrical, and fluid elements. Topics covered include: time domain solutions, analog computer simulation, linearization techniques, block diagram representation, numerical methods, and frequency domain solutions. Hands-on lab activities enhance students' ability to mathematically analyze components and systems for mechanical performance. Prerequisites: ESG-345 or ESG-330 or STG-345, and EEE-202/EEE-202L.

$^{\Delta}$ Writing intensive course | ◆ Fulfills General Education requirement | ^{ǂ} Honors Major Course | $^{\Omega}$ Non-Transferable

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ESG-461: Manufacturing Processes 2 credits

This course is an overview of manufacturing processes and methods. Processes may include casting and molding, forming, machining, metrology, welding, joining, and computer-aided manufacturing. Additional topics include product design, material selection, process planning, and manufacturing automation. Process capabilities, limitations, and design for manufacturability will be examined. Prerequisite: ESG-220.

ESG-462◆: Current Topics in Biomedical Engineering & Lab 4 credits

This course surveys the main areas of biomedical engineering and illustrates the application of engineering principles for the design of biomedical innovations. Topics focus on the various products and processes related to the health science industries, which may include concepts such as: diagnostic instruments, artificial organs, biomedical devices, bio-signaling, and health monitoring and information integration. The laboratory is designed to reinforce principles learned and to apply these principles and theories to design systems and devices that integrate mechanical, electronic, and biological elements. Computational software will be used to support laboratory data analyses.

ESG-480: Dynamic Systems and Feedback Control 3 credits

The course introduces fundamental theories of control system and application to flight control. Students are introduced to mathematical models of dynamics systems, transient-response analysis, and root-locus analysis. Additional topics include control systems design by frequency response, application of root-locus method and PID controls. Prerequisites: MEE-360, MEE-360L, and MEE-450. Co-Requisite: AER-465.

ESG-485: Feedback Control Theory and Design & Lab 4 credits

This course examines the control of dynamic systems through classical methods. Topics include analysis of open- and closed-loop systems in both the time and frequency domains, feedback-control methods, and the design of controllers for system stability, speed of response, and accuracy. Analytical tools such as MATLab/Simulink will be used to simulate the modeled systems and to determine controller parameters. Prerequisites: ESG-455 and ESG-330.

ESG-488ᶴ: Environmental and Engineering Disasters Lessons to be Learned 3 credits

This course introduces the principles and causes of both natural and manmade disasters, highlighting their profound impact on society and the practice of engineering across various disciplines, particularly civil engineering. The course focuses on research into how these events occur and how responses are managed (recovery), as well as lessons learned to prevent future occurrences or minimize damage. Prerequisites: CIV-380, CIV-380L, and CIV-438.

ESG-501: Applied Math 4 credits

This course is an overview of the mathematics used in the engineering fields, covering calculus, differential equations, probability and statistics, mechanics, linear algebra, and Boolean algebra. Prerequisite: SYS-501.

ESG-510: Knowledge Management 4 credits

This course provides an in-depth exploration of knowledge management (KM) principles and practices. Students examine the strategic role of KM in enhancing organizational efficiency, innovation, and competitive advantage within engineering firms and projects. The curriculum integrates theoretical frameworks with practical applications, emphasizing the creation, capture, storage, sharing, and utilization of knowledge to solve complex engineering problems and improve decision-making processes. Prerequisite: SYS-501.

ESG-520: The Mathematics of Engineering 4 credits

This course is a comprehensive review of key mathematical concepts essential for engineering studies. It focuses on foundational mathematical tools and techniques commonly used in engineering analysis, modeling, and problem solving. Emphasis is placed on practical applications to real-world engineering problems.

ESG-530: Effective Communication in Engineering 4 credits

This course is designed to enhance the communication skills essential for those working in engineering fields. Students develop proficiency in graphical, written, and verbal communication tailored to technical and nontechnical audiences. The emphasis is placed on conveying complex concepts in clear, concise, and compelling formats. Special attention is given to communication in project management, customer engagement, and leadership roles within engineering contexts.

ESG-600: Standards 4 credits

This course provides a foundational understanding of the ethical, legal, and professional standards that govern the engineering profession. Students are introduced to the core principles of engineering ethics, the importance of professionalism, and the role of standards in ensuring quality, safety, and accountability in engineering practices. Prerequisite: SYS-501.

English as a Second Language (ESL)

ESL-223N: SEI English Language Teaching: Foundations & Methodologies 3 credits

This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for English language learners. It includes an examination of the role of culture in learning and instructional program models, with a focus on Structured English Immersion. Teacher candidates are instructed in immersion strategies and the use of assessment data. Practicum/field experience hours: 10. Fingerprint clearance required.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ᶴ Honors Major Course | Ω Non-Transferable

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ESL-250: School, Community, and Family Culture 4 credits

In this course, candidates will explore school, community, and family culture. Emphasis will be placed on the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture, history, and understanding cultural and individual differences in teaching and learning. Research is utilized to investigate the social, community, cultural, and familial contexts that influence learning and development. Practicum/field experience hours: 10. Fingerprint clearance required.

ESL-251: School, Community, and Family Culture 4 credits

In this course, candidates will explore school, community, and family culture with a focus on creating supportive environments for English learners (ELs). Through reflective practice and policy analysis, candidates will enhance their professional competencies, advocate for ELs' educational rights, and engage in self-assessment to continually improve their teaching strategies. Emphasis will be placed on the influences of multicultural education, including reflecting on professional identity to address personal biases and build cultural competence. Research is utilized to investigate the social, community, cultural, and familial contexts that influence learning and development and can be leveraged to foster an inclusive classroom that acknowledges and celebrates the diverse backgrounds of students.

ESL-341: Linguistics 4 credits

In this course, candidates become familiar with the fundamentals of linguistics. Emphasis will be placed on phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, historical linguistics, and first and second language acquisition theories. Candidates will synthesize research-based methods of incorporating linguistic principles into their teaching practice.

ESL-352: Literacy Development for English Language Learners 4 credits

In this course, candidates will examine approaches to developing literacy for second language learners in K-8 schools. Emphasis will be placed on instructional and practice strategies for developing listening, speaking, reading, and writing skills; developing language and literacy through the content areas; using children's and young adult literature; and assessing students' literacy development in the second language. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ESL-250.

ESL-353: Literacy Development for English Learners 4 credits

In this course, candidates will examine approaches to developing literacy for English learners (ELs) in K-8 schools. Emphasis will be placed on scaffolded instructional strategies for developing listening, speaking, reading, and writing skills; identifying materials and resources that foster language and literacy development; and assessing students' literacy development in the English language. Additionally, candidates will learn to collaborate with stakeholders to support ELs' in developing language and literacy through the content areas. Focus will be placed on analyzing ELs' academic and personal characteristics to tailor instructional and assessment practices that are responsive to students' unique learner profiles. Prerequisite: ELM-211.

ESL-358: ELL Curriculum and Methods of Instruction 4 credits

In this course, candidates will review curriculum and methods appropriate for the teaching of subject areas in an English language learner instructional setting. Emphasis is placed on: (a) linguistic, cognitive, developmental, and socio-cultural considerations in the design of multicultural curricula; (b) exploration of multicultural instructional methods and materials for use in language arts and content areas; (c) critique of current commercially prepared products. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ESL-223N or ESL-440N.

ESL-365: ELL Assessment 4 credits

In this course, candidates will explore the principles of evaluating and structuring assessments. Candidates will design rubrics and examine assessments for the purposes of identification, placement, and instructional delivery. Emphasis will be placed on learning ways to integrate assessment procedures into any curriculum, and designing assessment tasks that allow for improved learning. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ESL-358 or ESL-421.

ESL-410: Advanced Language Teaching Methodologies and Assessment 3 credits

This thorough examination of available methodologies, underlying philosophies, and assessment procedures includes lessons in teaching the four recognized skill areas (listening, speaking, reading, and writing) within the content areas and the use of standard tests. Prerequisite: ESL-423.

ESL-411: Language Teaching Curriculum and Materials Design 3 credits

This course integrates general school curriculum, materials, and the specific English language teaching goals with the actual design and rendering of instructional materials. Prerequisite: ESL-423.

ESL-414◆: English in its Social and Historical Setting 3 credits

This exploration of English language variation across sociocultural context and time discusses implications for building culturally appropriate ways of interacting in professional settings.

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ESL-433N♯: Advanced Methodologies of Structured English Immersion **3 credits**

In this course, teacher candidates continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. They plan, deliver, and evaluate instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-433NHN♯: Advanced Methodologies of Structured English Immersion **3 credits**

In this course, teacher candidates continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. They plan, deliver, and evaluate instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-436N♯: Methods of Structured English Immersion for Early Childhood Education **3 credits**

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards-based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-440N♯: Methods of Structured English Immersion for Elementary Education **3 credits**

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs and approaches for teaching English learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement as they plan, deliver, and evaluate standards-based instruction for English learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-445N♯: Methods of Structured English Immersion for Secondary Education **3 credits**

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs and approaches for teaching English learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement as they plan, deliver, and evaluate standards-based instruction for English learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-446N♯: Methods of Structured English Immersion for K-12 Education **3 credits**

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs and approaches for teaching English learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement as they plan, deliver, and evaluate standards-based instruction for English learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-458: Curriculum and Methods of Instruction for English Learners **4 credits**

In this course, candidates will review the curriculum and methods appropriate for teaching English learners (ELs) in various instructional settings and subject areas. Emphasis is placed on linguistic, cognitive, developmental, and sociocultural considerations in the design of differentiated and culturally responsive curricula. Candidates will critically reflect on individual ELs' performance in language and content to inform their teaching approaches and design evidence-based, EL-centered, interactive approaches that support language learning. They will also plan collaborative strategies to support EL instruction, aid educators and staff, and advocate for ELs. A key focus will be on integrating assessment practices seamlessly into any curriculum and on the development of assessment tasks that foster enhanced learning outcomes. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ELM-211.

ESL-465: Assessment for English Learners **4 credits**

In this course, candidates will explore effective assessment practices for English learners (ELs), including how to apply knowledge of validity and reliability to analyze and interpret EL student data. Candidates will examine assessments for identification, placement, reclassification, and instructional delivery to make informed decisions. Emphasis will be placed on designing formative and summative assessment tasks that allow for improved learning in language and content areas. Additionally, candidates will demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELs for standardized assessments. Prerequisite: ELM-211.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ESL-490Ω: Student Teaching for Elementary Education with an ESL Emphasis **8 credits**

Teacher candidates are engaged in the student teaching experience that includes practical ESL elementary (K – 8) classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Practicum/field experience hours: None. Fingerprint clearance required.

ESL-533: Advanced Methodologies of SEI **3 credits**

In this course, teacher candidates continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. They plan, deliver, and evaluate instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-536: Methods of Structured English Immersion for Early Childhood Education **3 credits**

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards-based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-540: Methods of Structured English Immersion for Elementary Education **3 credits**

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards-based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-545: Methods of Structured English Immersion for Secondary Education **3 credits**

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs and approaches for teaching English learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement as they plan, deliver, and evaluate standards-based instruction for English learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-546: Methods of Structured English Immersion for K-12 Education **3 credits**

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs and approaches for teaching English learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement as they plan, deliver, and evaluate standards-based instruction for English learners. Practicum/field experience hours: 15. Fingerprint clearance required.

Engineering Technology (ETG)

ETG-222◆: Experimental Methods **4 credits**

This course covers topics in electrical and mechanical instrumentation and data acquisition. Topics include gauges and transducers, calibration, signal noise and conditioning, computerized data acquisition (DAQ) systems, results documentation, and statistical analysis of data. Prerequisite: PHY-111, PHY-111L & PHY-112, PHY-112L.

ETG-315◆: Materials and Microscopy & Lab **4 credits**

This course teaches fundamental concepts of materials science as they apply to electric, magnetic, thermal, and optical properties. Students will study topics such as crystal structure, carrier transport, and solid-state physics. Laboratory exercises may focus on microscopy techniques and electro-plating. Prerequisites: PHY-112, PHY-112L, CHM-113, and CHM-113L.

ETG-333: Applications of Instrumentation & Lab **4 credits**

This course covers topics in electrical and mechanical instrumentation and data acquisition. Topics include gauges and transducers, calibration, intelligent devices and sensor technologies, signal noise and conditioning, computerized data acquisition (DAQ) systems, results documentation, and statistical analysis of data. Prerequisites: EET-202 and EET-202L.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ETG-403: Principles of Mechatronics Design & Lab 4 credits

This course introduces students to electromechanical design principles in actuation and controls. Students will complete a semester-long hands-on, scaffolded project, with consideration for safety, cost and additional factors. Prerequisites: MET-302 and ETG-426.

ETG-410ǂ◆: Controls and Instrumentation & Lab 4 credits

This course examines the various methods of controlling electrical mechanical systems using lumped parameter models. Topics include interfacing with analog and digital sensors, motors, and actuators. Advanced control software will be used for programming the systems. Prerequisites: (EET-202 and EET-202L) OR (EEE-202 and EEE-202L).

ETG-410HNǂ◆: Controls and Instrumentation & Lab 4 credits

This course examines the various methods of controlling electrical mechanical systems using lumped parameter models. Topics include interfacing with analog and digital sensors, motors, and actuators. Advanced control software will be used for programming the systems. Prerequisites: EET-202 and ETG-222, or EET-325.

ETG-415◆: Power and Energy Technologies 3 credits

This course examines methods of energy generation and delivery. Topics covered include motors and generators, power electronics, three-phase circuits, and power grid networks. Students will also contrast methods of power generation and storage as they consider their viability under different circumstances. Prerequisite: EET-302. Co-Requisite: ETG-415L.

ETG-415L◆: Power and Energy Technologies Lab 1 credits

This laboratory-based course reinforces the exploration of power and energy technologies by providing additional hands on experience with motors and generators, power electronics, three-phase circuits, and power grid networks. Prerequisite: EET-302. Co-requisite: ETG-415.

ETG-420◆: Quality Control 2 credits

This course will emphasize the necessary elements leading to quality production. Course topics will include Statistical Process Control (SPC) and Six-Sigma. Prerequisite: MAT-274 or ESG-374 or ISE-301.

ETG-426: Manufacturing Automation & Lab 2 credits

This course introduces students to manufacturing, assembly, and material handling processes through a prototype automation project. Areas of focus include the use of intelligent machines, cost and quality factors, safety protocols, control system design, device interfacing, and programming of electromechanical devices. Prerequisite: ETG-410. Co-Requisite: ETG-333.

ETG-498Δǂ Ω◆: Senior Project I 2 credits

The first senior project course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: MET-302. Co-Requisite: STG-390.

ETG-498HNǂ◆: Senior Project I 2 credits

The first senior project course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: MET-302. Co-Requisite: STG-390.

ETG-499Δǂ Ω◆: Senior Project II 2 credits

The second senior project course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first senior project course. The senior project is a culmination of the learning experiences while a student in the Engineering Technology programs. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of ETG-498 with a grade of C or better.

ETG-499HNǂ◆: Senior Project II 2 credits

The second senior project course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first senior project course. The senior project is a culmination of the learning experiences while a student in the Engineering Technology programs. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of ETG-498 with a grade of C or better.

Exercise Science (EXS)

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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EXS-210: Sports Performance Science and Coaching 3 credits

This course provides the knowledge necessary to enter the field of sports performance. The topics of movement preparation, plyometrics, acceleration, absolute speed, and multidirectional speed are introduced. Students also explore testing, movement skills, nutrition, mindset, motivation science, exercise techniques, and regeneration, as well as program planning for energy system development designed to improve strength, power, sprint, and speed. The course includes a focus on the science of coaching and professional demeanor to work within the fields of exercise science. Co-Requisite: EXS-210L.

EXS-210L: Sports Performance Science and Coaching Lab 1 credits

This course introduces the skills necessary to enter the field of sports performance, with a focus on field and laboratory experiences designed to reinforce the practical application of the skills introduced in lecture. Co-Requisite: EXS-210.

EXS-247: Health Risk Appraisal, Weight Control & Management 4 credits

This course incorporates professional guidelines for health risk appraisal, assessment and stratification for a variety of health conditions for the general population. This also includes principles and guidelines for safe and effective physical activity and weight loss management. Knowledge gained in this course will contribute to student preparation for professional certification in the field.

EXS-250: Resistance Training and Cardiovascular Fitness 3 credits

This course introduces the principles and techniques of strength and cardiovascular training. Musculoskeletal, cardiac, and respiratory anatomy are discussed, as well as how these systems adapt and manage the stress of regular exercise. Effective exercise programming is also discussed and applied to various physical abilities to develop a well-rounded program. Knowledge gained in this course prepares students for professional certification in the fields of resistance training and cardiovascular fitness. Prerequisites: EXS-210 and EXS-210L. Co-Requisite: EXS-250L.

EXS-250L: Resistance Training and Cardiovascular Fitness Lab 1 credits

This field and laboratory experience course introduces exercises that target specific muscle groups and systems of the body to show students how to design an effective exercise program. Students are introduced to effective coaching strategies, including progression, regression, coaching cues, and proper evaluation; these skills can then be applied to the professional development and delivery of an exercise session. Prerequisites: EXS-210 and EXS-210L. Co-Requisite: EXS-250.

EXS-305: Motor Control and Motor Learning 4 credits

This course provides the knowledge necessary to teach motor skills throughout the lifespan and apply current principles and theories of motor control and motor learning to exercise and rehabilitation populations. Content includes foundational neuroscience and connections with the musculoskeletal system, developmental motor milestones, motor control and motor learning principles, practice and feedback variables, teaching skill acquisition, and achieving maximum performance and retention. Prerequisite: BIO-155 or BIO-202 or BIO-211 or BME-360.

EXS-318: Principles of Corrective Exercises 4 credits

This course incorporates evidence-based concepts and application of corrective exercises to improve muscle imbalance and movement efficiency to decrease injury risk and promote recovery. Techniques include myofascial release, static and neuromuscular stretching, strength training, isometrics, and integrated dynamic movements. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L.

EXS-328: Sports Nutrition 4 credits

This course explores how principles of nutrition enhance athletic performance. Students gain a comprehensive understanding of how nutrition supports athletes in individual and team sports, focusing on the role of nutrition in optimizing performance, promoting recovery, and maintaining overall health for athletes. Students learn how to implement effective nutritional strategies tailored to various athletic needs and disciplines. Prerequisites: NSC-150, and one of the following combinations: BIO-192 and BIO-192L; BIO-202 and BIO-202L, or BIO-211 and BIO-211L.

EXS-335♯: Kinesiology 3 credits

This course is an analysis of human movement, integrating knowledge of the skeletal, muscular, and neurological systems with the effects that gravity, friction, internal and external forces, and the laws of motion have on their functions. Topics include biomechanics of human bone, joint, and skeletal muscle; structure and function of the upper extremity, lower extremity, and spine; concepts of linear and angular kinematics and kinetics as applied to human motion; equilibrium and stability on land; and motion through a fluid medium of air or water. Also included is the application of these factors to various types of physical skills. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-335L.

EXS-335HN♯: Kinesiology 3 credits

This course is an analysis of human movement, integrating knowledge of the skeletal, muscular, and neurological systems with the effects that gravity, friction, internal and external forces, and the laws of motion have on their functions. Topics presented include biomechanics of human bone, joint, and skeletal muscle; structure and function of the upper extremity, lower extremity, and spine; concepts of linear and angular kinematics and kinetics as applied to human motion; equilibrium and stability on land; and motion through a fluid medium of air or water. Included is the application of these factors to various types of physical skills. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-335L.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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EXS-335L♯: Kinesiology Lab 1 credits

This laboratory course is designed to apply the anatomical, kinesiological, and biomechanical principles learned in the lecture course to human body movement. Movement of all of the major joints of the body is analyzed by relative and absolute joint position and muscle action, and biomechanical terms such as linear and angular kinematics, friction, work, power, energy, and torque are applied to human motion. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-335.

EXS-335LHN♯: Kinesiology Lab 1 credits

This laboratory course is designed to apply the anatomical, kinesiological, and biomechanical principles learned in the lecture course to human body movement. Movement of all of the major joints of the body is analyzed by relative and absolute joint position and muscle action, and biomechanical terms - such as linear and angular kinematics, friction, work, power, energy, and torque - are applied to human motion. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-335.

EXS-340Δ♯: Physiology of Exercise 3 credits

This writing-intensive course is a study of the effects of exercise on the body. Topics include nutrition as the basis for physical activity; how energy is produced and utilized during physical activity; the energy delivery and vital functions of the respiratory, cardiovascular, muscular, and nervous systems during exercise; how these systems can be enhanced through training; the impact of ergogenic aids and environmental stress on performance; and the effect of exercise on body composition, weight control, aging, and disease prevention. The body's responses and adaptations to exercise at the systemic, as well as the subcellular level, are also discussed. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-340L.

EXS-340HNΔ♯: Physiology of Exercise 3 credits

This writing intensive course is a study of the effects of exercise on the body. Topics include nutrition as the basis for physical activity; how energy is produced and utilized during physical activity; the energy delivery and vital functions of the respiratory, cardiovascular, muscular, and nervous systems during exercise; how these systems can be enhanced through training; the impact of ergogenic aids and environmental stress on performance; and the effect of exercise on body composition, weight control, aging, and disease prevention. The body's responses and adaptations to exercise at the systemic, as well as the subcellular level, are also discussed. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-340L.

EXS-340L♯: Physiology of Exercise-Lab 1 credits

This is a course of field and laboratory experiences designed to reinforce the basic principles learned in the lecture course. Skills of measurement and evaluation, including computerized methods employed to facilitate testing, are applied to physiological and systemic principles of exercise. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-340.

EXS-340LHN♯: Physiology of Exercise-Lab 1 credits

This is a course of field and laboratory experiences designed to reinforce the basic principles learned in the lecture course. Skills of measurement and evaluation, including computerized methods employed to facilitate testing, are applied to physiological and systemic principles of exercise. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-340.

EXS-344: Exercise Science: Special Populations 4 credits

This course introduces analysis of special populations to assist in designing health education and physical fitness programs.

EXS-353: Clinical Instruction in Athletic Training IV 4 credits

This 15-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in the information learned in prior courses. This sequence allows students to apply what they have learned in class on real patients. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Students are evaluated at a clinical site weekly to ensure proficiency in these skills. Prerequisite: EXS-351.

EXS-357: Recognition and Evaluation of Athletic Injuries II 4 credits

Building on concepts of EXS-356, this course is designed to provide students the opportunity to further analyze and apply skills in the areas of evaluation of upper and lower body, palpation of body and soft tissue structures, range of motion testing, neurological testing, manual muscle testing, and special ligament tests for the major synovial joints in the body. Prerequisite: EXS-356.

EXS-430Δ♯: Health Promotion 4 credits

This writing-intensive course is designed to provide the foundation of healthy behavior change in relation to influential factors. Content includes motivation for physical activity and healthy choices, as well as an introduction to the psychology of sports.

EXS-430HNΔ♯: Health Promotion 4 credits

This writing intensive course is designed to provide the foundation of healthy behavior change in relation to influential factors. Content includes motivation for physical activity and healthy choices, as well as an introduction to the psychology of sports.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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EXS-455♯: Advanced Principles of Sports Performance 3 credits

This course expands the principles and techniques of strength training including sport- and activity-specific program design and implementation. Knowledge gained in this course will contribute to student preparation for professional certification in the field. Prerequisites: EXS-250, EXS-250L, EXS-340 and EXS-340L. Co-Requisite: EXS-455L.

EXS-455HN♯: Advanced Principles of Sports Performance 3 credits

This course expands the principles and techniques of strength training including sport- and activity-specific program design and implementation. Knowledge gained in this course will contribute to student preparation for professional certification in the field. Prerequisites: EXS-250 and EXS-250L and EXS-340 and EXS-340L. Co-Requisite: EXS-455L.

EXS-455L♯: Advanced Principles of Sports Performance Lab 1 credits

This course applies the principles and techniques of strength training including sport- and activity-specific program design and implementation. Prerequisites: EXS-250, EXS-250L, EXS-340 and EXS-340L. Co-Requisite: EXS-455.

EXS-455LHN♯: Advanced Principles of Sports Performance Lab 1 credits

This course applies the principles and techniques of strength training including sport- and activity-specific program design and implementation. Prerequisites: EXS-250 and EXS-250L and EXS-340 and EXS-340L. Co-Requisite: EXS-455.

EXS-475♯: Advanced Principles of Strength and Conditioning 3 credits

This course builds upon the fundamental principles of strength and conditioning by integrating applied exercise prescription strategies tailored to athletic populations. Students explore how various factors influence athletic performance. Emphasizing evidence-based practices, the course guides students in analyzing and designing sport-specific testing and training programs. Knowledge gained contributes to students' preparation for the National Strength and Conditioning Association (NSCA) Certified Strength & Conditioning Specialist (CSCS) certification. Practicum/field experience hours: None. Advanced Principles of Strength and Conditioning. *Honors. Practicum/field experience hours: None. Advanced Principles of Strength and Conditioning. Prerequisites: EXS-250, EXS-250L, EXS-340, EXS-340L and admission into the Strength and Conditioning program. Co-Requisite: EXS-475L.

EXS-475L♯: Advanced Principles of Strength and Conditioning Lab 1 credits

This course is an advanced course designed to provide students with practical skills and applied knowledge in strength and conditioning. The course aligns with the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification requirements. Students develop competencies in exercise technique, athlete assessment, program design, and coaching cues for athletic populations. The course emphasizes scientific principles, evidence-based programming, and real-world applications in a performance training setting. *Honors. Practicum/field experience hours: None. Advanced Principles of Strength and Conditioning Lab. Prerequisites: EXS-250, EXS-250L, EXS-340, EXS-340L, and admission into the Strength and Conditioning program. Co-Requisite: Co-Requisite: EXS-475.

EXS-481Ω: Sports Performance Capstone 4 credits

This capstone course acts as a culmination of the learning experiences during the exercise science program, with a focus on career preparation, including resume building, portfolio creation, and networking. *Non-Transferable. Prerequisite: EXS-250 or EXS-318 or EXS-430 or EXS-485.

EXS-485◆: Research Methods in Exercise Science 4 credits

This course provides students with basic instruction in research methods needed to read and critique published research in physical activity, health, nutrition, and sports performance. The course also emphasizes the skills needed to design studies and develop a research proposal. Statistical terminology and calculations are introduced in the context of evaluating research. Students are required to use statistical software throughout the course.

EXS-491: Applied Exercise Science 4 credits

In this course, students learn how sports performance professionals engage with athletes to promote health and human performance and apply content knowledge to a sports performance experience. Knowledge gained in this course prepares students for certification exams and careers in the field of sports performance. Prerequisite: EXS-250 or EXS-318 or EXS-430 or EXS-485.

EXS-492♯: Applied Strength and Conditioning I 4 credits

This course provides field experience in a professional strength and conditioning setting, allowing students to apply theoretical knowledge in real-world environments. Students work under professional supervision, applying their academic learning in practical contexts. Knowledge gained in this course prepares students for certification exams and careers in strength and conditioning. *Honors. Practicum/field experience hours: 150. Applied Strength and Conditioning I. Prerequisites: EXS-475, EXS-475L, EXS-335, EXS-335L, EXS-328 and admission into S&C program.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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EXS-493: Applied Strength and Conditioning II 4 credits

This course provides additional field experience in a professional strength and conditioning setting allowing students to apply theoretical knowledge in real-world environments. Students work under professional supervision, applying their academic learning in practical contexts. Knowledge gained in this course prepares students for certification exams and careers in strength and conditioning. Practicum/field experience hours: 150. Applied Strength and Conditioning II. Prerequisites: EXS-475, EXS-475L, EXS-335, EXS-335L, EXS-328 and admission into S&C program.

EXS-499: Independent Study 1 credits

Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

EXS-520: Exercise Research Methods 4 credits

This course provides students with the knowledge of research methods needed to read and critique published research. The course provides students with the skills necessary to design studies and develop a research proposal. Statistical terminology and calculations are taught in the context of evaluating research. Students are required to use statistical software throughout the course.

EXS-530: Clinical Exercise Physiology 4 credits

This comprehensive course equips students with advanced knowledge of the pathophysiological mechanisms of common medical conditions encountered in clinical practice. Students will engage with research-based content that serves as a foundation for clinical decision-making. Students will critically evaluate the latest scientific literature to inform exercise prescriptions and interventions that align with best practices. The course aligns with the program's mission to produce adept professionals capable of applying evidence-based strategies to enhance the health and well-being of diverse populations.

EXS-540: Cardiovascular and Pulmonary Physiology 4 credits

This course is designed to provide students with a deep understanding of the intricacies of the cardiovascular and pulmonary systems, with a focus on physiological principles and their practical implications, including 12-lead ECG interpretation. Rooted in evidence-based practice, the course empowers students to apply their expertise in promoting cardiovascular and pulmonary health through exercise interventions.

EXS-610: Advanced Exercise Testing and Health Risk Appraisal 4 credits

This course is designed to equip students with an in-depth understanding of advanced techniques for exercise testing and health risk assessment. Building upon foundational knowledge, this course prepares students for the role of clinical exercise physiologist, with the ability to assess a diverse population, including those with medical conditions. Through evidence-based practices and the utilization of ACSM's Guidelines for Exercise Testing and Prescription, students will develop the expertise required to select and conduct exercise tests and promote health and well-being.

EXS-620: Advanced Exercise Prescription Cardiopulmonary Rehabilitation 4 credits

This course is designed to equip students with an in-depth understanding of advanced techniques for exercise prescription within cardiopulmonary rehabilitation settings. Building upon foundational knowledge, this course prepares students for the role of clinical exercise physiologist, fostering their ability to tailor exercise interventions to diverse populations, particularly individuals with cardiovascular and pulmonary conditions. Through evidence-based practices and the utilization of ACSM's Guidelines for Exercise Testing and Prescription, students develop the expertise required to promote health and well-being through safe, effective, and individualized cardiopulmonary exercise strategies. Prerequisite: EXS-610.

EXS-660: Theory of Behavior Change and Health Promotion 4 credits

This course is a pivotal component of the Master of Science program in Exercise Physiology, designed to equip students with a comprehensive understanding of the theories, strategies, and techniques that underpin health behavior change and promotion. This course empowers future clinical exercise physiologists to effectively address the complex interactions between behavior, health, and wellness, enabling them to foster positive lifestyle modifications in diverse populations.

EXS-690: Clinician Exercise Physiology Experience I 4 credits

This course is designed to empower students with the skills and knowledge necessary to conduct rigorous clinical research in the field. This course provides a comprehensive framework for executing and presenting a research thesis that contributes to the advancement of knowledge within the realm of exercise physiology. Practicum/field experience hours: 300.

EXS-695: Clinician Exercise Physiology Experience II 4 credits

This course serves as a capstone, offering students a unique opportunity to solidify their skills and knowledge through practical application in clinical settings. Practicum/field experience hours: 300. Prerequisite: EXS-690.

Finance (FIN)

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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FIN-210◆: Personal Finance 4 credits

This course provides students with skills to make rational, personal finance decisions. There is an emphasis on money management and the responsible use of credit. Strategies for wealth building and retirement planning are also introduced.

FIN-350ǂ◆: Fundamentals of Business Finance 4 credits

This course is an introduction to managerial finance and the financial markets, analysis of financial statements, time value of money, interest rates, asset valuation, assessment of risk, cost of capital, and capital budgeting. Prerequisites: ECN-220, ECN-351, or ECN-361; and ACC-240 or ACC-250.

FIN-355: Retirement Planning and Employee Benefits 4 credits

This course provides students with knowledge of the rules and options of qualified and nonqualified retirement plans, public plans (Social Security, Medicare, Medicaid), and employee benefit plans. Students learn to evaluate characteristics that are key in retirement plan selection for individuals and business owners. Distribution planning, tax implications, and regulatory considerations are discussed. Students analyze paths and tools toward financial independence and make recommendations within a financial planning context. Other employee benefits, such as medical plans, life insurance, disability insurance, and flexible spending accounts are evaluated. Prerequisite: FIN-350.

FIN-375: Introduction to Investments 4 credits

This course studies stocks, bonds, mutual funds, exchange-traded funds, and other investment vehicles, and their application in investing. The securities market and trading procedures are discussed. The course introduces portfolio theory that is applicable to both professional portfolio management and individual investment decisions. The application of portfolio theory to corporate investments and diversification is also introduced. Prerequisite: FIN-350.

FIN-431◆: Financial Risk Management and Insurance 4 credits

This introductory course explores fundamental concepts in risk management and insurance. Students learn to identify and mitigate commercial and personal risks through the use of financial products, including insurance and other financial instruments. Prerequisites: MAT-251 and FIN-350.

FIN-432◆: Real Estate 4 credits

In this introduction to the real estate industry, students learn about the risks and rewards associated with investing in and financing both residential and commercial real estate. This course includes concepts and techniques relevant to a variety of careers related to real estate. This course also provides students with a better understanding of real estate for their own personal investment and financing decisions. Prerequisite: FIN-350.

FIN-440: Estate Planning and Special Topics 4 credits

This course includes principles of family estate planning and client communication. Estate planning documents, gifting strategies, incapacity planning, property ownership, transfer methods, and taxation are covered. Students learn aspects of client communication and psychology, including principles of nonverbal communication, counseling, and the impact of planner and client values, attitudes, and biases. Money conflicts and crisis situations are also discussed. Prerequisite: FIN-350.

FIN-450◆: Intermediate Finance 4 credits

This course is an advanced study of the finance function within the modern corporation. Topics covered include financial analysis and planning, the valuation of financial assets, capital budgeting, capital structure, and working capital management. Prerequisites: ACC-240 or ACC-260 or ACC-350; and FIN-350.

FIN-451◆: Investments and Portfolio Management 4 credits

This course is an advanced study of investments and their application in investment portfolio management. The course develops and emphasizes portfolio theory that is applicable to both professional portfolio management and individual investment decisions. The application of portfolio theory to corporate investments and diversification is also discussed. Prerequisites: MAT-251 and FIN-375.

FIN-485: Christian Worldview and Portfolio Management 1 credits

This course is designed to train students in credit and fixed income portfolio management. Each week focuses on progressively deepening both technical and practical skills required for managing bond and credit portfolios in institutional or advanced private finance settings. This 10-week course for credit and fixed income portfolio management integrates both a Christian worldview and enhanced training on proactive/active portfolio management. This curriculum enables students to approach portfolio management as both professionals and stewards, aligning technical proficiency with faith-driven values and ethical, impact-oriented investment decisions.

FIN-490: Financial Planning Capstone 4 credits

This course is a synthesis of concepts learned throughout the financial planning program. A series of case studies enhances the ability to integrate and apply knowledge and skills from core financial planning domains. Students gain experience in the financial planning process, client biases and behavioral finance issues, professional standards, and ethics, and written and oral communication. Effective financial analysis techniques and client communication are employed to create and present a financial plan in accordance with a client's values and objectives. Implementation, evaluation, and updates of the plan are also addressed. Prerequisites: FIN-355, FIN-375, FIN-431, and ACC-460.

FIN-504: Finance Principles 4 credits

This course is designed for individuals who are preparing for more advanced coursework 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.

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FIN-650: Managerial Finance 4 credits

This course discusses elements of business financial decisions, including financial forecasting and development of proformas, management of working capital, capital budgeting, capital structure, and raising funds in capital markets.

FIN-655: Investments 4 credits

This course is a study of stocks, bonds, and derivatives, and their application in portfolio management. This course discusses securities market and trading procedures, and develops and emphasizes portfolio theory. Material in the course is applicable to both professional portfolio management and individual investment decisions. Prerequisite: FIN-650.

FIN-660: Advanced Financial Strategies 4 credits

A course studying more advanced business strategies including mergers and acquisitions, spin-offs, carve-outs, partnerships, cooperative agreements, and their business applications for strategic growth or survival. It will also cover business value issues, the role of investment bankers, M&A specialists, and the issues to consider in cross-border transactions. Prerequisite: FIN-650.

Family Nurse Practitioner (FNP)

FNP-630Ω: Health Promotion and On-Campus Experience I 4 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to primary care, including family systems theory and developmental theory. Learners are also introduced to well visits across the life span and build upon advanced health assessment skills in assessing the well child, adolescent, woman, and man. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

FNP-630A: Health Promotion and On-Campus Experience I 4 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to primary care, including family systems theory and developmental theory. Learners are also introduced to well visits across the life span and build upon advanced health assessment skills in assessing the well child, adolescent, woman, and man. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634. Co-Requisite: FNP-630ACE.

FNP-630ACE: On-Campus Experience I 0 credits

In this 3-day, on-campus experience course, learners participate in lectures, clinical skills training, and simulation experiences related to the family nurse practitioner advanced practice role in patient-centered care to enhance the effectiveness of assessment, diagnosing, treatment, health promotion, patient education, and counseling. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research while practicing cultural and spiritual competence. Prerequisite: NUR-634. Co-Requisite: FNP-630A.

FNP-630CEΩ: FNP-630 On-Campus Experience I 0 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to primary care, including family systems theory and developmental theory. Learners are also introduced to well visits across the life span and build upon advanced health assessment skills in assessing the well child, adolescent, woman, and man. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

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FNP-630N: Health Promotion and On-Campus Experience I 4 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Students explore concepts relevant to primary care, including family systems theory and developmental theory. Students are also introduced to well visits across the life span and build upon advanced health assessment skills in assessing the well child, adolescent, woman, and man. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Students examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

FNP-630NCE: FNP-630 On-Campus Experience I 0 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Students explore concepts relevant to primary care, including family systems theory and developmental theory. Students are also introduced to well visits across the life span and build upon advanced health assessment skills in assessing the well child, adolescent, woman, and man. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Students examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

FNP-652Ω: Family Primary Care I 7 credits

This course focuses on the three levels of prevention and comprehensive primary care management of individuals with common, acute, and chronic conditions across the life span, while respecting each patient's individual beliefs, values, and health care needs. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care. Care includes health promotion counseling, screening, and patient education to optimize patient and family health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of patient illness includes ordering diagnostic tests, prescribing pharmacological and nonpharmacological integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Practicum/field experience hours: 225. Prerequisite: FNP-630.

FNP-652A: Family Primary Care I 7 credits

This course focuses on the three levels of prevention and comprehensive primary care management of individuals with common, acute, and chronic conditions across the life span within a culturally and spiritually engaged environment. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care. Care includes health promotion counseling, screening, and patient education to optimize patient and family health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of patient illness includes ordering diagnostic tests, prescribing pharmacological and nonpharmacological integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Practicum/field experience hours: 250. Prerequisites: FNP-630A and FNP-630ACE.

FNP-654Ω: Family Primary Care II 7 credits

This course deepens its focus on the three levels of prevention and comprehensive primary care management of individuals with common, acute, and chronic conditions across the life span using evidence-based, patient-centered care that recognizes patients' cultural and spiritual needs. Learners integrate evidence-based research in the development of comprehensive, cost-effective, least invasive, quality health care. Care includes health promotion counseling, screening, and patient education to optimize patient and family health. Learners further advance their critical thinking and diagnostic reasoning skills to guide clinical decision making in the management of patient illness. Learners also further develop their competence in ordering appropriate diagnostic tests, prescribing pharmacological and nonpharmacological integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Practicum/field experience hours: 225. Prerequisite: FNP-652.

FNP-654A: Family Primary Care II 7 credits

This course deepens its focus on the three levels of prevention and comprehensive primary care management of individuals with common, acute, and chronic conditions across the life span using evidence-based, patient-centered care that recognizes patients' cultural and spiritual needs. Learners integrate evidence-based research in the development of comprehensive, cost-effective, least invasive, quality health care. Care includes health promotion counseling, screening, and patient education to optimize patient and family health. Learners further advance their critical thinking and diagnostic reasoning skills to guide clinical decision making in the management of patient illness. Learners also further develop their competence in ordering appropriate diagnostic tests, prescribing pharmacological and nonpharmacological integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Practicum/field experience hours: 250. Prerequisite: FNP-652A.

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FNP-690Ω: Practicum and On-Campus Experience II **7 credits**

This practicum course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the primary care management of individuals and families across the life span. Emphasis is placed on scope of practice, roles, contract negotiation, prescriptive authority, licensure, certification, and credentialing. Updates on legislation and health policy are incorporated utilizing multidimensional clinical case studies. Learners also examine ethical issues that arise in clinical practice. This course includes a required 2-day, on-campus experience. Practicum/field experience hours: 225. Prerequisite: FNP-654.

FNP-690A: Practicum and On-Campus Experience II **7 credits**

This practicum course is the final synthesis of the three levels of prevention and comprehensive primary care management of individuals with common, acute, and chronic conditions across the life span within a culturally and spiritually diverse environment. Additional emphasis is placed on the transition to the advanced scope of practice, roles, contract negotiation, prescriptive authority, licensure, certification, and credentialing. Updates on legislation and health policy are incorporated utilizing multidimensional clinical case studies. Learners also examine ethical issues that arise in clinical practice. This course includes a required 2-day, on-campus experience. Practicum/field experience hours: 250. Prerequisite: FNP-654A. Co-Requisite: FNP-690ACE.

FNP-690ACE: On-Campus Experience II **0 credits**

In this 2-day, on-campus experience course, learners participate in lectures and a benchmark simulation experience. Emphasis is placed on the application of critical thinking, clinical decision-making, and diagnostic reasoning. Learners apply these foundational skills during assessment, diagnosis, and the development of an evidence-based treatment plan. The learner focuses on transitioning into the FNP scope of practice, with an emphasis on roles, contract negotiation, prescriptive authority, as well as licensure, certification, and credentialing. Prerequisite: FNP-654A. Co-Requisite: FNP-690A.

FNP-690CEΩ: FNP-690 On-Campus Experience II **0 credits**

This practicum course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the primary care management of individuals and families across the life span. Emphasis is placed on scope of practice, roles, contract negotiation, prescriptive authority, licensure, certification, and credentialing. Updates on legislation and health policy are incorporated utilizing multidimensional clinical case studies. Learners also examine ethical issues that arise in clinical practice. This course includes a required 2-day, on-campus experience. Practicum/field experience hours: 225. Prerequisite: FNP-654.

FNP-690NCE: FNP-690 On-Campus Experience II **0 credits**

This practicum course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the primary care management of individuals and families across the life span. Emphasis is placed on scope of practice, roles, contract negotiation, prescriptive authority, licensure, certification, and credentialing. Updates on legislation and health policy are incorporated utilizing multidimensional clinical case studies. Students also examine ethical issues that arise in clinical practice. This course includes a required 1-day, on-campus experience. Practicum/field experience hours: 225. Prerequisite: FNP-654.

Forensic Science (FOR)

FOR-150: Critical Analyses in Forensic Science **4 credits**

This course introduces the analysis skills required for scientific problems. Critical thinking in relation to problem solving is practiced from the viewpoint of forensic scientists. Students will study approaches to inquiry, reasoning, and logic as applied to forensic science, the systematic use of data to make critical decisions, and the expectations of graduate schools and forensic science careers.

FOR-505: Ethical Principles in Forensic Science and the Role of QA and QC **4 credits**

This course will cover the Code of Ethics statements published by major forensic science organizations. The role quality assurance and quality control (QA/QC) principles play in maintaining high ethical principles is discussed. Issues involving failure to maintain QA/QC and resulting ethical dilemmas will also be addressed. Accreditation and its place within the crime laboratory is included to provide students with a well-rounded understanding of the importance of maintaining quality within the laboratory.

FOR-515: Crime Scene Processing and Medicolegal Death Investigation **4 credits**

This course introduces students to the various procedures used to document, collect, package, and preserve evidence found at crime scenes. The body as it pertains to medicolegal death investigation with an examination of the guidelines for death scene investigations is also discussed. Concepts such as maintaining chain of custody, ethical considerations, and report writing are also covered. Prerequisite: FOR-505.

FOR-525: Applied Statistics for Forensic Science **4 credits**

This course provides an introduction to the use of statistics within various forensic disciplines. Analytical sampling, basic statistical analyses, and uncertainty measurements are covered with respect to comparative disciplines. Statistics as applied to the analysis of DNA evidence, including probability of inclusion, likelihood ratio, and random match probability are also covered. The impact of statistics on the valuation of evidence is included.

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FOR-530: Microscopy and Instrumental Analysis Methods in Forensic Science **4 credits**

This course provides an introduction to microscopy. Concepts such as compound, comparison, and scanning electron microscopy are covered. The course also covers instruments commonly used in the analysis of forensic evidence. Various chromatography, spectroscopy, and detection methods are covered in relation to the forensic evidence for which they are used. Prerequisite: FOR-515.

FOR-540: Advanced Body Fluid and DNA Analysis **4 credits**

In this course serological testing of blood, semen, and saliva is introduced through a discussion of various presumptive and confirmatory chemical tests. DNA profiling of various samples types is covered, with a focus on the processes used to obtain a DNA profile: extraction, quantification, amplification, and electrophoresis. The comparison of DNA profiles, report writing, and DNA mixture interpretation are also discussed. Prerequisites: One of the following combinations: FOR-515, FOR-525, and FOR-530, or CHM-360, CHM-360L, and BIO-457.

FOR-560: General Principles of Drug Chemistry and Forensic Toxicology **4 credits**

In this course students will learn various laboratory methods and procedures for the detection of drugs/controlled substances from both physical specimens and bodily fluids (blood and urine). Instrumental and chemical techniques used to separate, detect and quantitate controlled substances are discussed. The creation and detection of designer drugs is also covered. Prerequisites: FOR-515 and FOR-530, or CHM-231 and CHM-231L.

FOR-575: Comparative Methods **4 credits**

This course is dedicated to forensic comparative methods used in pattern-based evidence analysis. Forensic disciplines addressed include firearms and toolmark analysis, fingerprint comparisons, and shoe print and tire tread evidence. Prerequisites: FOR-515 and FOR-525 and FOR-530.

FOR-600: Courtroom Presentation of Scientific Evidence **4 credits**

This course focuses on the ways in which science is used by the criminal justice system and how to effectively present evidence in court. The impact of landmark court cases, including the Daubert and Frye decisions, are addressed in relation to expert witness testimony and the admissibility of scientific evidence. The role of the forensic scientist in relation to the Federal Rules of Evidence is also addressed. Students also learn how to be an effective expert witness, including how to prepare for testimony, how to properly convey scientific technology in layman's terms, and how to be perceived as a credible witness. Prerequisite: FOR-530, FOR-540, FOR-560, FOR-575.

FOR-620: Advanced Topics in Forensic Science **2 credits**

This course discusses various topics that students are likely to encounter as working forensic scientists. The ways in which the public views forensic science is addressed, with a focus on the CSI Effect and the publication of the National Academy of Sciences (NAS) Report and the President's Council of Advisors on Science and Technology (PCAST) Report. Ways in which to address conflicting results from multiple experts is discussed. Prerequisite: FOR-530, FOR-540, FOR-560, FOR-575.

Fire Science (FSC)

FSC-180: Fire and Emergency Services Administration **4 credits**

This course is a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills that are necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of a fire and emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission.

FSC-285: Political and Legal Foundations for Fire Protection **4 credits**

This course examines the legal aspects of the fire service and the political and social impacts of legal issues. This course includes a review of the American legal system and an in-depth coverage of legal and political issues involving employment and personnel matters, administrative and operational matters, planning and code enforcement, and legislative and political processes with regard to the fire service.

FSC-310: Personnel Management for the Fire Service **4 credits**

This course examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining.

FSC-340$^{\Delta}$: Applications of Fire Research **4 credits**

This writing intensive course examines the basic principles of research and methodology for analyzing current fire-related research. The course also provides a framework for conducting and evaluating independent research in the following areas: fire dynamics, fire test standards and codes, fire safety, fire modeling, structural fire safety, life safety, firefighter health and safety, automatic detection and suppression, transportation fire hazards, risk analysis and loss control, fire service applied research, and new trends in fire-related research.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | ^{f} Honors Major Course | $^{\Omega}$ Non-Transferable

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FSC-400: Fire Prevention 4 credits

This course empowers students with knowledge, methods, and concepts for effective leadership of comprehensive fire-prevention and risk-reduction programs.

FSC-415: Community Risk Reduction for the Fire and Emergency Services 4 credits

This course provides a theoretical framework for the understanding of the ethical, sociological, organizational, political, and legal components of community risk reduction, and a methodology for the development of a comprehensive community risk-reduction plan.

FSC-450: Fire Service Ethics 4 credits

This course examines the basic principles of ethics as related to fire service operations and management with special attention given to current issues in the fire service.

FSC-490[Δ]: Fire Science Capstone 4 credits

This writing intensive course includes a culminating project that shows what students have learned while in the program. Students demonstrate the application of skills required of leaders in modern fire service agencies.

Game Development (GDT)

GDT-110: Game Engine Architecture 4 credits

This course offers a deep dive into the architecture of game engines. Students will explore how engines are designed and optimized for various platforms and will have the opportunity to build their own game engine components. Prerequisites: MAT-154 and GDT-115 or GMC-100.

GDT-115: Introduction to Game Engines 4 credits

This course serves as an introductory exploration of game engines, focusing on the industry's most popular engines. Students gain hands-on experience with game engines, learning how to create interactive and immersive gaming experiences. The course will cover fundamental game development concepts, tools, and workflows, enabling students to build a solid foundation for more advanced game development courses. Prerequisite: MAT-144 or MAT-154 or CST-150.

GDT-115XV: Introduction to Game Engines 4 credits

This course serves as an introductory exploration of game engines, focusing on the industry's most popular engines. Students gain hands-on experience with game engines, learning how to create interactive and immersive gaming experiences. The course will cover fundamental game development concepts, tools, and workflows, enabling students to build a solid foundation for more advanced game development courses. Prerequisite: MAT-144 or MAT-154.

GDT-120: Virtual Reality and Game Development 4 credits

This course introduces students to the rapidly evolving world of virtual reality and its integration into game development. The course focuses on the principles, tools, and techniques required to create immersive and interactive VR gaming experiences. Students explore various VR platforms and technologies, gaining hands-on experience in developing virtual reality games from concept to implementation. Upon completion, students will have a solid foundation in VR game development, enabling them to conceptualize, design, and build their own immersive and interactive virtual reality gaming experiences. The course prepares students to embrace the challenges and opportunities in this rapidly expanding field, making them well-equipped to contribute to the future of VR game development and interactive storytelling. Prerequisites: MAT-154 and GMC-100.

GDT-205: AI for Game Developers 4 credits

The course delves into the fascinating world of artificial intelligence (AI) and its applications in game development. Students learn how to design, implement, and optimize AI systems that enhance the gameplay experience, create intelligent non-player characters (NPCs), and simulate lifelike behaviors. By the end of the course, students will possess the skills to craft immersive and challenging game worlds that adapt intelligently to player actions. Prerequisite: GDT-115.

GDT-210[♯]: Real-time Network Programming 4 credits

This advanced course focuses on real-time network programming, vital for online and multiplayer games. Students will learn complex network architectures and real-time communication protocols. Prerequisite: GDT-110, GDT-115.

GDT-215: Mobile Game Development 4 credits

This course equips students with the skills and knowledge necessary to create interactive and engaging games for mobile platforms, such as smartphones and tablets. Throughout the course, students explore the unique challenges and opportunities presented by mobile game development, learning to optimize game design, user experience, and performance for a diverse and rapidly-evolving mobile landscape. Through hands-on projects and real-world examples, students gain practical experience in mobile game development, culminating in the creation of their own mobile game. By the end of the course, students will be well-prepared to pursue careers in the mobile gaming industry or independently develop and publish their own mobile games. Prerequisite: GDT-210.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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GDT-220: Augmented Reality and Game Development **4 credits**

This course introduces students to the exciting field of augmented reality and its integration with game development. Through this course, students explore the core concepts and techniques required to design and create interactive and immersive AR gaming experiences, fostering practical knowledge in developing AR applications that blend virtual content seamlessly with the real world, opening up a world of possibilities for innovative and immersive gaming experiences. Students work on practical AR game development projects, allowing them to apply the knowledge gained in class to create their own interactive AR gaming experiences. By the end of the course, students will have a comprehensive understanding of AR technology and be well-equipped to contribute to the exciting and rapidly evolving field of AR game development. Prerequisite: GDT-120.

GDT-225: Advanced Graphics Programming **4 credits**

This course dives deep into graphics programming techniques, focusing on creating cutting-edge visuals and effects within game environments. Students master various graphics algorithms, shader programming, and GPU optimization techniques. Prerequisite: GDT-120.

GDT-305: Advanced Game Testing and Debugging **4 credits**

This course teaches advanced testing and debugging methods to ensure high-quality game development. Students learn automated testing, performance profiling, and error handling. Prerequisite: GDT-215, GDT-220.

GDT-310: Game Security and Anti-Cheat Technology **4 credits**

This course covers the crucial aspects of security in game development, with a focus on implementing anti-cheat measures and protecting intellectual property. Prerequisite: GDT-205, GDT-215.

GDT-315: Multiplayer Game Development **4 credits**

This course offers a comprehensive exploration of the principles and techniques involved in creating multiplayer experiences within games. Students gain a deep understanding of the technologies and methodologies used to design and implement various multiplayer architectures, enabling them to develop engaging, real-time, and socially interactive games for a diverse player base. Throughout the course, students work on hands-on projects, collaborating with others to build functional multiplayer games from the ground up. They also gain insights into the challenges of multiplayer game development, such as handling network issues, preventing cheating, and ensuring a fair and enjoyable experience for all players. By the end of the course, students will have the knowledge and skills to embark on exciting multiplayer game development projects and contribute to the ever-evolving world of online gaming. Prerequisite: GDT-305, GDT-310.

GDT-320: Game Physics and Simulation **4 credits**

This essential course introduces students to the fundamental principles of physics and their practical application in game development. Students explore how physics engines and simulations contribute to creating realistic and immersive gaming experiences. Through hands-on projects and experiments, students gain the knowledge and skills to develop dynamic, interactive, and physics-based game mechanics. They also have the opportunity to apply the principles they learn to develop interactive prototypes and small-scale games that showcase physics-based gameplay. By the end of the course, students will possess a strong foundation in game physics and simulation, enabling them to craft more engaging, dynamic, and immersive gaming experiences for players. Prerequisite: GDT-225.

GDT-405[ƒ]: Advanced Game Programming **4 credits**

This is an intensive course designed to take students' game development skills to the next level. Students delve into the complexities of game programming, focusing on advanced topics such as artificial intelligence, graphics rendering, networking, and more. By mastering these advanced concepts, students are better equipped to create high-quality, sophisticated games that push the boundaries of what is possible in the gaming industry. Through hands-on projects and assignments, students apply their knowledge of advanced game programming concepts to create polished and technically impressive game projects. This course equips students with the expertise to tackle ambitious game development projects and prepares them to excel in demanding roles within the game development industry. Prerequisite: GDT-315, GDT-320.

Game Creation (GMC)

GMC-100: Introduction to Gaming **4 credits**

This course provides students with an in-depth understanding of the gaming industry landscape. Students explore market trends, different sectors within the industry, and various career paths. Additionally, students analyze emerging technologies and future trends shaping the industry. By the course's end, students are equipped with the knowledge and insights needed to navigate the gaming industry and contribute to innovative game design. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

GMC-101: Game Design **4 credits**

This course is an introduction to the conceptual thinking framework required for the conceptualization and design of games, whether analog or digital. This is not a programming or illustration course. Students will learn to understand game theory, present a game concept, why that concept will work with the audience, and what makes a compelling game for the user. Foundational digital tools will be introduced. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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GMC-110: Visual Art for Games 4 credits

A compelling game has compelling art. This foundational course is designed to introduce students to the world of visual design and art in the context of game development. Students will learn the design tools used for creation of the game pitch, concept presentation, and understand the workflow for creation or editing of art used in games, both analog or digital. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: GMC-101.

GMC-200[Δ♯]: World Building 4 credits

This world building course explores the art and science of creating immersive game worlds. Students learn about narrative development, environmental design, level layout, and interactive storytelling, and they establish skills in conceptualizing and visualizing game worlds. Students develop a broad understanding of the technical aspects and hardware constraints of world building and conceptualize captivating and cohesive game worlds that enhance the overall gameplay experience. This is a writing-intensive course. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: GMC-100.

GMC-351: Game Creation 1 4 credits

Game Creation 1 is an introductory course that provides students with a foundation in the key principles and skills necessary for game development. Through a combination of theoretical knowledge and hands-on projects, students learn the basics of game design, programming, and art creation. They explore topics such as game mechanics, level design, character development, and prototyping. By the end of the course, students will have created their own small game, gaining valuable experience in the game creation process. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: GMC-200.

GMC-352[Δ]: Game Creation 2 4 credits

This writing-intensive course builds upon the knowledge gained in Game Creation 1, Game Creation 2 is an intermediate-level course that dives deeper into game development concepts and techniques. Students expand their skills in areas such as advanced game mechanics, artificial intelligence, advanced level design, and multiplayer implementation. Through challenging projects and collaborative work, students further enhance their game development abilities and develop a more sophisticated understanding of the game creation process. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: GMC-351.

GMC-400[♯]: Game Promotion and Marketing 4 credits

This course layers an understanding of marketing and promotion into the game industries. Topics covered may include how to build in person and online communities around a game franchise; developing expanded brand components; planning and presentation of live events including conferences, challenges, and live streaming; and the integration of public relations and publicity to promote the growth of game products. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: GMC-200.

GMC-451[♯]: Game Creation 3 4 credits

Game Creation 3 is an advanced course that focuses on refining and polishing the skills necessary to create high-quality games. Students engage in in-depth exploration of topics such as advanced storytelling, advanced graphics and rendering techniques, optimization strategies, and immersive experiences (e.g., virtual reality or augmented reality). They undertake complex game projects that require advanced problem-solving and creative solutions, pushing the boundaries of their game development abilities. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: GMC-352.

GMC-452: Game Creation 4 4 credits

This course is the last of a series of four courses where design students and programming students work together to practice the design and production of games to develop a portfolio of projects. Best practices are instilled for finalizing and showcasing work completed in the program, presenting an engaging portfolio and job-hunting plan. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: GMC-451.

Government (GOV)

GOV-140[◆]: American Government and Politics 4 credits

This course is an introduction to American government and politics. It covers the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, citizenship, and patterns of political behavior.

GOV-140XV: American Government and Politics 4 credits

This course is an introduction to American government and politics. It covers the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, citizenship, and patterns of political behavior.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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GOV-210◆: Introduction to Comparative Government and International Politics **4 credits**

This course compares and contrasts various systems of government in Western and non-Western countries, and explores political and diplomatic processes and how they affect international relations, nations, and localities.

GOV-260: Arizona Constitution & Government **1 credits**

This course is a survey of the Arizona constitution and government. It meets the teacher certification requirement for Arizona government.

GOV-307ǂ◆: Introduction to Political Theory **4 credits**

This course examines the political processes that determine who gets what, when, and how in society, and explores the issues and concepts that are used to develop and critique political theories. The classics as well as the more contemporary expressions of political thought are introduced.

GOV-307HNǂ◆: Introduction to Political Theory **4 credits**

This course examines the political processes that determine who gets what, when, and how in society, and explores the issues and concepts that are used to develop and critique political theories. The classics as well as the more contemporary expressions of political thought are introduced.

GOV-351◆: Public Administration **4 credits**

This course explores the theory and practice of governmental administration at the national, state, and local levels and the implementation of legislation. It examines the role of the bureaucracy in the federal government and the states.

GOV-357◆: Philosophy of Law **4 credits**

This course is an introduction to topics in legal philosophy, including but not limited to the foundations of law, the relation of law and morality, law and ethics, whether persons have a duty to obey the law, the nature of property, the reasonableness of punishment, and the role of constitutions in law. Readings will be drawn from both historical and contemporary sources.

GOV-358ǂ◆: Research Methods in Government and Politics **4 credits**

This course introduces the qualitative and quantitative methods used to research and study politics including hypothesis testing, inference, and causal reasoning. Prerequisite: GOV-140.

GOV-358HNǂ◆: Research Methods in Government and Politics **4 credits**

This course introduces the qualitative and quantitative methods used to research and study politics including hypothesis testing, inference, and causal reasoning. Prerequisite: GOV-140.

GOV-360◆: Civil Law **4 credits**

This course provides an overview of the broad field of civil law, giving students a contemporary, practical understanding of the different fields of civil law. The course also provides analytical techniques for resolving legal problems.

GOV-364ǂ◆: Public Policy Analysis **4 credits**

This course covers public policymaking in American federal government. It focuses on the impact of policy on public opinion, the media, interest groups, and governing institutions within the executive, the legislative, and the judicial branches. Prerequisite: GOV-140.

GOV-364HNǂ◆: Public Policy Analysis **4 credits**

This course covers public policymaking in American federal government. It focuses on the impact of policy on public opinion, the media, interest groups, and governing institutions within the executive, the legislative, and the judicial branches. Prerequisite: GOV-140.

GOV-366◆: State and Local Government **4 credits**

This course focuses on the structures, processes, and policy outputs of state and local governments in the United States, with special reference to Arizona political, social, and economic environments. Prerequisite: GOV-140.

GOV-376◆: Municipal Government and Administration **4 credits**

This course studies the development of city government in the United States; the governmental organization of several typical cities; the problems of taxation, law enforcement, health, housing, welfare, planning, and zoning; and the future of cities.

GOV-378ΔǂΩ◆: American Constitution **4 credits**

This writing intensive course surveys the development of the American Constitution from colonial origins to the present. Constitutional law in the broader framework of political philosophy is discussed. Major themes in this course are federalism, the doctrine of separation of powers, and the impact of Supreme Court decisions on society. Prerequisite: GOV-140.

GOV-378HNǂ◆: American Constitution **4 credits**

This writing intensive course surveys the development of the American Constitution from colonial origins to the present. Constitutional law in the broader framework of political philosophy is discussed. Major themes in this course are federalism, the doctrine of separation of powers, and the impact of Supreme Court decisions on society. Prerequisite: GOV-140.

GOV-455◆: Practice of Law **4 credits**

This course focuses on three major areas of success required to become a successful legal practitioner: legal reasoning and analysis, practical legal research and writing, and "soft" skills of the legal profession such as the ability to gather information from persons and to communicate with persons in the legal arena. Prerequisite: GOV-357.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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GOV-459[ΔΩ]: Government Capstone 4 credits

This writing intensive course provides a broad overview of careers at the federal, state, and local levels of governing bodies and agencies. The course explores the role of a bureaucrat, legislative aid, lobbyist, or campaign worker. Issues that are unique to legislatures that make the law, and to public agencies that implement and enforce the law are also explored. This course examines selected theoretical and empirical topics in government. This course represents the culmination of undergraduate study within government. This capstone course needs to be completed at the end of program. This capstone course needs to be completed at the end of program. Prerequisites: GOV-364, GOV-307, GOV-358, GOV-378, GOV-140, and GOV-210.

GOV-467◆: Special Topics in Federal-State-Local Relations 4 credits

This course analyzes contemporary topics in federalism. Topics will vary but may include case studies on environmental, health care, transportation, and homeland security policies. Prerequisites: GOV-366 and GOV-376.

GOV-498: AZ Legislative Internship 12 credits

An opportunity for students to practice principles learned in their program of study while serving as interns for the Arizona Legislature. Interns work under the supervision of a staff member in either the Arizona House of Representatives or the Arizona State Senate. This course requires students to complete internship hours. Practicum/field experience hours: 540. Prerequisite: College Approval Required.

Governance, Risk and Compliance (GRC)

GRC-500: Introduction to Cybersecurity Disciplines and Risks 4 credits

This course offers a comprehensive introduction to the foundational concepts and critical disciplines within the field of cybersecurity in relation to governance, risk, and compliance. It serves as an essential entry point to equip students with the knowledge and understanding required to navigate the complexities of cybersecurity threats and governance.

GRC-520: Governance for Cybersecurity 4 credits

This course offers an in-depth exploration of cybersecurity governance, focusing on strategic planning, policy management, and framework alignment within enterprise systems. Students examine compliance and cyber law, risk management, business continuity, and the implementation and life cycle of cybersecurity frameworks. The curriculum emphasizes crisis response and fostering organizational awareness and training, ensuring integration of cybersecurity principles into the enterprise culture and strategic objectives. Prerequisite: GRC-500.

GRC-540: Cybersecurity Governance Structures and Frameworks 4 credits

This course guides students in evaluating industry-specific frameworks and developing organizational governance structures that comply with laws and requirements. It covers policy and standard authorship, the integration of frameworks for risk reporting, and translating governance processes into actionable strategies. Students also learn to measure governance efficacy, ensuring alignment with organizational goals and effective cybersecurity management. Prerequisite: GRC-520.

GRC-560: Survey of Risk Management 4 credits

This course delves into sophisticated risk management techniques, distinguishing between qualitative and quantitative assessments, and developing strategies for risk aggregation, mitigation, and integration of security requirements. Prerequisite: GRC-540.

GRC-580: Survey of Compliance 4 credits

This course provides a practical introduction to compliance, focusing on defining, documenting, and evaluating control coverage and control operational efficacy. Students learn to demonstrate adherence to regulatory guidance through the application of frameworks. The curriculum emphasizes communication with auditors and regulators, legal collaboration for compliance, and strategies for regulatory harmonization. Prerequisite: GRC-540.

GRC-600: Security Management and Performance Metrics 4 credits

This course emphasizes the integration of governance processes with performance metrics, teaching students to utilize data for evaluating security controls and governance insights. Students author metric definitions, differentiate between KPIs and KRIs, and employ both quantitative and qualitative measurements. Focusing on internal and external maturation and metric reporting, the curriculum covers aggregate risk assessment and effective risk reporting to various management structures and committees. Prerequisites: GRC-560 and GRC-580.

GRC-620: Incident Management and Cyber Law 4 credits

This course explores the life cycle of incident management with a focus on crisis response planning, cyber law, and legal requirements. Students develop practical skills in evidence handling procedures, communication during crises, and executing containment, eradication, and recovery strategies. Additionally, the course emphasizes post-incident analysis to enhance future response and compliance efforts. Prerequisite: GRC-600.

GRC-640: Decision-Making in GRC 4 credits

This course covers decision-making for governance and risk through data integration, emphasizing measurable threat indicators and governance processes. This course delves into decision-making processes and frameworks within the cybersecurity realm, with a heavy emphasis on real-world applications and case studies. Students practice making informed, strategic decisions that align with cybersecurity governance and risk management best practices, preparing them to handle complex cybersecurity challenges effectively. Prerequisite: GRC-620.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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GRC-660: Cybersecurity Governance Risk and Compliance Capstone **4 credits**

This capstone course offers a competitive, team-based simulation of governance, risk, and compliance management. Students perform risk assessments and develop strategies to address evolving cybersecurity scenarios introduced weekly. Emphasizing decision-making, teamwork, and real-world application, the course prepares students to lead in dynamic cybersecurity environments. Prerequisite: GRC-640.

Greek (GRK)

GRK-501: Elementary Greek I **4 credits**

This course introduces the grammar of New Testament Greek with an emphasis on the vocabulary and morphology of the New Testament and the use of linguistic tools for the translation and interpretation of selected passages.

GRK-601: Greek II **4 credits**

This course completes an introduction to the grammar of New Testament Greek with an emphasis on the vocabulary and morphology of the New Testament and the use of linguistic tools for the translation and interpretation of selected passages. Prerequisite: GRK-501.

Health Care Administration (HCA)

HCA-240◆: Health Care Accounting and Billing **4 credits**

This course introduces learners to the fundamental principles of finance, accounting, and budgeting within the context of the health care industry. Learners examine the various business units, roles, and structures involved in health care planning, budgeting, and accounting. Financial measurements and data analytics for managing costs and productivity are also explored.

HCA-255◆: Health Care Policy and Economic Analysis **4 credits**

This course offers a broad overview of health care policy and the impact of government legislation on health care delivery. Students explore ways that economic forces, political trends, and changing social priorities influence policy development that directly impacts health care access, cost, and quality.

HCA-360: Health Information Technology and Management **4 credits**

This course provides information and skills the health care administrator will require to integrate information technology and systems within the health care environment. Students examine basic components and functions of health care management information systems (HMIS) that work to manage data and resources which influence point-of-care decision-making by providers. Issues surrounding privacy, security, efficiency, and effectiveness of health care operations are also explored.

HCA-450ǂ: Quality in Health Care **4 credits**

This course focuses on the knowledge and skills necessary to achieve quality outcomes in patient care. Through analysis and interpretation of quality and performance data, students develop strategies for quality improvement. Emphasis is placed on performance management tools, patient safety protocols, and process controls to ensure both quality and efficiency.

HCA-450HNǂ: Quality in Health Care **4 credits**

This course focuses on the knowledge and skills necessary to achieve quality outcomes in patient care. Through analysis and interpretation of quality and performance data, students develop strategies for quality improvement. Emphasis is placed on performance management tools, patient safety protocols, and process controls to ensure both quality and efficiency.

HCA-455ǂ: Organizational Behavior and Leadership in Health Care **4 credits**

This course introduces students to behavioral science concepts, as they apply to organizational structure, process, and function. Students explore the manager's role in relation to motivating teams and developing strategies for improving operational workflow and efficiencies. Effective communication, collaboration, negotiation, conflict resolution, and decision-making are emphasized.

HCA-455HNǂ: Organizational Behavior and Leadership in Health Care **4 credits**

This course introduces students to behavioral science concepts, as they apply to organizational structure, process and function. Students explore the manager’s role in relation to motivating teams and developing strategies for improving operational workflow and efficiencies. Effective communication, collaboration, negotiation, conflict resolution and decision-making are emphasized.

HCA-460ǂ: Operations and Risk Management in Health Care **4 credits**

This course introduces students to the roles of local, state, and federal regulatory agencies and accrediting bodies; the enforcement of federal guidelines, standards, and regulations; and the issues and demands of the regulatory environment that affect health care in the United States. Students explore the legal responsibility of providers and agencies to provide a safe environment while delivering health care services.

HCA-460HNǂ: Operations and Risk Management in Health Care **4 credits**

This course introduces students to the roles of local, state, and federal regulatory agencies and accrediting bodies; the enforcement of federal guidelines, standards, and regulations; and the issues and demands of the regulatory environment that affect health care in the United States. Students explore the legal responsibility of providers and agencies to provide a safe environment while delivering health care services.

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HCA-465: Health Care Administration and Management **4 credits**

This course introduces students to the management of human resources, with particular focus on resource decision making in health care environments. Students explore job market analysis, talent recruitment, training and development, revenue recovery efforts through retention initiatives, diversity training, and technology readiness. Students demonstrate health care management skills by utilizing tools used to manage staffing and work productivity.

HCA-470[Δ♯]: Strategic Planning and Implementation in Health Care **4 credits**

This writing-intensive course introduces students to key business functions that drive strategic planning. Models for developing, implementing, and evaluating effective programs across varied health care settings are explored along with the principles of merger, acquisition, reorganization, and joint venture. Students apply tools utilized in strategic management of health care programs such as balanced score cards, LEAN, and Six Sigma.

HCA-470HN[Δ♯]: Strategic Planning and Implementation in Health Care **4 credits**

This writing intensive course introduces students to key business functions that drive strategic planning. Models for developing, implementing, and evaluating effective programs across varied health care settings are explored along with the principles of merger, acquisition, reorganization, and joint venture. Students apply tools utilized in strategic management of health care programs such as balanced score cards, LEAN, and Six Sigma.

HCA-515: Analysis of Contemporary Health Care Delivery Models **4 credits**

This course allows learners to develop a comprehensive understanding of contemporary health care models from financial, economic, quality, access, and disparity perspectives, and to relate the ethical, cultural, political, and financial factors that drive and support them. It is from this broad, integrative, and comparative perspective that learners begin defining their role and perspective as administrators within the health care system. Learners begin to investigate their options and define their potential to serve as leaders of systematic improvement, within their health care discipline, based on changes in these driving factors.

HCA-530: Health Care Policies and Economics **4 credits**

This course focuses on health care economics and policy. The core principles of health economics are studied, and learners begin to explore practical financial-analysis skills that have immediate application within the health care industry. Learners also study managerial decision-making processes based on cost, service, and other economic variables as well as how those decisions influence outcomes. Learners investigate health care policy and reform to understand the impact it makes on everyday practices of health care organizations.

HCA-540: Health Care Research Methods, Analysis, and Utilization **4 credits**

This course focuses on the critical analysis of health care research and its application to the administration and delivery of health care services. Emphasis is placed on strategies to access current and relevant data, synthesize the information, and translate new knowledge into practice. Learners are introduced to concepts of measurement, reliability, and validity, as well as ethical issues in the design and conduct of research through an evaluative process of health care initiatives and projects.

HCA-545: Organizational Structure, Dynamics, and Effectiveness **4 credits**

This course focuses on the analysis of health care organizational structure and effectiveness. Topics include the distributive leadership model, decision making through collaboration and teamwork, and the integrative analysis of how change impacts other components of the system.

HCA-545A[Ω]: Organizational Structure, Dynamics, and Effectiveness **4 credits**

This course focuses on the analysis of health care organizational structure and effectiveness. Topics include the distributive leadership model, decision-making through collaboration and teamwork, and the integrative analysis of how change impacts other components of the system. Prerequisite: HCA-515A or NUR-600.

HCA-610: Essential Health Care Business Analysis **4 credits**

This course focuses on the critical analyses of health care business operations and performance. Topics include analysis of financial performance, operational process analysis, and quality of service evaluation.

HCA-615: Human Resource Management and Marketing Communication Strategies **4 credits**

This course focuses on essential managerial communication skills. Human resource topics include conflict management, negotiation, mediation, and coaching, as well as change management principles and the types of communication required for paradigm modification. Interdepartmental, cross-discipline, and external partner marketing topics are included. Consumer communication and collaboration techniques are also discussed.

HCA-616: Networking and Professional Readiness **2 credits**

This course is designed to prepare students to meet the professional standards of practice related to their future discipline within the industry. Emphasis is placed on critical thinking, utilization of resources, communication strategies, and goal setting. Students prepare a professional portfolio and resume. Students apply various networking techniques and practical interview skills to ensure professional readiness for their chosen health care careers.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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HCA-620: Business/Project Plan Evaluation and Development 4 credits

The focus of this course is to begin integrating all previous study and to identify the focus of students' final capstone project. Students evaluate and integrate the methodologies, considerations, and strategies for project or program design, planning, implementation, and evaluation that are relevant or specifically required by their specific health care discipline. Topics of investigation and consideration include (but are not limited to) financial and economic impact; resource allocation; competition; public and private educational requirements; availability of information technology; impact assessment of change; process improvement assessment; social, behavioral, and environmental impact; legal/ethical issues; and any other factors that impact the provision of care or subsequent outcomes within an organization and community. A collaborative group project approach is emphasized to enhance contribution and consideration from diverse experiences within the health care field. Prerequisite: HLT-610, HCA-610, or HIM-650.

HCA-650: Evidence-Based Research Project 4 credits

This capstone course provides an opportunity for learners to complete the development of a comprehensive evidence-based project, plan, or proposal that addresses a problem, issue, or concern in their professional practice and can be implemented upon completion of the program. Projects address a problem amenable to research-based intervention; include a relevant and comprehensive literature review; propose a solution; and include a fully developed program, project, or business plan. The project also contains all the necessary information to implement the proposed solution, evaluate its outcome(s), and disseminate the findings. Prerequisite: Successful completion of all courses in the program except HCA-670.

HCA-670: Health Care Administration Practicum 4 credits

This course promotes the synthesis and application of knowledge and skills from the Master of Health Administration (MS-HA) program. Learners identify a mentor and develop a relationship through which they examine the connection between theory and practice. Learners engage in leadership and administrative activities (e.g., committees, projects, staff education, and quality improvement) and, through reflection and writing, analyze and evaluate leadership behaviors and processes. Practicum/field experience hours: 150. Prerequisite: Successful completion of all previous coursework in the program.

HCA-675: Health Care Innovation 4 credits

This course provides an opportunity for students to envision the best possible future for the American health care system, and to understand what changes are necessary to achieve it. By focusing on and developing a set of recommendations for improving American health care, students appreciate the difference between forcing a current system to work harder, and redesigning a system in order to achieve desired outcomes. Students learn how transactional leaders can become transformational leaders, and begin the formal process of preparing for their capstone research project. Students gain understanding of how clinical data, knowledge, and practice are driving the development of health care surveillance systems through informatics. Topics of investigation include the role of informatics in improved patient care and research, organization and national bio-surveillance, and clinical decision support. Consideration is given to legal and regulatory issues in private and public health practice and as they apply to public health security and preparedness in response to bioterrorism and disasters. Prerequisite: HCA-620.

HCA-680: Leadership in Health Care 4 credits

In this course, learners study key leadership principles and skills critical to their development as health care professionals capable of leading change initiatives that align with the strategic vision of health care organizations and the evolving landscape of health care. Learners assess their own leadership qualities, an organization's readiness for change, and barriers that may affect the adoption of innovations and quality improvement processes. The course emphasizes systems thinking while learners work toward honing problem-solving, teamwork, and communication skills necessary for leading initiatives within health care organizations.

HCA-699Ω: Evidence-Based Research Project 4 credits

This capstone course provides an opportunity for learners to complete the development of a comprehensive evidence-based project, plan, or proposal that addresses a problem, issue, or concern in their professional practice and can be implemented upon completion of the program. Projects address a problem amenable to research-based intervention; include a relevant and comprehensive literature review; propose a solution; and include a fully developed program, project, or business plan. The project also contains all the necessary information to implement the proposed solution, evaluate its outcome(s), and disseminate the findings. Prerequisite: HCA-675.

HCA-807: Structures and Governance in Health Care 3 credits

This course provides learners with an overview of the various governance structures in the health care industry and their connections with leadership. Public, private, non-profit, and for-profit governance structures are examined. Public and private reimbursement options are reviewed. Prerequisite: RES-811 or RES-850.

HCA-812: Health Care Regulation 3 credits

This course provides an overview of many levels of regulation in the health care industry. These include state boards, medical boards, professional boards, and the federal government. Various organizational and self-regulatory measures are presented, and the impact of mandatory and voluntary measures are discussed.

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HCA-817: Professional Development and Leadership in Health Care 3 credits

The course explores the connection between leadership and professional development with a focus on assisting employees in achieving personal potential. The course promotes creating a culture of shared values and ownership to promote a standard of organizational excellence.

HCA-822: Building a Culture of Community in Health Care 3 credits

The course discusses the importance of assessing the current culture of an organization as well as how the concept of collaboration is employed as a means for building a culture of community in health care. Systems thinking and inter-professional teaming are presented as strategies for building a collaborative community.

HCA-827: Sustainability of Health Care Organizations 3 credits

The course addresses how continuous improvement guides organizations to promote change and innovation as a means of being viable and sustainable.

Health Informatics (HCI)

HCI-600: Foundations of Informatics 4 credits

This course introduces fundamentals of the U.S. health care system and the role and value of informatics in the practice of evidence-based research and medicine. Students learn key concepts of health care information infrastructure, systems, technologies, applications, and data standards that are critical for optimizing patient care. Students also examine how health care providers and caregivers use technology, information, and knowledge to improve patient care, administration, research, and education across the rapidly evolving health care system.

HCI-615A: Health Care Information Systems and Technology 4 credits

This course examines the application of information systems in health care settings, beginning with an analysis of the broad meaning and nature of information and systems. The focus narrows to utilization of computer technologies, configurations, and applications as tools to benefit health care environments. Emphasis is placed on the challenges related to the development and implementation of effective information systems in light of a rapidly and continuously changing health care model, evolution of technology team member roles and responsibilities, and advancement of technological requirements within the health care system. Prerequisite: NUR-600.

HCI-650A: Health Care Data Management 4 credits

This course examines health care information resources and their impact on quality health care outcomes, patient safety, administrative functions, interfaces, data security and integrity, and business processes. Topics include the use of relational database management software and advance database concepts to automate contemporary business processes. Learners distinguish between various network hardware technologies and associated data communication protocols to facilitate how organizations design and implement data networks. Prerequisite: HCI-615A.

HCI-655: Electronic Health Records 4 credits

This course prepares learners to evaluate, implement, and optimize electronic health record (EHR) technology to support the management and use of clinical data. Learners examine the architecture of EHRs and analyze the challenges of their design and use, including system integration requirements, distributed user bases, storage of complex data, high security requirements, and the diverse information needs of various end users. Learners also apply project management techniques to the planning and implementation of EHRs. Prerequisite: HIM-650.

HCI-655A: Electronic Health Records 4 credits

This course prepares learners to evaluate, implement, and optimize electronic health record (EHR) technology to support the management and use of clinical data to enhance quality patient care and safety. Learners examine the architecture of EHRs and analyze their design and use challenges, including system integration requirements, distributed user bases, storage of complex data, high security requirements, and the diverse information needs of various end users. Learners also apply project management techniques to the planning and implementation of EHRs. Prerequisite: HCI-650A.

HCI-660: Health Data Analytics 4 credits

This course introduces techniques for extracting data and creating knowledge from health care data sets. Learners examine methods for describing, summarizing, and presenting data. There is specific focus on understanding the needs of information users, identifying organizational objectives, and ensuring that the analytical methodology chosen meets those needs. Prerequisite: HIM-650.

HCI-660A: Health Data Analytics 4 credits

This course introduces techniques for extracting data and creating knowledge from health care data sets using programming language. Learners examine methods for describing, summarizing, and presenting data. There is a specific focus on understanding the needs of information users, identifying organizational objectives, and ensuring that the analytical methodology chosen meets those needs with the goal to improve processes, quality of care and patient safety. Prerequisite: HCI-655A.

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HCI-665: Health Information Systems Security **4 credits**

This course examines the security, privacy, and compliance issues that guide the design and use of health information systems and health care data. Learners analyze the regulatory environment and differentiate the regulations, laws, and ethical practices that guide information governance and the uses of data with particular emphasis on patient confidentiality and privacy. Information security tools and strategies for risk assessment, third-party risk management, and audits are also examined. Prerequisite: HIM-615.

HCI-670: User Interface Design for Informatics **4 credits**

In this course, learners apply principles of human factors engineering to the design of optimal user interfaces that improve clinical processes. Learners examine clinical decision support and clinical workflow analysis, modeling, reducing data entry errors, and usability testing in efforts to improve the experience of end users while prioritizing patient safety and the delivery of quality health care.

HCI-690: Health Informatics Applied Project and Practicum **4 credits**

This course provides learners the opportunity to integrate what they have learned in the program in an applied project related to a major area of health informatics, such as health information management, information systems, or health informatics. Learners are expected to demonstrate leadership and advanced critical-thinking and problem-solving skills in the development of a comprehensive and professional project plan and solution that is grounded in current informatics research and methods. Practicum/field experience hours: 150. Prerequisite: Successful completion of all previous coursework in the program.

Human Computer Interaction (HCT)

HCT-510: Introduction to Human-Computer Interaction **4 credits**

This course explores the foundational theories and principles of human-computer interaction, emphasizing user-centered design.

HCT-520: Programming for Interactive Systems **4 credits**

This course covers essential programming skills for developing interactive applications and software development life cycle, across programming languages and tools.

HCT-530: Virtual Reality and Augmented Reality Design **4 credits**

This course explores the design and development of VR and AR experiences, emphasizing user immersion and interaction. Prerequisite: HCT-510, HCT-520.

HCT-540: Gamification **4 credits**

This course covers the core principles of gamification design, including mechanics, dynamics, and aesthetics. Prerequisite: HCT-510. HCT-520.

HCT-550: Artificial Intelligence for User Experience **4 credits**

This course examines the role of AI in enhancing user interfaces and experiences, covering topics from natural language processing to predictive analytics.

HCT-560: User Research Methods **4 credits**

This course focuses on qualitative and quantitative research methods for understanding user needs and behaviors.

HCT-570: Visual Prototyping **4 credits**

This course explores the intersection of fine arts and digital media, focusing on visual design principles and creative software and prototyping tools.

HCT-580: Interaction Design **4 credits**

This course covers principles and practices of designing interactive digital products, focusing on creating intuitive and engaging user interfaces. Prerequisite: HCT-570.

HCT-590: Advanced User Interaction **4 credits**

This course explores advanced design methods and emerging technologies in interactive digital product design. This course enhances foundational skills by integrating deep user research and innovative techniques across multiple platforms. Students engage in project-based learning to solve complex design challenges. Prerequisite: HCT-580.

HCT-600: Usability Engineering **4 credits**

This course explores advanced design methods and emerging technologies in interactive digital product design. This course enhances foundational skills by integrating deep user research and innovative techniques across multiple platforms. Students will engage in project-based learning to solve complex design challenges. Prerequisite: HCT-590.

HCT-610: Capstone Project in Human-Computer Interaction **4 credits**

This course is a culminating project where students apply their skills to design, develop, and evaluate an innovative HCI solution to a real-world problem. Prerequisite: A successful completion of all other courses in the program.

Hebrew (HEB)

HEB-101◆: Elementary Biblical Hebrew **4 credits**

This course is designed to teach students to read biblical Hebrew. It is an introduction to the language of the Hebrew Bible. It focuses on the vocabulary, grammar, and cultural aspects of biblical Hebrew with a goal of translation at a beginning level. Students translate the book of Ruth.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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HEB-102◆: Elementary Hebrew Exegesis 4 credits

This course is a continuation of HEB-101. Students continue translating sections of the Hebrew Bible at a basic level focusing on such books as Genesis, Amos, and the poetical books. Prerequisite: HEB-101.

HEB-501: Elementary Hebrew I 4 credits

This course introduces biblical Hebrew with a focus on grammar, syntax, vocabulary, and the use of linguistic tools for the translation and interpretation of selected passages.

HEB-601: Hebrew II 4 credits

This course completes an introduction to biblical Hebrew with a focus on grammar, syntax, vocabulary, and the use of linguistic tools for the translation and interpretation of selected passages. Prerequisite: HEB-501.

Health Care Informatics (HIM)

HIM-200♯: Principles and Practices of Health Information Management 4 credits

This course surveys the field of health information management. Learners investigate potential career paths and learn the fundamental medical, legal, ethical, and professional issues and standards affecting the field. The course also includes an overview of the health care industry, hospital operations, and electronic health records and documentation standards and practices.

HIM-200HN♯: Principles and Practices of Health Information Management 4 credits

This course surveys the field of health information management. Students investigate potential career paths and learn the fundamental medical, legal, ethical, and professional issues and standards affecting the field. The course also includes an overview of the health care industry, hospital operations, and electronic health records and documentation standards and practices.

HIM-310: Clinical Data Classification 4 credits

This course introduces the functions and relationships between health care classification systems, vocabularies, terminologies, and standards required for the privacy, security, storage, utilization, and standardization of clinical data. Students differentiate systems for clinical classification and coding as well as for various health information exchange models. Prerequisites: BIO-192, BIO-192L, and HIM-200.

HIM-350: Classification of Diagnostic Data 4 credits

This course introduces the principles of and industry guidelines for diagnostic classification systems in health care settings. Focus is on the application of classification systems in health care facilities. Students examine types of diagnostic classification systems and coding guidelines as well as practice coding. Prerequisites: BIO-330 and HIM-310.

HIM-355: Classification of Procedural Data 4 credits

This course introduces the principles and industry guidelines for procedural classification systems in health care settings. Focus is on the application of classification systems in health care facilities. Students examine types of procedural classification systems and coding guidelines as well as practice coding. Prerequisites: BIO-330 and HIM-310.

HIM-370♯: Health Care Information Systems 4 credits

In this course learners evaluate health information systems architecture and data storage design and apply concepts of the systems design life cycle in order to facilitate the use of information assets to meet strategic goals and objectives within health care organizations. Learners also assess information systems to ensure compliance with regulatory requirements and examine information security measures including performing risks assessments, data protection, and recovery procedures. Prerequisite: HIM-310.

HIM-410: Fundamentals of Health Care Informatics Lecture & Lab 4 credits

This course examines the history, application, impact, and future need for informatics in health care. Emphasis is placed on standards, processes, and systems that impact areas of evidence-based medicine, administrative and clinical practices, information infrastructure, security, and electronic health records. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on initial exposure to the computer systems, software tools, and processes used in health care informatics Prerequisites: BIO-181, BIO-181L, ITT-200, CST-217, and CST-307.

HIM-410L: Fundamentals of Health Care Informatics Lab 1 credits

The laboratory section of HIM-410 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on initial exposure to the computer systems, software tools, and processes used in health care informatics. Prerequisites: BIO-181, BIO-181L, ITT-200, ITT-200L, CST-217, CST-217L, CST-307, and CST-307L. Co-requisite: HIM-410.

HIM-412: Health Care Information Systems and Technology Lecture & Lab 4 credits

This course examines the application of information systems in health care settings, beginning with an analysis of the broad meaning and nature of information and systems. The focus narrows to utilization of computer technologies, configurations, and applications as tools to benefit health care environments. Emphasis is placed on the challenges related to the development and implementation of effective information systems in light of a rapidly and continuously changing health care model, evolution of technology team member roles and responsibilities, and advancement of technological requirements within the health care system. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on interacting with health care information systems, security tools and protocols, and cross-industry interoperability. Prerequisites: ITT-200, CST-217, and CST-307.

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HIM-412L: Health Care Information Systems and Technology Lab 1 credits

The laboratory section of HIM-412 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on interacting with health care information systems, security tools and protocols, and cross-industry interoperability. Prerequisites: ITT-200, ITT-200L, CST-217, CST-217L, CST-307, and CST-307L. Co-requisite: HIM-412.

HIM-415[ǂ]: Clinical Data Management 4 credits

This course focuses on the management and integration of health care data within health care organizations for ensuring the accuracy and accessibility of data used for reimbursement and in the revenue cycle. Students examine health care informatics standards and apply processes and techniques for collecting and reporting data to meet enterprise needs and for supporting clinical documentation and quality improvement initiatives. Prerequisites: HIM-350, HIM-355, and HIM-370.

HIM-415HN[ǂ]: Clinical Data Management 4 credits

This course focuses on the management and integration of health care data within health care organizations for ensuring the accuracy and accessibility of data used for reimbursement and in the revenue cycle. Students examine health care informatics standards and apply processes and techniques for collecting and reporting data to meet enterprise needs and for supporting clinical documentation and quality improvement initiatives. Prerequisites: HIM-350, HIM-355, and HIM-370.

HIM-425: Principles of Health Care Administration and Leadership 4 credits

This course focuses on principles related to management and administration of health information services with emphasis on organizational culture, effective leadership and communication, and financial management. Learners assess organizational and departmental needs, propose appropriate solutions, and apply project management techniques to foster efficient use of resources within health care organizations. Prerequisite: HIM-200.

HIM-430[Δ]: Data Governance 4 credits

This writing-intensive course is a study of legal, ethical, and regulatory principles and frameworks that guide data governance within health care organizations. Students examine policy issues and current laws related to uses of health information and determine processes and organizational policies to effectively and ethically manage data and personal health information. Prerequisites: HIM-310 and HIM-370.

HIM-450: Health Care Data Management Lecture & Lab 4 credits

This course examines health care information resources and their impact on administrative functions, interfaces, data security and integrity, and business processes. Topics include: use of relational database management software to construct tables, develop forms, create and execute queries, design and deploy reports, and advance database concepts to automate contemporary business processes. Students are able to distinguish between various network hardware technologies and associated data communication protocols in order to direct how organizations design and implement data networks. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on building SQL databases and performing basic CRUD operations: create data, retrieve data, update data, and delete data. Prerequisites: ITT-200, CST-217, and CST-307.

HIM-450L: Health Care Data Management Lab 1 credits

The laboratory section of HIM-450 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on building SQL databases and performing basic CRUD operations: create data, retrieve data, update data, and delete data. Prerequisites: ITT-200, ITT-200L, CST-217, CST-217L, CST-307, and CST-307L. Co-requisite: HIM-450.

HIM-452: Quality Management in Health Care 4 credits

In this course, learners apply quality assessment techniques, quality management tools, and performance improvement processes to recommend measures to improve quality and patient care and safety. Learners participate in clinical information analysis through mining, exploring, and analyzing clinical data to recognize trends that demonstrate quality, safety, and effectiveness and identify best practices for the management of health care information, systems, and quality to support organizational decision-making. Prerequisite: HIM-415.

HIM-484: Innovations in Health IT Lecture & Lab 4 credits

This course provides students with a broad view of enabling information technologies in the health-care related industries. Students analyze how IT improves economy of scale, increases efficiency, widens access to education and self-care, and facilitates integration of local and cloud-based systems. Students examine solutions using cross-disciplinary knowledge in the health care ecosystem, including health economics, decision support, operational effectiveness, automation, insurance exchanges, and regulatory compliance. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on interaction with a variety of systems, tools, simulators, and websites. Prerequisites: ITT-200, CST-217, and CST-307.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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HIM-484L: Innovations in Health IT Lab 1 credits

The laboratory section of HIM-484 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on interaction with a variety of systems, tools, simulators, and websites. Prerequisites: ITT-200, ITT-200L, CST-217, CST-217L, CST-307, and CST-307L. Co-Requisite: HIM-484.

HIM-490Ω: Health Information Management Capstone 4 credits

The capstone course provides learners with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in the health information management program. Learners complete an applied project that demonstrates critical thinking and attainment of professional health information management competencies. Practicum/field experience hours: 40. Prerequisites: HLT-364, HIM-425, and HIM-452.

HIM-515: Foundations and Concepts of Health Care Informatics 4 credits

This course examines the history, application, impact, and future need for informatics in health care. Emphasis is placed on standards, processes, and systems that impact areas of evidence-based medicine, administrative and clinical practices, information infrastructure, security, and electronic health records.

HIM-615: Health Care Information Systems and Technology 4 credits

This course examines the application of information systems in health care settings, beginning with an analysis of the broad meaning and nature of information and systems. The focus narrows to utilization of computer technologies, configurations, and applications as tools to benefit health care environments. Emphasis is placed on the challenges related to the development and implementation of effective information systems in light of a rapidly and continuously changing health care model, evolution of technology team member roles and responsibilities, and advancement of technological requirements within the health care system.

HIM-650: Health Care Data Management 4 credits

This course examines health care information resources and their impact on administrative functions, interfaces, data security and integrity, and business processes. Topics include use of relational database management software to construct tables, develop forms, create and execute queries, design and deploy reports, and advance database concepts to automate contemporary business processes. Learners are able to distinguish between various network hardware technologies and associated data communications protocols in order to direct how organizations design and implement data networks. Prerequisites: HIM-515, HCI-600, or NUR-514; and HIM-615.

History/Social Science (HIS)

HIS-110◆: World History Themes 4 credits

This course surveys global civilizations from Africa and the Americas to Eurasia as an overview of the principal cultural, political, and economic themes that shaped world civilization.

HIS-144◆: U.S. History Themes 4 credits

This course provides an overview of the principal political, economic, and cultural themes and constitutional developments that shaped the United States from the Colonial period into the 20th Century.

HIS-231◆: American Military History 3 credits

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. Prerequisite: Instructor's approval.

HIS-255Δ◆: Historical Research and Applied Methods 4 credits

This writing intensive course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts.

HIS-304: Methods of Teaching History in Secondary Schools 4 credits

The goal of this course is to provide history teacher candidates with the knowledge and skills needed to teach history in secondary classrooms. Teacher candidates explore current research–based pedagogical practices for teaching history, connecting educational theory to specific innovative engagement practices for diverse learning populations. History teacher candidates also are given opportunities to design instruction that engages secondary students in historical inquiry, examines processes for selecting primary and secondary source historical content, and uses authentic assessments to measure student learning. Practicum/field experience hours: 15. Fingerprint clearance required.

HIS-306◆: Historians in Theory and Practice 4 credits

This course introduces the study of history as a scholarly discipline, emphasizing significant historians, subdisciplines of the field, and the foundational methodological and theoretical tools of historians.

HIS-325◆: Ancient Mediterranean History 4 credits

This course examines the historical and cultural developments of ancient worlds including Egypt, Greece, and Rome with an emphasis on social, political, and economic developments.

HIS-327◆: Community History 4 credits

This course examines the techniques, sources, and methods of collecting and presenting history at the local level. Emphasis is placed on how communities create memory and historical records, and their uses for students, educators, researchers, and communities.

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HIS-337◆: Material Culture and Museums 4 credits

This course provides a broad introduction to the field of material culture and museum studies. Students use techniques of applied history to learn from objects and study the way museums create exhibits, conserve artifacts, and teach history through material culture.

HIS-347◆: Historic Preservation 4 credits

This course provides a survey of historic preservation and cultural resource management. Topics covered include the field's history; methods, and practices through the methods of applied history in environmental law and conservation; and current practices in management of historic sites, structures, and neighborhoods.

HIS-350◆: Survey of Asian Empires 4 credits

This course provides a historical survey of Asia, including India, China, Southeast Asia, Korea, and Japan. Emphasis is placed on political, economic, and social developments.

HIS-380ǂ◆: Renaissance and Reformation 4 credits

This course examines the intellectual and religious developments of Europe between the 13th and 16th centuries including Renaissance Italy and Reformation Germany with an emphasis on social, political, and economic developments.

HIS-380HNǂ◆: Renaissance and Reformation 4 credits

This course examines the intellectual and religious developments of Europe between the 13th and 16th centuries including Renaissance Italy and Reformation Germany with an emphasis on social, political, and economic developments.

HIS-386Δ◆: War and Revolution 4 credits

This writing intensive course examines the political, economic, and social aspects of selected wars and revolutions. It provides a comparative study of social conflicts with an emphasis on the patterns of individual and collective action, violence, and social changes. Prerequisite: HIS-255.

HIS-387◆: Public History Seminar 4 credits

This course covers various topics in public history, which may include archives and records management, historical interpretation, cultural tourism, oral history, and other fields/applications of history in public spheres.

HIS-426ǂ◆: 20th Century Europe 4 credits

This course examines the political, economic, and social developments of European history in the 20th century from the foundations of late 19th century unification through the struggles of globalization and terrorism at the beginning of the 21st century. Emphasis is placed on the impact of two world wars, totalitarianism, the decline of empire and the Cold War.

HIS-426HNǂ◆: 20th Century Europe 4 credits

This course examines the political, economic, and social developments of European history in the 20th century from the foundations of late 19th century unification through the struggles of globalization and terrorism at the beginning of the 21st century. Emphasis is placed on the impact of two world wars, totalitarianism, the decline of empire and the Cold War.

HIS-450ǂ◆: U.S. History Since 1945 4 credits

This course examines the principal social, political, economic, and global events that have shaped the American experience during the Cold War era. Prerequisite: HIS-386.

HIS-450HNǂ◆: U.S. History Since 1945 4 credits

This course examines the principal social, political, economic, and global events that have shaped the American experience during the Cold War era. Prerequisite: HIS-386.

HIS-463◆: Women in History 4 credits

This course compares the political, social, economic, and cultural history of women in societies, focusing on contrasting experiences of women across time, geographic regions, and cultures. Prerequisite: HIS-386.

HIS-466ǂ◆: Southwest Borderlands 4 credits

This course examines the political, social, economic, and cultural history of the Southwest Borderlands region, focusing on topics related to the American West, Native Americans, frontier/colonial theory, environment, and Chicana/o history. Prerequisite: HIS-386.

HIS-466HNǂ◆: Southwest Borderlands 4 credits

This course examines the political, social, economic, and cultural history of the Southwest Borderlands region, focusing on topics related to the American West, Native Americans, frontier/colonial theory, environment, and Chicana/o history. Prerequisite: HIS-386.

HIS-477◆: Historical Administration 4 credits

This course provides a broad overview of careers for administrators of museums, historical societies, archives, special collection libraries, and other cultural resource agencies. The course explores the role of an administrator as the head of an organization or as a mid-level manager. Issues that are unique to public or nonprofit agencies that collect, preserve, and share cultural resources are also explored. Prerequisite: HIS-337 or HIS-347.

HIS-510: Concepts in Understanding World History 4 credits

This course examines world history as a set of thematic concepts, highlighting the significant historiographical questions, examples, and resources for study of historical global themes such as population; economic networks; power, authority, and government; class, race, and gender; cultural expression; science, technology, and environment; and spiritual life and moral codes

HIS-530: Applied Studies in History Graduate Education 4 credits

This course introduces students to applied studies in history. Students have opportunities to engage in applied (public) history practice with focus toward using these methods in the classroom. Emphasis is placed on the resources and opportunities provided by museums, historic places, and archives for teaching secondary and postsecondary courses.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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HIS-544: Concepts in Understanding U.S. History **4 credits**

This course examines U.S. history as a set of thematic concepts, highlighting the significant historiographical questions, examples, and resources for study of historical themes such as migration and immigration; religious and philosophical thought; the republic and democracy; industrialization, business, and labor; prosperity and consumerism; reform movements and social justice; and war and society in U.S. history.

HIS-555: Studies in the American West **4 credits**

This course investigates the history of the American West as both a region west of the Mississippi River, and an ideology that shaped cultures, economics, and politics, from frontier to modern America. Using historiography and applied research, students examine the diverse cultures and dynamics that made the American West a unique place in American history.

HIS-565: Historical Perspectives of Race, Class, Gender, & Ethnicity **4 credits**

This course explores historical perspectives of race, class, gender, and ethnicity as lenses of stratification, identity, and experience that shape the historical record. Through historiography and applied research, students examine the contextual perspectives of race, class, gender, and ethnicity that shape our understanding of the past.

HIS-570: Graduate Research Seminar in History **4 credits**

This course prepares students for advanced research in history with the intent on publication. Students will engage the resources, methods, and problems of graduate-level research, investigate the literature and historiography of topics in their area of interest, and develop a plan for sustained research, publication, and professional participation in their field of study.

Health Education (HLT)

HLT-205◆: Health Care Systems and Transcultural Health Care **4 credits**

This course introduces the learner to organizational dynamics and the complex structures of the U.S. health care system. Learners consider social, historical, and political influences that have shaped the modern health system and examine the mechanisms that enable access, delivery, and financing of health services. This course also considers the ever-growing global perspective of health care as learners explore the health perspectives of varied racial, ethnic, religious, and socioeconomic groups.

HLT-302Δ◆: Spirituality and Christian Values in Health Care and Wellness **4 credits**

This writing-intensive course explores the concepts of health, wellness, and spirituality from the Christian perspective and as they relate to the holistic needs of patients, providers, and health care communities. Students reflect upon the concepts of healing and the caregiver's role in meeting the spiritual needs of diverse populations while seeking to advance health and wellness within the context of a healing paradigm.

HLT-305◆: Legal and Ethical Principles in Health Care **4 credits**

This course introduces students to major ethical theories, principles, and decision-making models that form the basis for resolution of ethical dilemmas in the health care field. Guidelines for legal and ethical practice are also examined from the context of regulatory requirements established by accrediting and certifying agencies.

HLT-306V◆: Advanced Patient Care **3 credits**

This course offers an advanced approach to patient care, patient education, and patient management within the health care facility and the outpatient clinic. It considers more than the patients' physical needs and addresses the patient as a part of the treatment or diagnostic plan. Upon completion of the course, the student should be able to demonstrate communication skills with different patient populations, such as various cultures, religions, ages, and levels of ability, to participate and discuss the approaches the health care professional should use to best interact with each of these groups.

HLT-307V: Professional Dynamics and Allied Health Professions **3 credits**

This course identifies allied health professionals and their involvement with all aspects of health care delivery and the collaborative health care team. This course also considers the role and scope of allied health as well as the interdisciplinary approach to care intended to meet the needs of a complex and changing health care system.

HLT-308V◆: Risk Management and Health Care Regulations **3 credits**

This course introduces students to local, state, and federal statutes that regulate the administration of safe health care. Students explore the legal responsibilities of the health care facility in providing workplace safety and protection from injury for patients, families, and staff. The course examines the roles and responsibilities of the risk management department within an organization. At the end of this course, students should be able to explain the ethical and legal responsibilities of health care professionals related to risk management assessment and policies.

HLT-312V◆: Ethics for Health Care Professionals **3 credits**

This course introduces students to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health care practice. Students learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Through the use of case studies, students are introduced to health topics such as patients' rights, dilemmas of life and death, allocation of health care resources, and special dilemmas of health care professionals. This course also includes a review of classic cases in health care ethics and how they have shaped health policy. An overview of patient education and ethics and a discussion on the professional codes of ethics and standards are also part of this course.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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HLT-313V: Safety, Quality, and Interdisciplinary Approaches to Care 3 credits

This course examines the relationship between health care quality and organizational performance from an interdisciplinary approach to care. The learner is introduced to the rationale for performance management and the role of the health care organization in ensuring compliance with the standards of accreditation. The methods for assuring quality in process and outcome through management are addressed along with trends in the provision and reimbursement of health care services. Learners are introduced to changing trends in reimbursement of health care services as related to risk management.

HLT-314V◆: Health Care Systems 3 credits

This course provides an understanding of the factors shaping the present and future health care delivery system. Learners examine the aging population in the United States and ways in which the health care system is planning and forecasting for the upcoming needs of aging consumers. Additionally, shifting costs, health care environments, and technological advancements are examined for trends and potential areas of opportunity. Innovative organizational models are explored and analyzed as they continue to develop and shape the future of health care delivery.

HLT-317V◆: Communication and Application of Research in Practice 3 credits

This writing intensive course introduces students to the purpose of research as applied in health care. Students examine the role of various research methods, including evidence-based practice, in communicating with patients and providers to improve health care. Students identify and develop the skills necessary to communicate effectively in the areas of interpersonal communication, group dynamics, diversity, motivation, team building, and conflict resolution.

HLT-324V◆: Transcultural Health Care 3 credits

This course explores meanings and expressions of health, illness, caring, and healing transculturally. Focus is on understanding and developing professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds. Culture is examined as a pervasive, determining "blueprint" for thought and action throughout the human health experience. Patterns of human interaction that foster health and quality of life are analyzed, and health destroying patterns of interaction (e.g., stereotyping, discrimination, and marginalization) are examined and submitted to moral and ethical reflection.

HLT-362V◆: Applied Statistics for Health Care Professionals 3 credits

This is an introductory course on concepts of statistics, emphasizing applications to health care professions. The course is designed to prepare learners to understand concepts of statistics and the appropriateness of statistical methods used in published research papers and a variety of settings. Areas of emphasis include an introduction to the statistical analysis concepts of variable/reliability factors; P values; experimental design; descriptive statistics, including mean, median, and mode; sampling methods; and power analysis.

HLT-364Δ◆: Research and Communication Techniques in Health Care and Science 4 credits

This writing-intensive course discusses the principles and processes of research and common communication techniques utilized in health care and science. This course allows learners to begin the research and preliminary background process necessary to complete a research-based capstone project. Learners conduct a literature review, investigate appropriate research design, explore data collection techniques, apply statistical analysis, and practice professional writing skills.

HLT-381◆: Contemporary Public Health Issues 1 credits

This course provides students an opportunity to explore and analyze current public health issues affecting the nurse leader. Public health nurse leaders are at the forefront of local and global health care challenges and are dedicated to promoting and protecting the health of populations. Students explore the evolving roles of public health nurse leaders, including advocacy, health education and promotion, and collaboration with agencies and community members, in the context of current public health issues. Students gain an understanding of the competencies that prepare nurses to take leadership roles in the development of community- or population-focused solutions to impact health and illness patterns.

HLT-418V◆: Trends and Issues in Health Care 3 credits

The course explores the impact of numerous professional and societal forces on health care policy and practice. Content includes an analysis of current studies; health care policy and position statements; political, environmental, and cultural issues; and changing health care roles. The study of these issues examines the impact on health care delivery systems in society.

HLT-485◆: Methods of Teaching Health and Measuring in Exercise Science 4 credits

This course is 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. Practice teaching is included. Tests and measurements in health, physical education, and exercise science are presented. Emphasis is placed on producing valid and reliable tests, data analysis techniques for test evaluation, test construction assessment, and interpretation of test results. Prerequisites: BIO-155 and BIO-155L.

HLT-490VΔΩ◆:Professional Capstone Project 3 credits

This writing-intensive course facilitates a professional capstone project that is the culmination of the learning experience of students in the Bachelor of Science in Health Care Sciences program. In this course, students identify a current issue in health care and provide a written proposal to address that issue. Additionally, students use evidence-based research and apply theory to practice. Students create an evidence-based project plan and prepare to propose a full implementation plan to current or future employers.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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HLT-494[Δ]: Professional Capstone Project 4 credits

This writing-intensive course facilitates a professional capstone project that is the culmination of the learning experiences of students in the health care administration program. In this course, students design a professional digital portfolio that documents career readiness through the integration of knowledge, skills, experience, and creative pursuits that prepare students for work in in health care. In addition, students prepare a written proposal for their evidence-based capstone project focusing on the resolution of issues or problems significant to health care administration. Upon completion, students present capstone projects to a professional at a health care organization. Prerequisite: HCA-470.

HLT-499: Independent Study 1 credits

This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

HLT-520: Legal and Ethical Principles in Health Care 4 credits

This course focuses on the recognition, analysis, and resolution of ethical dilemmas in health occupations. Students examine legal liabilities involved in health care administration, including workplace safety and a health care facility's obligation to provide protection from injury for patients, their families, and staff.

HLT-610: Networking and Professional Readiness 2 credits

This course is designed to provide learners with the foundational knowledge, skills, resources, and guidance to prepare for professional health care standards related to their future discipline within the industry. Emphasis is placed on critical thinking, awareness and identification of resources, communication strategies, and goal setting. Learners apply learned face-to-face and electronic networking techniques and tactics to ensure professional readiness along with gaining knowledge of professional standards. Learners prepare a professional portfolio and resume, and learn practical interviewing techniques to prepare for entry into/advancement within their chosen discipline-specific health care careers.

HLT-665[Ω]: Public Health Practicum 4 credits

The practicum course is designed to provide students an opportunity to transition from theory to practice. The student reinforces and integrates concepts, principles, and skills gained during coursework that are essential to professional competency. Students are required to complete a minimum of 150 hours of on-site work under close supervision of a faculty member and an on-site preceptor approved by the college or university. Practicum/field experience hours: 150. Prerequisites: HLT-605 and a release by the college's Office of Field Experience.

Honors (HON)

HON-106B: Freshmen Symposium & Seminar – ENGINEERING 0 credits

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106C: Freshmen Symposium & Seminar – CS/IT 0 credits

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106D: Freshmen Symposium & Seminar - CONHCP 0 credits

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106E: Freshmen Symposium & Seminar – Education 0 credits

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106F: Freshmen Symposium & Seminar – Business 0 credits

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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HON-106G: Freshmen Symposium & Seminar – COT **0 credits**

This symposium course takes place during freshman year and gives students the opportunity to gain more understanding of the process of applying to graduate and medical programs. Throughout this course, students conduct extensive review of the graduate and medical school application process for their respective careers, including understanding which specified exam is relevant for their future program and methodology to help them appropriately prepare. Additionally, students learn how to compile application artifacts such as a personal statement, resume, and letters of recommendation as well as prepare for the graduate and medical school interview process. Prerequisite: Acceptance into the honors program.

HON-106H: Freshmen Symposium & Seminar – Biology and Environmental Studies **0 credits**

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106I: Freshmen Symposium & Seminar – Fine Arts & Digital Arts **0 credits**

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106J: Freshmen Symposium & Seminar – Justice Studies, Government & Humanities **0 credits**

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106K: Freshmen Symposium & Seminar – Psychology, Sociology & Behavioral Health **0 credits**

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106L: Freshmen Symposium & Seminar – Forensics **0 credits**

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-110: Honors Symposium **0 credits**

The honors symposium takes place during the first year and builds upon the topics of ethics, service, leadership, research, cultural awareness, and innovative thinking that are discussed in other first-year courses in the honors program. Students explore their respective industry, investigate and discuss local and global issues within that industry, and brainstorm and propose solutions to real-world problems experienced within the industry. This course further integrates professional development and guidance into preparing students for a future career within their respective industry. Prerequisite: Acceptance into Honors College.

HON-206: Sophomore Symposium on Service: Human Connections **0 credits**

This honors symposium takes place during the sophomore year, builds upon discussion regarding service from prior honors courses and examines the idea of service through religious and historical texts. This symposium examines the Great Questions as they relate to the impact of service on the human condition. Prerequisite: Acceptance into the honors program.

HON-206B: Project Management Fellowship **0 credits**

This symposium course takes place during sophomore year and incorporates hands-on, mentored training experiences in various fields of study. Students contribute directly to current projects, business proposals, and project management experiences. This symposium also incorporates basic project management skills. Prerequisite: Acceptance into the honors program.

HON-206C: Research & Design Program **0 credits**

This symposium course takes place during sophomore year and includes hands-on, mentored training experiences in each science, engineering, and technology. Students are expected to contribute directly to current research and design projects being led by faculty while learning techniques and various methodologies. Prerequisite: Acceptance into the honors program.

HON-206D: Global Studies and Service **0 credits**

This symposium course takes place during sophomore year and builds upon local or global service among diverse populations, study abroad, and mission trip experience. This symposium investigates multicultural awareness, and includes a reflective approach on integrated experiential learning, personal development, disciplinary knowledge, and spiritual growth through active, global involvement. Prerequisite: Acceptance into the honors program.

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HON-206E: Internship 0 credits

This symposium course takes place during sophomore year and builds upon internship experience. This symposium explores professional development, and includes a reflective approach on integrated experiential learning, personal development, and disciplinary knowledge through active involvement. Prerequisite: Acceptance into the honors program.

HON-206F: Career Planning and Professional Development 0 credits

This symposium course takes place during sophomore year and builds upon themes of career and professional development. This symposium explores brand building, professional and leadership development, effective communication, and developing a professional portfolio for the workplace. Prerequisite: Acceptance into the honors program.

HON-206G: Graduate and Medical School Preparation 0 credits

This symposium course takes place during sophomore and gives students the opportunity to gain more understanding of the process of applying to graduate and medical programs. Throughout this course, students conduct extensive review of the graduate and medical school application process for their respective careers, including understanding which specified exam is relevant for their future program and methodology to help them appropriately prepare. Additionally, students learn how to compile application artifacts such as a personal statement, resume, and letters of recommendation as well as prepare for the graduate and medical school interview process. Prerequisite: Acceptance into the honors program.

HON-306: Junior Symposium on Leadership: The Last Shall Be First 0 credits

This honors symposium takes place during the junior year, examines the qualities of leadership through readings and presentations and investigates the Great Questions as they relate to the concept of leadership. Prerequisite: Acceptance into the honors program.

HON-306B: Project Management Fellowship 0 credits

This symposium course takes place during junior year and incorporates hands-on, mentored training experiences in various fields of study. Students contribute directly to current projects, business proposals, and project management experiences. This symposium also incorporates basic project management skills. Prerequisite: Acceptance into the honors program.

HON-306C: Research & Design Program 0 credits

This symposium course takes place during junior year and includes hands-on, mentored training experiences in each science, engineering, and technology. Students are expected to contribute directly to current research and design projects being led by faculty while learning techniques and various methodologies. Prerequisite: Acceptance into the honors program.

HON-306D: Global Studies and Service 0 credits

This symposium course takes place during junior year and builds upon local or global service among diverse populations, study abroad, and mission trip experience. This symposium investigates multicultural awareness, and includes a reflective approach on integrated experiential learning, personal development, disciplinary knowledge, and spiritual growth through active, global involvement. Prerequisite: Acceptance into the honors program.

HON-306E: Internship 0 credits

This symposium course takes place during junior year and builds upon internship experience. This symposium explores professional development, and includes a reflective approach on integrated experiential learning, personal development, and disciplinary knowledge through active involvement. Prerequisite: Acceptance into the honors program.

HON-306F: Career Planning and Professional Development 0 credits

This symposium course takes place during junior year and builds upon themes of career and professional development. This symposium explores brand building, professional and leadership development, effective communication, and developing a professional portfolio for the workplace. Prerequisite: Acceptance into the honors program.

HON-306G: Graduate and Medical School Preparation 0 credits

This symposium course takes place during junior year and gives students the opportunity to gain more understanding of the process of applying to graduate and medical programs. Throughout this course, students conduct extensive review of the graduate and medical school application process for their respective careers, including understanding which specified exam is relevant for their future program and methodology to help them appropriately prepare. Additionally, students learn how to compile application artifacts such as a personal statement, resume, and letters of recommendation as well as prepare for the graduate and medical school interview process. Prerequisite: Acceptance into the honors program.

HON-320: Career Planning and Professional Development 2 credits

This course furthers the study of ethics, service, leadership research, cultural awareness, and innovative thinking. Students deepen their understanding of the five approaches to leadership, develop their individual leadership philosophy, and create their career plan. Students work on strategies to build resilience in the face of challenges, understand the mindset shift from student to young professional, and explore lesser-known career and professional environment navigation skills.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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HON-355◆: Academic Journal Writing 2 credits

This academic journal writing course takes place during the junior or senior year. This course integrates individual coaching in addition to an interactive workshop style environment. The expectation is that students will complete a rough draft of a manuscript documenting their scholarship based on the Boyer model. Writing guides will be provided, and the teaching faculty will aid students through the writing and publication processes. The goal will be to submit the manuscript to the Canyon Journal of Undergraduate Research (CJUR) for possible publication. Prerequisite: ENG-105 or its equivalent, Acceptance into the Honors College or actively enrolled in a qualified research program including the Research & Design Program or Canyon Emerging Scholars.

HON-380: Honors LSAT Preparation 2 credits

This LSAT Prep course takes place during the junior and senior year to introduce key concepts and content from the LSAT exam. Study activities for effective test-taking strategies and study plans are included. This course exposes students to the logical and analytical reasoning and reading comprehension structure of the LSAT exam and includes a proctored practice LSAT exam at the conclusion of the course. This course should be complementary to other LSAT preparation studies. Prerequisite: ENG-106 or its equivalent.

HON-406: Senior Symposium on Research: Ways of Thinking and Knowing 0 credits

This honors symposium takes place during the senior year, builds upon the discussion of critical thinking and research from previous honors courses and examines the topics of research and knowledge. This symposium analyzes the Great Questions that examine ways of perceiving . Prerequisite: Acceptance into the honors program.

HON-406B: Project Management Fellowship 0 credits

This symposium course takes place during senior year and incorporates hands-on, mentored training experiences in various fields of study. Students contribute directly to current projects, business proposals, and project management experiences. This symposium also incorporates basic project management skills. Prerequisite: Acceptance into the honors program.

HON-406C: Research & Design Program 0 credits

This symposium course takes place during senior year and includes hands-on, mentored training experiences in each science, engineering, and technology. Students are expected to contribute directly to current research and design projects being led by faculty while learning techniques and various methodologies. Prerequisite: Acceptance into the honors program.

HON-406D: Global Studies and Service 0 credits

This symposium course takes place during senior year and builds upon local or global service among diverse populations, study abroad, and mission trip experience. This symposium investigates multicultural awareness, and includes a reflective approach on integrated experiential learning, personal development, disciplinary knowledge, and spiritual growth through active, global involvement. Prerequisite: Acceptance into the honors program.

HON-406E: Internship 0 credits

This symposium course takes place during senior year and builds upon internship experience. This symposium explores professional development, and includes a reflective approach on integrated experiential learning, personal development, and disciplinary knowledge through active involvement. Prerequisite: Acceptance into the honors program.

HON-406F: Career Planning and Professional Development 0 credits

This symposium course takes place during senior year and builds upon themes of career and professional development. This symposium explores brand building, professional and leadership development, effective communication, and developing a professional portfolio for the workplace. Prerequisite: Acceptance into the honors program.

HON-406G: Graduate and Medical School Preparation 0 credits

This symposium course takes place during senior year and gives students the opportunity to gain more understanding of the process of applying to graduate and medical programs. Throughout this course, students conduct extensive review of the graduate and medical school application process for their respective careers, including understanding which specified exam is relevant for their future program and methodology to help them appropriately prepare. Additionally, students learn how to compile application artifacts such as a personal statement, resume, and letters of recommendation as well as prepare for the graduate and medical school interview process. Prerequisite: Acceptance into the honors program.

Hospitality (HOS)

HOS-200: Introduction to Hospitality 4 credits

This course introduces the hospitality industry and essential guest service and communication skills that ensure efficient delivery of quality services. Students are taught the skills necessary to effectively communicate, meet the service quality expectations of a diverse clientele, and appropriately represent their organizations.

HOS-440: Hotel and Lodging Management and Operations I 4 credits

This course examines the management of hotel and lodging operations with an emphasis on guest service and improving profitability. Students are introduced to the basics of management in core lodging segments, operational procedures, guest relations, and the relationships between operational departments. Analysis of operational efficiencies to improve organizational outcomes is also addressed. Prerequisite: HOS-200.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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HOS-450: Hotel and Lodging Management and Operations II **4 credits**

This course continues to examine the management of hotel and lodging operations with an emphasis on identifying industry trends to determine potential innovations, strategies, and quality management techniques that improve organizational outcomes and profitability. Innovation in the hotel and lodging industry is also addressed. Prerequisite: HOS-440.

HOS-455: Events and Tourism Management **4 credits**

This course explores the scope of the events and tourism industry, analyzes the functions of the various segments, and demonstrates the relationship between professional service and operational success. Students receive a comprehensive introduction to the complexities of planning and organizing an event and an overview of the nature and scope of the meetings and event industry. This course explains how the interrelated sectors of the tourism industry can be better prepared to attract and service people travelling for both business and leisure. Prerequisite: HOS-440.

HOS-460: Food and Beverage Service Management and Operations **4 credits**

This course emphasizes the daily operations and management of food and beverage service within the hospitality industry. Students learn principles related to the hiring and training of service workers, food handling and sanitation, layout and equipment planning, and safety regulations and standards. Essential elements of the course include purchasing and cost control, menu management, and innovation in the food and beverage industry. Prerequisite: HOS-200.

HOS-466: Revenue Management for Hospitality **4 credits**

This course focuses on identifying the components of revenue management in order to optimize consumer demand, revenue and profit for the hospitality industry. Students participate in competitive analysis to identify market opportunities and develop pricing and sales mix strategies that support organizational goals. Students learn analytical modeling practices, market segmentation, distribution channel mix, forecasting, and budgeting. The use of industry benchmarking tools and metrics relevant to revenue management are also addressed. Prerequisites: HOS-440 and HOS-460.

HOS-470: Hospitality Services Marketing **4 credits**

This course introduces the unique features of services marketing with a focus on the importance of building and maintaining guest relationships to deliver quality service through the development of marketing strategies. Students will evaluate brand management and determine strategic approaches suitable for the hospitality industry with an emphasis on aligning strategies to organizational goals. There is a particular emphasis on the applications of social media and integrated marketing communications. Prerequisite: MKT-245 or MKT-315.

Health Care Quality and Safety (HQS)

HQS-610: Foundations of Quality Improvement and Patient Safety **4 credits**

This course provides foundational knowledge that will equip learners to make decisions regarding quality improvement and patient safety. Learners explore the quality improvement process and examine the most commonly used models and tools for improving health care quality. Learners will also evaluate methods to track, assess, analyze, and review data relating to patient safety issues. Prerequisite: NUR-590 & NUR-630 or HCA-540.

HQS-610A: Foundations of Quality Improvement and Patient Safety **4 credits**

This course provides foundational knowledge that equips learners to make decisions regarding quality improvement and patient safety. Learners explore the quality improvement process and examine the most commonly used models and tools for improving health care quality. This course prepares learners to evaluate methods to track, assess, analyze, and review data relating to patient safety issues; apply quality improvement principles in care delivery; and apply knowledge of systems to work effectively across the continuum of care. Prerequisite: NUR-600 or HCA-540A.

HQS-620: Project Management in Health Care **4 credits**

This course examines the models and approaches of project management in health care settings. Learners demonstrate understanding of the project management process and its application to health care quality and safety initiatives. Learners gain skills to identify various stakeholders and roles, set goals and expectations, plan stakeholder engagement, and identify ways to mitigate obstacles in health care project management. Prerequisite: HQS-610.

HQS-620A: Project Management in Health Care **4 credits**

This course examines the models and approaches of project management in health care settings. Learners demonstrate understanding of the project management process and its application to health care quality and safety initiatives. Learners gain skills to identify various stakeholders and roles, set goals and expectations, plan stakeholder engagement, and identify ways to mitigate obstacles in health care project management. This course prepares learners to communicate in a manner that facilitates a partnership approach to quality care delivery and use knowledge of nursing and other health care professions to address health care needs. Prerequisite: HQS-610A.

HQS-630: Implementation and Change Management **4 credits**

This course examines components of implementing health care quality and safety initiatives. Learners examine the elements of change management, identify criteria for success in change areas, and plan phases and goals for implementation. Learners also consider change sustainability and dissemination of successful implementations. Prerequisite: HQS-620.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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HQS-630A: Implementation and Change Management **4 credits**

This course examines components of implementing health care quality and safety initiatives. Learners examine the elements of change management, identify criteria for success in change areas, and plan phases and goals for implementation. Learners also consider change sustainability and dissemination of successful implementations. This course prepares learners to demonstrate the capacity for leadership, contribute to a culture of provider and work environment safety, integrate evidence-based practice, and demonstrate advocacy strategies. Prerequisite: HQS-620A.

HQS-640: Quality Improvement and Patient Safety Practicum **4 credits**

This practicum course is the final synthesis of theoretical foundations of health care quality and patient safety and their application across health care settings. Emphasis is placed on system issue identification, assessment, prioritization, project management, implementation, and evaluation. This course prepares learners to apply quality improvement principles in care delivery, incorporate consideration of cost-effectiveness of care, and optimize system effectiveness through application of innovation and evidence-based practice. Learners apply what they have learned to managing population health, contributing to a culture of safety, and applying quality improvement principles in care delivery. Practicum/field experience hours: 150. Prerequisite: Successful completion of all previous coursework in the program.

HQS-640A: Quality Improvement and Patient Safety Practicum **4 credits**

This practicum course is the final synthesis of theoretical foundations of health care quality and patient safety and their application across health care settings. Emphasis is placed on system issue identification, assessment, prioritization, project management, implementation, and evaluation. This course prepares learners to apply quality improvement principles in care delivery, incorporate consideration of cost-effectiveness of care, and optimize system effectiveness through application of innovation and evidence-based practice. Learners apply what they have learned to managing population health, contributing to a culture of safety, and applying quality improvement principles in care delivery. Practicum/field experience hours: 150. Prerequisite: HQS-630A.

Human Resources (HRM)

HRM-635: Acquiring, Developing, and Leveraging Human Capital **4 credits**

The effective strategic management of human capital is the differentiator of every successful organization. This course examines talent management, workforce diversity, succession planning, employee development and motivation, and performance matrix. This course addresses human resource competencies identified by the Society of Human Resource Management (SHRM). Using the strong strategic human resource acumen provided by this course, students will be well-prepared for positions as senior human resources specialists or as general managers.

HRM-640: Designing HR for Competitive Advantage **4 credits**

Frequent mergers and acquisitions, downsizing, and globalization have increased the complexities of managing human resources. Linking human resource management to the bottom line and decision making is critical for both strategy and business success. This course addresses human resource competencies identified by the Society of HR Management (SHRM). Using the strong strategic HR acumen provided by this course, students will be well-prepared for positions as senior human resources specialists or as general managers.

History and Theological Studies (HTH)

HTH-201◆: Christian Theology I **4 credits**

This course is a study of theological methodology and the doctrines of revelation, God, humanity, sin, and the person of Jesus Christ with emphasis on the biblical bases for each doctrine.

HTH-202◆: Christian Theology II **4 credits**

This course is a study of theological methodology and the doctrines of the works of Jesus Christ, salvation, the Holy Spirit, the Church, and last times with emphasis on the biblical bases for each doctrine.

HTH-320◆: History and Theories of Spiritual Formation **4 credits**

This course explores the history of spiritual formation practices and approaches in the church. Special attention is given to the theoretical and spiritual contours that shaped and influenced the historical development of spiritual formation movements as well as the biblical and theological foundations of formation practices seen throughout church history.

HTH-330ΔǂΩ◆: Christian Ethics **4 credits**

This writing-intensive course systematically studies the biblical, theological, and philosophical foundations of Christian ethics as compared with other ethical systems that shape public discourse on ethical issues. Emphasis is placed on personal morality and an exploration of contemporary issues relevant to the church's public witness.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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HTH-330HN[Δ♯◆]: Christian Ethics **4 credits**

This writing intensive course systematically studies the biblical, theological, and philosophical foundations of Christian ethics as compared with other ethical systems that shape public discourse on ethical issues. Emphasis is placed on personal morality and an exploration of contemporary issues relevant to the Church's public witness.

HTH-350◆: Survey of Historical Theology **4 credits**

This course surveys the major developments within the history of Christianity that have shaped Christian doctrine. Emphasis is placed on key events, personalities, theological developments, and movements. Prerequisites: HTH-201 and HTH-202.

HTH-352HN: Honors Survey of Historical Theology **4 credits**

This honors-specific course surveys the major developments within the history of Christianity that have shaped Christian doctrine. Emphasis is placed on key events, personalities, theological developments, and movements. Prerequisites: HTH-201 and HTH-202. Prerequisites: HTH-201 and HTH-202.

HTH-380♯: Kingdom Diversity **4 credits**

This course in historical theology explores the diverse voices and stories of ancient and modern saints whose lives have exemplified faith, hope, and love within the context of their unique time and circumstances.

HTH-475♯: Applied Theology **4 credits**

This course focuses on the practical ministry application of theological principles. Special attention is given to theological reflection in respect to methodology, apologetics, ethics, and the mission of the church.

HTH-505: Systematic Theology I **4 credits**

This course is a systematic study of the biblical bases, historical development, and theological formulation of the Christian doctrines of revelation, God, creation, humanity, sin, and the Person of Christ, as well as their implications for individual and corporate Christian life. Attention is also given to theological prolegomena.

HTH-510: Christian History I **4 credits**

This course is a historical exploration of the Christian church's theological and institutional development from the postapostolic era to the early medieval era (100-1300) with emphasis on significant doctrinal statements, major thinkers and leaders, important political figures, and movements.

HTH-511: Christian History II **4 credits**

This course is a historical exploration of the Christian church's theological and institutional development from the late medieval era to the late modern period (1300-2000) with emphasis on significant doctrinal statements, major thinkers and leaders, important political figures, and movements.

HTH-515: Christian Doctrines **4 credits**

This course surveys cardinal doctrines of the Christian faith, including revelation, God, humanity, Christ, and salvation. Emphasis is placed on the development of sound theology grounded in biblical understandings and practical wisdom for ministry. Some attention is given to the historical development of doctrine.

HTH-515GAR: Christian Doctrines **4 credits**

This course surveys cardinal doctrines of the Christian faith including revelation, God, humanity, Christ, and salvation. Emphasis is placed on the development of sound theology grounded in biblical understandings and practical wisdom for ministry. Some attention is given to the historical development of doctrine.

HTH-520: Biblical Theology **4 credits**

This course examines the biblical-theological metanarrative, the foundational storyline of Scripture. Focus will be given to differing biblical-theological systems and approaches, major themes, and an understanding of the flow of biblical thought from the perspective of the biblical authors.

HTH-550: Systematic Theology II **4 credits**

This course is a systematic study of the biblical bases, historical development, and theological formulation of the Christian doctrines of the works of Christ, salvation, the Holy Spirit, the church, and the last things as well as their implications for individual and corporate Christian life. Prerequisite: HTH-505.

HTH-611Ω: Pastoral Theology **4 credits**

This is a practically oriented, theological examination of the roles and responsibilities of ministers as they lead, equip, shepherd, and intercede for God's people. This course is offered in residency for non-traditional students. Prerequisite: HTH-505.

HTH-620: Practical Theology **4 credits**

This course analyzes the practical dimensions of systematic theology and assists students in making critical connections between biblical teaching and ministry within specific contexts. Emphasis is placed on faithful biblically rooted ministry, including a focus on prayer, evangelism, discipleship, and church leadership. This course requires supervised ministry hours. Practicum/field experience hours: 45.

HTH-620GAR: Practical Theology **4 credits**

This course analyzes the practical dimensions of systematic theology and assists students in making critical connections between biblical teaching and ministry within specific contexts. Emphasis is placed on faithful biblically rooted ministry, including a focus on prayer, evangelism, discipleship, and church leadership. This course requires supervised ministry hours. Practicum/field experience hours: 45.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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HTH-625: Contemporary Theology and Contextualization **4 credits**

This course introduces academic and popular trends within theology during the twentieth and twenty-first centuries. Each theological system will be critically analyzed from an evangelical framework. Attention will also be given to the influence of culture on theology, the task of apologetics in theological systems, and faithful contextualization of theological truth.

HTH-640: Doctrine of the Church **4 credits**

This course examines the biblical basis, history, and proper formulation of ecclesiology for the purpose of leading the church to display more fully God's glory through worship, ministry, and mission. Emphasis is placed on the application of biblical and theological principles within students' denominational heritage and ecclesial context. This course requires supervised ministry hours. Practicum/field experience hours: 45. Prerequisite: HTH-505.

HTH-815: Theological Contextualization for Contemporary Ministry **3 credits**

This course develops a learner's skill in applying historical and theological categories to contemporary ministry settings and issues. Learners will focus on remaining faithful to universal truth claims in Christianity while properly contextualizing them.

Hospitality and Tourism Management (HTM)

HTM-200: Introduction to Hospitality and Tourism **4 credits**

This course introduces the hospitality and tourism industries and essential guest service and communication skills that ensure efficient delivery of quality services. Students are taught the skills necessary to effectively communicate, meet the service quality expectations of a diverse clientele, and appropriately represent their organizations.

HTM-200XV: Introduction to Hospitality and Tourism **4 credits**

This course introduces the hospitality and tourism industries and essential guest service and communication skills that ensure efficient delivery of quality services. Students are taught the skills necessary to effectively communicate, meet the service quality expectations of a diverse clientele, and appropriately represent their organizations.

HTM-210: Foundational Culinary Skills **4 credits**

This course provides students with the essential knowledge and practical techniques required for professional food service operations. The course integrates food safety protocols, fundamental cooking methods, and food science principles to establish a solid foundation for careers in culinary arts and food service. Students develop proficiency in knife skills, stock and sauce preparation, soup making, and basic menu planning while preparing for the industry-standard ServSafe Manager certification. The course emphasizes hands-on learning in a professional kitchen environment, combining theoretical knowledge with practical application to prepare students for advanced culinary coursework and entry-level positions in the food service industry.

HTM-220: Essential Culinary Skills **4 credits**

This course provides students with additional knowledge and techniques necessary for success in modern kitchens. Students explore sustainable food systems and responsible sourcing practices while mastering efficient ordering and procurement strategies. The curriculum covers critical hands-on skills, including butchery and meat fabrication; proper preparation of starches, pasta, and legumes; and diverse vegetable cookery techniques. Students will develop their baking foundations through quick breads and cookies while learning essential business competencies in cost control and profitability management.

HTM-310: Baking and Pastry Arts **4 credits**

This course equips students with essential knowledge and techniques required for professional baking. Beginning with proper baking mise en place and baker's percentage calculations, students develop the organizational and mathematical skills critical for consistency and scalability in production. The curriculum explores the science of baking, providing a deep understanding of ingredient functions, chemical reactions, and how various factors affect final products. Students will master fundamental baking techniques across multiple categories, including breads, cookies, pies, tarts, and savory baked goods, while also developing skills in classic and contemporary pastry preparations. The course concludes with an examination of retail baking operations, covering production planning, product costing, merchandising, and customer service strategies. Prerequisites: HTM-200, HTM-210, and HTM-220.

HTM-320: Managerial Culinary Skills **4 credits**

This course provides students with hands-on experience in managing all aspects of a food service operation from kitchen to front-of-house. Students begin by exploring advanced menu design and planning. Students then learn to manage food costs through precise production controls and no-waste kitchen practices that maximize sustainability and margins. The curriculum addresses human resource management, including staff recruitment, development, and retention. Students gain expertise in financial analysis essential for business success. Practical skills in maintaining exceptional service standards and cuisine integrate all learned competencies into real-world scenarios. Prerequisites: HTM-200, HTM-210, and HTM-220.

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HTM-440: Hotel and Lodging Management and Operations **4 credits**

This course examines the management of hotel and lodging operations with an emphasis on guest service and improving profitability. Students are introduced to the basics of management in core lodging segments, operational procedures, guest relations, and the relationships between operational departments. Analysis of operational efficiencies to improve organizational outcomes is also addressed. Prerequisite: HTM-200.

HTM-450: Food and Beverage Service Management and Operations **4 credits**

This course emphasizes the daily operations and management of food and beverage service within the hospitality industry. Students learn principles related to market research, location selection, menu planning and design, financial management, restaurant layout, pricing, purchasing, managing staff, food safety, liquor liability, and menu engineering. An essential element of this course is learning how to turn around a failing restaurant. Prerequisite: HTM-200.

HTM-460: Event Management **4 credits**

This course explores the scope of the events industry, analyzes the functions of an event or meeting planner and demonstrates the relationship between professional service and operational success. Students receive a comprehensive introduction to the complexities of planning and organizing an event and an overview of the nature and scope of the meetings and event industry. Prerequisite: HTM-440 or HOS-440.

HTM-465: Revenue Management for Hospitality **4 credits**

This course focuses on identifying the components of revenue management in order to optimize consumer demand, revenue and profit for the hospitality industry. Students participate in competitive analysis to identify market opportunities and develop pricing and sales mix strategies that support organizational goals. Students learn analytical modeling practices, market segmentation, distribution channel mix, forecasting, and budgeting. The use of industry benchmarking tools and metrics relevant to revenue management are also addressed. Prerequisites: HTM-440 and HTM-450.

HTM-470: Club Management **4 credits**

This course examines the unique elements required for successful private club operations, including governance, membership marketing, member services, recreational and sports activities, club facilities management, and financial performance. Students will gain hands-on experience creating club marketing campaigns, developing member events, and conducting club performance assessments. Prerequisite: HTM-460 or SPT-375.

HTM-480: Tourism Management **4 credits**

This course explains how the interrelated sectors of the tourism industry can be better prepared to attract and service people traveling for both business and leisure. Students develop strategies for destinations to responsibly manage tourists and their activities. The course will also examine the concept of destination marketing and its role in promoting places for tourism and hosting major events. Prerequisites: HTM-440, HTM-450, and HTM-460.

Humanities (HUM)

HUM-109HN◆: Knowledge and Technology in the Humanities **4 credits**

This introductory honors course explores humanity's relationships to science (knowledge) and applied science (technology). In particular, this course examines how advances in knowledge and technology have affected humanity. The course's method of exploration is how these relationships and advances have been represented and even conducted by the arts of time (music, dance, words), the arts of space (painting, sculpture, architecture), and combinations of media (television, cinema). Classroom practice of analyzing works of art throughout history lead to reflections on technology through different media.

HUM-201HN◆: Intersections Between the Humanities and Sciences **4 credits**

An interdisciplinary Honors course that explores the common processes between the humanities and the sciences that yield common understandings. Topics will include genetics, ecology, technology and ethics, as seen through the lens of canonical and contemporary works from the arts and the humanities, as well as the social and natural sciences. Assignments will include quantitative analyses, multimodal presentations, and essays requiring critical and synthetic thinking. Prerequisite: HUM-109HN.

Innovation (INN)

INN-812: Innovation and Organizational Structures **3 credits**

Beginning with the notion that structures precede outcomes, this course explores the influence of organizational structure and culture on corporate entrepreneurial innovation. Consideration is given to innovation models and the history of innovation as well as the alignment of reward structures that promote innovation and corporate entrepreneurship.

INN-817: Designing Corporate Entrepreneurial Solutions **3 credits**

Opportunities to innovate occur when the right individual is at the right place at the right time and is willing and able to seize opportunities. This course examines how to use established organizational structures to enable the process of identifying and rapidly prototyping disruptive innovations for the purpose of securing initial commitment.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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INN-822: Achieving Corporate Entrepreneurial Commitment 3 credits

Having successfully prototyped a disruptive innovation, the process of corporate entrepreneurship then requires committed support from internal and external stakeholders. This course examines the process and structure for transforming both skeptics and casual supporters to committed advocates. Consideration is given to enacting due diligence and a deliberate communication cadence.

INN-827: Corporate Entrepreneurial Complexity 3 credits

In this course, learners will apply the complex corporate entrepreneurial skillset to recommend how to structure, prototype, communicate, advocate, and execute disruptive innovation. Specific attention is given to components of the execution phase of the corporate entrepreneurial process such as timing, structure development, and frequency and cadence of communication.

Intercultural Ministries (INT)

INT-101: God-Centered Missions Lab 1 credits

This lab explores the "who" and the "why" of Christian missions in connection with short-term missions through an exploration of the mission of God in connection with each student's unique sense of calling and vocation. Coursework entails intentionally connecting God-focused missional awareness with active fact-finding and preparation for mission work within selected local and international contexts. This lab is designed to be an interactive, community experience which is not available via independent study.

INT-102: Cross-Cultural Missions Lab 1 credits

This lab prepares students to articulate and share the gospel with others through personal testimony, economic wisdom, basic biblical instruction, and discipleship with attention to the dynamics of communicating the Christian message across cultures. This lab is designed to be an interactive, community experience which is not available via independent study.

INT-201: Missional Skills Lab 1 credits

This lab equips students to progress from basic biblical discovery to missional engagement within the context of short-term missions through various skills-based projects and activities. This lab is designed to be an interactive, community experience which is not available via independent study.

INT-202: Short-Term Missions Lab 1 credits

This lab focuses on constructing and implementing short-term missions strategies, such as medical education, children's ministry, youth ministry, and Christian service within various missional settings for the purpose of making disciples. This lab is designed to be an interactive, community experience which is not available via independent study.

INT-244◆: World Religions 4 credits

This course is a study of the major contemporary religions of the world including Abrahamic religions, Eastern religions, and other religions. The course covers religious texts, historical background, and current beliefs and practices. Emphasis is given to the ideological foundations of a Christian worldview, a comparison of worldviews, and the application of worldviews within a global society.

INT-310Δ♮◆: Christianity in a Global Context 4 credits

This writing intensive course is a survey of global Christianity that examines the mission and purposes of God and His people among the nations. Emphasis is placed on the analysis of recent mission movements, best practices for mission strategies, and contemporary trends in global Christianity. Prerequisite: HTH-201.

INT-310HNΔ♮◆: Christianity in a Global Context 4 credits

This writing intensive course is a survey of global Christianity that examines the mission and purposes of God and His people among the nations. Emphasis is placed on the analysis of recent mission movements, best practices for mission strategies, and contemporary trends in global Christianity. Prerequisites: HTH-201 and HTH-202.

INT-320◆: Evangelism and Discipleship 4 credits

This course prepares students to listen carefully to a person of another religion or worldview in order to effectively tailor a gospel presentation that accurately presents the claims of Christ and respectfully considers the hearer. For individuals who are responsive to the gospel, it provides sound practices for continuing and deepening the new believer’s relationship with Jesus.

INT-450◆: Anthropology for Cross-Cultural Ministry 4 credits

This course examines principles of anthropology within the context of missiology for the purpose of developing a tool kit that will enable students to analyze and engage people groups living within various cultural contexts. Attention is given to multiple dimensions of human culture as well as issues related to social justice and biblical mercy. Prerequisite: INT-244.

INT-460◆: Christianity and Culture 4 credits

This course examines principles and methods for faithfully ministering within the Late Modern context in a way that is meaningful to people from diverse backgrounds. Attention is given to the influence of Christianity on culture and vice versa during the 20th and 21st centuries as well as issues related to social justice and biblical mercy. Emphasis is placed on North American cultural engagement with apologetic concern and sensitivity to contemporary values.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♮ Honors Major Course | Ω Non-Transferable

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INT-494: Short-Term Missions Experience 4 credits

This course consists of a practicum experience in a local or international missions setting under the guidance of an approved supervisor. The course reinforces all missions lab competencies, practical experiences, academic journaling, as well as a field experience log, and culminating reflection assignment. Students are responsible for all costs associated with a selected missions experience and should begin the practicum application process after completion of a minimum of two mission lab courses (INT-101, INT-102, INT-201, and/or INT-202). Practicum/field experience hours: 180.

INT-510: Biblical Foundations of Urban Ministry 4 credits

The course provides a biblical foundation for urban ministry and equips students with an overarching understanding of basic principles for effective urban ministry. Students develop understanding of the crucial position of the local assembly of believers, the history, and the various best practices for culture transformative urban ministry. This course requires supervised ministry hours. Practicum/field experience hours: 45.

INT-525: Christian Worldview and Mission 4 credits

An introduction to the biblical, historical, and theological bases for the cross-cultural contextualization of the Christian worldview with attention to sound missiological practices. Special emphasis is placed on cross-cultural communication and ministry in light of contemporary topics and practical exigencies. This course is offered in residency for non-traditional students.

INT-535: The Christian Faith and World Religions 4 credits

This course is an investigation of major world religions and ideologies from an evangelical perspective with the goal of building bridges cross-culturally. Attention is given to historical backgrounds, religious texts and traditions, contemporary belief and practices, and careful consideration of the appropriate Christian response to non-Christian religious systems.

INT-545: Anthropological Principles 4 credits

This course examines principles of anthropology for cross-cultural ministry including analysis of symbols, social structures, customs, thought forms, and social norms.

INT-625: Multicultural Ministry and Contextualization 4 credits

This course introduces students to the basic competencies needed for ministry in a multicultural setting. Students explore social services, community building, holistic ministry strategies, and how to contextualize the Good News of Christ without compromising its integrity. This course requires supervised ministry hours. Practicum/field experience hours: 45.

INT-630: Issues in Urban Ministry 4 credits

This course is an examination of how the church's mission expresses itself in the urban setting and the ethical implications for decisions made in urban ministry. This course requires supervised ministry hours. Practicum/field experience hours: 45.

INT-655: Contextualized Church Planting 4 credits

This course is a study of theories, models, and practices for planting and developing self-sustaining churches that are authentic to the culture within international contexts.

INT-675: Global Christianity 4 credits

This course is a historical, theological, and missiological study of global Christianity that examines the mission and purposes of God and His people among the nations. Emphasis is placed on the relationship between historical developments and current trends with a view to the implementation of prudent strategies for contemporary cross-cultural ministry.

Probability and Statistics for Industrial Engineering (ISE)

ISE-301: Probability and Statistics for Industrial Engineering & Lab 4 credits

This course introduces basic concepts in applied statistics for industrial engineers, beginning with foundational probability theory, descriptive statistics, sampling, and hypothesis testing. Linear regression and forecasting methods will be augmented by software for calculations and analysis. Relevant applications to quality processes in industrial engineering will be discussed, including Six Sigma and control charting. Prerequisite: MAT-262.

ISE-350: Lean Work Design & Lab 4 credits

This course introduces the design process associated with a manual production system and the need to meet customer demand. Capacity analysis and productivity performance metrics necessary to achieve customer demand will be demonstrated including throughput, inventory, line balancing and quality. Process flow, plant layout and workplace organization as related to meeting customer needs and eliminating waste will be discussed and demonstrated in the lab. Prerequisite: ISE-301.

ISE-450: Human Work Design & Lab 4 credits

This course provides an introduction to design of the workplace that meets health and safety needs of a human worker and productivity needs of the industry necessary to meet customer expectations. Workplace ergonomics, including anthropometry and biomechanics, will demonstrate the need for human workers to be protected from hazards and treated as a valuable asset in the workplace. Regulatory issues and ethical responsibilities related to human beings interacting in the workplace will also be discussed. Prerequisite: ISE-301.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ISE-473: Sustainable Design for Industrial Engineering I & Lab **2 credits**

This design course sequence provides an opportunity for the senior student to define, plan, and solve an engineering problem. Life-cycle engineering and sustainability principles of caring for people, the planet, and profit will be introduced, along with regulatory issues required by the project. Tools and skills acquired in the engineering curriculum will be used to define project requirements and design criteria for a real-world project. By the end of this first course in the two-part sequence, a project will be clearly defined for follow-up in the next course with a project timing plan to complete the DMAIC process. Prerequisite: ISE-350. Co-Requisite: ESG-451.

ISE-474[Δ]: Sustainable Design for Industrial Engineering II & Lab **2 credits**

This writing-intensive course provides an opportunity for the senior student to define, plan, and solve an engineering problem. Previously defined projects are reviewed for clarity before assessing further needs. While tools and skills acquired in throughout the engineering program are used to measure, analyze, improve, and control according to the DMAIC process. By the end of this second course in the two-part sequence, a project requiring the creation of a sustainable design plan to fulfill the needs of the project is completed according to the DMAIC process. Prerequisite: ISE-473.

ISE-480: Automation for Manufacturing and Distribution & Lab **4 credits**

This course introduces the basic concepts of automation within the manufacturing workplace. The advantages and limitations of including robotics and automated systems in the manufacturing environment are discussed, including the cost-benefit analysis of manual and automated processes. Workplace layout and the design of the human-machine interface, including its effects on the process and product, are discussed and demonstrated. Prerequisites: ISE-350 and ISE-450.

Information Technology (ITT)

ITT-111: Introduction to Information Technology **4 credits**

This course provides an introduction to the role of computing technology within business and corporate environments. Introductions to concepts, terminologies, and a wide use of relevant daily software and tools relevant to any career in the information technology field. Topics include: Technology-integrated academics, digital networking concepts, systems administration and maintenance, information security, database and transactional systems, cloud technologies, scripting, and project management.

ITT-111XV: Introduction to Information Technology **4 credits**

This course provides an introduction to the role of computing technology within business and corporate environments. Introductions to concepts, terminologies, and a wide use of relevant daily software and tools relevant to any career in the information technology field. Topics include: Technology-integrated academics, digital networking concepts, systems administration and maintenance, information security, database and transactional systems, cloud technologies, scripting, and project management. Prerequisite: MAT-154 or MAT-261.

ITT-116: Platforms and Network Technologies **4 credits**

This course exposes students to the fundamentals of networks and networking in IT. It then builds deeper understanding of how networks work, including the topics of LANs, WANs, service providers, packets, hubs, routers, switches, and internet protocols. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on setting up and configuring local and enterprise networks, experimenting with various topologies, and scalability planning with switches and routers.

ITT-116XV: Platforms and Network Technologies **4 credits**

This course exposes students to the fundamentals of networks and networking in IT. It then builds deeper understanding of how networks work, including the topics of LANs, WANs, service providers, packets, hubs, routers, switches, and internet protocols. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on setting up and configuring local and enterprise networks, experimenting with various topologies, and scalability planning with routers and switches. Prerequisite: CST-111 or ITT-111 or CST-105 or acceptance into the bootcamp program.

ITT-121: System Administration and Maintenance **4 credits**

This course introduces students to system administration and maintenance as well as platform technologies. The course surveys operating systems, applications, administrative activities and domains, computer architecture and organization, and computing infrastructures. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on developing practical skills in configuring computer systems, deploying enterprise applications, managing user permissions, and remote administration. Prerequisite: ITT-116.

ITT-210: Low Level Programming **4 credits**

This course is an introduction to assembly language programming. Assembly language topics may include machine representation of data, fixed and floating point, and decimal arithmetic, address modification, bit manipulation, and subroutine linkage. Practicum/field experience hours: None. Low Level Programming. Prerequisite: ITT-310.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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ITT-216ǂ: Enterprise Route & Switch 4 credits

This course focuses on advanced router and switch configuration for use in large and enterprise networks. Topics include dynamic routing, network security and access control, network address translation, wide area network implementations, virtualization, management, design, troubleshooting and automation. Implementation and troubleshooting of advanced routing technologies and services including Layer 3 VPN, Infrastructure security, and infrastructure services. Prerequisites: CYB-110 or ITT-111 and ITT-116.

ITT-221: Linux System Administration and Maintenance 4 credits

This course is focused on Linux server administration and maintenance within a corporate networking context. In addition to server installation, students will learn configuration and troubleshooting along with a variety of command-line and Graphical User Interface utilities and applications. Prerequisite: ITT-121.

ITT-270ǂ◆: Routing and Switching 4 credits

In this course students acquire the ability to install, configure, operate, and troubleshoot medium sized routed and switched networks. Students gain the knowledge and skills to make connections to remote sites via a WAN, and mitigate basic security threats. Prerequisite: ITT-116.

ITT-270HNǂ◆: Routing and Switching 4 credits

In this course students acquire the ability to install, configure, operate, and troubleshoot medium sized routed and switched networks. Students gain the knowledge and skills to make connections to remote sites via a WAN, and mitigate basic security threats. Prerequisite: ITT-115 or ITT-116.

ITT-305: Information Security I 2 credits

This course builds upon knowledge already acquired in the areas of system architecture and operating systems and focuses on the core issues of information security. Students learn fundamental aspects, security mechanisms, operational issues, security policies, and attack types. Prerequisite: ITT-121 or CST-210 or CST-221.

ITT-306: Information Security II 2 credits

This course is a direct continuation of ITT-305. It expands the coverage of information security topics to include security domains, forensics, information states, security services, threat analysis, and vulnerabilities. Prerequisite: ITT-305.

ITT-307◆: Cybersecurity Foundations 4 credits

This course builds upon knowledge already acquired in the areas of system architecture and operating systems and focuses on the core issues of information security. Students learn fundamental concepts of information security including data encryption, security awareness, legal and ethical issues, operational issues, security policies, and attack types; while expanding on the coverage to include security domains, forensics, security services, threat analysis, and vulnerabilities assessments. Prerequisite: ITT-121 or CST-221.

ITT-310: Programming for Security Professionals 4 credits

Students will be introduced to a high level programming language, within a common desktop environment, in the context of IT and Cybersecurity. Students will utilize development tools, programming language syntax, control constructs, loops and decision making, user defined functions, pointers, and memory management. Prerequisite: MAT-154.

ITT-316ǂ: Edge Networks 4 credits

This course merges the advanced corporate infrastructure skills with emerging technologies that streamline how computing and network resources are accessed and utilized. Concepts in this course include wireless and mobile networking, telephone, Internet of Things (IOT), and the infrastructures required to build and maintain elastic systems and communications availability. Prerequisite: ITT-216.

ITT-321ǂ: Cloud Systems Administration and Maintenance 4 credits

This course is focused on enterprise cloud computing solutions, including migrations strategies for applications, strategies, workflows, and systems. Students develop the skills necessary to analyze, recommend, and implement multiple-vendor cloud solutions. Prerequisite: ITT-221.

ITT-340◆: Cybersecurity and Ethical Hacking 4 credits

This course covers mathematical models for computer security. It analyzes and compares the properties of various models for hardware, software, and database security. The course examines how system designs, network protocols, and software engineering practices can result in vulnerabilities. Students learn to design, evaluate, ethically hack, and implement adequate security measures that can safeguard sensitive information. Prerequisite: ITT-307.

ITT-370◆: Wireless Networks 4 credits

This course covers advanced topics in networking with an emphasis on securing wireless and IP networks. Students analyze algorithms and protocols, improve existing solutions, and evaluate existing solutions using theoretical analysis and simulations. Students become familiar with modern networking architectures. Prerequisite: ITT-270.

ITT-375◆: Cyber Forensic Investigations 4 credits

This course covers the processes and goals of cyber forensics investigations. Hands-on activities include using multiple reporting systems to initiate and provide on-going support for information security investigations relating to data privacy, incident management, data loss prevention, and digital forensics. Prerequisite: ITT-307.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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ITT-380: Information Assurance 4 credits

Information Assurance is explored from the perspective of frameworks and technical compliance. Students will be exposed to the idea that proper understanding of, and implementation of frameworks and compliance has recently become a requirement for many security careers. Students will perform in-depth analysis of the needs of the system juxtaposed against the requirement to comply with a mandated framework. Practicum/field experience hours: None. Information Assurance. Prerequisite: ITT-307.

ITT-415♯: IT Business Case Planning for Global Enterprise 4 credits

This course prepares students to plan and implement IT systems that take into account business realities, objectives, and constraints associated with domestic and international business activities. The course exposes the key computational, analytical, and decision-making tools used by businesses. Students also develop an understanding of the social, cultural drivers of successful IT investments, and their effect on business strategy and models. A special emphasis is placed on the symbiotic relationship between information technology and business and on international case studies, as manifested in information pricing, technological lock-in and network effects. Prerequisite: CST-326 or BIT-415 or CYB-220.

ITT-415HN♯: IT Business Case Planning for Global Enterprise 4 credits

This course prepares students to plan and implement IT systems that take into account business realities, objectives, and constraints associated with domestic and international business activities. The course exposes the key computational, analytical, and decision-making tools used by businesses. Students also develop an understanding of the social, cultural drivers of successful IT investments, and their effect on business strategy and models. A special emphasis is placed on the symbiotic relationship between information technology and business and on international case studies, as manifested in information pricing, technological lock-in and network effects. Prerequisite: CST-326 or BIT-415.

ITT-420◆: Big Data Systems 4 credits

This course focuses on data-intensive problems in the context of large sensor networks, simulations, and social networks. Scalable algorithms and data management technologies are examined in detail. Students explore data analysis and management techniques applied to big data sets in distributed environments. Specifically, the course focuses on the map-reduce paradigm, distributed file systems, NoSQL databases, and machine learning methods. Students learn to design highly scalable systems that can analyze massive amounts of data for scientific or social applications. Prerequisite: SYM-408 or CST-217.

ITT-425◆: Analysis, Design, and Management of Secure Corporate Networks 4 credits

This course covers strategies and plans for development and operation of the Security Operations Center (SOC). Students gain the knowledge and skills to use technologies to detect and prevent network intrusion and implement cybersecurity countermeasures. Prerequisites: ITT-340 and ITT-375.

ITT-430♯◆: Security Driven Systems Administration 4 credits

This course covers the design, management, and maintenance of virtual enterprise and datacenter infrastructure. Students learn to use appropriate tools such as request tracking, monitoring, configuration management, virtualization, and scripting to administer and defend systems using documented, repeatable processes. Emphasis will be placed on volume management, directory services, and network-based authentication and file systems. Students develop automatic procedures for installations and file distribution. Prerequisite: ITT-307.

ITT-450♯: Cloud Technologies, Systems, and Applications Lecture & Lab 4 credits

This course builds upon knowledge acquired in ITT-200 and provides students with first-hand experience with the latest cloud-related concepts, systems, and tools. Students learn how to construct and secure a private cloud-computing environment using open source solutions, learn how to federate it with external clouds, learn how to configure SaaS servers, and learn how to enable cloud-based business applications. Students also learn to evaluate cloud-based solutions in terms of performance, security, cost, usability, and utility. Students are expected to learn and demonstrate practical elements. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on interaction, utilization, and configuration of cloud-based systems for a variety of business applications. Prerequisite: ITT-200.

ITT-450HN♯: Cloud Technologies, Systems, and Applications Lecture & Lab 4 credits

This course builds upon knowledge acquired in ITT-200 and provides students with first-hand experience with the latest cloud-related concepts, systems, and tools. Students learn how to construct and secure a private cloud-computing environment using open source solutions, learn how to federate it with external clouds, learn how to configure SaaS servers, and learn how to enable cloud-based business applications. Students also learn to evaluate cloud-based solutions in terms of performance, security, cost, usability, and utility. Students are expected to learn and demonstrate practical elements. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on interaction, utilization, and configuration of cloud-based systems for a variety of business applications. Prerequisite: ITT-200.

ITT-455ΔΩ: IT Project 4 credits

This course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students implement and present the applied research project. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: ITT-415 or ITT-430.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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ITT-490[Δ♯]: IT Project Management Capstone 4 credits

In this course, students apply the knowledge and skills used in previous courses to develop an IT Project proposal required for new innovative process. The course builds on the knowledge gathered during student's journey through IT program. It gives them the ability to work on an emerging IT project while gathering very practical experience. This involves critiquing the current scope of IT and use a practical research approach to construct the project proposal. The students will be required to develop project components such as vision, budget, risk management, and timeline. Project teams will be assigned and throughout the semester, these teams present ideas to both peers and the instructor, who provide feedback and insight into what it takes build a successful project. Students will be required to work on a complex and real-life problem related to IT studies. In doing so, the Capstone makes the link between the academic discourse and the world thereafter. This is a writing intensive course. Prerequisite: ITT-430 or ITT-415.

ITT-610: IT Development and Cloud Computing 4 credits

This course examines the two meanings of Cloud computing: the first, running workloads remotely over the internet in a commercial provider's data center, also known as the "public Cloud" mode; the second, a virtualized pool of resources, from raw compute power to application functionality, available on demand. Students will learn aspects of both while providing effective solutions for an on-premise to a Cloud model for a corporate infrastructure.

ITT-640: Information Systems Management and Systems Development 4 credits

This course provides students a solid understanding of important business functions like marketing, accounting, operations, and statistics, in addition to the key technologies used in business.

ITT-660: IT Project Management and the Global Economy 4 credits

This course examines the current shift towards more complex and turbulent environments and a digitized economy and how these challenges are a part of general practices in project, program, and portfolio management. Students will develop the ability to show how new opportunities can shape the economy, the business context, and people in the organizational IT project management context.

Journeyman (JRE)

JRE-101: Finding Success in the Electrical Trades 4 credits

This course identifies and develops the career skills necessary to succeed in the electrical trades. It provides a broad overview of the industrial electrical field and provides students a general understanding of business operations and project management. Principles for goal setting and personal financial management are also covered.

JRE-105: Finding Success as a CNC Machinist 4 credits

This course identifies and develops the career skills necessary to succeed as a CNC machinist. It provides a broad overview of the responsibilities of the CNC machinist, safety in the shop, the basic machining principles, inspections, blueprints, fundamentals of manufacturing, and business basics.

JRE-106: Finding Success As A Manufacturing Specialist Course 4 credits

This course is designed to provide the essential skills needed to thrive in the semiconductor industry as a manufacturing specialist. Students will be introduced to topics such as pre-apprenticeship, career preparation, and industry specific skillsets needed to be successful in their new role. Additionally, the course will provide an overview of the semiconductor industry, the key company leaders in the industry, and emerging trends within the semiconductor field. Business basics and financial literacy (i.e. loans, interest rates, cash flow) will also be covered as they provide crucial skills for effective financial management. Lastly, project management and MS Office tools will be covered to emphasize the technical skills necessary for efficient project planning and execution in the performance of their new job roles and responsibilities as a manufacturing specialist.

JRE-107: Finding Success in the Construction Trades 4 credits

This course is designed to provide students with essential skills and knowledge for achieving success in the construction trades. The focus is on effective communication, teamwork and professional collaboration, critical thinking, and problem solving to establish a solid foundation for personal and professional growth in the field of their choice. This course is for students seeking to enhance their adaptability and readiness for success in any career path.

JRE-111: English for Professional Written and Verbal Communication 4 credits

This course focuses on professional written and verbal communication for the workplace relevant to various trades as well as comprehension and interpretation of written, graphic, and verbal communication.

JRE-121: Math Applications 4 credits

This course covers basic math concepts and operations with whole numbers, fractions, decimals, integers, and rational numbers, proportions, and percentages. Other concepts include algebraic equations, basic trigonometry, and the application of math and its use in the real world.

JRE-131: Electrical Foundations 4 credits

Electrical Safety; Workplace Issues; Basic Electrical Concepts.

JRE-171: CNC Machinist Foundations 4 credits

This course will cover the basic machining techniques associated with CNC milling. Topics covered will include tool changes, speed selections, and geometric dimensioning and tolerancing (GD&T).

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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JRE-181: Manufacturing Specialist Foundation Course 4 credits

This course is designed to provide the essential knowledge and skills necessary for a manufacturing specialist in the key areas of work-place safety, standard operating procedures (i.e., SOP), structured workflows, process monitoring, and process analysis of the wafer fabrication process. By covering topics such as OSHA regulations, gown room protocols, wafer manufacturing process flow, production quality (i.e., die and line yields), lean manufacturing, metrology, and statistical process control (SPC), students are equipped with a good overall understanding of the wafer fabrication process and how the microprocessor devices are created within the semiconductor industry. The topics covered provide the students with a comprehensive understanding of the semiconductor manufacturing process, which allows them to quickly transition and be very effective in their new role as a manufacturing specialist.

JRE-191: Construction Trades Foundations I 4 credits

The course gives a big picture overview of the skills necessary across all construction trades. This course emphasizes hands-on experience and real-world applications to prepare students for success in various trades careers, ensuring readiness for growth and advancement in their chosen field.

JRE-207: Finding Success in a Digital World 4 credits

The course focuses on equipping students with some of the skills necessary for success outside of the workforce. Topics covered include personal finance, leadership, time-management, and cybersecurity. Students engage in real-world scenarios to apply their learning, fostering resilience and adaptability. Designed for those who seek to elevate their personal and professional impact, this course prepares individuals to lead with confidence and vision in their chosen fields.

JRE-231: Electrical Foundations 4 credits

This course covers electrical safety, workplace issues, and basic electrical concepts.

JRE-251: Mechanical and Plumbing Foundations 4 credits

This course provides a comprehensive overview of the mechanical and plumbing construction industry, focusing on the installation and maintenance of building systems related to plumbing and mechanical components. Students explore a range of services from design to installation and repair, within the context of new construction, renovations, and commercial projects. Key areas include plumbing services, leak detection, repair, new construction plumbing installations, and commercial construction plumbing, with a focus on commercial installations and tenant improvements. The course also examines specialized services such as sewer line cleaning, energy efficiency consulting, and emergency response, as well as MEP services that encompass the design, planning, and installation of mechanical, electrical, and plumbing systems within buildings. This course provides a pathway for students to deepen their knowledge and skills in the dynamic field of mechanical and plumbing construction.

Justice Studies (JUS)

JUS-104◆: Introduction to Justice Studies 4 credits

This course provides an introduction to the basic components of the criminal justice system in the United States today: corrections, courts, and law enforcement.

JUS-105: Introduction to Law Enforcement 4 credits

This course provides a thematic review of the basic components of the criminal justice system in the United States today: corrections, courts, and law enforcement.

JUS-202ǂ◆: Professional Responsibility in Justice 4 credits

This course covers the many facets of what it means to be a responsible and effective public servant. It does this by examining the ethical principles that are required of those working as public servants, so they are prepared to make moral judgments in the execution of their duties. How to be culturally sensitive, maximize the public good, and appropriately use resources is covered. How to stand for principles and have courage to do what is right as a public servant, as well as proper communication is investigated.

JUS-202HNǂ◆: Professional Responsibility in Justice 4 credits

This course covers the many facets of what it means to be a responsible and effective public servant. It does this by examining the ethical principles that are required of those working as public servants, so they are prepared to make moral judgments in the execution of their duties. How to be culturally sensitive, maximize the public good, and appropriately use resources is covered. How to stand for principles and have courage to do what is right as a public servant, as well as proper communication is investigated.

JUS-202XV: Professional Responsibility in Justice 4 credits

This course covers the many facets of what it means to be a responsible and effective public servant. It does this by examining the ethical principles that are required of those working as public servants, so they are prepared to make moral judgments in the execution of their duties. How to be culturally sensitive, maximize the public good, and appropriately use resources is covered. How to stand for principles and have courage to do what is right as a public servant, as well as proper communication is investigated.

JUS-212ǂ◆: Criminal Behavior and Victimology 4 credits

This course provides an examination of the basic theories of criminology including victimology. The course exposes students to the motivators of criminal behavior to better understand crime and those who commit crime.

JUS-212HNǂ◆: Criminal Behavior and Victimology 4 credits

This course provides an examination of the basic theories of criminology including victimology. The course exposes students to the motivators of criminal behavior to better understand crime and those who commit crime.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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JUS-215: Police Officer Readiness 0 credits

This course is for students planning to pursue careers in law enforcement. Paired with a public safety professional, students participate in a blend of classroom instruction, physical training, and scenario-based exercises that prepare them for successful entry into the police academy. Students learn about personal fitness, nutrition, ethical decision-making, and professionalism in law enforcement.

JUS-220: Policing 4 credits

This course provides an examination of issues and tangible solutions in the professional law enforcement environment.

JUS-301: Criminal Procedure in Law Enforcement 4 credits

This course provides an overview of criminal liability with an emphasis on the mechanical components of the criminal justice system from arrest to conviction or acquittal.

JUS-309Δ: Communication in Law Enforcement 4 credits

This writing-intensive course covers the fundamental requirements of effective communication skills such as report writing, interpersonal communication and interviewing and questioning.

JUS-320ǂ◆: The Police Function 4 credits

This course provides an examination of the objectives, strategies, tactics, programs, roles, perspectives, public perception, and interagency relationships of the police.

JUS-320HNǂ◆: The Police Function 4 credits

This course provides an examination of the objectives, strategies, tactics, programs, roles, perspectives, public perception, and interagency relationships of the police.

JUS-323Δ: Ethics in Leadership 4 credits

This writing-intensive course covers the many facets of what it means to be a responsible and effective public servant leader. The course examines the ethical principles that are required of those working as public servants, so they are prepared to make moral judgments in the execution of their duties. This course instills professional ethics in a law enforcement workforce through effective leadership.

JUS-325Δǂ◆: The Adjudication Function 4 credits

This is a writing intensive course emphasizing the objectives, strategies, programs, roles, perspectives, and interagency relationships of the courts.

JUS-325HNǂ◆: The Adjudication Function 4 credits

This is a writing intensive course emphasizing the objectives, strategies, programs, roles, perspectives, and interagency relationships of the courts.

JUS-330◆: The Correctional Function 4 credits

This course provides an examination of the objectives, strategies, programs, roles, perspectives, and interagency relationships of correctional agencies.

JUS-430ǂ◆: Criminal Law 4 credits

This course provides an introduction to criminal liability with an emphasis on the elements of a crime and governmental sanctions of individual conduct as formulated by the legislature and the court system.

JUS-430HNǂ◆: Criminal Law 4 credits

This course provides an introduction to criminal liability with an emphasis on the elements of a crime and governmental sanctions of individual conduct as formulated by the legislature and the court system.

JUS-441Δ◆: Criminal Procedure and Public Policy 4 credits

This writing-intensive course covers the criminal procedural process from a constitutional perspective as it relates to due process and crime control. It also covers the mechanics of how public policy guides the administration of justice.

JUS-445◆: Justice Problem Analysis 4 credits

This course examines the proper and effective use of research and data in the administration of justice. The course describes how to identify justice-related problems in the community, collect data on the problem, analyze the data, and apply criminological theories to the data to solve the problem. Other aspects of how to use justice research to improve communities are covered.

JUS-470◆: Threat Assessment and Behavioral Analysis 4 credits

This course covers how to analyze natural, man-made, and accidental threats that could possibly threaten a community. It analyzes the process of how to identify possible threats and prepare for or eliminate them. Behavioral analysis is covered to show how it can be used in assessing possible threats to communities and individuals. Prerequisite: JUS-445.

JUS-481◆: Community-Based Strategic Planning 4 credits

This course examines performance management policies, practices, and systems related to community policing needs. The course covers how to enhance and redesign existing performance management practices across the community through collaborative engagement and management of resources. It covers how to use data to create a strategic plan to address justice-related problems.

JUS-484: Law Enforcement Capstone 4 credits

This course provides students with the opportunity to create community policing strategic plan. Students in this course have the opportunity to scaffold their strategic plan in a step-by-step process. Prerequisite: JUS-481.

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JUS-491: Justice Studies Capstone 4 credits

This capstone course is the final experience of the Justice Studies program, emphasizing a human-centric approach. Students conduct in-depth research on a contemporary criminal justice issue, building a foundation through literature review. They analyze stakeholders' perspectives to understand the problem's complexities. The course focuses on developing evidence-based strategies and practical solutions, allowing students to contribute meaningfully to the criminal justice field through innovative and empathetic problem solving. Prerequisite: JUS-470, JUS-481.

JUS-494: Police Academy Internship 17 credits

This course provides students with the opportunity to apply principles learned in their academic studies while participating as interns in a certified police academy. Under the supervision of academy staff, students complete required internship hours while engaging in hands-on training, practical exercises, and physical fitness activities. Practicum/field experience hours: 585.

JUS-499: Independent Study 1 credits

This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

JUS-506: Criminal Behavior Analysis 4 credits

This course provides an examination of the relationship between psychology and the criminal justice system. Students develop an understanding of crisis intervention, criminal profiling, psychopathology, personality assessment, and related research methods.

JUS-510: Research Methods 4 credits

This course provides a fundamental analysis of research and a methodological evaluation of criminal justice topics. This course familiarizes students with aspects of statistical analysis and research design relevant to today's justice environment using both quantitative and qualitative methods. The course focuses on the practical application of research rather than exclusively on the theoretical.

JUS-515: Organizational Behavior and Leadership 4 credits

This course explores contemporary law enforcement management by examining personality, values, groups, power dimensions, decision making, conflict management, change, and organization development.

JUS-522: Ethics and Decision Making 4 credits

This course explores ethics in the context of criminal justice settings and situations. Various ethical questions are engaged to improve students' decision-making skills. The responsibility of the individual to act ethically and legally when working in the criminal justice field is emphasized. Some attention is also given to the role of Christian Ethics in criminal justice.

JUS-620: Exploration of Law and Public Policy 4 credits

This course explores the interrelatedness of law and socioeconomic concerns and attempts to generate a holistic perspective of society and social control for those charged with the administration of justice.

JUS-631: Exploration of Constitutional Criminal Law 4 credits

This course is designed to provide an overview of our constitutional system of criminal jurisprudence. The course provides a comprehensive study of various constitutional amendments and case law as they relate to criminal law. The importance of constitutional rights for the citizens of the United States is also explored.

JUS-632: Crime Prevention and Public Relations 4 credits

This course provides a comprehensive examination of the relationship between the police and the public. The course exposes students to strategies law enforcement personnel and agencies can use to develop positive relationships with the public. The relationship between greater communication, positive interactions, and crime prevention is explored.

JUS-635: Legal Research 4 credits

This course teaches students how to do legal research using both hardcopy and electronic resources. Presented from the perspective of a law specialist working for a client, this course allows students to consider a client's legal issues and to discover how to locate resources that address the problem, including statutes, regulations, court orders, court decisions, and secondary sources.

JUS-636: Crime Analysis and Case Management 4 credits

This course covers various aspects of crime analysis and how analysis can be used in managing cases and reducing crime. Data collection techniques as well as interpreting data for different purposes are addressed. Prerequisite: JUS-510.

JUS-640: Advanced Crime Analysis 4 credits

This course provides an advanced study of crime analysis techniques, trends, and uses. Finding patterns in crime data as well as communicating those patterns and trends for specific purposes is covered. This is an application based course to build useful skills in crime analysis. Prerequisite: JUS-636.

JUS-641: Legal Communication 4 credits

This course explores a variety of legal correspondence methods used to communicate with different persons and agencies within the legal community. The course provides practical application in legal communication methods. Prerequisite: JUS-635.

JUS-650: Strategic Analysis and Organizational Planning 4 credits

This course provides an in-depth study of strategic analysis and organizational planning practices for law enforcement leaders. The course prepares students to assess needs, make decisions, create plans, and implement those plans to enhance agency performance.

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JUS-655: Strategies for Effective Consulting 4 credits

This course is designed to assist students in exploring the different ways consulting can be used to capitalize on the legal knowledge and skills they have obtained. Consulting opportunities in the legal field, as well as the process and procedures of consulting are addressed.

Leadership (LDR)

LDR-461♯: Professional Applications in Service Learning I 1 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 10 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-462♯: Professional Applications in Service Learning II 2 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 20 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-463♯: Professional Applications in Service Learning III 3 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 30 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-600: Leadership Styles and Development 4 credits

This course explores the nature of business leadership models and theories, examines these models through a broad variety of insights and viewpoints, and provides a description and analysis of these approaches to leadership, giving special attention to how the models can improve leadership in real-world organizations.

LDR-604: IT Management and Leadership 4 credits

This course introduces leadership and team management skills relevant to leading information technology teams and departments. Students examine various structures of IT organizations and consider strategies and tactics for leading virtual and co-located technology teams, encouraging high employee performance, and managing conflict within dynamic business environments. Ethical issues in leadership and management are also considered.

LDR-612: Coaching, Mentoring, and Leadership Development 4 credits

This course provides a comprehensive analysis of leadership development and succession planning within organizations through the exploration of essential coaching, influencing, and mentoring strategies for effective leaders. It includes all underrepresented populations with a focus on gender, race, ethnicity, culture, generation, disability, veteran status, and religion.

LDR-615: Organizational Development and Change 4 credits

This course is an exploration of the behavioral forces and relationships that influence organizational effectiveness and change. It also emphasizes the study of intervention strategy and application skills related to a foundational understanding of the role of project management in the context of leading change in organizations. The course provides insights into the leadership and management of people, processes, and best practices for successful change.

LDR-630: Servant Leadership 4 credits

This course focuses on servant leadership, how a servant leader is different from other leaders, and how focusing on the needs of others can create interdependency rather than dependency in organizations.

LDR-640: Leadership and Innovation 4 credits

This course provides an understanding of various models of problem solving and the ability to apply them. It also introduces data analytics as a means to identify opportunities for innovative decision making as well as knowledge of various techniques, strategies, and skills appropriate for creative and innovative thinking.

LDR-655: Leadership Capstone 4 credits

This course serves as the culminating capstone experience for Master of Leadership students. Students lead an organization or community-based project and create a professional portfolio to demonstrate their leadership skills. Prerequisite: MGT-605, LDR-600, LDR-630, LDR-640, LDR-612, LDR-615.

LDR-661: Professional Applications in Service Learning I 1 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 10 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-662: Professional Applications in Service Learning II 2 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 20 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

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LDR-663: Professional Applications in Service Learning III **3 credits**

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 30 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-665: Cybersecurity Leadership Capstone **4 credits**

This course is an integrative, practical, cybersecurity leadership experience. It provides a holistic view of information assurance and cybersecurity through the practical application of leadership duties in the information security industry.

LDR-670: Global Leadership **4 credits**

The purpose of this course is to synthesize the interdependent concepts of global business, cultural intelligence, self-awareness, and interpersonal relationships. It examines and applies contemporary global topics, diverse business and problem-solving perspectives, and effective cross-cultural communication skills to develop competent world leaders.

LDR-800: Ethical Dilemmas and Stewardship **3 credits**

This course examines multiple ethical frameworks, principles, and theories as they apply to the study and practice of leadership. Corporate social responsibility will be addressed from the perspective of ethical decision making. Prerequisite: RES-811 or RES-815.

LDR-802: Progressions in Leadership Thought **3 credits**

This course provides an overview of seminal leadership theories and models. Learners focus on understanding the development and evolution of leadership theories and the range and emphasis of leadership research.

LDR-804: Leading Across Cultures **3 credits**

This course explores the opportunities and challenges facing leaders in the global environment. The course topics focus on aspects of leading global and diverse workforces, and on theories of leadership and leadership development in diverse and global cultures.

LDR-825: Strategic Planning and Change **3 credits**

This course provides an overview of the impact of leadership and the effects of behaviors on the formulation and execution of strategy within an organization. Topics include the increasing importance of resilience and change in today's global and turbulent economy.

Music Applied Piano (MAP)

MAP-112: Secondary Music Applied Lessons I **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisite: Instructor or Music Department Approval.

MAP-115: Music Applied Lessons I **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor or Music Department Approval.

MAP-118◆: Private Piano Study I **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-120◆: Private Piano Study Majors I **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

MAP-122: Secondary Music Applied Lessons II **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisite: Instructor or Music Department Approval.

MAP-125: Music Applied Lessons II **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor or Music Department Approval.

MAP-128◆: Private Piano Study II **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisites: MAP-118 or Music Department approval and placement audition.

MAP-130◆: Private Piano Study Majors II **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-120 or Music Department approval and placement audition.

MAP-201: Secondary Music Applied Lessons **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. May be repeated for credit. Prerequisites: Music Department approval and placement.

MAP-202: Worship Arts Applied Music Lessons **1 credits**

This course is the applied private study for worship arts majors. May be repeated for credit. Prerequisites: Music Department approval and placement.

MAP-212: Secondary Music Applied Lessons III **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisite: Instructor or Music Department Approval.

MAP-215: Music Applied Lessons III **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor or Music Department Approval.

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MAP-218◆: Private Piano Study III 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-220◆: Private Piano Study Majors III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-130 or Music Department approval and placement audition.

MAP-222: Secondary Music Applied Lessons IV 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisite: Instructor or Music Department Approval.

MAP-225: Music Applied Lessons IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor or Music Department Approval.

MAP-230◆: Private Piano Study Majors IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-220 or Music Department approval and placement audition.

MAP-250◆: Private Piano Study IV 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-301: Music Applied Lessons 2 credits

This course is the private applied study required for music majors in their major instrument or area. May be repeated for credit. Prerequisites: Music Department approval and placement audition.

MAP-312: Secondary Music Applied Lessons V 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisite: Instructor or Music Department Approval.

MAP-315: Music Applied Lessons V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor or Music Department Approval.

MAP-318◆: Private Piano Study V 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-320◆: Private Piano Study Majors V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-230 or Music Department approval and placement audition.

MAP-322: Secondary Music Applied Lessons VI 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisite: Instructor or Music Department Approval.

MAP-325: Music Applied Lessons VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor or Music Department Approval.

MAP-328: Rehearsal Pianist/Coach for Music Majors 0 credits

Coached instruction in chamber and small ensemble settings. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission. Co-Requisite: Enrollment in Private Studio instruction.

MAP-330◆: Private Piano Study Majors VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-320 or Music Department approval and placement audition.

MAP-350◆: Private Piano Study VI 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-390Ω◆: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MAP-395: Music Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MAP-401: Instrumental Pedagogy 1 credits

This course is a study of teaching instrumental music in the private music studio. The instruction is generally at the beginner level. This course includes observation in both individual and group lesson settings. Prerequisite: Advanced Standing or Music Department approval.

MAP-412: Secondary Music Applied Lessons VII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisite: Instructor or Music Department Approval.

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MAP-415: Music Applied Lessons VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor or Music Department Approval.

MAP-420◆: Private Piano Study Majors VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-330 or Music Department approval and placement audition.

MAP-422: Secondary Music Applied Lessons VIII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisite: Instructor or Music Department Approval.

MAP-425: Music Applied Lessons VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor or Music Department Approval.

MAP-430◆: Private Piano Study Majors VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-420 or Music Department approval and placement audition.

MAP-450◆: Private Piano Study VII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-451◆: Private Piano Study VIII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisites: Music Department approval and placement audition.

MAP-490Ω◆: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. Student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: Student must concurrently be enrolled in the appropriate level of private instruction.

MAP-495: Music Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length and format appropriate to the major. The recital may consist solely of performance or may be in the form of a lecture-recital. The recital is to be given in the student's final semester of residency. Students must pass a formal hearing prior to final approval of the recital presentation. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Mathematics (MAT)

MAT-001: AlgebraArch 0 credits

AlgebraArch is a remote learning opportunity for incoming Grand Canyon University students to move ahead to a higher math course by practicing and preparing for the placement exam. This course gives students the opportunity to work with GCU math faculty for 4 weeks in an online environment to refresh their previous math knowledge as well as meet fellow incoming GCU students. This is a great way to move on to MAT-144, MAT-154, or higher in a stress-free environment!.

MAT-110◆: Basics of Algebra 4 credits

This course is designed to build students' understanding of, and skill in, basic algebraic practices and procedures. Students learn to manipulate mathematical operations involving real and complex numbers. Topics include solving and graphing equations and inequalities, solving systems of equations, operations on functions, use of real and complex number systems, solving rational functions, and solving exponential and logarithmic functions. Emphasis will be placed on algebraic processes and building a framework for future courses.

MAT-134◆: Applications of Algebra 4 credits

This course explores applications of algebraic concepts. Integers, fractions, decimals, percents, and ratios are studied within the real and complex number systems. Students learn to solve linear equations and inequalities; rational and exponential expressions; linear systems; and quadratic, exponential, and logarithmic equations. Estimation techniques and principles of number theory are explored. Emphasis is placed on developing students' understanding of number representation and skill in the application of numerical operations to solving real-world problems. Prerequisite: Grade of C or better in MAT-110.

MAT-144◆: College Mathematics 4 credits

The course covers mathematics that matter in modern society. Key areas of focus include financial literacy, numerically-based decision making, growth, scale, and numerical applications. The course applies basic college-level mathematics to real-life problems and is appropriate for students whose majors do not require college algebra or higher.

MAT-144BSN:College Mathematics 4 credits

This course covers mathematics that matter in medical professions and modern society. Key areas of focus include financial literacy, dimensional analysis, numerically based decision making, growth, scale, and numerical applications. The course applies basic college-level mathematics to real-life problems and medical scenarios. This course is appropriate for students who are majoring in a nursing degree.

MAT-150◆: Mathematics for Elementary Teachers I 4 credits

This is the first in a two-course sequence designed for prospective elementary school teachers. Concepts include set theory, functions, numeration systems, number theory and properties of the natural numbers, integers, rational numbers, ratios, proportions, decimals, and percents, with an emphasis on problem solving and critical thinking.

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MAT-151◆: Mathematics for Elementary Teachers II 4 credits

This is the second in a two-course sequence designed for prospective elementary school teachers. Concepts include elementary probability, data analysis, descriptive statistics, geometry of shapes in two and three dimensions, congruence and similarity, measurement, and geometric transformations, with an emphasis on problem solving and critical thinking. Prerequisite: MAT-150.

MAT-154◆: Applications of College Algebra 4 credits

This course is designed to prepare learners to integrate fundamental mathematical concepts with the critical and quantitative thinking needed to solve workplace-related problems. The course is founded upon a functional and technological approach to algebra. Topics include functions and their graphs; polynomial, rational, exponential, and logarithmic functions; algebraic and exponential equations; and probability. Emphasis is placed on developing students' understanding of mathematical representation and logical reasoning to solve real-world problems. Prerequisite: Grade of C or better in MAT-110.

MAT-213◆: Statistics 3 credits

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-215◆: Discrete Mathematics 4 credits

This course examines how discrete mathematics can be applied to problem solving as well as mathematical reasoning and communication. Additionally, this course introduces how mathematics uses established methods to determine and validate new conclusions through the use of discrete mathematics. Prerequisites: MAT-252 and MAT-253.

MAT-225◆: Mathematics and Technology through Time 4 credits

This course is an exploration of the history of humanity through the lens of mathematics and technology. Students study important thinkers and their tools and techniques with an emphasis on how their discoveries have impacted the modern world. Students are shown insights into how those thinkers solved problems and the critical analysis to apply those insights to modern issues in diverse areas of interest. The use of tools and techniques of mathematics and technology aids in applying those insights. Prerequisite: MAT-250 or MAT-261.

MAT-225XV: Mathematics and Technology through Time 4 credits

This course is an exploration of the history of humanity through the lens of mathematics and technology. Students study important thinkers and their tools and techniques with an emphasis on how their discoveries have impacted the modern world. Students are shown insights into how those thinkers solved problems and the critical analysis to apply those insights to modern issues in diverse areas of interest. The use of tools and techniques of mathematics and technology aids in applying those insights. Prerequisite: MAT-250 or MAT-261.

MAT-251◆: Brief Calculus 4 credits

This course develops the concepts of calculus through a wide variety of applications. Topics include limits, continuity, derivatives, antiderivatives, and integration. Prerequisite: MAT-154.

MAT-252◆: Calculus and Analytic Geometry I 4 credits

This course provides a rigorous treatment of the concepts and methods of elementary calculus and its application to real-world problems. Topics include a brief review of linear, exponential, logarithmic, trigonometric, and inverse functions; understanding and calculating limits, continuity, and derivatives as rates of change; differentiation rules including derivatives of polynomials, exponentials, trigonometric, and logarithmic functions; product and quotient rules, the chain rule, and implicit differentiation; related rates, curve sketching, maximum and minimum problems, mean value theorem, linear approximation, indeterminate forms, and L'Hospital's rule; and applied optimization problems, antiderivatives, and approximating areas under the curve. Prerequisite: Grade of C or better in MAT-250 or MAT-261.

MAT-253◆: Calculus and Analytic Geometry II 4 credits

This course provides a rigorous treatment of the concepts, methods, and applications of integral calculus and is the second course in a three-course sequence. Topics include definite integrals, fundamental theorem of calculus, and integration rules; arc length, solids of revolution, and physical applications; techniques of integration including improper integrals and an introduction to differential equations; polar coordinates, parametric equations, infinite sequences, and series; power series and conic sections; and vector arithmetic, dot product, and projections. Prerequisite: Grade of C or better in MAT-252.

MAT-261◆: Pre-Calculus 4 credits

This course presents the fundamentals of algebra and trigonometry with some applications; it provides the background and introduction for the study of calculus. Topics include review of linear equations and inequalities in one and multiple variables; functions and their graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; systems of equations and matrices; and sequences and series. Slope and rate of change are introduced to set up the concepts of limits and derivatives. There is an emphasis on both an understanding of the mathematical concepts involved as well as their applications to the principles and real-world problems encountered in science and engineering. Technology is utilized to facilitate problem analysis and graphing. Prerequisite: MAT-134 or MAT-154.

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MAT-261XV: Pre-Calculus **4 credits**

This course presents the fundamentals of algebra and trigonometry with some applications; it provides the background and introduction for the study of calculus. Topics include review of linear equations and inequalities in one and multiple variables; functions and their graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; systems of equations and matrices; and sequences and series. Slope and rate of change are introduced to set up the concepts of limits and derivatives. There is an emphasis on both an understanding of the mathematical concepts involved as well as their applications to the principles and real-world problems encountered in science and engineering. Technology is utilized to facilitate problem analysis and graphing. Prerequisite: MAT-134 or MAT-154.

MAT-262◆: Calculus for Science and Engineering I **4 credits**

This course provides a rigorous treatment of the concepts and methods of elementary calculus and its application to real-world problems. Topics include differentiation, optimization, and integration. Software is utilized to facilitate problem analysis and graphing. Prerequisite: MAT-261 or ESG-162/162L.

MAT-264◆: Calculus for Science and Engineering II **4 credits**

This course provides a rigorous treatment of the concepts and methods of integral, multivariable, and vector calculus and its application to real-world problems. Prerequisite: MAT-262.

MAT-274◆: Probability and Statistics **4 credits**

This course provides an introduction to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control population parameter estimation, and hypothesis testing. Prerequisite: Grade of C or better in MAT-134, MAT-144 or MAT-154.

MAT-312ǂ◆: Higher Geometry **4 credits**

This course provides an axiomatic approach to geometry, including analysis of the parallel postulate and an introduction to non-Euclidean models. Other topics include planar transformations and isometry groups, analytic geometry, and the history of geometry. Prerequisites: MAT-252 and MAT-345.

MAT-312HNǂ◆: Higher Geometry **4 credits**

This course provides an axiomatic approach to geometry, including analysis of the parallel postulate and an introduction to non-Euclidean models. Other topics include planar transformations and isometry groups, analytic geometry, and the history of geometry. Prerequisites: MAT-252 and MAT-345.

MAT-345◆: Applied Linear Algebra I **4 credits**

This course is intended primarily for mathematics, science, and engineering students. The goal of the course is to impart the concepts and techniques of modern linear algebra (over the real scalar field) with a significant level of rigor. Students write clearly about the concepts of linear algebra (definitions, counterexamples, simple proofs), and apply theory to examples. The course emphasizes the practical nature of solutions to linear algebra problems. Students implement some of these solutions, where appropriate, as computer programs. Prerequisite: MAT-264 or MAT-253

MAT-364◆: Differential Equations for Science and Engineering **4 credits**

This course focuses on solutions and qualitative study of linear systems of ordinary differential equations, and on the analysis of classical partial differential equations. Topics include first- and second-order equations; series solutions; Laplace transform solutions; higher order equations; Fourier series; second-order partial differential equations. Boundary value problems, electrostatics, and quantum mechanics provide the main context in this course. Prerequisite: MAT-253 or MAT-264.

MAT-374◆: Probability and Statistics - Calculus Based **4 credits**

This course covers the role of statistics in engineering, probability, discrete random variables and probability distributions, continuous random variables and probability distributions, joint probability distributions, random sampling and data description, point estimation of parameters, statistical intervals for a single sample, and tests of hypotheses for a single sample. Prerequisite: MAT-253 or MAT-264.

MAT-380◆: Mathematics for the Secondary Educator **4 credits**

This course examines the core concepts of algebra and geometry, with a focus on the individual and interrelated elements, for the purpose of understanding their meaning, expression, and interaction. Therefore, course activities require clearly demonstrating an understanding of the meaning of these concepts with regards to secondary education in both verbal and written form. Prerequisite: MAT-252.

MAT-470Δǂ◆: Mathematical Modeling **4 credits**

This writing intensive course is an introduction to the construction and analysis of mathematical and statistical models in diverse areas of human endeavor. Students use tools and approaches to solve challenging problems. Prerequisites: MAT-253 and MAT-345.

MAT-470HNΔǂ◆: Mathematical Modeling **4 credits**

This writing intensive course is an introduction to the construction and analysis of mathematical and statistical models in diverse areas of human endeavor. Students use tools and approaches to solve challenging problems. Prerequisites: MAT-252, MAT-253, MAT-345 and MAT-274.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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MAT-480: Methods of Teaching Mathematics in Secondary Schools 4 credits

This course is designed to develop an understanding and ability to apply the methods and principles of effective instruction using mathematics in the secondary classroom. This course examines different learning modalities, instructional strategies, and the use of technology to help plan and teach effective mathematical lessons that increase student achievement and are aligned to the mathematics standards. Practicum/field experience hours: 15. Fingerprint clearance required.

MAT-505: Discrete Math: Data-Analysis 4 credits

This course looks at evidence-based data analysis from a discrete mathematics perspective. Emphasis is placed on fundamental understanding of statistical descriptors. The theoretical framework is developed through applications in cognition and instruction. Prerequisite: MAT-513.

MAT-512: Graduate Linear Algebra 4 credits

This course covers graduate-level concepts in linear algebra to prepare the learner for a deeper understanding of mathematical practices beyond an undergraduate level.

MAT-513: Graduate Algebra 4 credits

This course covers essential topics in graduate-level abstract algebra to prepare learners in their profession and to succeed in fulfilling future programmatic requirements. Prerequisite: MAT-512.

MAT-525: History of Mathematical Thought 4 credits

The student is asked to use techniques of mathematical proof to trace the development of important foundations of thought and advances in mathematical thinking. This course follows the evolution of mathematics through history in its attempt to represent and understand the world around us. Topics covered include induction, logic, discrete analysis, calculus, and linear programming. Emphasis is placed on how a mathematical topic originated within its historical context and the theory used to support it.

MAT-550: Mathematical Modeling 4 credits

The student is introduced to the techniques and examination of graduate-level mathematical modeling, including formulation, application, and analysis of a mathematical model. Topics covered include differential equations, computational methods, regression, and stochastic models. Emphasis is placed on applications and computational methods. Prerequisites: MAT-513, MAT-571, and MAT-574.

MAT-552: Applied Nonlinear Dynamics 4 credits

This course provides a brief overview of ordinary differential equations, geometric representation of ODE solutions, autonomous systems, flows on the line, linear systems and phase portraits, nonlinear systems, local and global behavior, linearization, stability, and bifurcations. Applications include models extracted from population biology, ecology, and neurophysiology. Prerequisites: MAT-513 and MAT-550.

MAT-571: Real Analysis 4 credits

This course is an introduction to the rigorous theory underlying calculus, covering the real number system and functions of one variable. It is based entirely on mathematical proofs. The student is expected to know how to read and, to some extent, construct proofs before taking this course. Topics typically include the construction of the real number system, properties of the real number system, basic point set topology, continuous functions, and differential and integral calculus of functions. Prerequisite: MAT-513.

MAT-574: Graduate Probability and Statistics 4 credits

This course covers calculus-based probability and statistics with a focus on theoretical foundations while emphasizing applications in educational research in the mathematics classroom.

Brass Instruments (MBE)

MBE-113◆: Private Applied Instruction-Secondary I 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE-115◆: Private Applied Instruction I 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MBE-123◆: Private Applied Instruction-Secondary II 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MBE-125◆: Private Applied Instruction II 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-115 or Music Department approval and placement audition.

MBE-213◆: Private Applied Instruction-Secondary III 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MBE-215◆: Private Applied Instruction III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-125 or Music Department approval and placement audition.

MBE-223◆: Private Applied Instruction-Secondary IV 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

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MBE-225◆: Private Applied Instruction IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-215 or Music Department approval and placement audition.

MBE-313◆: Private Applied Instruction-Secondary V 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MBE-315◆: Private Applied Instruction V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-225 or Music Department approval and placement audition.

MBE-323◆: Private Applied Instruction-Secondary VI 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MBE-325◆: Private Applied Instruction VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-315 or Music Department approval and placement audition.

MBE-390Ω◆: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MBE-413◆: Private Applied Instruction-Secondary VII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MBE-415◆: Private Applied Instruction VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-325 or Music Department approval and placement audition.

MBE-423◆: Private Applied Instruction-Secondary VIII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MBE-425◆: Private Applied Instruction VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-415 or Music Department approval and placement audition.

MBE-490Ω◆: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Music Education (MED)

MED-200◆: Instrumental Techniques: Low Brass 1 credits

This course is a practical study of low brass instruments in which students learn to play, care for, and teach each instrument.

MED-201◆: Instrumental Techniques: Strings 1 credits

This course is a practical study of the high and low string instruments in which students learn to play, care for, and teach each instrument.

MED-202◆: Instrumental Techniques: Brass 1 credits

This course is a practical study of the high and low brass instruments in which students learn to play, care for, and teach each instrument.

MED-203◆: Instrumental Techniques: Winds 1 credits

This course is a practical study of the wind instruments in which students learn to play, care for, and teach each instrument. Practicum/field experience hours: None. Fingerprint clearance not required.

MED-205◆: Instrumental Techniques: High Brass 1 credits

This course is a practical study of high brass instruments in which students learn to play, care for, and teach each instrument.

MED-210◆: Instrumental Techniques: Clarinet and Saxophone 1 credits

This course is a practical study of the clarinet and saxophone in which students learn to play, care for, and teach each instrument.

MED-215◆: Instrumental Techniques: Double Reeds and Flutes 1 credits

This course is a practical study of flute and double reed instruments in which students learn to play, care for, and teach each instrument.

MED-220◆: Marching Band Techniques 1 credits

This course is a practical study of organizing and training marching bands for high schools and at the collegiate level.

MED-225◆: Instrumental Techniques: Percussion 1 credits

This course is a practical study of percussion instruments in which students learn to play, care for, and teach each instrument.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MED-245: Strings Instructional Methods 1 credits

This course is designed to provide both practical and theoretical information relating to the pedagogy and performance of string instruments. Students will learn similarities and differences between standard instruments while beginning to develop physical techniques required to play them. Students will learn pedagogical skills necessary for teaching instruments to others, including a survey and critique of standard literature for each instrument. Practicum/field experience hours: 2. Fingerprint clearance required.

MED-246: Brass Instructional Methods 1 credits

This course is designed to provide both practical and theoretical information relating to the pedagogy and performance of brass instruments. Students will learn similarities and differences between standard instruments while beginning to develop physical techniques required to play them. Students will learn pedagogical skills necessary for teaching instruments to others, including a survey and critique of standard literature for each instrument. Practicum/field experience hours: 2. Fingerprint clearance required.

MED-248: Woodwinds Instructional Methods 1 credits

This course is designed to provide both practical and theoretical information relating to the pedagogy and performance of woodwinds instruments. Students will learn similarities and differences between standard instruments while beginning to develop physical techniques required to play them. Students will learn pedagogical skills necessary for teaching instruments to others, including a survey and critique of standard literature for each instrument. Practicum/field experience hours: 2. Fingerprint clearance required.

MED-249: Percussion Instructional Methods 1 credits

This course is designed to provide both practical and theoretical information relating to the pedagogy and performance of percussion instruments. Students will learn similarities and differences between standard instruments while beginning to develop physical techniques required to play them. Students will learn pedagogical skills necessary for teaching instruments to others, including a survey and critique of standard literature for each instrument. Practicum/field experience hours: 2. Fingerprint clearance required.

MED-260: Instrumental Pedagogy & Literature 4 credits

This course considers instrumental ensemble literature, publishers, and composers, arrangers, and their styles through study of techniques and literature for rehearsing and conducting instrumental music in the schools. Common performance and teaching obstacles encountered are addressed via examination and analysis of prevailing pedagogies for instrumental ensembles, including performance techniques, score preparation, rehearsal techniques, programming, and the administration of an instrumental program. Practicum/field experience hours: 20. Fingerprint clearance required.

MED-261: Choral Pedagogy & Literature 4 credits

This course considers choral literature, publishers, and composers, arrangers, and their styles through study of techniques and literature for rehearsing and conducting choral music in the schools. Common performance and teaching obstacles encountered are addressed via examination and analysis of prevailing pedagogies for choral ensembles, including performance techniques, score preparation, rehearsal techniques, programming, and the administration of a choral program. Practicum/field experience hours: 20. Fingerprint clearance required.

MED-320: Technology for Music Educators 2 credits

Students will study and utilize a variety of music technologies such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in classroom to meet the needs of a diverse student population.

MED-335: Fundamentals of Music and Culture for Diverse Learners 3 credits

Students study music as culture, and explore the historical, philosophical, and sociological influences that have shaped music, ethnomusicology, and music education. This course also examines the issues faced by educators today, as well as the challenges that await people now entering the teaching profession. The course covers the unique learning needs of exceptional students. Emphasis is 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 music classroom. Practicum/field experience hours: 15. Fingerprint clearance required.

MED-335N: Fundamentals of Music and Culture for Diverse Learners 3 credits

Students study music as culture, and explore the historical, philosophical, and sociological influences that have shaped music, ethnomusicology, and music education. This course also examines the issues faced by educators today, as well as the challenges that await people now entering the teaching profession. The course covers the unique learning needs of exceptional students. Emphasis is 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 music classroom. Practicum/field experience hours: 10. Fingerprint clearance required.

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MED-340: Teaching General Music in the Elementary and Secondary Schools 2 credits

An introductory course to music education, this course is a study and demonstration of methods, materials, topics and issues in teaching general music in the schools. The course will cover methods, approaches, and philosophies of teaching general music as they relate to current national and Arizona music education standards. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisites: MED-355 or MED-355N and MED-365 or MED-365N.

MED-340N: Teaching General Music in the Elementary and Secondary Schools 2 credits

An introductory course to music education, this course is a study and demonstration of methods, materials, topics and issues in teaching general music in the schools. The course will cover methods, approaches, and philosophies of teaching general music as they relate to current national and Arizona music education standards. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisites: MED-355 or MED-355N and MED-365 or MED-365N.

MED-355: Music Methods and Assessment in the Elementary School 2 credits

This course is a study and demonstration of methods and materials for the first six grades. Students will be introduced to a number of methodologies including Orff, Dalcrose, Kodaly, and Suzuki, and explore their conceptual pedagogical framework, methodology, application and assessment. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: MED-320.

MED-355N♯: Music Methods and Assessment in the Elementary School 2 credits

This course is a study and demonstration of methods and materials for the first six grades. Students will be introduced to a number of methodologies including Orff, Dalcroze, Kodaly, and Suzuki, and explore their conceptual pedagogical framework, methodology, application and assessment. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MED-320.

MED-365: Music Methods and Assessment in the Secondary School 2 credits

This course is a study of methods for developing and conducting the music program in junior and senior high schools, focusing on general pedagogy, curriculum, and assessment. Methods, materials, topics, and issues in music education will be used to prepare music education majors to enter the teaching profession. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: MED-320.

MED-365N♯: Music Methods and Assessment in the Secondary School 2 credits

This course is a study of methods for developing and conducting the music program in junior and senior high schools, focusing on general pedagogy, curriculum, and assessment. Methods, materials, topics, and issues in music education will be used to prepare music education majors to enter the teaching profession. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MED-320.

MED-371: Teaching General Music in the Elementary and Secondary Schools 2 credits

An introductory course to music education, this course is a study and demonstration of methods, materials, topics and issues in teaching general music in the schools. The course will cover methods, approaches, and philosophies of teaching general music as they relate to current national and Arizona music education standards. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 35. Fingerprint clearance required. Prerequisites: MED-355 or MED-355N and MED-365 or MED-365N.

MED-375: Methods of Teaching Music I 4 credits

This course is a beginning study of developing and conducting a music program in the schools—focusing on pedagogy, curriculum, and assessment. Methods, materials, topics, and issues in music education will be examined. Sample activities implemented within each grade level will be studied and associated lesson plans prepared. Classroom observations to examine a variety of music-teaching situations are required. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: MED-260 or MED-261.

MED-390: Methods of Teaching Music II 4 credits

This course is an advanced study of developing and conducting a music program in the schools—focusing on pedagogy, curriculum, and assessment. Methods, materials, topics, and issues in music education will be examined. Sample activities implemented within each grade level will be studied and associated lesson plans prepared. Classroom observations to examine a variety of music-teaching situations are required. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: MED-375.

MED-415◆: Band Methods and Pedagogy 2 credits

A study of advanced problems in rehearsing and conducting at the high school level. An examination and analysis of the prevailing band philosophies, including performance techniques, score preparation, rehearsal techniques, programming, and administration of the band program.

MED-430◆: Vocal Pedagogy for Music Educators 2 credits

This course is a study of skills for the teaching of voice to individuals or groups. The physical voice, vocal health, and potential vocal problems are analyzed as well as historical methods of correction.

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MED-480A[Ω]: Student Teaching: Elementary Music **6 credits**

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, and professional preparation, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Prerequisites: for A: Fingerprint Clearance and one of the following combinations: 1) Successful completion of all courses in the Program of Study, a 2.8 GPA, and approval and placement by the Office of Field Experience and Certification; or 2) Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I ® (Basic Skills) and Praxis II ® (Content Area); Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA).

MED-480B[Ω]: Student Teaching: Secondary Music **6 credits**

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, and professional preparation, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Prerequisites: for B: Fingerprint Clearance and one of the following combinations: 1) Successful completion of all courses in the Program of Study, a 2.8 GPA, and approval and placement by the Office of Field Experience and Certification; or 2) Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I ® (Basic Skills) and Praxis II ® (Content Area); Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA).

Mechanical Engineering (MEE)

MEE-335: Aerospace Propulsion & Lab **4 credits**

The course provides theories of thermodynamics of propulsion that are applied in air-breathing and rocket propulsion system. Students are given introduction to one-dimensional compressible internal flow, thermodynamics of aircraft jet engines including ramjets, turbojet, turbofan, turboprop, and turboshaft engines. Students are also provided performance analysis of main components of gas turbine engines such as inlets, compressors, combustors, turbines, and nozzles. Prerequisite: STG-330.

MEE-340[♯]: Structure and Property of Materials **3 credits**

This course covers basic concepts in materials structure and its relation to properties. The course will provide students with a broad overview of materials science and engineering. The goal of this course is to understand the fundamental reasons that materials have the properties they do. Students examine properties of interesting materials and try to understand them in terms of their actual atomic or molecular structure. Prerequisite: CHM-115, CHM-115L, PHY-122, PHY-122L, MAT-364. Co-Requisite: MEE-340L.

MEE-340HN[♯]: Structure and Property of Materials **3 credits**

This course covers basic concepts in materials structure and its relation to properties. The course will provide students with a broad overview of materials science and engineering. The goal of this course is to understand the fundamental reasons that materials have the properties they do. Students examine properties of interesting materials and try to understand them in terms of their actual atomic or molecular structure. Prerequisite: CHM-115, CHM-115L, PHY-122, PHY-122L, MAT-364. Co-Requisite: MEE-340LHN.

MEE-340L[♯]: Structure and Property of Materials Lab **1 credits**

This is the lab section of MEE-340. The course reinforces theoretical concepts covered in lecture and with hands-on activities. Students conduct lab experiments to better understand how certain properties of materials manifest themselves. Prerequisite: CHM-115, CHM-115L, PHY-122, PHY-122L, MAT-364. Co-Requisite: MEE-340.

MEE-340LHN[♯]: Structure and Property of Materials Lab **1 credits**

This is the lab section of MEE-340. The course reinforces theoretical concepts covered in lecture and with hands-on activities. Students conduct lab experiments to better understand how certain properties of materials manifest themselves. Prerequisite: CHM-115, CHM-115L, PHY-122, PHY-122L, MAT-364. Co-Requisite: MEE-340HN.

MEE-352: Solid Mechanics & Lab **4 credits**

This course covers concepts and theories of internal force, stress, strain, and strength of structural elements under static loading conditions. The course also examines constitutive behavior for linear elastic structures and deflection and stress analysis procedures for bars, beams, and shafts. Students will examine and analyze various modes of failure of solid materials. Prerequisites: ESG-250 or ESG-251, ESG-260 or ESG-360, and MAT-364.

MEE-360: Dynamics **3 credits**

This course introduces the principles of kinematics and kinetics as they apply to engineering systems and analyses. This course covers Newton's second law, work-energy and power, impulse and momentum methods. Additional topics include vibrations and an introduction to transient responses. Simulation with Solidworks and MATLAB are also covered. Prerequisite: ESG-260. Co-Requisite: MEE-360L.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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MEE-360L: Dynamics Lab 1 credits

This course utilizes lab experimentation and computer simulation to further explore the concepts and principles introduced in the MEE-360 lecture course. Students will learn how to set up and perform engineering tests and simulations in the context of complex, real-world engineering problems. Prerequisite: ESG-260. Co-Requisite: MEE-360.

MEE-440: Structures of Composite Materials for Aerospace 2 credits

The course introduces mechanics of aircraft materials and structures including stress and strain analysis, torsion, bending, failure criteria, buckling, fatigue, and composite laminates analysis. Students will be introduced to aerospace standards for design, structural integrity, system safety, dynamic stresses, and case studies. Prerequisites: MEE-352 and MEE-340.

MEE-445: Heat Transfer & Lab 4 credits

This course is an introduction to heat transfer. Concepts of conduction, convection, and radiation will be explored. Methods for analysis of steady and unsteady conduction, laminar and turbulent convection, and radiation will be introduced. Heat exchanger design and analysis methods will be addressed. The concept of mass transfer will also be introduced. Students will use learn simulation methods using the SolidWorks software. Prerequisite: ESG-345.

MEE-450: Aerodynamics & Lab 4 credits

The course provides students fundamental principles of incompressible and compressible flow, performance analysis of airfoil in subsonic and supersonic flow, and design applications. Students are introduced to theories and practical application of aerodynamics including flow over finite wings, through nozzles, diffusers, and wind tunnels. Prerequisite: ESG-345.

MEE-455: Dynamics and Controls of Flight & Lab 4 credits

The course introduces fundamental theories of control system and application to flight control. Students are introduced to mathematical models of dynamics systems, transient-response analysis, and root-locus analysis. Additional topics include control systems design by frequency response, application of root-locus method and PID controls. Prerequisites: MEE-360, MEE-360L, and MEE-450.

MEE-457: Dynamics and Controls of Robotics & Lab 4 credits

This course examines the development of mathematical models and the control of dynamic systems through classical methods. Students investigate the central ideas of this course through robotics applications culminating in a final project wherein a robot is built and a control system is designed for a specified task. Topics include transfer functions, time domain analysis, analysis of open- and closed-loop systems in both the time and frequency domains, feedback-control methods, analytical tools such as MATLAB/Simulink is used to simulate the modeled systems and to determine controller parameters. Prerequisite: ESG-330, MEE-473. Co-Requisite: MEE-476.

MEE-460: Mechanical Instrumentation and Devices & Lab 4 credits

This course introduces standard mechanical tests and computer based data acquisition techniques, e.g., installing thermocouples, strain gages, positioning static and probes. ASME and ASTM test codes are studied, as are OSHA standards. The course examines how various physical property and system performance tests are set up, conducted, and analyzed. Prerequisites: EEE-202, EEE-202L, and MAT-364.

MEE-465: Compressed Air Systems and Management 3 credits

This course explores the application of compressed air system components, distribution, and supplied air management. It includes an overview of various types of system equipment and the selection of the optimal components for each application, design analyses to evaluate optimization of compressed air production, distribution alternatives, air drying, storage, and the inclusion of Class D breathing air systems. The course also encompasses ongoing air system maintenance, data logging, and cost management, fostering competencies in the efficient design and management of compressed air systems, and tracking costs over time. Prerequisites: STG-330 and ESG-395.

MEE-471◆: Principles of Mechanical Design I 2 credits

Machine elements are selected and designed based on theories and methods developed in statics, dynamics, and strength of materials. Individual components will also be analyzed using CAE methods. Prerequisite: MEE-460, ESG-360.

MEE-472: Principles of Mechanical Design II 2 credits

This course covers the integration of machine elements into a system and the verification that the resulting system performs as intended in its operational environment. Areas of study include technical planning, requirements management, integration, verification, validation, and production. Prerequisite: ESG-360.

MEE-473: Mechanical Design Principles I & Lab 2 credits

This course covers the integration of machine elements into a system and the verification that the resulting system performs as intended in its operational environment. Areas of study include technical planning, requirements management, integration, verification, validation, and production. Prerequisites: (MEE-352 and MEE-360 and MEE-360L) or (ESG-360).

MEE-474: Mechanical Design Principles II & Lab 2 credits

Machine elements are selected and designed based on theories and methods developed in statics, dynamics, and strength of materials. Individual components will also be analyzed use CAE methods. Prerequisite: MEE-473.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MEE-475: Aerospace Design Principles & Lab 2 credits

The course introduces fundamental principles of aircraft design. Students perform a group-based aircraft design with skills and knowledge acquired in aerospace curriculum. Aircraft design mission includes overview of design process, standards, aircraft sizing, airfoil and wing/tail geometry selection, aircraft configuration layout, propulsion and fuel system selection, analysis of aircraft performance, stability, control, flight safety, structures, and cost. Prerequisites: MEE-450, MEE-335, and MEE-473 or AER-460.

MEE-476: Robotics Design Principles & Lab 4 credits

The objective of this course is to give students hands on experience in the application of robotics. Students will conduct a series of projects, some of which they will scope, that will explore various robotic test beds. Students will become well versed in the program and control of various robotic systems. Analytical tools such as MATLab/Simulink will be used to model and simulate robots. Prerequisite: ESG-330, MEE-473. Co-Requisite: MEE-457.

MEE-477: Mechanical Principles of Refrigeration 3 credits

This course focuses on the application of mechanical principles in refrigeration, including a comprehensive overview of the essential components required for all mechanical refrigeration systems and their specific functions. Students will explore the physical state of the refrigerant at each step of the refrigeration cycle, the total heat energy measured in British thermal units (BTUs), and the latent and sensible heat properties of various refrigerants. Prerequisite: STG-330.

MEE-480: Electro-Mechanical Systems and Controls & Lab 4 credits

This course is an introduction to designing electro-mechanical systems, or mechatronics, which require integration of the mechanical and electrical engineering disciplines within a unified framework. Topics covered in the course include: application of electro-mechanical systems; measurement and sensing; actuators; interfacing of devices to controllers; programming controllers for real-time tasks; feedback control of electro-mechanical systems including servo controls. Prerequisites: ESG-455 and MEE-460.

MEE-482: Facilities, Electrical, and Controls 3 credits

This course focuses on planning, installation, operation, and maintenance of facilities' electrical and building management systems (BMS). This includes an overview on how to read and interpret electrical drawings to effectively collaborate with architects, consultants, and contractors on the design and installation of electrical distribution components and circuits. In this course, students apply their knowledge of basic electrical concepts and develop an understanding of power factor and system efficiency, ensuring they comply with NFPA 70E, OSHA, and NEC requirements, as well as the maintenance of substations, service equipment sections (SES), and electrical panels. Additionally, the course encompasses the various aspects of BMS controls and devices, including variable frequency drives (VFDs) and variable air volume (VAV) systems. A comprehensive overview of fire protection systems is also included, ensuring that students have a well-rounded understanding of essential safety protocols. Prerequisites: EEE-202 and EEE-202L. Co-Requisite: MEE-487.

MEE-487: Construction Management, Drawings, and Codes 3 credits

This course provides an in-depth exploration of construction management, drawings, and building codes, with a focus on establishing a comprehensive understanding how to review construction drawings, essential for effective communication in the construction industry. In this course, students apply the knowledge and skills needed to serve on the construction management team as an owner's representative; this includes project planning, scheduling, budgeting, and resource management. They will also be equipped with the skills to oversee and coordinate construction projects, efficiently utilizing their knowledge of the SCI Master Construction Format and the use of building plans and organization. The course also provides a general overview of ICC Building Codes and "how to" examples of code interpretations and field change order management. Prerequisite: ESG-395. Co-Requisite: MEE-482.

Music Ensemble (MEN)

MEN-305◆: Musical Theater Workshop 0 credits

Musical Theatre Workshop develops students' singing, dancing, and acting skills through application of technique to rehearsal and performance. Emphasis is placed on a performer's role in an ensemble and the importance of choral movement, sound, and focus. Students are walked through the entire production process, from audition, to rehearsal, to performance, and are guided through techniques unique to the musical theatre experience, like stylistic study, body conditioning, diction, and ornamentation. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

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MEN-306◆: Canyon Choral Society 0 credits

This large choral non-auditioned campus community ensemble performs masterworks of the choral-symphonic literature, with major presentations in the Fall and Spring. The Canyon Choral Society is open to the students, faculty, and staff of Grand Canyon University and to the Phoenix community at large. Members of the Canyon Chorale, Critical Mass, and Canyon Singers are required to participate in the Canyon Choral Society. This course must be repeated each semester of residency This course must be repeated each semester of residency

MEN-308◆: Canyon Chorale 0 credits

The Canyon Chorale is an auditioned ensemble presenting the best in choral literature from historic masterworks of all stylistic periods and different cultures. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. The chorale performs on campus, in the metropolitan Phoenix and Tucson areas, and in churches and schools throughout the region. All members of the Canyon Chorale are required to participate in the Canyon Choral Society. Prerequisite: Admission into this ensemble by audition only or instructor's permission. This Course must be repeated each semester of residency

MEN-312◆: Opera Workshop 0 credits

This course is a workshop in developing the techniques and skills of operatic performance, including a fully staged opera production. Emphasis will be placed equally on singing and acting skills providing students with the opportunity to study, develop, and improve their dramatic skills outside of their voice studios and gain valuable stage experience through performances of fully staged operatic works. This experience should also help students to better understand the development of performance practice as it relates to other historical, theoretical, and compositional music studies. Detailed musical coaching will include stylistic study, diction, ornamentation, and discussions of performance practice. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-314◆: Canyon Singers 0 credits

This auditioned chamber-sized ensemble is geared towards music majors and those with significant choral experience. Its repertory includes a variety of music, from Renaissance madrigals to contemporary selections, and music from non-western traditions, performing on campus and in the community. All members of the Canyon Singers are required to participate in the Canyon Chorale and in the Canyon Choral Society. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-315: Critical Mass 0 credits

This is a traveling vocal ensemble with a strong emphasis on Christian character, student leadership, and music that promotes the espoused mission of the University and the vision of the music department. Preparation and availability for touring is required. The ensemble is on the road during the school year, spring break and summer break representing Grand Canyon University at churches, schools, special events, and other venues throughout the United States and abroad. Emphasis is placed on musical excellence and individual commitment. All members of Critical Mass are required to participate in the Canyon Choral Society and other ensembles as assigned by the department. Prerequisites: Music Department approval and placement audition.

MEN-318Ω◆: Collaborative Music Ensemble Majors 0 credits

Coached instruction in chamber and small ensemble settings. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission. Co-Requisite: Enrollment in Private Studio instruction.

MEN-334◆: Percussion Ensemble 0 credits

The Percussion Ensemble provides students with the opportunity to develop their musical skills through rehearsal and performance in a percussion ensemble. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-336◆: Pep Band 0 credits

The Pep Band provides students with the opportunity to develop their musical skills through rehearsal and performance in a band ensemble. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission. This course must be repeated each semester of residency.

MEN-338◆: Wind Ensemble 0 credits

The Wind Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The Wind Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission. This course must be repeated each semester of residency.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MEN-338A◆: Woodwind Chamber Ensemble 0 credits

The Woodwind Chamber Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process in a small ensemble setting concentrating in the chamber music repertory. The Woodwind Chamber Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-338B◆: Brass Chamber Ensemble 0 credits

The Brass Chamber Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process in a small ensemble setting concentrating in the chamber music repertory. The Brass Chamber Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-340: String Ensemble 0 credits

The String Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The String Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisites: Music Department approval and placement audition.

MEN-340A: String Chamber Ensemble 0 credits

The String Chamber Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process in a small ensemble setting concentrating in the chamber music repertory. The String Chamber Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-340B: Guitar Ensemble 0 credits

The Guitar Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The Guitar Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisites: Music Department approval and placement audition.

MEN-340C: Piano Ensemble 0 credits

The Piano Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The Piano Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisites: Music Department approval and placement audition. This course must be repeated each semester of residency

MEN-348◆: Jazz Band 0 credits

The Jazz Band is a performance ensemble designed to provide the student with experience performing jazz-oriented material. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-350: GCU Philharmonic Society 0 credits

The GCU Philharmonic Society is our campus community orchestra. It performs masterworks of the symphonic literature, with major presentations in the Fall and Spring. The GCU Philharmonic Society is open to the students, faculty, and staff of Grand Canyon University, and to the Phoenix community at large. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

Mechanical Engineering Technology (MET)

MET-203◆: Strength of Materials & Lab 4 credits

This course covers concepts of the strength of materials. Principally, the strength characteristics of metals will be examined including their performance in bending, torsion, shear, and uniaxial loading conditions. Additional topics will include buckling and pressure vessel calculations. Prerequisite: MET-212 or ESG-260.

MET-212◆: Static Analysis of Mechanical Systems & Lab 4 credits

This course covers static loading conditions in mechanical systems. Topics in this course include resolution of forces in both trusses and frames. Prerequisites: PHY-111 and PHY-111L. Co-Requisite: ESG-250.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MET-213◆: Dynamic Analysis of Mechanical Systems & Lab **4 credits**

This course will examine both kinetics and kinematics of components and systems including the examination of mechanisms in dynamics. Prerequisite: MET-212.

MET-275◆: Computerized Design and Manufacturing Tools in MET & Lab **4 credits**

This course is an extension of Computer-Aided Engineering (CAE) for Mechanical Engineering Technology.. Tools for Computer-Aided Design (CAD), Computer-Aided Manufacturing (CAM), and CAE, in general will be used in a variety of industrial applications. Emphasis will be placed upon how these computerized tools can be used in design and manufacturing including the introduction of Computerized Numerical Control (CNC) systems for the generation of tools paths and tool design. Prerequisite: ESG-250 or ESG-251.

MET-291: Applications of Machine Shop Tools & Lab **2 credits**

This course emphasizes appropriate machine shop tool selection for the job in regard to cutting, drilling, milling, and turning. Hands-on activities in the machine shops focus on safe operation of the equipment. The course also covers the three principle orthographic views of an object and how to draw by hand for engineering applications. Co-Requisite: ESG-251.

MET-302◆: Principles of Design I & Lab **4 credits**

This course covers analytical and practical methods of design, analysis, and reliability of mechanical systems. Design component elements include gears, belts, pulleys, chains, brakes, and power screws. Basic stress calculations and material selection will also be discussed. Prerequisites: MET-212 and MET-275 or ESG-260 and MET-275.

MET-308◆: Fluid/Thermal Transport & Lab **4 credits**

This course examines fluid mechanics and heat transfer. Topics include flow measurement, pressure drop, heat exchangers, and hydraulics and their subsequent industrial applications. Prerequisites: MET-213 and CHM-113 or MEE-360 and CHM-113.

MET-312◆: Metrology and CNC Machining & Lab **4 credits**

This course covers the use of Computerized Numerical Control (CNC) machine tools. Topics include Geometric Dimensioning and Tolerancing (GD&T) and CNC programming. The course emphasizes safety and process planning. Prerequisites: PHY-111, PHY-111L and MET-275.

MET-315◆: Material and Processes & Lab **4 credits**

This course examines the different aspects of material use in manufacturing processes. Topics include mechanical properties of metals, composites, atomic structure, corrosion, creep, failure theories, and heat treatment. Prerequisites: MET-203 and CHM-113.

MET-402◆: Principles of Design II & Lab **4 credits**

This course is an extension of Principles of Design I and furthers the understanding of the design of mechanical systems. Failure theories and overall design considerations such as engineering economics and ethics will be covered. Prerequisite: MET-302

MET-418◆: Heat and Power Generation & Lab **4 credits**

This course examines the fundamental laws which exist in thermodynamics. Topics include ideal gases, mixtures, power and refrigeration cycles. Emphasis will be placed on applying knowledge to heating, ventilating, and air conditioning (HVAC) and refrigeration systems. Prerequisite: MET-308.

MET-484: Computer Aided Manufacturing & Lab **4 credits**

This course will cover the various considerations that need to be addressed when designing a part for different types of manufacturing. Students will explore a variety of aspects of design for manufacturing (DFM), utilizing CAM software for part design, mold design, CNC machining, plasma cutting, and additional applications. Prerequisite: MET-275. Co-Requisite: ESG-461.

Manufacturing (MFG)

MFG-201: Manufacturing Trades Foundations II **4 credits**

This course is designed to prepare students seeking to elevate their skills, expand their expertise, and achieve a higher level of impact and influence in their careers. To complete the program of study, students must replace this course by selecting a specific field of study from the following courses: MFG-211, MFG-221, MFG-231, or MFG-271.

MFG-211: Quality Control Foundations **4 credits**

This course prepares students for entry-level quality control roles in modern production environments by building a strong foundation in quality assurance and quality control principles, rules, tools, and practices. Students learn how to apply key QC tools to monitor processes, inspect and measure product quality, interpret results, document findings, and support continuous improvement in manufacturing operations. Prerequisite: MFG-191.

MFG-221: Maintenance Technician **4 credits**

This course prepares students for maintenance technician roles by developing core knowledge of mechanical and electrical systems and fundamentals. Students build hands-on technical skills to maintain, troubleshoot, and repair production equipment, apply preventive and predictive maintenance practices, and select the right tools and methods for different maintenance situations to improve reliability, safety, and efficiency. Prerequisite: MFG-191.

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MFG-231: Manufacturing Technician 4 credits

This course prepares students for manufacturing technician roles by developing the skills to safely operate and monitor production machines and support efficient shop-floor operations. Students learn workplace safety practices, standard operating and operational processes, how to locate and use technical documentation and applicable standards, and how to follow workflow requirements while performing basic troubleshooting to keep production running smoothly. Prerequisite: MFG-191.

MFG-271: CNC Machinist Foundations 4 credits

This course builds CNC machinist foundations by introducing basic machining techniques used in CNC milling operations. Topics covered include tool changes, speed selections, and geometric dimensioning and tolerancing (GD&T) to interpret part requirements and support accurate, repeatable machining processes. Prerequisite: MFG-191.

Marriage and Family Therapy (MFT)

MFT-526: Advanced Family Systems Theory 3 credits

This course examines the dynamic processes of traditional and nontraditional family and couple relationships and the role, value, and benefits of family systems therapy. The biopsychosocial perspectives of family and family systems are evaluated along with the foundational development of marriage and family therapy. Assessment and treatment of couples and families are also addressed.

MFT-532: Family Systems and Addictive Disorders 3 credits

This course examines the impact of substance use and addictive disorders on family systems. Various treatment interventions are discussed. The treatment roles and responsibilities of addicted individuals and their families are also examined.

MFT-620: Diversity in Family Systems 3 credits

This course examines the dynamic processes of diverse family systems, including multicultural families, blended families, same-sex parents, grandparents as primary caregivers, single-parent families, adoptive, foster, transitional families, and separated families.

MFT-621: Couples and Family Dynamics: Systemic Perspectives 3 credits

This course examines the development of problems within the family of origin, and the historical and theoretical perspectives of couples and family system dynamics. It addresses the dynamics of the parent/child relationship, family of origin influences, partner selection, and premarital therapy. Family roles and interactional patterns are examined, as are parenting and changes in the parental relationships across the lifespan, resilience, and divorce. Skills and techniques relevant to couples, premarital counseling, family therapy, parenting, and lifestyle transitions are explored.

Management (MGT)

MGT-325◆: Managing Business Communications and Change 4 credits

This course focuses on effective change strategies and communication skills required in modern organizations. Students examine various approaches of effective and persuasive communication at all levels of an organization, including analyzing the need for change and overcoming communication barriers. Students also learn how to negotiate and convey important information leading to the facilitation of organizational change in today's dynamic workplace.

MGT-410◆: Servant Leadership 4 credits

This course focuses on servant leadership and ethical leadership, explores how servant leadership is different from other styles of leadership, and examines how this connects to ethics, accountability, and being a responsible leader.

MGT-420ǂ: Organizational Behavior and Management 4 credits

Drawing upon real-world management situations, this course is a study of individual and group behavior in organizations through detailed coverage of the functions of management, individual differences/diversity, leadership, motivation, decision making, organizational design, and organizational change and development. Emphasis is placed on how an understanding of organizational behavior leads to effective management practice.

MGT-422HNǂ: Honors for Organizational Behavior and Management 4 credits

Drawing upon real-world management situations, this course is a study of individual and group behavior in organizations through detailed coverage of the functions of management, individual differences/diversity, leadership, motivation, decision making, organizational design, and organizational change and development. Emphasis is placed on how an understanding of organizational behavior leads to effective management practice.

MGT-440: Project Management 4 credits

This course is a study of the challenges associated with managing projects within the context of the overarching management framework of planning, organizing, leading, and controlling. Emphasis is placed on balancing competing priorities related to human resources, time constraints, and physical resources/materials, as well as managing and controlling project scope.

MGT-455ǂ: Production/Operations Management 4 credits

This course provides an introduction to designing, planning, operating, and controlling production systems. Emphasis is on managerial concepts and strategies relating to the management of operations in both manufacturing and service environments. Quantitative and qualitative methods and tools are introduced and applied. Prerequisite: BUS-352, MAT-274, MAT-374, or ESG-374.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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MGT-460ʲ: Workforce Planning 4 credits

This course examines the human resources functions related to workforce planning and the practical application of these functions used by business and human resources leaders to execute strategic workforce planning effectively. Prerequisite: MGT-434.

MGT-465ʲ: Employee Relations 4 credits

This course explores the areas of Employee Relations within the field of Human Resources and helps prepare students to develop a working knowledge of employee relations that can help organizations identify and resolve workplace issues. Prerequisite: MGT-434.

MGT-499: Independent Study 1 credits

Research, Seminar, or readings on a special topic to be selected by the student and the faculty advisor.

MGT-605: Leadership and Organizations 4 credits

This course examines modern leadership and organizational dynamics, focusing on how contemporary issues reshape traditional paradigms. Key concepts include servant leadership, ethical decision-making, and global leadership. Through case studies and exercises, students develop strategies for organizational effectiveness. The course emphasizes critical skills for modern leaders, including emotional intelligence, and strategic thinking, in dynamic business environments.

MGT-640: Fundamentals of Project Management 4 credits

This course covers fundamental aspects of traditional, agile, and hybrid project management. Microsoft Project competencies are developed while using a case study framework to illustrate the Project Management Institute's (PMI) standard of models, methods, and artifacts. Students also develop techniques for successfully planning, organizing, managing, closing, and evaluating projects.

MGT-641: Agile Project Management 4 credits

This course covers fundamental aspects of predictive, adaptive, and hybrid project management and the 12 principles of project management structured around eight project performance domains as delineated in the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Standard for Project Management. In addition, it focuses on how agile software development, DevOps, value streams, and business teams work in an enterprise. This course prepares students for the Disciplined Agile Scrum Master (DASM), Disciplined Agile Senior Scrum Master (DASSM), and Project Management Professional (PMP) exams through a Collaborative Learning Community (CLC) case study project. The course also covers the basic logistics of taking these exams via the DASM, DASSM, and PMP GCU bootcamps. Prerequisite: MGT-640.

MGT-655: Operations Management 4 credits

Operations Management examines managerial concepts and strategies relating to the management of operations in both manufacturing and service environments. Emphasis is placed on methods to streamline and drive inefficiencies out of a firm's internal processes to build a highly efficient organization. The course also focuses on external processes by examining ways to achieve greater supply chain integration with suppliers and customers. Quantitative and qualitative methods and tools are introduced and applied.

MGT-660: Strategic Management 4 credits

This capstone course focuses on preparing and conducting a strategic analysis of a selected publicly traded firm by assessing a changing business landscape to produce actionable intelligence used to develop a strategy focused on value creation. Students also engage in a product-focused simulation that provides a collaborative experience, providing an opportunity to apply creativity, business knowledge and skills to reflect on lessons learned in real time decision-making. Based on the results of the simulation and their strategic analysis, students are then required to prepare the framework of a strategic plan that creates significant value for all stakeholders. Prerequisites: MKT-607; ACC-650; FIN-650; and MGT-605, NUR-674A, or NUR-674.

MGT-665: IT Project Management 4 credits

This course introduces project management techniques essential to the success of IT-driven organizations, including management of virtual teams and outsourcing. Students apply best practices for managing complex, collaborative IT projects with the goal of increasing quality and efficiency and adding value to organizations. Prerequisites: LDR-604, MIS-640, and MIS-652. Prerequisites: LDR-604, MIS-640, and MIS-652.

MGT-670: Strategic Management of Information Technology Capstone 4 credits

This course presents principles for strategic management of information technology systems within organizations with emphasis on assessing the impact of emerging technologies; enterprise system solutions; and recommending, deploying, and evaluating solutions. Students have the opportunity to synthesize and practice what they have learned in the program by undertaking an applied project within the IT industry. Projects focus on IT and systems management solutions to contemporary business needs. Emphasis is on critical thinking and problem-solving skills applicable in contemporary, IT-driven business organizations. Prerequisites: MGT-665 and MIS-657.

MGT-805: Designing Organizational Structures 3 credits

This course examines the foundational considerations of organizational design and the relationship between design and structures. It presents the key considerations relevant in designing and structuring the optimal organization. The theoretical foundations for such decisions are also presented.

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MGT-820: Using Business Analytics for Competitive Advantage 3 credits

Students will research the emerging use of business analytics in organizations. Through exploration of the available tools and models, this course will explore how analytics can be used for competitive advantage

MGT-825: Contemporary Business Law 3 credits

Learners explore the legal aspects of business management in a global integrated enterprise. Emphasis is placed on ethically limiting organizational liability in a complex business environment by extending the perspective of business beyond profit.

MGT-830: Management of Business Complexity 3 credits

This course provides the doctoral learner the opportunity to manage a fictitious business entity in which they balance conflicting resource requests. The doctoral learner applies the management, financial, marketing, technology, and economic skills acquired during the program of study to recommend policy decisions with the intent to increase stakeholder value, competitive advantage, and long term sustainability.

Mental Health and Wellness (MHW)

MHW-501: Introduction to Mental Health and Wellness 4 credits

This course is an introductory course in mental health and wellness practices. The purpose of the course is to develop a basic understanding of mental health and wellness practices and wellness approaches. An overview of mental health disorders, basic overview of treatment practices, and the Dimensions of Wellness are covered.

MHW-510: Ethics and Cultural Diversity in Mental Health and Wellness 4 credits

This course covers ethics and cultural diversity as it relates to mental health and wellness. The history of ethics is addressed, including how early ethical models evolved into modern ethical codes in the mental health and wellness professions. How ethics relates to legal standards and issues such as records and billing are addressed. Cultural diversity, sensitivity, and competence are covered.

MHW-511: Mental Health, the Biblical Narrative, and Christian Theology 4 credits

This course explores relevant topics such as the nature of God and mankind, sin and psychopathology from a Christian worldview. A theology of pain and suffering from a biblical perspective is examined. A brief overview of mental health and social issues most likely to be seen in a ministry setting is explored.

MHW-512: Introduction to Family Dynamics & Systems 4 credits

This course introduces students to the dynamics of the family unit. The family is examined as an interactive system of individuals whose roles and boundaries constantly shift to accommodate the needs of the collective family unit. The influence of relationships, interactional patterns, and communication among family members is covered through a systemic lens. Considering the function of behaviors will determine how problems are formed, perpetuated, and resolved within families.

MHW-513: Grief and Bereavement Theory and Practice 4 credits

This course covers the history of grief theory research. It investigates common experiences of individuals experiencing a loss. The various forms of loss and the unique characteristics of grievers are examined. Resources for grief and bereavement are covered.

MHW-514: Introduction to Prevention Science 4 credits

This course covers a history of prevention science and prevention programs. It examines what has been effective in the prevention field. The course reviews existing evidence-based prevention programs and practices, including how cultural differences have shaped the prevention field.

MHW-520: Group Dynamics 4 credits

This course provides an examination of group dynamics, types of group process structures, and various strategies used for group facilitation. The course shows how group dynamics is applied to various participants in both therapeutic and organizational settings. The course explores the purpose of group interventions as a viable treatment approach and how the dynamics of a group impacts its participants.

MHW-521: Integrating Psychology and Christian Theology 4 credits

This course explores the historical intersection of faith and science and how they apply to a contemporary setting. Various models of integration of psychology and Christian theology are examined. Students formulate their own understanding of the reciprocal relationship between psychology and Christian theology and examine implications for a ministry setting. Prerequisite: MHW-511.

MHW-522: Family Development 4 credits

This course examines the family life cycle, the development of individuals within the family, and the family system as a whole. It includes a survey of how cognitive, moral, and psychosocial developmental theories relate to family development and the transitions between family life cycle stages.

MHW-523: Journey of the Bereaved 4 credits

This course reviews typical biopsychosocial responses to grief and loss. It Identifies and eliminates myths surrounding the grief process and thoroughly examines healthy and unhealthy ways of coping with loss. The course looks at grief from the shared experience of family and community.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MHW-524: Prevention Throughout the Lifespan 4 credits

This course covers the different developmental stages and the application of prevention strategies throughout the lifespan. The course examines evidence-based programs utilized throughout the developmental stages.

MHW-630: Documentation, Research, & Information Literacy in Mental Health & Wellness 4 credits

This course provides a comprehensive overview of mental health and wellness practice in a community healthcare setting. The importance of documentation, including the maintenance, accuracy, and integrity of health care records, as well as the ethics and policies concerning documentation is covered. The basics of research in the mental health and wellness field, such as data collection, interpretation, and the ethical implications of research, are covered. Information literacy is also covered, to provide a basic framework of common terminology and communication in the integration of mental health and medicine.

MHW-631: Spiritual Formation, Identity, and Wellness 4 credits

This course examines the physical, emotional, and spiritual health of the Christian helper. Focus is on maintaining vitality in ministry through healthy practices such as boundaries, spiritual disciplines, stress management, and healthy lifestyle practices. In addition, this course examines concepts of burnout, compassion fatigue, and trauma as it applies to ministry. Students explore the importance of self-care that entails a balanced approach to ministry.

MHW-632: Parenting 4 credits

In this course, students examine the many facets of parenting. The historical and theoretical influences of parenting in the United States are covered. How parenting changes throughout the life span as well as how parenting is different in various family contexts is investigated. Research and evidence-based parenting practices regarding character development and promoting positive behavior are covered as well as how various factors affect parenting such as drugs and alcohol, poverty, and medical and psychological diagnoses.

MHW-634: Specific Prevention Topics 4 credits

This course reviews community and social health topics and the involvement of prevention science as the first line of defense. The SAMSHA prevention initiative is examined as well as the environmental influences on the implementation of effective prevention programming.

MHW-640: Mental Health, Wellness, and Health Care Integration 4 credits

This course provides a comprehensive understanding of mental health, wellness, and health care, including the integration of these three fields. The course covers common mental health disorders, treatments, and supportive services, as well as an integrated focus on the mind and the body. The course examines the health challenges often faced by individuals with behavioral or mental health disorders, and it reviews appropriate services, interventions, preventative services, and treatments to achieve and maintain health and wellness.

MHW-641: Mental Health Issues in Ministry 4 credits

This course exposes the Christian worker to a wide variety of life stressors that are issues needing attention in a ministry context. Students develop a practical ministry plan to address these needs. Prerequisite: MHW-521.

MHW-642: Families in Contemporary Society 4 credits

This course takes a holistic look at the structure and function of the family in contemporary society as well as the many societal influences that affect the family. It examines how modern phenomena such as nontraditional family structures, and the proliferation of technology have impacted today's families and the way they interact with other community systems. Modern governmental guidelines and ethical challenges, including systems such as foster care, are also addressed. Additionally, the role of cultural norms in family systems and the importance of cultural awareness in working with families in the mental health care system is addressed.

MHW-643: Death & Dying: the Influences of Cultural, Spiritual & Sociological Factors 4 credits

This course explores how culture, spirituality, and society shape our understanding and experience of death and dying. While grief and loss are universal, how they are conceptualized and practiced around the world are largely determined by the confluence of these factors. Students become aware of how each of these overlapping areas have influenced their own views of death and dying as well as grasp a deeper understanding of others who are grieving.

MHW-644: Community Program Development, Implementation, and Evaluation 4 credits

This course examines the design of effective community-based and other prevention programs. The strategies for implementing prevention programs and how to conduct effective evaluation of prevention programs is reviewed. The differences and interplay between intervention and prevention is covered, as well as the funding and administration of prevention programs.

MHW-649Ω: Mental Health and Wellness Capstone 4 credits

This course provides a practical, real-world exploration of the mental health and wellness field. Special focus is given to careers in mental health and wellness. The common duties and tasks performed by workers in the mental health and wellness field are investigated. Concepts covered throughout the program are examined through practical application. This course is the last course in the program of study; all other course work must be completed before this course.

Percussion Instruments (MIE)

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MIE-113◆: Private Applied Instruction-Secondary I 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MIE-115◆: Private Applied Instruction I 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

MIE-123◆: Private Applied Instruction-Secondary II 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-125◆: Private Applied Instruction II 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-115 or Music Department approval and placement audition.

MIE-213◆: Private Applied Instruction-Secondary III 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-215◆: Private Applied Instruction III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-125 or Music Department approval and placement audition.

MIE-223◆: Private Applied Instruction-Secondary IV 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-225◆: Private Applied Instruction IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-215 or Music Department approval and placement audition.

MIE-313◆: Private Applied Instruction-Secondary V 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-315◆: Private Applied Instruction V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-225 or Music Department approval and placement audition.

MIE-323◆: Private Applied Instruction-Secondary VI 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-325◆: Private Applied Instruction VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-315 or Music Department approval and placement audition.

MIE-390Ω◆: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MIE-413◆: Private Applied Instruction-Secondary VII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-415◆: Private Applied Instruction VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-325 or Music Department approval and placement audition.

MIE-423◆: Private Applied Instruction-Secondary VIII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-425◆: Private Applied Instruction VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-415 or Music Department approval and placement audition.

MIE-490◆: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Christian Studies (MIN)

MIN-104: Pastoral Identity Lab 1 credits

This lab explores pastoral self-reflection, anchoring one's identity in Christ, and preserving one's identity as roles change and responsibilities increase in life and ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

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MIN-114: Spiritual Formation Lab 1 credits

This lab explores practical application of spiritual formation techniques necessary to maintain a vibrant relationship with Christ and others within the context of ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

MIN-204: Relational Skills Lab 1 credits

This lab explores the importance of relationships and associated skills, such as listening, conversation, hospitality, and conflict resolution for life and ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

MIN-214: Ministry Skills Lab 1 credits

This lab focuses on discovering, developing, and practicing skills for leading in ministry. Special attention is given to the shepherding aspects of pastoral ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

MIN-320ǂ◆: Christian Character Formation 4 credits

This course examines the biblical truths, spiritual disciplines, virtues, and habits that contribute to the process of discipleship, form Christian character, and result in Christ-likeness. Special attention is given to the doctrine of sanctification and teaching related to ministerial ethics and the cultivation of Christ-like character. Prerequisites: BIB-106 and BIB-107 or BIB-100.

MIN-430ǂ◆: Ministerial Communication 4 credits

This course is a study of the theory and methods of oral communication with emphasis on the development of speaking and listening skills for application in ministerial contexts such as preaching, teaching, small group discussion, and interpersonal communication. Prerequisites: BIB-106, BIB-107, and BIB-355.

MIN-430HNǂ◆:Ministerial Communication 4 credits

This course is a study of the theory and methods of oral communication with emphasis on the development of speaking and listening skills for application in ministerial contexts such as preaching, teaching, small group discussion, and interpersonal communication. Prerequisites: BIB-106, BIB-107, and BIB-355.

MIN-480ǂ: Pastoral Leadership 4 credits

This course examines pastoral leadership skills needed to effectively navigate ministry. Special attention is given to pastoral identity, life management, shepherding and discipling, and the biblical qualifications for pastoral/ministerial leadership.

MIN-494: Ministry Internship 4 credits

This course consists of an internship experience in an approved ministry setting. The course includes reinforcement of all program competencies, practical experiences, academic journaling, as well as a field experience log, and culminating reflection assignment. Students should begin the internship application process after completion of 80 credit hours in the program. Practicum/field experience hours: 180.

MIN-500: Enchiridion on Ministry: Purpose, Principles, and Practice 4 credits

This course orients students to the seminary experience by focusing on the principled practices essential to navigating faithfully the rigors of graduate theological study and ministry life.

MIN-505: Spiritual Formation and Mentoring 4 credits

This course is a study of spiritual growth focusing on students' own spiritual formation and application through mentoring of others.

MIN-509: Christian Character Formation 4 credits

This course examines the biblical truths of the gospel and the corresponding virtues and habits that contribute to the process of discipleship. Students study God's work in the formation of Christ-like character as they learn to keep in step with the Spirit in all aspects of life. Special attention is given to the doctrine of sanctification and teaching related to ministerial ethics and character in the Pastoral Epistles. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-510: Christian Character Formation 4 credits

This course examines the biblical truths of the gospel and the corresponding virtues and habits that contribute to the process of discipleship. Students study God's work in the formation of Christ-like character as they learn to keep in step with the Spirit in all aspects of life. Special attention is given to the doctrine of sanctification and teaching related to ministerial ethics and character in the Pastoral Epistles.

MIN-511: Foundations of Youth and Family Ministry 4 credits

This course provides a foundation for ministry to youth and families. Students consider biblical foundations for ministry to youth and families and how to apply and contextualize those foundations for today's changing world. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-515: Pastoral Care in a Ministry Context 4 credits

This course equips students to provide effective ministry leadership in the areas of pastoral care and counseling in the local church. Emphasis is placed on caring for individuals, families, and small groups by nurturing spiritual formation with biblical wisdom. In addition, this course seeks to equip ministry leaders with skills and tools for biblical counseling. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-515GAR:Pastoral Care in a Ministry Context 4 credits

This course equips students to provide effective ministry leadership in the areas of pastoral care and counseling in the local church. Emphasis is placed on caring for individuals, families, and small groups by nurturing spiritual formation with biblical wisdom. In addition, this course seeks to equip ministry leaders with skills and tools for biblical counseling. This course requires supervised ministry hours. Practicum/field experience hours: 45.

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MIN-524: Evangelism and Discipleship 4 credits

This course is a practically oriented study of biblical principles and practices for faithfully communicating the gospel of Jesus Christ to non-Christians and guiding them toward spiritual maturity in Christ. Emphasis is placed on understandings, disciplines, and habits that facilitate the process of discipleship. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-526: Ministerial Ethics 4 credits

This course examines the biblical and theological foundations of Christian ethics along with an analysis of the roles and responsibilities of gospel ministry. Significant attention is given to self-care, personal morality, and character formation as well as ethical concerns unique to ministers as they lead, equip, shepherd, and intercede for God's people.

MIN-526GAR: Ministerial Ethics 4 credits

This course examines the biblical and theological foundations of Christian ethics along with an analysis of the roles and responsibilities of gospel ministry. Significant attention is given to self-care, personal morality, and character formation as well as ethical concerns unique to ministers as they lead, equip, shepherd, and intercede for God's people.

MIN-535: Communicating in a 21st Century Ministry Context 4 credits

This course prepares students to address various aspects of communication in a local church ministry setting. Emphasis is placed on the various opportunities and challenges to communicate the gospel in small groups, Bible study, and discipleship programs. In addition, the course addresses the need to develop communication skills for a contemporary ministry context. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-535GAR: Communicating in a 21st-Century Ministry Context 4 credits

This course prepares students to address various aspects of communication in a local church ministry setting. Emphasis is placed on the various opportunities and challenges to communicate the gospel in small groups, Bible study, and discipleship programs. In addition, the course addresses the need to develop communication skills for a contemporary ministry context. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-601Ω: Christ-Centered Preaching 4 credits

This course is an integrative study of biblically sound principles and practices for rightly handling God's word for the purpose of developing skill in the preparation and delivery of expository sermons. Emphasis is placed on the Christological focus of the Old and New Testaments and the vital relationship between the character of the messenger and responsible exegesis. This course is offered in residency for non-traditional students. Prerequisites: HEB-501 and GRK-501.

MIN-620: Stages of Development and Faith Formation 4 credits

This course helps students examine stages of human development and their impact on faith formation. Special attention is given to developmentally appropriate communication of biblical and theological content. Students develop strategies for discipling individuals and families. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-630: Mentoring and Counseling Youth 4 credits

This course is a study of techniques used in mentoring and providing a pastoral counseling ministry among youth.

MIN-650: Conflict, Crisis, and Pastoral Care 4 credits

This course equips students with basic skills for pastoral care and conflict resolution, with special emphasis given to caring for the soul of the leader as he or she ministers to people during times of crisis. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-655: Leading and Organizing Ministries in the Church 4 credits

This course furnishes practical training for ministry leaders. Emphasis is placed on both the leader's personal life and the organizational dynamics of the local church. In addition, this course aims to equip church leaders to manage and lead ministries in a multicultural and multigenerational context. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-655GAR: Leading and Organizing Ministries in the Church 4 credits

This course furnishes practical training for ministry leaders. Emphasis is placed on both the leader's personal life and the organizational dynamics of the local church. In addition, this course aims to equip church leaders to manage and lead ministries in a multicultural and multigenerational context. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-675: Biblical Leadership and Ministry 4 credits

This course introduces principles of biblical leadership and ministry through an examination of the roles and responsibilities of Christian leaders within churches and parachurch organizations. Coursework focuses on leadership, administration, ministry, and interpersonal relations within particular ministry contexts. Emphasis is placed on living a life that exemplifies the gospel while leading and organizing the church according to the biblical principle. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-805: Spiritual Maturity of the Leader 3 credits

This course examines the necessity of spiritual maturity in ministry leadership grounded in the gospel. Special attention will be given to both the biblical and theological grounding of deepening spiritual maturity as well as cultivating life-long skills and habits that can strengthen sustainable growth into Christlikeness. This course is offered in residency for nontraditional students.

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MIN-807: Disciple Making in the Leadership Context **3 credits**

The course examines the role of leadership in the disciple-making process. The interrelationship of disciples and volunteers is discussed. Prerequisite: RES-850.

MIN-812: Theology of Leadership **3 credits**

This course provides an overview of the theories, theorists, and theology of leadership. Change management in ministry is addressed through the lenses of these theories and theology.

MIN-817: Christian Ministry and Culture **3 credits**

The intersection of Christian ministry and culture is the primary focus of this course. Contextualization is explored as a means for the Church to remain relevant to the culture and community in order to bring about enduring change.

MIN-822: Trends and Issues in Christian Ministry **3 credits**

Contemporary Christian ministry faces a set of challenges that are often unique to postmodern culture. This course explores those challenges and the role of the Christian ministry leader in mitigating them.

MIN-825: Ministry Resilience and Sustainability **3 credits**

This course examines personal and external challenges common to ministry leadership and explores practices, skills, and internal dispositions that help ministry leaders navigate these challenges and develop resiliency. A resilient leader will be able to lead themselves and others through internal and external challenges in way that is sustainable for long-term health and maturity.

MIN-827◆: Practical Considerations in Christian Ministry **3 credits**

This course presents potential applications of topics in Christian ministry leadership. Learners connect these ideas to their research interests.

Management Information Systems (MIS)

MIS-600: Applied Analytics for Business **4 credits**

This course introduces the role and value of data analytics in meeting the business needs of contemporary organizations. Students are introduced to selected foundational business and information technology topics that are relevant to analytics organizations.

MIS-602: Innovation in Information Technology and Data Management **4 credits**

This course introduces key issues in managing information technology and data within contemporary organizations. Students examine the role of leveraging IT and data analytics to drive innovation and add value to organizations through addressing business and market needs. Challenges regarding technology adoption and best practices for utilizing data for organizational decision making are also addressed.

MIS-605: Introduction to Databases **4 credits**

This course introduces the basic role and uses of databases within business enterprises. Students examine database design types, development, staging, production environments, and maintenance of a database structure. Emphasis is placed on the appropriate application and implementation of database functions in relation to performing data analytics.

MIS-610: Intermediate Database Applications **4 credits**

This course covers complex characteristics of databases and their practical application in a business environment. The course examines the main principles and relative advantages of object-oriented and object-relational databases. Students gain working knowledge of object-relational features as implemented in standard SQL database management systems within a practice environment. Prerequisite: MIS-605.

MIS-615: Statistics for Business Analytics Professionals **4 credits**

The purpose of this course is to prepare students in mathematical, probability, and statistical concepts for their upcoming studies in business analytics.

MIS-620: Descriptive and Diagnostic Analytics **4 credits**

This course examines foundational analytics concepts with an emphasis on descriptive and diagnostic analytics. Students solve business problems by working with selected industry tools and methods for describing what happened and diagnosing root causes based on available business enterprise data. Prerequisite: MIS-615 or SYM-506.

MIS-640: Financial Decision Making **4 credits**

This course introduces financial management principles relevant to information technology departments. Emphasis is on budgeting for the development and execution of IT projects and ongoing IT processes. Students consider the concept of capitalization and the role of transparency, return on investment, and aligning IT efforts with an organization's strategic financial objectives within the IT budgeting process. Prerequisites: BUS-600 and MIS-602.

MIS-650: Performing Analytics Using a Statistical Language **4 credits**

In this course students perform analytics using a statistical language. Key topics include working with data, charting data, object types, and building statistical models within a business environment. Prerequisites: MIS-605 and MIS-615.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MIS-655: Data Mining 4 credits

This course introduces techniques for extracting patterns and knowledge from large data sets. Students utilize intelligent inferential techniques to interpret patterns in the collected information and translate them into actionable items intended to solve specific business problems. Prerequisite: MIS-650.

MIS-657: Information Security and Risk Management 4 credits

This course examines core issues related to information security within the framework of effective IT governance. Students evaluate security mechanisms, operational issues, and policies and plans related to cybersecurity within organizations. There is also emphasis on threat analysis, assessing system vulnerabilities, forensics, and recovery. Prerequisite: MIS-602. Prerequisite: MIS-602.

MIS-661: Predictive Analytics 4 credits

This course examines foundational analytics concepts with an emphasis on predictive analytics. Students work with selected industry tools, methods, and techniques to analyze current and historical data to make predictions about future or otherwise unknown events. Prerequisite: MIS-655.

MIS-665: Prescriptive Analytics and Advanced Topics 4 credits

In this course students perform prescriptive analytics and other advanced analytics techniques to extract meaning from organizational data for the purpose of identifying and recommending solutions for specific business needs. Effective and persuasive communication of data and decision options to drive organizational change is also covered. Prerequisite: MIS-661.

MIS-690Ω: Applied Capstone Project 4 credits

This course builds upon the techniques and tools presented in prior courses in the program. Students undertake an applied project focused on a specific area of analytics within an organization. Students use critical thinking skills to frame analytics problems, build and apply appropriate analytics models, and communicate relevant findings within a business setting. Prerequisite: MIS-665.

Marketing (MKT)

MKT-315: Introduction to Marketing 4 credits

This course introduces models and practices used by contemporary marketers in fast-paced, dynamic, domestic and global markets, including the marketing concept and processes for developing, implementing, and assessing the effectiveness of marketing plans. Building from a foundational understanding of consumer behavior and marketing research, students examine the development and implementation of marketing mix strategies and tactics with an emphasis of how marketing integrates within all aspects of business.

MKT-345◆: Buyer and Consumer Behavior 4 credits

This course focuses on a behavioral science approach for examining distinct buyer strategies and decision-making processes of purchase by organizational buyers and consumers. Students evaluate external and internal influences, cross-cultural variations, and purchase and post-purchase processes to improve customer satisfaction and customer loyalty. Prerequisite: MKT-245 or MKT-315.

MKT-415: Promotion and Advertising 4 credits

This course provides students with an integrated marketing communications perspective. Students develop objectives and create ethical communications campaigns that integrate advertising and promotional strategies, tactics, budgets, and timelines. Prerequisite: MKT-245 or MKT-315.

MKT-433: Sales Management 4 credits

This course focuses on the role of sales supervisors and managers who lead inside and outside sales teams to accomplish company and marketing objectives. Students develop sales management plans that adhere to company mission, vision, and values. Students build revenue forecasts and cost budgets for sales territories in product and service companies. Students demonstrate abilities to manage complex issues such as recruiting and hiring of the sales force and creating equitable and motivating compensation programs.

MKT-443: Customer Relationship Management 4 credits

This course focuses on CRM models and tools that marketing and sales professionals use to maximize revenue and optimize profits. Students examine CRM software deployed in the workplace and how to integrate customer focused communications with sales and marketing strategies. Students use CRM tools to measure and manage elements of sales promotion to achieve budget objectives. Prerequisite: MKT-315.

MKT-445: Marketing Research and Reporting 4 credits

This course introduces marketing research processes and tools that inform managerial decision making in global business environments. Students conduct ethical research by utilizing data sources and applying statistical tools and measurement techniques. Students engage in independent and collaborative research project designs, develop comprehensive marketing research plans, and deliver industry-relevant reports and presentations. Prerequisites: MKT-245 or MKT-315 and BUS-352.

MKT-450: Marketing Management 4 credits

This course focuses on applying critical thinking skills to analyze and apply marketing strategies and tactics and achieve marketing opportunities in the globalized world. Students determine environmental factors that affect marketing strategies and apply traditional and industry-accepted practices in promotion, pricing, distribution, and product development. Students create and manage marketing plans and determine choices that maximize profit and increase customer satisfaction and loyalty. Prerequisite: MKT-245 or MKT-315.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MKT-462ǂ◆: Digital Marketing and Advertising 4 credits

This course provides an integrated marketing communications perspective for advertising and promotion using internet and mobile technologies. In this fast-paced and constantly evolving environment, students develop objectives and create ethical communications campaigns that integrate knowledge of cross-channel and multichannel consumer behavior with website and landing page strategies and tactics, search engine optimization and search advertising, social media marketing, and mobility marketing. Prerequisite: MKT-245 or MKT-315.

MKT-465: Sports Retail Management and Sales 4 credits

This course examines sports retail management, including sports merchandizing and sales operations. Essential quality management techniques that drive profitability and organizational success are also discussed. Students explore current industry trends to determine potential innovations and strategies for sustaining organizational viability. Prerequisites: BUS-232 and MKT-245 or MKT-315.

MKT-607: Marketing Management 4 credits

Management of the marketing function, market environmental analysis, and marketing planning, strategy, and control are fundamentals of marketing management. The course examines the marketing process, marketing research, product development innovation and diffusion, pricing strategy, distribution value drain, 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.

MKT-650: Services Marketing 4 credits

This course introduces students to published research and industry practices in services marketing, with an emphasis on 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. Prerequisite: MKT-607.

MKT-660: International Marketing 4 credits

This course provides an analysis of current trends and issues facing an international firm’s efforts to manage the marketing mix. Comparisons of language, aesthetics, religions, business customs, and attitudes on the marketing concept and strategies are addressed. Prerequisite: MKT-607.

MKT-830: The History and Philosophy of Marketing 3 credits

The course explores the theoretical foundations and supporting research of marketing history and philosophy. Legal and ethical considerations and emerging marketing strategies are addressed in their historical and philosophical context.

MKT-832: Digital Technology and Consumer Behavior 3 credits

This course explores current practices in digital communications in the context of integrated marketing communications. Learners will interact with a multi-year integrated business case as a means of exploring applications of marketing.

MKT-834: Data-Driven Marketing Management 3 credits

The course discusses the importance of acquiring and harnessing data and information for decision making throughout the marketing management process. This discussion includes the ethical application of data to the creation and evaluation of marketing plans leading to competitive advantage.

MKT-836: Consumer Behaviors in Global Marketing 3 credits

This course develops a global approach to the ideas and practices of marketing and marketing research by considering factors that affect consumer behavior. Attention is given to addressing the research surrounding culture as a factor in consumer behavior.

MKT-838: Complexity of Marketing 3 credits

Business is routinely using marketing strategies to create competitive advantage. This course addresses the complexity of implementing marketing solutions and the related cultural considerations. Learners will interact with a multi-year integrated business case to experience the complex interactions associated with conducting marketing research and exploiting marketing strategies for competitive advantage.

Medical Laboratory Science (MLS)

MLS-301L: Foundations of Medical Laboratory Practice 1 credits

Basic concepts and skills in the clinical laboratory are introduced and practiced preparing students for subsequent MLS laboratory courses Principles and applications of laboratory testing using safe practices and specimen quality assurance, preparation, and collection (phlebotomy). Core skills of microscopy and pipetting will be practiced in preparation for performing urinalysis and body fluid analysis. Point of Care testing instrumentation is introduced and practiced. Prerequisite: Acceptance in MLS Program is required.

MLS-303: Principles of Hematology and Hemostasis 3 credits

Fundamental theories of hematology and hemostasis are discussed, with an emphasis on the practice of routine laboratory evaluation of blood components using manual and microscopic methods, including safety and quality control. Introduction to abnormal hematology and hemostasis. Prerequisite: Acceptance in MLS Program is required. Co-Requisite: MLS-303L.

MLS-303L: Principles of Hematology and Hemostasis Lab 1 credits

The practice of routine laboratory evaluation of blood components using manual and microscopic methods, including safety and quality control will be emphasized. Introduction to abnormal hematology and hemostasis lab testing will be employed and follow the lecture material closely. Prerequisite: Acceptance in MLS Program is required. Co-Requisite: MLS-303.

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MLS-305: Principles of Clinical Chemistry 3 credits

Basic concepts in clinical chemistry and quality control utilized in manual laboratory procedures are discussed with an emphasis on blood and body fluid assessments of carbohydrates, bilirubin, non-protein nitrogen testing and electrolyte acid/base balance. Proteins, lipids, enzymology, therapeutic drug monitoring, toxicology, and basic endocrinology will also be featured. Prerequisite: Acceptance in MLS Program is required. Co-Requisite: MLS-305L.

MLS-305L: Principles of Clinical Chemistry Lab 1 credits

Manual techniques in clinical chemistry using spectrophotometry to perform assays. Quality control in manual laboratory procedures. Emphasis on blood and body fluid assessments of carbohydrates, bilirubin, non-protein nitrogen testing and electrolyte acid/base balance. Additional assessment of proteins, lipids, enzymology, therapeutic drug monitoring, toxicology, and basic endocrinology. Prerequisite: Acceptance in MLS Program is required. Co-Requisite: MLS-305.

MLS-307: Principles and Techniques of Immunology and Molecular Diagnostics 3 credits

Basic principles involving antigen/antibody complexes as they relate to basic concepts in immunology, clinical immunology techniques, immune related disease states, and diagnostic criteria. The background of nucleic acid chemistry along with current molecular methodologies of detection and applications will be explored. Acceptance in MLS Program is required. Prerequisites: BIO-358 and admission into the MLS Program is required.

MLS-311: Principles of Clinical Microbiology 3 credits

This course provides coverage of clinically significant pathogenic bacteria, including epidemiology, pathogenicity, and procedures for manual laboratory identification. Topics and practice include antimicrobial identification testing and sensitivities as well as an introduction to clinical mycology, virology, parasitology. mycobacteria, and anaerobes. Prerequisite: Acceptance in MLS Program is required. Co-Requisite: MLS-311L.

MLS-311L: Principles of Microbiology Lab 1 credits

This course compliments the lecture and provides techniques of identification of clinically significant pathogenic bacteria and procedures for manual laboratory testing techniques. Practice includes antimicrobial identification testing and sensitivities as well as an introduction to clinical mycology, virology, parasitology. mycobacteria, and anaerobes. Prerequisite: Acceptance in MLS program is required. Co-Requisite: MLS-311.

MLS-313: Principles of Immunohematology 3 credits

Lecture and laboratory covering the basic principles of Immunohematology (Transfusion Medicine) relevant to blood group serology and typing, population prevalence of antigens, antibody detection and identification, and compatibility testing of blood products. Component preparation and therapy in blood transfusion service, quality control, donor screening, and transfusion reactions are explored. Prerequisite: Acceptance in MLS Program is required. Co-Requisite: MLS-313L.

MLS-313L: Principles of Immunohematology Lab 1 credits

Lecture and laboratory covering the basic principles Immunohematology (Transfusion Medicine) relevant to blood group serology and typing, population prevalence of antigens, antibody detection and identification, and compatibility testing of blood products. Component preparation and therapy in blood transfusion service, quality control, donor screening and transfusion reactions are explored. Prerequisite: Acceptance in MLS Program is required. Co-Requisite: MLS-313.

MLS-315: Principles of Instrumentation in Integrated Laboratory Practice 4 credits

Principles and applications of instrumentation used in current laboratory practice. Students will be exposed to automated methodology and computer applications to enhance the manual concepts previously introduced. Problem solving involving specimen integrity, interfering substances and basic instrument trouble shooting are explored. Cross departmental relationships are emphasized using an integrated case study approach in a simulated laboratory experience. Acceptance in MLS Program is required. Prerequisite: MLS-303,, MLS-303L, MLS-305, MLS-305L.

MLS-317C: Clinical Experience for Hematology 1 credits

Off-campus clinical experience providing exposure to Hematology laboratory practice. Specialized rotations may be available. Students must have taken the associated didactic course and laboratory. Acceptance in MLS Program is required. Practicum/field experience hours: 40. Prerequisite: MLS-303, MLS-303L.

MLS-319C: Clinical Experience for Chemistry 1 credits

Off-campus clinical experience providing exposure to Clinical Chemistry laboratory practice. Specialized rotations may be available. Students must have taken the associated didactic course and laboratory. Practicum/field experience hours: 40. Prerequisite: MLS-305, MLS-305L.

MLS-321C: Clinical Experience for Microbiology 1 credits

Off-campus clinical experience providing exposure to Clinical Microbiology laboratory practice. Specialized rotations may be available. Students must have taken the associated didactic course and laboratory. Acceptance in MLS Program is required. Practicum/field experience hours: 40. Prerequisite: MLS-311, MLS-311L.

MLS-323C: Clinical Experience for Immunohematology 1 credits

Off-campus clinical experience providing exposure to Clinical Immunohematology laboratory practice. Specialized rotations may be available. Students must have taken the associated didactic course and laboratory. Practicum/field experience hours: 40. Prerequisite: MLS-313, MLS-313L.

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MLS-402[Δ♩]: Advanced Laboratory Concepts 4 credits

Advanced theory to include laboratory instrument system comparison, evaluation, and validation procedures with emphasis on scientific research design and statistical analysis. Interrelated topics to include approaches to work-load management, designing and implementing standards for quality assurance, budgeting, and marketing strategies. How to select, evaluate, design, perform, and document validation studies on new instrumentation or analytical methods. This is a writing-intensive course. Acceptance in MLS Program is required. Prerequisite: MLS-301L, MLS-311L, MLS-313L, MLS-315.

MLS-404: Advanced Hematology and Hemostasis 4 credits

Correlation of medical laboratory hematology and hemostasis with emphasis on hematopathology, disease classification (malignant vs benign), specialized procedures, and hematological abnormalities in human cellular components. Specialized hematology and coagulation procedures will also be studied, and patterns analyzed to detect hemorrhagic and thrombotic problems and treatment. Acceptance in MLS Program is required. Prerequisite: MLS-303, MLS-303L.

MLS-406: Advanced Clinical Chemistry 4 credits

Problem-solving oriented course presents the correlation of clinical chemistry test results to organ-related diseases, such as renal, hepatic, and endocrine diseases. Students will learn how to use clinical correlation as a quality assurance tool to detect patient testing errors. Additionally, blood gases, therapeutic drug monitoring, drugs of abuse and toxicology studies are presented. Acceptance in MLS Program is required. Prerequisite: MLS-305, MLS-305L.

MLS-408[Δ]: Laboratory Teaching and Supervision 2 credits

Basic instructional and pedagogical theory as it applies to the field of medical laboratory science. Basic principles and applications of operating a medical laboratory to include management styles, leadership of small groups, human resource management, and key features of technical supervision will also be covered. Acceptance in MLS program is required. Prerequisite: MLS-402.

MLS-410[♩]: Project/Research I 1 credits

Students will identify a laboratory related project or research question and develop an original design to address the issue. Students will work closely with a faculty mentor or laboratory mentor and if deemed applicable will prepare a grant application for funding of supplies and reagents and write an IRB (Institutional Review Board) application. Acceptance in the MLS program is required. Prerequisite: MLS-315.

MLS-412: Advanced Clinical Microbiology 4 credits

This course begins with a comprehensive review of introductory clinical bacteriology, virology, and mycology, along with a culture site approach to clinical bacteriology for the laboratory identification of pathogens by traditional manual methods. Diagnostic molecular biology and mass-spectrometry analysis of infectious microorganisms will also be addressed. Acceptance in MLS program is required. Prerequisite: MLS-311, MLS-311L.

MLS-414: Advanced Immunohematology 4 credits

Advanced blood banking theory and specialized procedures as they pertain to antibody identification, transfusion, component preparation and distribution, compatibility testing, quality assurance, investigation of unexpected results, and regulatory issues pertaining to Transfusion Medicine. Acceptance in MLS program is required. Prerequisite: MLS-313, MLS-313L.

MLS-416: Clinical Correlation Capstone 2 credits

This course integrates material from all major medical laboratory science disciplines, including blood bank, chemistry, hematology, immunology, microbiology, laboratory operations, and urinalysis. Case studies utilized present information about pathophysiology, etiology, and epidemiology, as well as analysis of laboratory results and their significance. Students correlate results with disease states and continue to develop problem solving and critical thinking skills. Practical study skills and certification exam preparation are high priority. Acceptance in MLS program is required. Prerequisite: MLS-402.

MLS-418[Δ♩]: Project/Research II 1 credits

Students will continue to work closely with a faculty or laboratory mentor in the development of the project's resolution and conclusion. After completing the project students will present their findings in written, poster and oral format. This is a writing-intensive course. Acceptance in the MLS program is required. Prerequisite: MLS-410.

Mild to Moderate Special Education (MMS)

MMS-211[♩]: Instructional Planning for Special Education Teachers 4 credits

This course empowers special education teacher candidates to design and implement specifically designed instruction (SDI) that caters to students with exceptionalities, particularly in alignment with individualized education program (IEP) goals. Building on foundational learning theories, candidates will develop culturally responsive and inclusive instruction tailored to motivate, engage, and support diverse learners. The course emphasizes designing targeted interventions and evidence-based practices that address unique learning needs, as outlined in students' IEPs, ensuring measurable progress toward specific academic, behavioral, and social-emotional goals. Particular attention is given to progress monitoring, data-driven decision-making, and collaboration with IEP team members to refine and implement instructional practices.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♩] Honors Major Course | [Ω] Non-Transferable

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MMS-300: Assessment and Eligibility in Special Education **4 credits**

Teacher candidates will collaborate with a variety of stakeholders to investigate culturally and linguistically appropriate assessment procedures and tools. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and data-sources for eligibility and educational decisions for students with mild to moderate disabilities. Focus is placed on building effective partnerships with all stakeholders and applying ethical guidelines, legal policies, and effective conflict resolution strategies when determining eligibility for special education. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: SPD-208.

MMS-310: Language Development Disabilities and Disorders **4 credits**

Teacher candidates examine typical and atypical language development and associated disabilities and disorders. Emphasis is placed on creating appropriate, meaningful learning experience that support progression towards measurable outcomes and IEP goals. Teacher candidates investigate the use of various assistive technologies, modifications, and accommodations to support and enhance the communication and learning of students with exceptionalities and explore effective practices for modeling these for colleagues. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: SPD-208.

MMS-320: Professional, Ethical and Legal Practices and Policies in Special Education **4 credits**

Teacher candidates survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Teacher candidates examine how to advocate for the profession in a variety of ways, including collaborating with all stakeholders to support students' needs in the development of Individualized Education Programs (IEPs) and accommodating the general education curriculum to address the individual learning needs of students with mild to moderate disabilities. Emphasis will be placed on creating a developmentally appropriate and least restrictive environment that includes effective routines and procedures for students with exceptionalities. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: MMS-300.

MMS-330: Case Management and Transition Planning **4 credits**

Teacher candidates examine case management practices and strategies and a transition process that will lead to students meeting short and long-term goals. Legal and instructional requirements, analyzing data, and documentation of students' progress as part of case management and transition planning are examined. Teacher candidates investigate collaboration with general education teachers and paraprofessionals, including when modifying the general education curriculum and planning specially designed instruction that meets the learning needs of students with exceptionalities. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MMS-300.

MMS-400: Classroom Management and Collaboration **4 credits**

Teacher candidates analyze and evaluate data and behavioral interventions to determine how to create safe, inclusive, culturally responsive face-to-face and virtual learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Teacher candidates focus on behavior management, functional behavior assessments, adaptive behaviors, positive behavior interventions and supports, behavior improvement plans, and school-based systems of intervention for students with and without exceptionalities. Emphasis is placed on collaboration with general education teachers to meet the needs of all students in the inclusive classroom. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisites: ELM-251 and MMS-300.

MMS-455: Methods in Teaching Executive Functioning **4 credits**

This course equips special education teacher candidates with strategies to support the development of students' executive functioning skills, such as working memory, planning, task initiation, and emotional regulation. Candidates will explore methods to promote classroom organization, cognitive flexibility, and self-regulation. Emphasis is placed on fostering independence and empowering students to become self-directed learners. Through the integration of assistive and adaptive tools, candidates will ensure accessibility and meaningful participation for all students. Additionally, they will determine strategies for collaborating with colleagues to create inclusive and differentiated learning experiences. By advocating for students with exceptionalities, their families, and the school community, candidates will strengthen inclusion, promote life long success and human flourishing, and lead efforts in equity and accessibility. Prerequisite: MMS-211.

MMS-465: Research-Based Methods and Strategies for Teaching Math **4 credits**

Teacher candidates will examine a variety of instructional strategies to encourage students, including individuals with mild to moderate disabilities and other exceptionalities, to develop understanding and connections within the major concepts and procedures that define number and quantity, algebra, geometry, measurement, and statistics and probability and to build higher-order skills to apply knowledge in meaningful ways. From this foundational knowledge, teacher candidates select, adapt, and use research-based methodologies and interventions in academic and specialized mathematics curricula to plan specially designed instruction that advances the learning of all students, including students with mild to moderate disabilities. Emphasis is placed on using multiple assessments that ethically and equitably measure students' prior knowledge and growth and can be used to plan mathematics instruction. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ELM-211 or MMS-211.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MMS-475♯: Research-Based Instruction, Remediation, and Intervention in ELA **4 credits**

Teacher candidates explore and modify a variety of instructional strategies and curriculum used to meet individualized listening, speaking, reading, and writing goals. Teacher candidates design instruction that is explicit and systematic, including flexible and focused grouping to support diverse learners, and provide students with exceptionalities with multiple ways to demonstrate knowledge and skills in English Language Arts. Emphasis is placed on supporting students' face-to-face and virtual collaboration skills. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. Teacher candidates select, adapt, and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning, motivation, and engagement for all students, including those with mild to moderate disabilities, with attention focused on reading. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ELM-316.

MMS-485: Methods in an Inclusive Classroom Across the Curriculum **4 credits**

This course prepares special education teacher candidates to provide specially designed support across diverse content areas beyond English and math. Candidates will explore strategies for collaborating with general education teachers to promote inclusivity and self-direction by using instructional and behavioral supports within inclusive classrooms. Focus is placed on differentiation, Universal Design for Learning (UDL), and best practices for supporting students with exceptionalities, including integrating assistive technology and modifying instruction to provide access to the general education standards. Candidates will also explore strategies for fostering collaboration with paraprofessionals, families, and the community to support student success. Additionally, they will examine methods to ensure continuity in implementing goals, services, and accommodations across classrooms. Prerequisite: MMS-211.

MMS-490: Student Teaching for Special Education Teacher Candidates **8 credits**

This course supports the special education clinical field experience through a full-time student teaching experience. Candidates select a K-12 special education mild to moderate classroom setting to engage in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP) and an Individualized Education Program (IEP) Performance Template related to special education services. Fingerprint clearance required.

MMS-508: Survey of Teaching Children with Exceptionalities **3 credits**

Teacher candidates survey mild to moderate disabilities including definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders and how to use research-based best practices to meet the diverse needs of students with exceptionalities. Teacher candidates will study the laws and regulations that govern the special education process and examine strategies for advocating for individuals with exceptionalities and their families to address their diverse needs and prevent bias. Additionally, professional development in the field of special education and opportunities to advocate for the profession are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

MMS-510: Classroom Management and Collaboration **3 credits**

Teacher candidates examine strategies for increasing motivation, establishing developmentally appropriate learning environments, and planning effective routines and procedures for students with exceptionalities. Teacher candidates analyze data to develop behavior intervention plans and evaluate the effectiveness of behavioral interventions for students with exceptionalities. Teacher candidates create safe, respectful, and productive face-to-face and digital learning environments that encourage collaborative skills and peer interaction for students with exceptionalities. Additionally, teacher candidates build knowledge of how to mentor and manage paraprofessionals and other stakeholders in their role of supporting individuals and families. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: MMS-508.

MMS-520: Instructional Planning for Special Education Students **3 credits**

Teacher candidates survey instructional strategies, tools, resources, and technology used to design meaningful learning experiences that consider students' strengths and interests, increase motivation for learning, and promote active engagement. Teacher candidates design explicit, systematic instruction that provides multiple ways to demonstrate learning and considers the differentiation, modification, and accommodation strategies needed to support all students. Focus is placed on how instruction can vary in different settings, including virtual environments, and how different settings affect peer interactions and collaborative skills. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MMS-508.

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MMS-530: Language Development Through Phonics and the Science of Reading **3 credits**

Teacher candidates explore components of typical and atypical literacy development for students with or without exceptionalities. Coursework emphasizes research-based phonics development and the science of reading, including phonics, phonemic awareness, vocabulary, fluency, and comprehension. Teacher candidates focus on assessing developmental and other literacy concerns, including dyslexia and other reading disabilities, using a variety of formal and informal assessments that provide valid, reliable data. Focus is placed on designing learning experiences that implement accommodation strategies to support literacy development, apply flexible grouping, and enhance independent learning. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: MMS-508.

MMS-540: Assessment and Eligibility in Special Education **3 credits**

Teacher candidates will investigate culturally and linguistically appropriate diagnostic and assessment tools and the ethical guidelines and legal policies and procedures that are important to consider during assessment and eligibility determination. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and data sources for making diagnostic and educational decisions for individuals with mild to moderate disabilities, including when determining modifications to the general education curriculum. Additionally, collaboration with stakeholders to determine, assess, and analyze student needs and progress is explored. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MMS-508.

MMS-550: Research Based Instruction, Remediation, and Intervention in ELA **3 credits**

Teacher candidates explore the language processing requirements of proficient reading and writing, including explicit, systematic, cumulative, and multisensory instruction that integrates listening, speaking, reading, and writing. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. Teacher candidates select, differentiate, and implement research-based instructional strategies and interventions in academic and specialized curricula to advance the learning for all students, including those with mild to moderate disabilities, with attention focused on literacy, reading, and other cross-disciplinary skills. Focus is placed on analyzing data from a variety of assessments to identify students' prior knowledge, inform instruction, and provide feedback. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisites: MMS-530 and (ESD-520 or MMS-520) or approved enrollment in the Graduate Certificate in Special Education, Mild to Moderate.

MMS-560: Professional, Ethical and Legal Practices and Policies in Special Education **3 credits**

Teacher candidates survey professional ethical principles, professional practice standards, and laws and regulations that guide special educators in understanding the multiple roles and complex situations of professional practice that require attention to a variety of legal, professional, and ethical dilemmas. Strategies and technology for communicating progress and collaborating with all stakeholders to meet the needs of students with exceptionalities are explored. Additionally, teacher candidates focus on developing an individualized education program (IEP). Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MMS-540.

MMS-570: Case Management and Transition Planning **3 credits**

Teacher candidates examine case management practices and strategies and the transition process. Legal and instructional requirements, culturally responsive collaboration and communication, and documentation of students' progress as part of case management and transition planning are examined. Teacher candidates investigate collaboration with general education teachers, including when modifying the general education curriculum and planning specially designed instruction that meets the learning needs of students with exceptionalities. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: MMS-540.

MMS-580: Methods of Teaching Math to Students with Mild to Moderate Disabilities **3 credits**

Teacher candidates build foundational knowledge of a variety of research-based instructional materials, strategies, and interventions to advance the learning of students with mild to moderate disabilities in mathematics. Technology, including assistive technology, is explored as a tool for supporting communication and developing higher-order skills while meeting the diverse needs of learners. Teacher candidates explore methods for engaging learners in analyzing their own assessment results and setting goals. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: MMS-520 or ESD-520 or approved enrollment in the Graduate Certificate in Special Education, Mild to Moderate.

MMS-590: Student Teaching for Special Education Teacher Candidates **8 credits**

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required. Prerequisite: Successful completion of all courses in POS; a minimum 3.0 GPA; successful completion of program required or state-mandated basic skills exam(s) and/or content area exam(s); and approval and confirmed placement by the College of Education Office of Field Experience. All paperwork for student teaching clearance must be submitted by the due date the semester prior to student teaching.

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Music Piano Class (MPC)

MPC-109◆: Class Piano (Majors) 1 credits

This course is designed as class instruction for students with limited or no previous piano training. Instruction includes the study of piano technique and literature designed to pass Part I of the Piano Proficiency Examination.

MPC-259◆: Class Piano II 1 credits

This course is a continuation of MPC-109. It includes passing Part II of the Piano Proficiency Examination. Prerequisite: MPC-109 or Music Department approval.

MPC-359◆: Class Piano III 1 credits

This course is a continuation of MPC- 259. It includes passing Part III of the Piano Proficiency Examination. Prerequisite: MPC-259 or Music Department approval.

MPC-459◆: Class Piano IV 1 credits

This course is a continuation of MPC-359. It includes passing Part IV of the Piano Proficiency Examination. Prerequisite: MPC-359 or Music Department approval.

String Instruments (MSE)

MSE-113◆: Private Applied Instruction Secondary I 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors. Prerequisites: Music Department approval and placement audition.

MSE-115◆: Private Applied Instruction Major I 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

MSE-123◆: Private Applied Instruction Secondary II 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MSE-125◆: Private Applied Instruction Major II 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-115 or Music Department approval and placement audition.

MSE-213◆: Private Applied Instruction Secondary III 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MSE-215◆: Private Applied Instruction Major III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-125 or Music Department approval and placement audition.

MSE-223◆: Private Applied Instruction Secondary IV 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MSE-225◆: Private Applied Instruction Major IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-215 or Music Department approval and placement audition.

MSE-313◆: Private Applied Instruction Secondary V 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MSE-315◆: Private Applied Instruction Major V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-225 or Music Department approval and placement audition.

MSE-323◆: Private Applied Instruction Secondary VI 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MSE-325◆: Private Applied Instruction Major VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-315 or Music Department approval and placement audition.

MSE-390Ω◆: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year.The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MSE-413◆: Private Applied Instruction Secondary VII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

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MSE-415◆: Private Applied Instruction Major VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-325 or Music Department approval and placement audition.

MSE-423◆: Private Applied Instruction Secondary VIII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MSE-425◆: Private Applied Instruction Major VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-415 or Music Department approval and placement audition.

MSE-490◆: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Military Science Leadership (MSL)

MSL-101N: Introduction to the Army 3 credits

The MSL-101N course produces a Cadet who accepts the Army as a values-based organization and embraces the scholar-athlete-warrior ethos; who is familiar with individual roles and responsibilities in support of team efforts and problem solving processes in military and nonmilitary situations; who demonstrates oral and written communication skills, understands resilience, and demonstrates a commitment to learning. Live Honorably & Build Trust and Communicate and Interact Effectively. MSL-101N introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness support their development as Army leaders. As you become further acquainted with MSL-101N, you will learn the structure of the ROTC Basic Course program consisting of MSL-102N, MSL-201N, MSL-202N, Fall and Spring Leadership Labs, and Basic Camp (Case by Case basis). The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes, and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

MSL-102N: Foundations of Agile and Adaptive Leadership 3 credits

The MSL I course produces a Cadet who accepts the Army as a values-based organization and embraces the scholar-athlete-warrior ethos; who is familiar with individual roles and responsibilities in support of team efforts and problem solving processes in military and non-military situations; who demonstrates oral and written communication skills, understands resilience, and demonstrates a commitment to learning. Live Honorably & Build Trust and Communicate and Interact Effectively. MSL102 introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader. As you become further acquainted with MSL-102N, you will learn the structure of the ROTC Basic Course program consisting of MSL-101N, 102N, 201N, 202N, Fall and Spring Leadership Labs, and Basic Camp (Case by Case basis) . The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

MSL-201: Innovative Team Leadership 3 credits

Every Fall. This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army Leadership Requirements Model (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes. The course includes 3 hours of lecture/conference, one 2-hour lab of practical application, and one 2-day field training exercise.

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MSL-201N: Leadership and Decision Making 3 credits

The MSL-201N course produces a Cadet grounded in foundational leadership doctrine and skills by following and leading small units to achieve assigned missions; who applies critical thinking and problem solving using Troop Leading Procedures (TLP); who comprehends the value of diversity, understands the officer's role in leading change, and understands the fundamentals of the Army as a profession. MSL-201N adds depth to the Cadets understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during Leadership LABs, team building exercises, and Field Training Exercises. Cadets will be evaluated and their progress managed throughout the course; in addition, student's understanding of the course content will be monitored, ensuring students comprehend the learning objectives and are retaining the lesson content.

MSL-202N: Army Doctrine and Team Development 3 credits

MSL-202N focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, Warrior Ethos, and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises in small units up to squad level. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during Leadership LABs (team building exercises, LTXs, VBS exercises). Includes a 1-hour lab per week taught by MS III Cadets. The Army Reserve Officer Training Course (ROTC) Basic Course is an academically rigorous 2-year college program comprised of four semester courses of instruction, Leadership Labs (two sets, Fall/Spring), and the Cadet Basic Camp (Case by Case basis) conducted at Fort Knox, KY.: 1. MSL-101N, Introduction to the Army 2. MSL-102N, Foundations of Agile and Adaptive Leadership 3. MSL-201N, Leadership and Decision Making 4. MSL-202N, Army Doctrine and Team Development 5. Fall Leadership Lab 6. Spring Leadership Lab 7. Basic Camp (Case by Case basis) The focus is on developing basic knowledge and comprehension of Army leadership attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

MSL-300A: Military Science Leadership Lab I 1 credits

Army ROTC labs are a practical training session conducted by the Army ROTC program to develop cadets' military skills, leadership abilities, and physical fitness. These labs involve hands-on activities such as tactics, weapon familiarization, land navigation, and leadership drills. During the Labs, cadets gain practical experience in military operations while also honing their teamwork, critical thinking, and decision-making skills essential for future leadership roles in the U.S. Army.

MSL-300B: Military Science Leadership Lab II 1 credits

Army ROTC labs are a practical training session conducted by the Army ROTC program to develop cadets' military skills, leadership abilities, and physical fitness. These labs involve hands-on activities such as tactics, weapon familiarization, land navigation, and leadership drills. During the Labs, cadets gain practical experience in military operations while also honing their teamwork, critical thinking, and decision-making skills essential for future leadership roles in the U.S. Army.

MSL-300C: Military Science Leadership Lab III 1 credits

Army ROTC labs are a practical training session conducted by the Army ROTC program to develop cadets' military skills, leadership abilities, and physical fitness. These labs involve hands-on activities such as tactics, weapon familiarization, land navigation, and leadership drills. During the Labs, cadets gain practical experience in military operations while also honing their teamwork, critical thinking, and decision-making skills essential for future leadership roles in the U.S. Army.

MSL-300D: Military Science Leadership Lab IV 1 credits

Army ROTC labs are a practical training session conducted by the Army ROTC program to develop cadets' military skills, leadership abilities, and physical fitness. These labs involve hands-on activities such as tactics, weapon familiarization, land navigation, and leadership drills. During the Labs, cadets gain practical experience in military operations while also honing their teamwork, critical thinking, and decision-making skills essential for future leadership roles in the U.S. Army.

MSL-300E: Military Science Leadership Lab V 1 credits

Army ROTC labs are a practical training session conducted by the Army ROTC program to develop cadets' military skills, leadership abilities, and physical fitness. These labs involve hands-on activities such as tactics, weapon familiarization, land navigation, and leadership drills. During the Labs, cadets gain practical experience in military operations while also honing their teamwork, critical thinking, and decision-making skills essential for future leadership roles in the U.S. Army.

MSL-300F: Military Science Leadership Lab VI 1 credits

Army ROTC labs are a practical training session conducted by the Army ROTC program to develop cadets' military skills, leadership abilities, and physical fitness. These labs involve hands-on activities such as tactics, weapon familiarization, land navigation, and leadership drills. During the Labs, cadets gain practical experience in military operations while also honing their teamwork, critical thinking, and decision-making skills essential for future leadership roles in the U.S. Army.

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MSL-300G: Military Science Leadership Lab VII **1 credits**

Army ROTC labs are a practical training session conducted by the Army ROTC program to develop cadets' military skills, leadership abilities, and physical fitness. These labs involve hands-on activities such as tactics, weapon familiarization, land navigation, and leadership drills. During the Labs, cadets gain practical experience in military operations while also honing their teamwork, critical thinking, and decision-making skills essential for future leadership roles in the U.S. Army.

MSL-300H: Military Science Leadership Lab VIII **1 credits**

Army ROTC labs are a practical training session conducted by the Army ROTC program to develop cadets' military skills, leadership abilities, and physical fitness. These labs involve hands-on activities such as tactics, weapon familiarization, land navigation, and leadership drills. During the Labs, cadets gain practical experience in military operations while also honing their teamwork, critical thinking, and decision-making skills essential for future leadership roles in the U.S. Army.

MSL-301: Adaptive Team Leadership **3 credits**

This course involves the study, practice, and evaluation of adaptive leadership skills as students are presented with the demands of preparing for the summer Leader Development and Assessment Course (LDAC). Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical-thinking skills. Students receive systematic and specific feedback on their leadership values, attributes, skills, and actions. The course includes 3 hours of lecture/conference, one 2-hour lab of practical application, and one 2-day field training exercise. Prerequisites: MSL- 101, MSL- 102, MSL-201, and MSL- 202; MSL- 205; or prior military service and commitment to accept a commission and serve as an officer in the U.S. Army on active duty or in a reserve component.

MSL-301N: Training Management and the Warfighting Functions **3 credits**

MSL-301Nis an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leadership skills that can further develop you in to a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation System (COER). Successful completion of this course will help prepare you for the SROTC Advanced Camp, which you will attend in the summer at Fort Knox, KY.

MSL-302N: Applied Leadership in Small Unit Operations **3 credits**

MSL-302N is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leadership skills that can further develop you in to a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation Report (COER). Successful completion of this course will help prepare you for the SROTC Advanced Camp, which you will attend in the summer at Fort Knox, KY.

MSL-401: Adaptive Leadership **3 credits**

Develop proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership-performance feedback to subordinates. Students are given situational opportunities to assess risk, make sound ethical decisions, and provide coaching and mentoring to fellow students. Students are measured by their ability to give and receive systematic and specific feedback on leadership abilities using the Socratic model of reflective learning. Students analyze and evaluate the leadership values, attributes, skills, and actions of subordinate students while simultaneously considering their own leadership skills. The course includes 3 hours of lecture/conference, one 2-hour lab of practical application, and one 2-day field training exercise. Prerequisites: MSL-301, MSL-302, and commitment to accept a commission and serve as an officer in the U.S. Army on active duty or in a reserve component.

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MSL-401N: The Army Officer 3 credits

This is an academically challenging course where you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and final exam. You will be assessed on the execution of missions during a classroom PE, Leadership Lab, or during a Field Training Exercise (FTX). You will receive systematic and specific feedback on your leader attributes, values, and core leadership competencies from your cadre, PMS, and other MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation Report (COER). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate, and lead a platoon in future operational environments. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning.

MSL-402N: Company Grade Leadership 3 credits

This is an academically challenging course where you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. For the Capstone Exercise, you will be required to complete an Oral Practicum that will be evaluated on your knowledge of the 20 Army Warfighting Challenges (AWFC) covered throughout MSL-401N and MSL-402N coursework. In addition, you could be assessed on leadership abilities during classroom PE, Leadership Labs, or during a Field Training Exercise (FTX). You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your cadre, PMS, and other MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation Report (COER). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leadership skills. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate, and lead a platoon in future operational environments. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning.

MSL-499: Independent Study 1 credits

Students in this course work closely with the Professor of Military Science on a special topic. Work may include research, readings, and presentations. This course may be repeated once. Prerequisite: Instructor approval.

Moderate to Severe Special Education (MSS)

MSS-508: Survey of Teaching Children with Moderate to Severe Exceptionalities 3 credits

Teacher candidates survey moderate to severe disabilities including definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders and how to use research-based best practices to meet the diverse needs of students with exceptionalities. A focus is placed on building an understanding of differentiation, modification, and accommodation strategies, tools, and resources that support student learning and active engagement. Teacher candidates will study the laws and regulations that govern the special education process and examine strategies for advocating for individuals with exceptionalities and their families to address their diverse needs and prevent bias. Additionally, professional development in the field of special education and opportunities to advocate for the profession are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

MSS-510: Case Management, Collaboration, and Communication 3 credits

In this course, teacher candidates will develop essential skills in case management, professional collaboration, and effective communication for students with moderate to severe exceptionalities. Through participation in professional learning communities and reflective practices, teacher candidates will enhance their instructional strategies and recognize the effect of biases. Emphasis is placed on clear communication of student progress and goals to all stakeholders and introduces advanced technologies and strategies for collaborative stakeholder engagement. Additionally, the course provides practical experience in the management of Individualized Education Programs (IEPs) and coordination with interdisciplinary teams. Practicum/field experience hours: None. Fingerprint clearance not required.

MSS-520: Classroom Management and Supporting Challenging Behaviors 3 credits

Teacher candidates will learn to create and maintain safe, inclusive, and culturally responsive learning environments that foster the academic and social growth of students with disabilities. Emphasizing collaboration and evidence-based practices, the course focuses on identifying diverse factors affecting student learning and motivation and analyzing various measures of data for identifying the purpose or function served by interfering behavior and designing effective interventions. Instructional strategies will focus on promoting emotional well-being, positive social interactions, self-determination and regulation, and intensive small group instruction to enhance collaborative skills in both physical and virtual settings. Candidates will also develop expertise in establishing routines and using technology to support productive learning environments, and in evaluating and creating data-driven behavior management plans for students with moderate to severe exceptionalities. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: MSS-508 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MSS-530: Instruction and Assessment for Moderate to Severe Exceptionalities **3 credits**

In this course, teacher candidates will explore comprehensive instructional strategies, resources, and assistive technologies tailored to support students with moderate to severe exceptionalities. Focus is placed on creating developmentally appropriate learning environments that reflect individual differences and needs, and to differentiate the general curriculum to enhance access, learning, and successful functioning across various contexts. The course emphasizes designing explicit, systematic instruction that offers multiple ways for students to demonstrate their knowledge and accommodate diverse learning styles. Candidates will also develop skills in analyzing data to refine instruction, provide targeted feedback, and bolster peer interaction and collaborative skills, with a focus on how these may look different in various settings, including virtual environments. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: MSS-508.

MSS-540: The Science of Reading and Phonics for Effective Adaptive Communication **3 credits**

In this course, teacher candidates delve into the science of reading and phonics with an emphasis on understanding both typical and atypical language development and the effect of disabilities and disorders on literacy. Candidates are guided to use this knowledge to make informed programmatic and instructional decisions that support individuals with moderate to severe exceptionalities. Research-based strategies for phonics, phonemic awareness, vocabulary, fluency, and comprehension are explored, along with methods for accommodating the general education curriculum to enhance access to the core curriculum and support individualized learning needs. Candidates will examine the role of speech-language pathologists, special education teachers, and others in utilizing augmentative and alternative communication to promote literacy and communication skills. Focus is placed on planning and implementing instruction and assessments using assistive technologies that facilitate communication and learning for students with moderate to severe exceptionalities, ensuring that modifications and accommodations are effectively integrated to maximize student success. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: MSS-530 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

MSS-545: Specialized ELA Instruction: Research, Remediation, and Intervention **3 credits**

This course equips teacher candidates with the skills to select and adapt research-based instructional strategies, ensuring access to English language arts content, including literacy, for individuals with moderate to severe exceptionalities. Emphasis is placed on the creation of developmentally appropriate and meaningful learning experiences that address individual strengths, needs, and interests, while providing a functional approach to ELA instruction. Candidates will explore the effect of disabilities like dyslexia on reading acquisition, understanding their variance in presentation and degree. Focus is placed on modifying the general education curriculum and planning specially designed instruction (SDI) to foster skills and strategies enabling students with moderate to severe exceptionalities to access the core curriculum, meet individualized learning goals, and function successfully across diverse settings. Candidates will also learn to develop formal and informal assessments that minimize bias and yield valid, reliable data on student progress and needs. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MSS-530 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

MSS-550: Assessment and Eligibility in Moderate to Severe Special Education **3 credits**

Teacher candidates will explore a range of diagnostic and educational assessment tools essential for determining student eligibility and tracking progress for individuals with moderate to severe exceptionalities. Candidates will acquire a foundational understanding of using various assessment methods and analyzing data to identify typical and atypical developmental patterns for comprehensive learner profiles, which are used to inform the creation of individualized education programs (IEPs) and effective educational planning. Focus is placed on identifying culturally and linguistically relevant measures and procedures that contribute to fair and accurate eligibility determination for special education services. Additionally, the course emphasizes the importance of clear communication with IEP team members, external stakeholders, and families regarding assessment outcomes and educational decisions. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: MSS-510 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MSS-560: Professional, Ethical, and Legal Practices **3 credits**

Teacher candidates will explore professional ethical principles, practice standards, and the legal framework governing special education. They will apply these ethical guidelines and policies to real-world scenarios, enhancing their professional conduct and decision-making with individuals with moderate to severe exceptionalities. The course will also develop candidates' skills in communication, group facilitation, problem-solving, and conflict resolution, fostering culturally responsive collaboration with families and stakeholders. Teacher candidates will focus on developing an individualized education program (IEP) and on building effective partnerships and managing team dynamics, including mentoring and overseeing paraprofessionals. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MSS-508 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

MSS-570: Methods of Teaching Functional Mathematics and Science **3 credits**

Teacher candidates will enhance their repertoire with research-based instructional strategies, ensuring access to and engagement with functional mathematics and science content for students with moderate to severe exceptionalities. Candidates will employ a variety of assessments to discern students' prior knowledge and individual needs, enabling the design of personalized and effective lesson plans. A key focus will be the strategic selection and adaptation of instructional strategies, tools, and resources, including technology, to foster higher-order thinking skills and accommodate diverse learning styles. Candidates will also learn to apply flexible grouping techniques to tailor instruction for individuals and small groups. Additionally, the course will cover collaborative strategies for working with general education teachers to support inclusive education and modeling of best practices in both traditional and virtual learning environments. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: MSS-530 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

MSS-580: Transition Planning for Students with Moderate to Severe Exceptionalities **3 credits**

In this course, teacher candidates will delve into transition planning with a focus on equipping students with moderate to severe exceptionalities for seamless transitions to postsecondary life, employment, and community involvement. The course will guide candidates in crafting measurable postsecondary goals and activities that are closely aligned with students' aspirations, emphasizing the crucial roles of families and interagency collaboration. Candidates will learn to integrate cross-disciplinary skills into the curriculum, aiding students in generalizing learning across different settings and contributing to local and global communities. The course will concentrate on designing reflective and independent learning experiences that involve students in self-assessment and goal setting, as well as foster a sense of ownership, to ensure students with moderate to severe exceptionalities become proactive participants in their education and transition processes. Additionally, advocacy for improved outcomes will be a central theme, with an emphasis on addressing the diverse needs of individuals from various social, cultural, linguistic, and technological backgrounds. Practicum/field experience hours: 20. Fingerprint clearance required.

MSS-590: Student Teaching for Moderate to Severe Special Education **8 credits**

This course supports the special education clinical field experience through a full-time student teaching experience. Candidates select a K-Grade 12 special education moderate to severe classroom setting to engage in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evauluation of Performance (STEP) and an Individualized Education Program (IEP) Performance Template related to special education services. Fingerprint clearance required.

Music (MUS)

MUS-101: Practical Theory for Modern Musicians **4 credits**

A hands-on introduction to essential music theory concepts such as scales, chords, rhythm, and form. Students apply these skills to popular music using tools like the Nashville Number System. The course includes ear training, analysis, and practical demonstrations. No prior theory experience is required.

MUS-102: Class Piano I **1 credits**

This course is designed as class instruction for students with limited or no previous piano training. Instruction includes the study of piano technique and literature designed to pass Part I of the Piano Proficiency Examination.

MUS-103: Class Piano II **1 credits**

This course is a continuation of MUS-102. It includes passing Part II of the Piano Proficiency Examination. Prerequisite: MUS-102 or Music Department approval.

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MUS-104: Class Voice 1 credits

This course is class instruction for students with limited or no previous voice training. Content includes the study of vocal skills for personal performance and beginning voice instruction.

MUS-111◆: Diction: Italian 1 credits

A study of Italian song transliteration, utilizing the International Phonetic Alphabet and emphasizing the broad skills of correct choice, correct performance of sounds, and performance practice of sung Italian. (Preferred default course)

MUS-112◆: Diction: French 1 credits

A study of French song transliteration, utilizing the International Phonetic Alphabet and emphasizing the broad skills of correct choice, correct performance of sounds, and performance practice of sung French. Prerequisite: MUS-111 or Music Department approval. (Preferred default course)

MUS-123ǂ: The Art of Songwriting 4 credits

This course develops students' skills in lyric writing, song structure, and creative collaboration. Topics include songwriting ethics, current trends, and the use of digital tools like DAWs and AI. Students engage in writing exercises, peer feedback, and guided reflection. By the end, each student will complete a portfolio of original songs.

MUS-125◆: Music Theory I 4 credits

This course is a study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. 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-130◆: Music Theory 3 credits

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. Co-requisite: MUS-130L.

MUS-130L◆: Music Theory I Lab (Aural Skills and Musicianship) 1 credits

This course is a study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. 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. Co-requisite: MUS-130.

MUS-145: Lyric Diction I 1 credits

This course is an introduction to the International Phonetic Alphabet (IPA) and enunciation for lyric diction in Italian, German, French, and Latin through the lens of the IPA. IPA transcription for Italian lyric diction is introduced.

MUS-146: Lyric Diction II 1 credits

This course focuses on enunciation and transcription of the English and Italian languages as applied to lyric diction. Familiarity with the appropriate choice of speech sounds is gained though listening, singing, and transcription assignments. Prerequisite: MUS-145.

MUS-155◆: Music Theory II 4 credits

This course emphasizes skill development through analysis and composition. Prerequisite: MUS-125.

MUS-160◆: Music Theory II 3 credits

A continuation of MUS-130, this course emphasizes skill development through analysis and composition. Prerequisites: MUS-130 and MUS-130L or Music Department approval. Co-requisite: MUS-160L.

MUS-160L◆: Music Theory II Lab (Aural Skills and Musicianship) 1 credits

A continuation of MUS-130L, this course emphasizes aural skill development through practical study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. Prerequisites: MUS-130 and MUS-130L or Music Department approval. Co-requisite: MUS-160.

MUS-165: Pro Tools I 4 credits

This course introduces essential Pro Tools concepts. Students will learn how to set up sessions, record and import audio and MIDI, and perform fundamental editing and mixing tasks. Through hands-on exercises, students will build proficiency in session creation, navigation, and efficient project workflow.

MUS-201ǂ: Practical Theory II: Chords, Color, and Creative Voice 4 credits

This course explores extended harmony, chord color, and modal approaches to develop musical expression and stylistic identity. Students study complex progressions, genre applications, and creative techniques like reharmonization. Ear training and ethical considerations are integrated throughout. Coursework emphasizes original application through analysis and creative projects. Prerequisite: MUS-101.

MUS-202: Class Piano III 1 credits

This course is a continuation of MUS-103. It includes passing Part III of the Piano Proficiency Examination. Prerequisite: MUS-103 or Music Department approval.

MUS-203: Class Piano IV 1 credits

This course is a continuation of MUS-202. It includes passing Part IV of the Piano Proficiency Examination. Prerequisite: MUS-202 or Music Department approval.

MUS-210◆: Music Appreciation 4 credits

This course introduces the study of the intellectual, emotional, and aesthetic nature of music, its history, theory, and literature. It explores the major works of great composers and explores the elements that contribute to their longevity. Students learn to appreciate and critique live performances.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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MUS-210XV: Music Appreciation 4 credits

This course introduces the study of the intellectual, emotional, and aesthetic nature of music, its history, theory, and literature. It explores the major works of great composers and explores the elements that contribute to their longevity. Students learn to appreciate and critique live performances.

MUS-211◆: Diction: German 1 credits

A study of German song transliteration, utilizing the International Phonetic Alphabet and emphasizing the broad skills of correct choice, correct performance of sounds, and performance practice of sung German. Prerequisite: MUS-111 or Music Department approval.

MUS-215◆: Lyric Diction for Music Educators 1 credits

This course is an introductory study of the enunciation and International Phonetic Alphabet (IPA) transcription of the Italian, German, French, and Latin languages for music educators. Students are introduced to a rich vocabulary of texts commonly used within the repertoire.

MUS-218◆: Popular Music in American Society 4 credits

This course will survey the history of American popular music genres. Through understanding styles and forms within the context of their origins, popular music is understood in the relationship of its functions in society.

MUS-223ǂ◆: Conducting 2 credits

This course is a study of the fundamentals and techniques of conducting. Emphasis is placed on basic conducting skills, fundamentals of baton technique, left hand technique, non-verbal communication, leadership, conducting terminology, transpositions, and score reading.

MUS-223HNǂ◆: Conducting 2 credits

This course is a study of the fundamentals and techniques of conducting. Emphasis is placed on basic conducting skills, fundamentals of baton technique, left hand technique, non-verbal communication, leadership, conducting terminology, transpositions, and score reading.

MUS-227ǂ◆: Music in World Culture 4 credits

This writing-intensive course is an introduction to the music of the world as a means to express different elements of culture, civilization, and worldview.

MUS-245: Lyric Diction III 1 credits

This course focuses on enunciation and transcription of the German language as applied to lyric diction. Familiarity with the appropriate choice of speech sounds is gained though listening, singing, and transcription assignments. Prerequisite: MUS-145.

MUS-246: Lyric Diction IV 1 credits

This course focuses on enunciation and transcription of the French language as applied to lyric diction. Familiarity with the appropriate choice of speech sounds is gained though listening, singing, and transcription assignments. Prerequisite: MUS-145.

MUS-260ǂ◆: Music Theory III 4 credits

This course emphasizes advanced rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. Music examples are selected from Bach through Wagner. This course also includes an advanced study in analysis and part writing utilizing modulation and chromatic harmony. Prerequisite: MUS-155.

MUS-262ǂ◆: Music Theory III 3 credits

A continuation of MUS-160, this course emphasizes skill development through analysis and composition. Music examples are selected from Bach through Wagner. It also includes an advanced study in analysis and part writing utilizing modulation and chromatic harmony. Prerequisites: MUS-160 and MUS-160L or Music Department approval. Co-requisite: MUS-262L.

MUS-262L◆: Music Theory III Lab (Aural Skills and Musicianship) 1 credits

A continuation of MUS-160L, this course is a study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training will be utilized. Prerequisites: MUS-160 and MUS-160L or Music Department approval. Co-requisite: MUS-262.

MUS-265: Pro Tools II 4 credits

In this course, students will develop their skills in Pro Tools through a combination of textbook instruction and hands-on exercises. Emphasis is placed on efficient workflow, audio editing, and industry-standard mixing practices. This course prepares students to take the exam leading to Avid Pro Tools certification. Prerequisite: MUS-165.

MUS-285: Logic Pro I 4 credits

This course covers essential Logic Pro concepts, teaching students to set up projects, record and import audio/MIDI, perform basic editing and mixing. Hands-on exercises enhance proficiency in session building, navigation, and media management.

MUS-301ǂ: Introduction to Commercial Music 4 credits

This course is an introduction to the commercial music industry. Throughout this course, students will explore, gather, and create resources to aid their journey as entrepreneurial artists. Topics include recording and releasing music, building a fanbase, performing, booking, promotion, touring, sponsorships, investments, leveraging internet resources, film, television, funding, and royalties.

MUS-301A: Commercial Music Performance Lab I 1 credits

In this lab, students will collaborate to create a variety of musical experiences.

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MUS-305[Δ♯]: Copyright Essentials for Musicians and Music Professionals 4 credits

This writing intensive course is designed for anyone interested in understanding the complexities of copyright law as it pertains to the music world, including musicians, music producers, composers lawyers, performers, and recording artists. Participants will explore the essentials of copyright law, including the history, key legal principles, and current challenges influencing the music industry. Topics include the rights of composers, lyricists, and performers, copyright registration, the role of music licensing and fair use, and the impact of digital media on copyright practices. By the end of the course, attendees will have a robust understanding of copyright law's role in music production and distribution, empowering them to navigate the legal landscapes of their creative endeavors, and examine how these rights are acquired, protected, and enforced.

MUS-310[Δ◆]: Choral Literature for Music Educators 2 credits

This course is a survey study of the composers and choral literature appropriate for elementary and secondary school ensembles. Major literature; publishers; composers, arrangers, and their styles; and common performance and teaching problems will be considered.

MUS-326[◆]: Orchestration and Arranging 2 credits

This course is a study and application in techniques of scoring and arranging music for various combinations of musical mediums. Includes scoring for strings, woodwinds, brasses, percussion, and voices.

MUS-327[◆]: Band Literature for Music Educators 2 credits

This course is a survey study of the composers and band literature appropriate for elementary and secondary school ensembles. This course will consider major literature, publishers, composers, arrangers, and their styles, as well as common performance and teaching problems.

MUS-331[◆]: Choral Methods and Pedagogy 2 credits

A study of advanced problems in rehearsing and conducting at the high school level. An examination and analysis of the prevailing choral philosophies, including performance techniques, score preparation, rehearsal techniques, programming, and administration of the choral program.

MUS-335[◆]: Survey of Jazz 4 credits

This writing-intensive course surveys the development of jazz music from its genesis, transformation, and growth to current postmodern practices. The styles are explored through the social identity of the music and musicians.

MUS-340: Commercial Music Arranging 4 credits

This course covers principles of commercial music arranging. Contemporary styles, popular song forms, chord progressions, and the formation of musical ideas are further explored. Students arrange songs using DAW, MIDI, and notation software.

MUS-346: Piano Pedagogy 4 credits

This course is a study of fundamentals of piano teaching from beginner to early advanced levels. It includes survey, analysis, and evaluation of piano methods and pedagogical literature. Observation and analysis of individual lessons are required. Studio management and marketing are also addressed in this course.

MUS-347: Vocal Pedagogy 4 credits

This course is an exploration of voice pedagogy in alignment with analysis of vocal production. Students will be required to demonstrate pedagogical application.

MUS-348: Introduction to Film Scoring 4 credits

This course is an introduction to the art of writing musical scores for film. Topics include identifying the various stakeholders in the film industry, musical characterization and concept development, the use of various compositional devices in film scores, orchestration, use of electronic music and contemporary rhythm sections in films and television scores, and entrepreneurial considerations.

MUS-351[◆]: Music Theory IV 3 credits

A continuation of MUS-262, this course emphasizes skill development through analysis and composition. This course includes analysis and composition methods of music of the late 19th through the 20th century. Prerequisites: MUS-262 and MUS-262L or Music Department approval. Co-requisite: MUS-351L.

MUS-351L[◆]: Music Theory IV Lab (Aural Skills and Musicianship) 1 credits

A continuation of MUS-262L, this course is a study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training will be utilized. Prerequisites: MUS-262 and MUS-262L or Music Department approval. Co-requisite: MUS-351.

MUS-355[Δ♯◆]: Music History I 4 credits

This writing-intensive course is a survey of music from primitive times to the mid-18th century. It 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 period. Prerequisite: MUS-125.

MUS-357[◆]: Music Composition Seminar 2 credits

This course introduces students to the creative processes in music composition, building on the study of music theory as a foundation for composing original music. Students explore the parameters of music and sound by composing original works in various styles. Prerequisites: MUS-160 and MUS-160L.

MUS-358: Composition Using Music Technology 4 credits

This course will explore the use of music technology as a foundation for composing original works in various styles.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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MUS-359◆: Composition Using Music Technology 2 credits

This course will explore the use of music technology as a foundation for composing original works in various styles. Prerequisites: MUS-160 and MUS-160L.

MUS-360♯◆: Music History I 3 credits

This writing intensive course is a survey of music from primitive times to the mid-18th century. It 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 period.

MUS-360HNΔ♯◆: Music History I 3 credits

This writing intensive course is a survey of music from primitive times to the mid-18th century. It 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 period.

MUS-365Δ♯◆: Music History II 4 credits

This writing-intensive course is 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 periods. Prerequisite: MUS-355.

MUS-365HNΔ♯◆: Music History II 4 credits

This writing intensive course is 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 periods. Prerequisite: MUS-355.

MUS-366: Solo Literature: Instrumental 4 credits

This course is a survey of chamber music and symphonic literature. Emphasis is placed on studying selected repertoire through research and listening assignments. Prerequisite: MUS-155.

MUS-367: Solo Literature: Piano 4 credits

This course is a historical survey of piano literature. Emphasis is on learning repertoire through reading, writing, and listening assignments.

MUS-368: Solo Literature: Voice 4 credits

This course is a study on the nature and construct of (art) song as a genre.

MUS-369Δ♯◆: Music History II 3 credits

This writing intensive course is 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 periods. Prerequisite: MUS-360 or Music Department approval.

MUS-369HN♯◆: Music History II 3 credits

This writing intensive course is 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 periods. Prerequisite: MUS-360 or Music Department approval.

MUS-370Δ◆: Piano Literature I 2 credits

This course is a survey of baroque and classical periods. Emphasis is on learning the standard piano repertoire through reading and listening assignments.

MUS-375Δ◆: Song Literature I 2 credits

This course is a survey study of the composers, their styles, and literature from the beginning of solo song through the early romantic period. Practicum/field experience hours: None. This course is a survey study of the solo vocal song: representative composers, compositional style, and literature from the Baroque through the mid-twentieth century. The focus is on early Italian song, German Lieder, French mélodie and Russian song.

MUS-376Δ◆: Song Literature II 2 credits

This course is a survey study of the composers, their styles, and literature from the middle romantic period of solo song through the contemporary period. It is a continuation of MUS-375. Practicum/field experience hours: None. This course is a survey study of the solo vocal song: representative composers, compositional style, and literature from the mid-nineteenth century through the present, The focus is on English language song, late Italian song, song written outside Western Europe and the United States, and includes a brief introduction to American popular song. MUS-376 is a continuation of MUS-375: Song Literature I.

MUS-377Δ◆: Piano Literature II 2 credits

This course is a survey of romantic and contemporary periods. Emphasis is on learning the standard piano repertoire through reading and listening assignments.

MUS-378Δ◆: Chamber Music Literature 2 credits

This course is a survey of chamber music literature. Emphasis is on learning the standard repertoire through reading and listening assignments.

MUS-379◆: Symphonic Literature 2 credits

This course is a survey of symphonic literature. Emphasis is on learning the standard repertoire through reading and listening assignments.

MUS-383♯: Conducting 4 credits

This course is a study of the fundamentals and techniques of conducting. Emphasis is placed on basic conducting skills, fundamentals of baton technique, left hand technique, non-verbal communication, leadership, conducting terminology, transpositions, and score reading. Techniques of score study, artistic interpretation, and programming will be explored. Prerequisite: MUS-155.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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MUS-393♯◆: Form and Analysis 3 credits

This course is 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. Prerequisites: MUS-351 and MUS-351L, or MUS-275 or Music Department approval.

MUS-393HN♯◆: Form and Analysis 3 credits

This course is 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. Prerequisites: MUS-351 and MUS-351L, or MUS-275 or Music Department approval.

MUS-394◆: Counterpoint 3 credits

This course is a survey of contrapuntal practice from the 18th century. Background reference is made to early polyphonic music. Emphasis is given to 16th century species counterpoint and to analyzing and writing inventions and fugues in the 18th century style of J. S. Bach. An introduction is provided for the use of counterpoint in 20th century composition. Prerequisites: MUS-351 and MUS-351L, or MUS-275.

MUS-406◆: Jazz Techniques 1 credits

This course is a study of major jazz techniques and styles, including repertoire, instrumentation, improvisation, innovations, and major jazz ensembles.

MUS-417◆: Collaborative Piano I 2 credits

This course is an introduction to collaborative and accompanying techniques and repertoire. Emphasis is placed on effective personal practice and preparation methods and ensemble rehearsal techniques. Collaborative skills of shared musical leadership, ensemble balance, and other performance issues are addressed through master class and private coaching of repertoire prepared as part of required assignments in vocal and/or instrumental studios. Score study, sight-reading, as well as techniques for dealing with orchestral piano reductions are also covered. Prerequisite: Advanced Standing or Music Department approval.

MUS-418◆: Collaborative Piano II 2 credits

This course is a continuation to Collaborative Piano I. Collaborative and accompanying techniques and repertoire continue to be developed; collaborative skills of shared musical leadership, ensemble balance, and other performance issues are addressed through master class and private coaching of repertoire prepared as part of required assignments in vocal and/or instrumental studios. Score study, sight-reading, as well as techniques for dealing with orchestral piano reductions are also covered. Prerequisite: MUS-417 or Music Department approval.

MUS-427◆: Piano Pedagogy I 2 credits

This course is a study of beginner fundamentals of piano teaching. It includes survey, analysis, classification, and evaluation of beginning piano methods. Principles of studio management and planning are introduced. This course includes observation and supervised teaching in the Piano Laboratory Program, and both individual and group lesson settings. Prerequisite: MUS-377 or Music Department approval.

MUS-428◆: Piano Pedagogy II 2 credits

This course is a study of intermediate/early advanced fundamentals of piano teaching. It includes survey of, analysis, classification, and evaluation of beginning piano methods. Emphasis is also placed on studio management and planning. This course includes observation and supervised teaching in the Piano Laboratory Program, and both individual and group lesson settings. Prerequisite: MUS-427 or Music Department approval.

MUS-444: Collaborative Piano I 1 credits

This course is an introduction to collaborative and accompanying techniques and repertoire. Emphasis is placed on effective personal practice and preparation methods and ensemble rehearsal techniques. Collaborative skills of shared musical leadership, ensemble balance, and other performance issues are addressed through master class and private coaching of repertoire prepared as part of required assignments in vocal and/or instrumental studios. Score study, sight-reading, as well as techniques for dealing with orchestral piano reductions are also covered. Prerequisite: Advanced Standing or Music Department approval.

MUS-446: Collaborative Piano II 1 credits

This course is a continuation to Collaborative Piano I. Collaborative and accompanying techniques and repertoire continue to be developed; collaborative skills of shared musical leadership, ensemble balance, and other performance issues are addressed through master class and private coaching of repertoire prepared as part of required assignments in vocal and/or instrumental studios. Score study, sight-reading, as well as techniques for dealing with orchestral piano reductions are also covered. Prerequisite: MUS-444 or Music Department approval.

MUS-451♯◆: Advanced Choral Conducting 2 credits

This course is a study of advanced techniques of choral conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques will be explored. Prerequisite: MUS-223.

MUS-451HN♯◆: Advanced Choral Conducting 2 credits

This course is a study of advanced techniques of choral conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques will be explored. Prerequisite: MUS-223.

MUS-452♯◆: Advanced Instrumental Conducting 2 credits

This course is a study of advanced techniques of instrumental conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques will be explored. Prerequisite: MUS-223 or Music Department approval.

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MUS-452HN♯◆: Advanced Instrumental Conducting **2 credits**

This course is a study of advanced techniques of instrumental conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques will be explored. Prerequisite: MUS-223 or Music Department approval.

MUS-453◆: Advanced Conducting **2 credits**

This course is a study of advanced techniques of conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and programming will be explored. Prerequisite: MUS-223.

MUS-455◆: Vocal Pedagogy **2 credits**

This course is an exploration of voice science and pedagogy for voice instruction. Students will be required to demonstrate pedagogical application.

MUS-457◆: Instrumental Pedagogy **2 credits**

This course is a study of teaching instrumental music in the private music studio. The instruction is generally at the beginner level. This course includes observation in both individual and group lesson settings. Prerequisite: Advanced Standing or Music Department approval. Prerequisite: Advanced Standing or Music Department approval.

MUS-463: Orchestration & Arranging **4 credits**

This course is a study and application of techniques of scoring and arranging music for various instrumental and vocal ensembles. Programmatic technology requirements apply, as outlined in the University Policy Handbook. Prerequisite: MUS-260 or WSA-301 or MUS-201.

MUS-465: The Entrepreneurial Musician **4 credits**

This course is a study of the business and professional skills needed for musicians to turn their artistic passion into a profitable career. Topics include the mindset of entrepreneurs, networking and marketing, financial skills, and developing the independent teaching studio. The course culminates in the development of a professional portfolio and/or business plan that is true to the student's artistic voice.

MUS-490◆: Senior Seminar **2 credits**

This capstone course provides students an opportunity to develop their skills in an area of interest. Students will complete an independent project under faculty supervision.

MUS-495: Senior Capstone in Music **4 credits**

This capstone course provides students an opportunity to develop their skills in an area of interest. Students will complete an independent project under faculty supervision.

MUS-496: Senior Capstone in Commercial Music **4 credits**

This capstone course provides students an opportunity to develop their skills in an area of interest relevant to the commercial music industry. Students will complete an independent project under faculty supervision.

Music Applied Voice (MVA)

MVA-119◆: Private Voice Study I **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisites: Music Department approval and placement audition.

MVA-120◆: Private Voice Study Majors I **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

MVA-129◆: Private Voice Study II **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-130◆: Private Voice Study Majors II **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-120 or Music Department approval and placement audition.

MVA-219◆: Private Voice Study III **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-220◆: Private Voice Study Majors III **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-130 or Music Department approval and placement audition.

MVA-229◆: Private Voice Study IV **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-230◆: Private Voice Study Majors IV **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-220 or Music Department approval and placement audition.

MVA-319◆: Private Voice Study V **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-320◆: Private Voice Study Majors V **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-230 or Music Department approval and placement audition.

MVA-329◆: Private Voice Study VI **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

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MVA-330◆: Private Voice Study Majors VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-320 or Music Department approval and placement audition.

MVA-390Ω◆: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MVA-419◆: Private Voice Study VII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-420◆: Private Voice Study Majors VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-330 or Music Department approval and placement audition.

MVA-429◆: Private Voice Study VIII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-430◆: Private Voice Study Majors VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-420 or Music Department approval and placement audition.

MVA-490Ω◆: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Music Voice Class (MVC)

MVC-109◆: Class Voice (Majors) 1 credits

This course is class instruction for students with limited or no previous voice training. Instruction includes the study of vocal technique and is designed to pass Part I of the Vocal Proficiency Examination. The voice proficiency requirements are identified in the music handbook.

Woodwind Instruments (MWE)

MWE-113◆: Private Applied Instruction-Secondary I 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE-115◆: Private Applied Instruction I 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

MWE-123◆: Private Applied Instruction-Secondary II 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MWE-125◆: Private Applied Instruction II 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-115 or Music Department approval and placement audition.

MWE-213◆: Private Applied Instruction-Secondary III 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MWE-215◆: Private Applied Instruction III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-125 or Music Department approval and placement audition.

MWE-223◆: Private Applied Instruction-Secondary IV 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MWE-225◆: Private Applied Instruction IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-215 or Music Department approval and placement audition.

MWE-313◆: Private Applied Instruction-Secondary V 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MWE-315◆: Private Applied Instruction V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-225 or Music Department approval and placement audition.

MWE-323◆: Private Applied Instruction-Secondary VI 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

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MWE-325◆: Private Applied Instruction VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-315 or Music Department approval and placement audition.

MWE-390Ω◆: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MWE-413◆: Private Applied Instruction-Secondary VII 1 credits

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature.

MWE-415◆: Private Applied Instruction VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-325 or Music Department approval and placement audition.

MWE-423◆: Private Applied Instruction-Secondary VIII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MWE-425◆: Private Applied Instruction VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-415 or Music Department approval and placement audition.

MWE-490◆: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Nursing Remediation Course (NRC)

NRC-634: Nursing Remediation 0 credits

This course focuses on advanced pathology/physiology, advanced pharmacology, and advanced health assessment principles. The purpose of this course is to prepare the APRN learner for the 3P predictor exam. Emphasis is placed on creating a 6-week individual success plan. Content on the following systems will be reinforced: endocrinology, gastroenterology, hematology, men's health, neurology, orthopedics, pediatrics, pregnancy, psychiatry, respiration, sexually transmitted infections, urology, and women’s health. Prerequisite: NUR-631, NUR-635, NUR-634.

NRC-635: Nursing Remediation II 0 credits

This second remediation course focuses on advanced pathology/physiology, advanced pharmacology, and advanced health assessment principles. The purpose of this course is to prepare the APRN learner for the 3P exam. Emphasis is placed on creating a 16-week individual success plan. Content on the following systems will be reinforced: endocrinology, gastroenterology, hematology, men's health, neurology, orthopedics, pediatrics, pregnancy, psychiatry, respiration, sexually transmitted infections, urology, and women’s health. Prerequisite: NRC-634.

Nursing (NRS)

NRS-410◆: Pathophysiology and Nursing Management Of Client Health 3 credits

This course is designed to enhance the working RN's existing understanding of the pathophysiological processes of disease as they affect clients across the lifespan. The interrelationship of structural and functional reactions of cells and tissues to genetic alterations and injurious agents provide the foundation for comprehending clinical manifestations and treatment protocols. Critical thinking and nursing management will be enhanced through the use of case studies that integrate nutritional and pharmacological concepts. The understanding of environmental and biological risk factors will provide the nurse with the knowledge to provide health promotion and prevention education.

NRS-410V◆: Pathophysiology and Nursing Management of Clients' Health 3 credits

This course is designed to enhance the working RN’s existing understanding of the pathophysiological processes of disease as they affect clients across the lifespan. The interrelationship of structural and functional reactions of cells and tissues to genetic alterations and injurious agents provide the foundation for comprehending clinical manifestations and treatment protocols. Critical thinking and nursing management are enhanced through the use of case studies that integrate nutritional and pharmacological concepts. The understanding of environmental and biological risk factors provides the nurse with the knowledge to provide health promotion and prevention education.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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NRS-415Ω: Nursing Leadership and Interprofessional Collaboration 3 credits

This course is an introduction to the Core Competencies for Professional Nursing Education, the role of the professional nurse, and the importance of effective nursing leadership. Standards of practice, differentiated nursing practice, professional accountability, interprofessional collaboration, and quality improvement are emphasized with importance placed on the application of leadership styles and management skills.

NRS-420: Health Assessment 3 credits

This course focuses on methods of health history taking, physical examination skills, and documentation. Learners integrate assessment skills and clinical judgment/reasoning in identifying actual or potential health problems and needs across the life span. Health promotion strategies are incorporated to provide for the unique needs of the individual, ensuring person-centered care. Learners design plans of care based on evidence-based research and practice.

NRS-425: Health Promotion and Population Health 3 credits

This course focuses on the community as the patient taking into account varying cultures, spiritual values, geographic norms, and economic conditions. The course examines social determinants of health, including social, legal, and political variables impacting individual, community, and population health across the life span. Learners use epidemiological data, functional health pattern assessments, and nursing theories to plan and intervene in areas of health promotion and disease prevention across the life span.

NRS-427V◆: Concepts in Community and Public Health 3 credits

This course focuses on the community as a large system of people of varying cultures, spiritual values, geographic norms, and economic conditions, all influenced by social-legal-political variables that impact individual and community health. Particular attention is paid to vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion and disease prevention.

NRS-427VN◆: Concepts in Community and Public Health 3 credits

This course focuses on the community as a large system of people of varying cultures, spiritual values, geographic norms, and economic conditions, all influenced by social-legal-political variables that impact individual and community health. Particular attention is paid to vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion and disease prevention.

NRS-428VN: Concepts in Community and Public Health 3 credits

This course focuses on the community as a large system of people of varying cultures, spiritual values, geographic norms, and economic conditions, all influenced by social-legal-political variables that impact individual and community health. Particular attention is paid to vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion and disease prevention. Students are required to document 25 indirect clinical practice hours in association with this course.

NRS-429V◆: Family-Centered Health Promotion 3 credits

This course focuses on family theories, health promotion models, cultural diversity, and teaching learning principles. The course emphasizes the family as the client, family FHP health assessments, screenings across the lifespan, communication, community resources, and family education. Appropriate health promotion education is evaluated against evidence-based research and practice.

NRS-429VN◆: Family-Centered Health Promotion 3 credits

This course focuses on family theories, health promotion models, cultural diversity, and teaching learning principles. The course emphasizes the family as the client, family FHP health assessments, screenings across the lifespan, communication, community resources, and family education. Appropriate health promotion education is evaluated against evidence-based research and practice.

NRS-430VΩ: Professional Dynamics 3 credits

This course is a bridge course for the RN who is returning to formal education for the baccalaureate degree in nursing. The course focuses on differentiated nursing practice competencies, nursing conceptual models, professional accountability, integrating spirituality into practice, group dynamics, and critical thinking. The course also emphasizes writing and oral presentation skills.

NRS-431N: Public Health Nursing for California Nurses 3 credits

California registered nurses seeking to apply for California Public Health Nurse Certification will emphasize and further develop the concepts of epidemiology, emergency response, abuse, human trafficking, prevention and health promotion, community collaboration, and healthcare finances. During the course the learner will create a public health response plan while completing 90 public health hours with an approved preceptor. Practicum/field experience hours: 90. Prerequisite: NRS-493.

NRS-433VΔ: Introduction to Nursing Research 3 credits

This writing-intensive course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. Prerequisite: HLT-362V.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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NRS-434VN◆: Health Assessment 3 credits

This course focuses on methods of health history taking, physical examination skills, documentation, and health promotion strategies. The course emphasizes the individual as the client, health patterns across the life span, community resources, and the teaching-learning process.

NRS-440VN◆: Trends and Issues in Today's Health Care 3 credits

This course explores the impact of numerous professional and societal forces on health care policy and practice. Content includes an analysis of current studies; nursing care policy and position statements; political, environmental, and cultural issues; and changing nursing roles. The study of these issues examines the impact on health care delivery systems in today's society.

NRS-441VΩ: Professional Research Project 3 credits

The capstone project is a culmination of the learning experiences while a student in the nursing program. The student will prepare a written proposal for a project whose focus is the resolution of an issue or problem significant to professional nursing practice. The proposal includes a problem description, resolution, implementation, plans, evaluation plans, and proposed dissemination of findings. The professional capstone project proposal needs to reflect synthesis and integration of course content and professional practice. The capstone project is guided by the baccalaureate program student learner outcomes.

NRS-445Δ: Nursing Research and Evidence Based Practice 3 credits

This writing-intensive course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are analyzed with an emphasis on the critical review of research studies and their application to clinical practice. Learners develop evidence-based practice recommendations from the critical analysis of available literature guided by a PICOT question. Prerequisite: HLT-362V.

NRS-450: Nursing Informatics 3 credits

This course focuses on the methods and technologies used to acquire, process, and analyze patient data, emphasizing information and communication technologies that support the documentation of care and effective communication among health team members at all system levels. This course provides learners with an understanding of the importance of professional and ethical standards pertaining to the regulation and security of health information.

NRS-451VN: Nursing Leadership and Management 3 credits

Registered nurses with current licensure have a basic understanding of the role of the professional nurse. This course emphasizes further development of the professional nurse role. Critical management and leadership values, styles, and skills are a major focus. Particular attention is given to the identification of personal leadership styles and values. Importance is placed on development of effective management and leadership skills, with emphasis on effective communication.

NRS-455: Pathophysiology 3 credits

This course is designed to build upon existing knowledge of the pathophysiological processes of disease as they affect patients across the life span, recognizing the nurse's multidimensional role in health promotion and disease management and prevention, which include biological, environmental, social, psychological, and spiritual dimensions. Integration of nutritional and pharmacological concepts encourages critical thinking and application of nursing interventions. Prerequisite: NRS-420.

NRS-460: Complex Disease Management 3 credits

This course integrates knowledge from pathophysiology, pharmacology, nursing theory, and current evidence-based practice to inform clinical judgment and to ensure safe, effective, and holistic care. The nursing process is applied to provide safe, quality care reflecting cultural humility across the life span. Particular attention is paid to interprofessional collaboration in the process of disease management and care coordination.

NRS-465Δ: Applied Evidence-Based Project and Practicum 6 credits

The final course in the program is writing-intensive. It will integrate the academic and practical knowledge learners have acquired throughout the program's curriculum. Learners participate in planned clinical experiences that refine professional competencies at the baccalaureate level and enable them to integrate new knowledge and enhanced skills to advance nursing practice. Clinical practice hours are dedicated to learning objectives in leadership and community health. The evidence-based project provides learners an opportunity to identify a clinical nursing practice issue and propose a possible solution. Learners, under the guidance of faculty and approved preceptors, identify and analyze a nurse practice issue, develop a change project, and propose an evidence-based solution that reflects synthesis and integration of course content and professional practice. The evidence-based project development is guided by the baccalaureate program learning outcomes. Clinical hours: 40. Prerequisite: NRS-415, NRS-420, NRS-425, HLT-362V, NRS-445, PHI-413V, NRS-450, NRS-455, NRS-460.

NRS-490ΔΩ: Professional Capstone and Practicum 6 credits

This is a writing intensive course. The professional capstone practicum project offers students the opportunity to propose a resolution to an issue or problem significant to nursing practice within a clinical environment. Students identify, design, and propose an evidence-based solution within a health care organization with guidance from faculty and a preceptor in the field. The proposal must reflect synthesis and integration of course content and professional practice. Development of the capstone project is guided by the baccalaureate program student learning outcomes. Practicum/field experience hours: 100. Prerequisites: NRS-430V, NRS-429VN, NRS-434VN, NRS-427VN, NRS-433V, PHI-413V, NRS-451VN, NRS-410V, and NRS-440VN.

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NRS-491[Δ]: Professional Capstone and Practicum 6 credits

This is a writing intensive course. The professional capstone practicum project offers learners the opportunity to propose a resolution to an issue or problem significant to nursing practice within a clinical environment. Learners identify, design, and propose an evidence-based solution within a health care organization with guidance from faculty and a preceptor in the field. The proposal must reflect synthesis and integration of course content and professional practice. Development of the capstone project is guided by the baccalaureate program learner learning outcomes. Practicum/field experience hours: 100. Prerequisites: NRS-430V, NRS-429VN, NRS-434VN, NRS-427VN, NRS-433V, PHI-413V, NRS-451VN, NRS-410V, and NRS-440VN.

NRS-493[Δ]: Professional Capstone and Practicum 6 credits

This is a writing-intensive course. The course combines scholarly activities with clinical practice experiences designed to synthesize learning into the practice environment and impact health outcomes. Learners participate in planned, clinical experiences that refine professional competencies at the baccalaureate level and enable learners to integrate new knowledge and higher level skills to advance nursing practice. Clinical practice hours will be dedicated to learning objectives in leadership and in community health. The professional capstone project offers learners the opportunity to propose a resolution to an issue or problem significant to nursing practice within a clinical environment. Learners identify, design, and propose an evidence-based solution within a health care organization with guidance from faculty and a preceptor in the field. The proposal must reflect synthesis and integration of course content and professional practice. Development of the capstone project is guided by the baccalaureate program learner learning outcomes. Clinical hours: 100. Combined ; 50 hours in leadership and 50 hours in community health. Prerequisites: NRS-430V, NRS-429VN, NRS-434VN, NRS-428VN, HLT-362V, NRS-433V, PHI-413V, NRS-451VN, NRS-410V, and NRS-440VN.

Nutritional Sciences (NSC)

NSC-101: Introduction to Dietetics 2 credits

This introductory course provides students with a comprehensive overview of the field of dietetics, offering a foundational understanding of the pathway to becoming a registered dietitian nutritionist (RDN). Through a combination of theoretical knowledge and practical applications, students explore the essential principles of nutrition, dietary planning, and the role of dietitians in promoting health and well-being.

NSC-150[◆]: Nutrition and Wellness 4 credits

This is an introductory course in general nutrition and wellness, including the definitions of fitness and health, and review of fundamental nutritional principles. This course provides for a basic understanding of nutritional science and applications to food selection and overall health and wellness.

NSC-150B: Nutrition and Wellness 4 credits

This is an introductory course in general nutrition and wellness, including the definitions of fitness and health, and review of fundamental nutritional principles. This course provides for a basic understanding of nutritional science and applications to food selection and overall health and wellness.

NSC-305[ǂ]: Nutrition across the Lifespan 4 credits

This course examines nutritional requirements and applies the principles of basic nutrition to each stage of the life cycle, with a special emphasis on how growth, development and health status relate to nutrition. It also introduces the role of beliefs, culture, and other factors in nutrition. Prerequisite: NSC-150.

NSC-305HN[ǂ]: Nutrition across the Lifespan 4 credits

This course examines nutritional requirements and applies the principles of basic nutrition to each stage of the life cycle, with a special emphasis on how growth, development and health status relate to nutrition. It also introduces the role of beliefs, culture, and other factors in nutrition. Prerequisite: NSC-150.

NSC-315: Food and Nutrition Management 4 credits

Food and Nutrition Management offers students a comprehensive understanding of the principles, practices, and managerial skills required to excel in the dynamic field of large-scale food operations. Through a blend of theoretical concepts and practical applications, students explore various management styles, menu planning, recipe modification, operational strategies, and key considerations in overseeing food service establishments. Prerequisites: NSC-101 and NSC-150.

NSC-325: Nutrition Counseling and Communication 4 credits

Nutrition Counseling and Communication is an intersection of nutrition, counseling, and effective communication, with a strong emphasis on diversity, equity, and inclusion. Students explore the multifaceted role of nutrition professionals in fostering positive relationships with diverse clients and communities. Through a combination of theoretical frameworks, practical exercises, and case studies, participants develop essential skills in nutrition counseling and communication strategies tailored to meet the diverse needs of individuals and groups. Prerequisites: NSC-101, NSC-150, and BIO-319.

NSC-345: Community Nutrition 4 credits

This course explores nutrition's role in public health and communities. Students explore the role of nutrition professionals in enhancing community well-being and addressing health disparities. Through a combination of foundational knowledge, practical applications, and real-world examples, students gain insights into community-based-interventions, public policy, and the advancement of health equity. Prerequisites: NSC-101 and NSC-150.

NSC-350: Food Sciences 3 credits

This course explores the scientific principles of food preparation, processing, and preservation; attention to food safety; and ingredient interactions in meal preparation. Prerequisite: BIO-319.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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NSC-350L: Food Sciences Lab 1 credits

This course introduces food preparation with a focus on ingredient interactions and the impact of different food preparation methods. The laboratory complements the lecture course and covers food safety, meal planning, and purchasing. Prerequisite: BIO-319. Co-Requisite: NSC-350.

NSC-419: Advanced Nutrition 4 credits

This course applies concepts learned in earlier nutrition courses in a comprehensive and practical manner. Examples of covered topics include advanced meal planning, the nutritional needs of special populations, sports nutrition, and advanced applications of nutritional principles and research to solve nutrition-related problems. Prerequisite: BIO-319.

NSC-420: Advanced Nutrition I 4 credits

This advanced-level course delves into the intricate world of macronutrient metabolism, providing students with an in-depth understanding of the physiological processes governing the breakdown, utilization, and regulation of carbohydrates, proteins, and fats. Through a comprehensive exploration of molecular and cellular mechanisms, participants gain insights into how macronutrients contribute to energy production, cellular functions, and overall metabolic homeostasis. Prerequisites: NSC-150 and BIO-319.

NSC-425: Advanced Nutrition II 4 credits

This advanced-level course provides a comprehensive exploration of the metabolism of micronutrients, offering students an in-depth understanding of the essential role these compounds play in human health. Participants delve into the molecular processes governing the absorption, transport, and utilization of micronutrients, gaining insights into their physiological functions and impact on cellular metabolism. Prerequisites: NSC-101, NSC-150, and BIO-319.

NSC-475: Medical Nutrition Therapy I 4 credits

Medical Nutrition Therapy 1 provides students with a comprehensive understanding of the principles and applications of nutrition in the prevention and treatment of medical conditions. With a focus on health screening, coding, billing, and the practical implementation of medical nutrition therapy, students develop the knowledge and skills necessary to work collaboratively within the health care system. Prerequisites: NSC-101, NSC-150, and BIO-319.

NSC-480: Medical Nutrition Therapy II 3 credits

This advanced course delves into the clinical application and expanded role of medical nutrition therapy (MNT) within a clinical setting. Through an in-depth exploration of complex cases, evidence-based practices, and hands-on clinical experiences, students further develop their expertise in assessing, diagnosing, and implementing therapeutic nutrition interventions for diverse patient populations. Prerequisite: NSC-475. Co-Requisite: NSC-480L.

NSC-480L: Medical Nutrition Therapy II Lab 1 credits

The advanced Medical Nutrition Therapy Lab provides students with hands-on experiences to apply theoretical knowledge in a clinical setting. Through a series of interactive sessions, simulations, and practical exercises, students develop proficiency in conducting nutrition assessments, utilizing diagnostic testing, performing nutrition-focused physical exams, and implementing therapeutic nutrition interventions. Prerequisite: NSC-475. Co-Requisite: NSC-480.

NSC-490$^{\Delta}$: Nutrition Research 4 credits

This writing intensive course introduces basic research designs and their applications to nutrition. Examples of possible topics include applied epidemiology, nutrition-related health problems, food production and dissemination, and the issues of sustainability that surround these. Prerequisite: BIO-319.

NSC-495$^{\Delta f}$: Capstone in Nutrition 4 credits

This writing intensive capstone course requires students to integrate and apply what they have learned in the Nutrition program, as well as understand the ethics of nutritional sciences. For example, to demonstrate understanding of nutritional principles, students in this course develop client plans for individuals of different health statuses. Prerequisite: NSC-419 or NSC-420.

NSC-507: Introduction to Graduate Studies in Dietetics 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the Master of Science in Nutrition and Dietetics in the College of Natural Sciences. Emphasis is placed on utilizing the tools for graduate success and providing understanding of competency-based learning within the Future Education Model graduate program.

NSC-510: Behavioral Science and Counseling 4 credits

This course provides advanced knowledge in client-centered counseling techniques and the foundation of behavioral science. The course reviews the basic tenants of motivational interviewing and provides opportunity for students to apply these skills to motivate behavior change. Practicum/field experience hours: 100. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements.

NSC-550: Advanced Medical Nutrition Therapy 4 credits

This course provides an overview of the nutrition care process while developing a foundation for concepts of nutritional therapy in prevention and treatment of disease. It includes evidence-based practice of advanced therapies and patient management in nutrition support. Practicum/field experience hours: 100. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements. Prerequisite: NSC-510.

$^{\Delta}$ Writing intensive course | ◆ Fulfills General Education requirement | ^{f} Honors Major Course | $^{\Omega}$ Non-Transferable

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NSC-595: Applied Medical Nutrition Therapy 4 credits

This course builds on the foundation of evidence-based practice in nutrition therapy for prevention and treatment of disease by providing experiential learning opportunities in professional settings. Students apply foundational knowledge to complete hands-on practice and implementation. Practicum/field experience hours: 200. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements. Prerequisite: NSC 510, NSC 550.

NSC-600: Food and Nutrition Management 4 credits

This course provides an overview of standardized methods of quantity food preparation, menu planning, and management practices in food and nutrition. It provides students with the opportunity to apply didactic skills and knowledge into practice through experiential learning opportunities. Practicum/field experience hours: 200. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements.

NSC-650: Community Nutrition and Advocacy 4 credits

This course assesses the nutritional status of communities and populations. It identifies the nutrition professional's role in community-based nutrition intervention, development, and delivery of nutrition related policies, the understanding of cultural competence, and effective advocacy skills. Students apply foundational knowledge to complete hands-on practice and implementation. Practicum/field experience hours: 100. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements.

NSC-675: Leadership in Nutrition and Dietetics 4 credits

This course provides an exploration of leadership, management, and organization styles and behaviors within nutrition and dietetics. It examines the interaction between personal characteristics and organizational culture to equip students to develop leadership skills and strategies within the nutrition profession. Practicum/field experience hours: 50. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements.

NSC-695: Capstone in Nutrition and Dietetics 4 credits

This course requires students to build on the foundation of knowledge learned in the graduate program and apply evidence-based practice through hands-on experiential learning opportunities in a specified area of nutrition and dietetics. Students complete experiential learning hours to give them the hands-on experience they need to successfully enter the nutrition profession. Practicum/field experience hours: 250. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements. Prerequisite: NSC 595, NSC 600, NSC 650.

Nursing (NSG)

NSG-300: Foundations of Nursing 4 credits

This course introduces the nursing process and focuses on the development of critical thinking and clinical reasoning skills in the application of the nursing process in planning safe, culturally sensitive, client-centered care. Learners are introduced to concepts of health and physiologic and psychosocial alterations. The underlying theoretical concepts related to fundamental nursing skills are introduced. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300C, or NSG-300CA, or NSG-300CB.

NSG-300C: Foundations of Nursing Clinical 2 credits

In this clinical course, learners use the nursing process to identify clinical data and assessment findings to plan, prioritize, and implement direct client care in assigned health care settings related to the care of the adult population. Learners are expected to integrate principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Fundamental nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 56. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CA: Foundations of Nursing Clinical 2 credits

In this clinical course, learners use the nursing process to identify clinical data and assessment findings to plan, prioritize, and implement direct client care in assigned health care settings related to the care of the adult population. Learners are expected to integrate principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Fundamental nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 76. (64 clinical experience hours and 12 immersive simulation hours). Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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NSG-300CB: Foundations of Nursing Clinical 2 credits

In this clinical course, students use the nursing process to identify clinical data and assessment findings to plan, prioritize, and implement direct client care in assigned health care settings related to the care of the adult population. Students are expected to integrate principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Fundamental nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 64. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CC: FN Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CCA: FN Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CCB: FN Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CCF: FN Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CF: Foundations of Nursing Clinical 2 credits

In this clinical course, learners use the nursing process to identify clinical data and assessment findings to plan, prioritize, and implement direct client care in assigned health care settings related to the care of the adult population. Learners are expected to integrate principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Fundamental nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 66. (48 clinical experience hours and 18 immersive simulation hours). Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CI: FN Immersive Simulation 0 credits

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CIA: FN Immersive Simulation 0 credits

This immersive simulation provides learners with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Learners are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Drawing from current nursing practice standards, learners engage in immersive simulations using clinical scenarios, emphasizing clinical reasoning, critical thinking and judgment. Co-Requisite: NSG-300.

NSG-300CIB: FN Immersive Simulation 0 credits

This immersive simulation provides students with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Students are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Drawing from current nursing practice standards, students engage in immersive simulations using clinical scenarios, emphasizing clinical reasoning, critical thinking and judgment. Co-Requisite: NSG-300.

NSG-300CIF: FN Immersive Simulation 0 credits

This immersive simulation provides learners with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Learners are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Drawing from current nursing practice standards, learners engage in immersive simulations using clinical scenarios, emphasizing clinical reasoning, critical thinking and judgment. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

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NSG-310♯◆: Introduction to Professional Nursing 3 credits

This course introduces the professional standards, regulations, and ethical code that inform the field of nursing. Learners learn about scope and standards of practice with particular emphasis on the nurse's role in providing client-centered care as a member of an interdisciplinary health care team. Learners also learn skills in therapeutic, interpersonal, and interprofessional communication and examine the relationship of communication and technology to safety and positive client outcomes. Prerequisite: Admission into the nursing program.

NSG-310A: Introduction to Professional Nursing 2 credits

This course introduces the professional standards, regulations, and ethical code that inform the field of nursing. Students learn about scope and standards of practice with particular emphasis on the nurse's role in providing client-centered care as a member of an interdisciplinary health care team. Students also learn skills in therapeutic, interpersonal, and interprofessional communication and examine the relationship of communication and technology to safety and positive client outcomes.

NSG-310HN♯: Introduction to Professional Nursing 3 credits

This course introduces the professional standards, regulations, and ethical code that inform the field of nursing. Students learn about scope and standards of practice with particular emphasis on the nurse's role in providing client-centered care as a member of an interdisciplinary health care team. Students also learn skills in therapeutic, interpersonal, and interprofessional communication and examine the relationship of communication and technology to safety and positive client outcomes. Prerequisite: Admission into the nursing program.

NSG-316: Health Assessment 4 credits

In this course, learners use the nursing process to systematically collect, validate, and communicate the physiological, psychological, sociocultural, spiritual, lifestyle, and functional assessment data for diverse adult clients. Learners demonstrate client-centered interviewing skills and obtaining a health history, along with hands-on assessment techniques through supervised laboratory practice. Prerequisite: Admission into the nursing program.

NSG-318: Introduction to Pharmacology 3 credits

This course introduces basic principles of pharmacotherapy used in health promotion/maintenance and disease prevention for diverse populations across the life span. Learners learn principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics, and study drug classifications and corresponding mechanisms of action, including pathophysiological effects. Use of the nursing process in developing a comprehensive approach to the clinical application of drug therapy is also discussed. Prerequisite: Admission into the nursing program.

NSG-320: Adult Health Nursing I 5 credits

This course focuses on nursing care of adult clients. Learners demonstrate competency in the advancing role of the professional registered nurse and clinical reasoning to improve client outcomes. Learners begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement nursing care. Prerequisites: NSG-300, NSG-300C or NSG-300CA or NSG-300CB, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320C, or NSG-320CA, or NSG-320CB.

NSG-320C: Adult Health Nursing I Clinical 3 credits

In this clinical course, through use of the nursing process, learners begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement direct care for adults experiencing acute and chronic health disruptions in a variety of health care settings. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Medical-surgical nursing skills necessary to providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 132. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CA: Adult Health Nursing I Clinical 4 credits

In this clinical course, through use of the nursing process, learners begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement direct care for adults experiencing acute and chronic health disruptions in a variety of health care settings. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Medical-surgical nursing skills necessary to providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 160. (132 clinical experience hours and 28 immersive simulation hours). Prerequisites: NSG-300, NSG-300C or NSG-300CA, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CB: Adult Health Nursing I Clinical 3 credits

In this clinical course, through use of the nursing process, students begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement direct care for adults experiencing acute and chronic health disruptions in a variety of health care settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Medical-surgical nursing skills necessary to providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 144. Prerequisites: NSG-300, NSG-300CB, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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NSG-320CC: AHN I Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CCA: AHN I Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300C or NSG-300CA, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CCB: AHN I Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300CB, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CCF: AHN I Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300CF, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CF: Adult Health Nursing I Clinical 3 credits

In this clinical course, through use of the nursing process, learners begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement direct care for adults experiencing acute and chronic health disruptions in a variety of health care settings. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Medical-surgical nursing skills necessary to providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 148. (84 clinical experience hours and 64 immersive simulation hours). Prerequisites: NSG-300, NSG-300CF, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CI: AHN I Immersive Simulation 0 credits

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CIA: AHN I Immersive Simulation 0 credits

This immersive simulation provides learners with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Learners are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Drawing from current nursing practice standards, learners engage in immersive simulations using clinical scenarios, emphasizing clinical reasoning, critical thinking and judgment. Prerequisites: NSG-300, NSG-300C or NSG-300CA, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CIB: AHN I Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-300, NSG-300CB, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CIF: AHN I Immersive Simulation 0 credits

This immersive simulation provides learners with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Learners are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Drawing from current nursing practice standards, learners engage in immersive simulations using clinical scenarios, emphasizing clinical reasoning, critical thinking and judgment. Prerequisites: NSG-300, NSG-300CF, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

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NSG-322ǂ: Behavioral Health Nursing 3 credits

In this course, learners utilize the nursing process to provide behavioral health care in community and acute inpatient settings for individuals, families, and community groups. Emphasis is placed on primary, secondary, and tertiary levels of behavioral health care, including pharmacotherapy and nursing interventions for clients in crisis and clients with serious and persistent mental illness. Concepts including therapeutic communication, interdisciplinary collaboration, client-centered coping-skills, and affective skills of critical thinking and clinical judgment are integrated with biopsychosocial, spiritual, and cultural aspects of behavioral health nursing practice. Prerequisites: NSG-300, NSG-300C or NSG-300CA or NSG-300CB, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322C, or NSG-322CA, or NSG-322CB.

NSG-322C: Behavioral Health Nursing Clinical 1 credits

In this clinical course, learners use the nursing process to apply clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, assess, and implement direct client care in assigned behavioral health care settings. Learners have the opportunity to practice therapeutic communication skills. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Clinical hours: 60. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CA: Behavioral Health Nursing Clinical 1 credits

In this clinical course, learners use the nursing process to apply clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, assess, and implement direct client care in assigned behavioral health care settings. Learners have the opportunity to practice therapeutic communication skills. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Clinical hours: 64. (48 clinical experience hours and 16 immersive simulation hours). Prerequisites: NSG-300, NSG-300C or NSG-300CA, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CB: Behavioral Health Nursing Clinical 1 credits

In this clinical course, students use the nursing process to apply clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, assess, and implement direct client care in assigned behavioral health care settings. Students have the opportunity to practice therapeutic communication skills. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Clinical hours: 48. Prerequisites: NSG-300, NSG-300CB, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CC: BHN Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CCA: BHN Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300C or NSG-300CA, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CCB: BHN Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300CB, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CCF: BHN Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300CF, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CF: Behavioral Health Nursing Clinical 1 credits

In this clinical course, learners use the nursing process to apply clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, assess, and implement direct client care in assigned behavioral health care settings. Learners have the opportunity to practice therapeutic communication skills. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Clinical hours: 60. (36 clinical experience hours and 24 immersive simulation hours). Prerequisites: NSG-300, NSG-300CF, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

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NSG-322CI: BHN Immersive Simulation 0 credits

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CIA: BHN Immersive Simulation 0 credits

This immersive simulation provides learners with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Learners are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Drawing from current nursing practice standards, learners engage in immersive simulations using clinical scenarios, emphasizing clinical reasoning, critical thinking and judgment. Prerequisites: NSG-300, NSG-300C or NSG-300CA, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CIB: BHN Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-300, NSG-300CB, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CIF: BHN Immersive Simulation 0 credits

This immersive simulation provides learners with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Learners are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-300, NSG-300CF, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322HN♯: Behavioral Health Nursing 3 credits

In this course, students utilize the nursing process to provide behavioral health care in community and acute inpatient settings for individuals, families, and community groups. Emphasis is placed on primary, secondary, and tertiary levels of behavioral health care, including pharmacotherapy and nursing interventions for clients in crisis and clients with serious and persistent mental illness. Concepts including therapeutic communication, interdisciplinary collaboration, client-centered coping-skills, and affective skills of critical thinking are integrated with biopsychosocial, spiritual, and cultural aspects of behavioral health nursing practice. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322C.

NSG-324Δ: Research and Evidence-Based Practice 3 credits

In this writing-intensive course, learners are introduced to the research process and methodologies using qualitative and quantitative data. Learners examine the processes required to integrate evidence into nursing practice. Emphasis is on evaluation and application of scientific evidence affecting nurse-sensitive quality indicators. Learners differentiate types and levels of evidence and identify appropriate sources that inform nursing practice. Strategies for implementation, methods of evaluation, and dissemination of research findings are discussed. This course also expands on informatics technology used to support data, information, and knowledge needs in the delivery of nursing and health care. Prerequisites: NSG-300, NSG-300C or NSG-300CA or NSG-300CB, NSG-310, NSG-316, and NSG-318.

NSG-324A: Research and Evidence-Based Practice 2 credits

In this writing-intensive course, learners are introduced to the research process and methodologies using qualitative and quantitative data. Learners examine the processes required to integrate evidence into nursing practice. Emphasis is on evaluation and application of scientific evidence affecting nurse-sensitive quality indicators. Learners differentiate types and levels of evidence and identify appropriate sources that inform nursing practice. Strategies for implementation, methods of evaluation, and dissemination of research findings are discussed. This course also expands on informatics technology used to support data, information, and knowledge needs in the delivery of nursing and health care. Prerequisites: NSG-300, NSG-300C or NSG-300CA, NSG-310, NSG-316, and NSG-318.

NSG-400CA: Population Health Clinical 1 credits

In this clinical course, students apply nursing principles in public and population health related to health promotion and disease prevention for diverse populations in a variety of community settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for diverse populations. Clinical hours: 56. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440.

NSG-430: Adult Health Nursing II 5 credits

In this course, learners will synthesize advanced medical-surgical and pharmacologic concepts. Learners will use the nursing process to manage clients with higher levels of acuity and complex health needs. Prerequisites: NSG-320, NSG-320C or NSG-320CA or NSG-320CB or NSG-320CF, NSG-322, NSG-322C or NSG-322CA or NSG-322CB or NSG-320CF, and NSG-324 or NSG-324A. Co-Requisite: NSG-430C, or NSG-430CA, or NSG-430CB or NSG-430CF.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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NSG-430C: Adult Health Nursing Clinical II 2 credits

In this clinical course, students utilize the nursing process to independently plan, prioritize, implement, and evaluate direct client care for adults with complex health needs. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Advanced medical-surgical nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 60. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-430.

NSG-430CA: Adult Health Nursing Clinical II 2 credits

In this clinical course, learners utilize the nursing process to independently plan, prioritize, implement, and evaluate direct client care for adults with complex health needs. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Advanced medical-surgical nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 96. (84 clinical experience hours and 12 immersive simulation hours). Prerequisites: NSG-320, NSG-320C or NSG-320CA, NSG-322, NSG-322C or NSG-322CA, and NSG-324 or NSG-324A. Co-Requisite: NSG-430.

NSG-430CB: Adult Health Nursing Clinical II 2 credits

In this clinical course, students utilize the nursing process to independently plan, prioritize, implement, and evaluate direct client care for adults with complex health needs. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Advanced medical-surgical nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 64. Prerequisites: NSG-320, NSG-320CB, NSG-322, NSG-322CB, and NSG-324. Co-Requisite: NSG-430.

NSG-430CC: AHN II Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-430.

NSG-430CCA: AHN II Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320C or NSG-320CA, NSG-322, NSG-322C or NSG-322CA, and NSG-324 or NSG-324A. Co-Requisite: NSG-430.

NSG-430CCB: AHN II Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320CB, NSG-322, NSG-322CB, and NSG-324. Co-Requisite: NSG-430.

NSG-430CCF: AHN II Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: Prerequisites: NSG-320, NSG-320CF, NSG-322, NSG-322CF, and NSG-324. Co-Requisite: NSG-430.

NSG-430CF: Adult Health Nursing Clinical II 2 credits

In this clinical course, learners will utilize the nursing process to independently plan, prioritize, implement, and evaluate direct client care for adults with complex health needs. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Advanced medical-surgical nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 80. (48 clinical hours and 32 immersive simulation hours). Prerequisites: NSG-320, NSG-320CF, NSG-322, NSG-322CF, and NSG-324. Co-Requisite: NSG-430.

NSG-430CI: AHN II Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-430.

NSG-430CIA: AHN II Immersive Simulation 0 credits

This immersive simulation provides learners with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across various social and cultural contexts within simulated environments. Learners are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320C or NSG-320CA, NSG-322, NSG-322C or NSG-322CA, and NSG-324 or NSG-324A. Co-Requisite: NSG-430.

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NSG-430CIB: AHN II Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320CB, NSG-322, NSG-322CB, and NSG-324. Co-Requisite: NSG-430.

NSG-430CIF: AHN II Immersive Simulation 0 credits

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320CF, NSG-322, NSG-322CF, and NSG-324. Co-Requisite: NSG-430.

NSG-432: Nursing Care of the Childbearing Family 3 credits

This course introduces nursing concepts related to women's health, pregnancy, and newborn care. Focus is on health promotion and disease prevention, pharmacologic concepts, ethical and legal aspects, and decision making for childbearing families. Nursing care of the normal and high-risk childbearing family from preconception through the postpartum period is addressed. Emphasis is on promoting positive outcomes during the childbearing phase of family development. Prerequisites: NSG-320, NSG-320C or NSG-320CA or NSG-320CB, NSG-322, NSG-322C or NSG-322CA or NSG-322CB, and NSG-324 or NSG-324A. Co-Requisite: NSG-432C, or NSG-432CA, or NSG-432CB.

NSG-432C: Nursing Care of the Childbearing Family Clinical 1 credits

In this clinical course, students use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childbearing family. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Obstetric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 48. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-432.

NSG-432CA: Nursing Care of the Childbearing Family Clinical 1 credits

In this clinical course, learners will use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childbearing family. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Obstetric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 48. (36 clinical experience hours and 12 immersive simulation hours). Prerequisites: NSG-320, NSG-320C or NSG-320CA, NSG-322, NSG-322C or NSG-322CA, and NSG-324 or NSG-324A. Co-Requisite: NSG-432.

NSG-432CB: Nursing Care of the Childbearing Family Clinical 1 credits

In this clinical course, students use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childbearing family. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Obstetric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 48. Prerequisites: NSG-320, NSG-320CB, NSG-322, NSG-322CB, and NSG-324. Co-Requisite: NSG-432.

NSG-432CC: OB Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-432.

NSG-432CCA: OB Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320CA, NSG-322, NSG-322CA, and NSG-324A. Co-Requisite: NSG-432.

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NSG-432CCB: OB Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320CB, NSG-322, NSG-322CB, and NSG-324. Co-Requisite: NSG-432.

NSG-432CCF: OB Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320CF, NSG-322, NSG-322CF, and NSG-324. Co-Requisite: NSG-432.

NSG-432CF: Nursing Care of the Childbearing Family Clinical 1 credits

In this clinical course, learners will use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childbearing family. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Obstetric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 60. (36 clinical hours and 24 immersive simulation hours). Prerequisites: NSG-320, NSG-320CF, NSG-322, NSG-322CF, and NSG-324. Co-Requisite: NSG-432.

NSG-432CI: NCCF Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-432.

NSG-432CIA: NCCF Immersive Simulation 0 credits

This immersive simulation provides learners with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Learners are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320C or NSG-320CA, NSG-322, NSG-322C or NSG-322CA, and NSG-324 or NSG-324A. Co-Requisite: NSG-432.

NSG-432CIB: NCCF Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320CB, NSG-322, NSG-322CB, and NSG-324. Co-Requisite: NSG-432.

NSG-432CIF: NCCF Immersive Simulation 0 credits

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320CF, NSG-322, NSG-322CF, and NSG-324. Co-Requisite: NSG-432.

NSG-434: Nursing Care of the Childrearing Family 3 credits

This course focuses on theories and concepts of growth and development, cultural influences, ethical issues, and physiological responses related to the nursing care of both the sick and well child. Emphasis is placed on teaching and community resources related to the childrearing family from infancy through adolescence. Prerequisites: NSG-320, NSG-320C or NSG-320CA or NSG-320CB or NSG-320CF, NSG-322, NSG-322C or NSG-322CA or NSG-322CB or NSG-322CF, and NSG-324 or NSG-324A. Co-Requisite: NSG-434C, or NSG-434CA, NSG-434CB, or NSG-434CF.

NSG-434C: Nursing Care of the Childrearing Family Clinical 1 credits

In this clinical course, learners use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childrearing family. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Pediatric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 48. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-434.

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NSG-434CA: Nursing Care of the Childrearing Family Clinical **1 credits**

In this clinical course, learners use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childrearing family. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Pediatric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 48. (36 clinical experience hours and 12 immersive simulation hours). Prerequisites: NSG-320, NSG-320C or NSG-320CA, NSG-322, NSG-322C or NSG-322CA, and NSG-324 or NSG-324A. Co-Requisite: NSG-434.

NSG-434CB: Nursing Care of the Childrearing Family Clinical **1 credits**

In this clinical course, students use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childrearing family. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Pediatric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 48. Prerequisites: NSG-320, NSG-320CB, NSG-322, NSG-322CB, and NSG-324. Co-Requisite: NSG-434.

NSG-434CC: Peds Clinical Rotation **0 credits**

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-434.

NSG-434CCA: Peds Clinical Rotation **0 credits**

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320C or NSG-320CA, NSG-322, NSG-322C or NSG-322CA, and NSG-324 or NSG-324A. Co-Requisite: NSG-434.

NSG-434CCB: Peds Clinical Rotation **0 credits**

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320CB, NSG-322, NSG-322CB, and NSG-324. Co-Requisite: NSG-434.

NSG-434CF: Nursing Care of the Childrearing Family Clinical **1 credits**

In this clinical course, students use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childrearing family. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Pediatric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 48. (24 clinical experience hours and 24 immersive simulation hours). Prerequisites: NSG-320, NSG-320CF, NSG-322, NSG-322CF, and NSG-324. Co-Requisite: NSG-434.

NSG-434CI: Peds Immersive Simulation **0 credits**

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-434.

NSG-434CIA: Peds Immersive Simulation **0 credits**

This immersive simulation provides learner with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Learners are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320C or NSG-320CA, NSG-322, NSG-322C or NSG-322CA, and NSG-324 or NSG-324A. Co-Requisite: NSG-434.

NSG-434CIB: Peds Immersive Simulation **0 credits**

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320CB, NSG-322, NSG-322CB, and NSG-324. Co-Requisite: NSG-434.

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NSG-434CIF: Peds Immersive Simulation 0 credits

This immersive simulation provides students with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Students are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Drawing from current nursing practice standards, students engage in immersive simulations using clinical scenarios, emphasizing clinical reasoning, critical thinking and judgment. Prerequisites: NSG-320, NSG-320CF, NSG-322, NSG-322CF, and NSG-324. Co-Requisite: NSG-434.

NSG-436[ǂ]: Leadership, Ethics, and Policy in Health Care 3 credits

This course explores nursing leadership, nursing's role in policy advocacy and development, and ethical and legal principles that impact nursing and the provision of health care within a complex health care delivery system. Learners will examine the influence of the nursing profession on policy and regulation, the financial structure of health care systems, and issues related to improving quality and client outcomes within health care organizations using leadership and management concepts. Learners will apply ethical and legal principles while evaluating the relationship between law and ethics and its impact on diverse individuals, families, and communities. Prerequisites: NSG-320, NSG-320C or NSG-320CA or NSG-320CB or NSG-320CF, NSG-322, NSG-322C or NSG-322CA or NSG-322CB or NSG-320CF, and NSG-324 or NSG-324A.

NSG-440[ǂ]: Population Health 3 credits

This course focuses on the role of the nurse in population-focused health, examining population-based systems, and community, individual, and family-focused population health practice. Emphasis is on addressing issues of overall health improvement, the broad determinants of health, and the elimination of health disparities among vulnerable populations. Learners apply epidemiologic concepts and evidence-based research to the study of disease and develop strategies to promote health and prevent disease in diverse communities and populations with an emphasis on community-based assessment and partnership as well as broader population-focused interventions. Prerequisites: NSG-430, NSG-430C or NSG-430CA or NSG-430CB or NSG-430CF, NSG-432, NSG-432C or NSG-432CA or NSG-432CB or NSG-432CF, NSG-434, NSG-434C or NSG-434CA or NSG-434CB or NSG-434CF, and NSG-436. Co-Requisite: NSG-440C, or NSG-440CA, or NSG-440CB or NSG-440CF.

NSG-440C: Population Health Clinical 1 credits

In this clinical course, learners apply nursing principles in public and population health related to health promotion and disease prevention for diverse populations in a variety of community settings. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for diverse populations. Clinical hours: 48. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440.

NSG-440CA: Population Health Clinical 1 credits

In this clinical course, learners apply nursing principles in public and population health related to health promotion and disease prevention for diverse populations in a variety of community settings. Learners are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for diverse populations. Clinical hours: 56. (48 clinical experience hours and 8 immersive simulation hours). Prerequisites: NSG-430, NSG-430CA, NSG-432, NSG-432CA, NSG-434, NSG-434CA, and NSG-436. Co-Requisite: NSG-440.

NSG-440CB: Population Health Clinical 1 credits

In this clinical course, students apply nursing principles in public and population health related to health promotion and disease prevention for diverse populations in a variety of community settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for diverse populations. Clinical hours: 64. Prerequisites: NSG-430, NSG-430CB, NSG-432, NSG-432CB, NSG-434, NSG-434CB, and NSG-436. Co-Requisite: NSG-440.

NSG-440CC: PH Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440.

NSG-440CCA: PH Clinical Rotation 0 credits

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430CA, NSG-432, NSG-432CA, NSG-434, NSG-434CA, and NSG-436. Co-Requisite: NSG-440.

NSG-440CCB: PH Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430CB, NSG-432, NSG-432CB, NSG-434, NSG-434CB, and NSG-436. Co-Requisite: NSG-440.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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NSG-440CCF: PH Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430CF, NSG-432, NSG-432CF, NSG-434, NSG-434CF, and NSG-436. Co-Requisite: NSG-440.

NSG-440CF: Population Health Clinical 1 credits

In this clinical course, students apply nursing principles in public and population health related to health promotion and disease prevention for diverse populations in a variety of community settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for diverse populations. Clinical hours: 64. (48 clinical experience hours and 16 immersive simulation hours). Prerequisites: NSG-430, NSG-430CF, NSG-432, NSG-432CF, NSG-434, NSG-434CF, and NSG-436. Co-Requisite: NSG-440.

NSG-440CI: PH Immersive Simulation 0 credits

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440.

NSG-440CIA: PH Immersive Simulation 0 credits

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430CA, NSG-432, NSG-432CA, NSG-434, NSG-434CA, and NSG-436. Co-Requisite: NSG-440.

NSG-440CIB: PH Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430CB, NSG-432, NSG-432CB, NSG-434, NSG-434CB, and NSG-436. Co-Requisite: NSG-440.

NSG-440CIF: PH Immersive Simulation 0 credits

This immersive simulation provides students with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Students are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Drawing from current nursing practice standards, students engage in immersive simulations using clinical scenarios, emphasizing clinical reasoning, critical thinking and judgment. Prerequisites: NSG-430, NSG-430CF, NSG-432, NSG-432CF, NSG-434, NSG-434CF, and NSG-436. Co-Requisite: NSG-440.

NSG-440HN[ǂ]: Population Health 3 credits

This course focuses on the role of the nurse in population-focused health, examining population-based systems, and community, individual, and family-focused population health practice. Emphasis is on addressing issues of overall health improvement, the broad determinants of health, and the elimination of health disparities among vulnerable populations. Students apply epidemiologic concepts and evidence-based research to the study of disease and develop strategies to promote health and prevent disease in diverse communities and populations with an emphasis on community-based assessment and partnership as well as broader population-focused interventions. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440C.

NSG-444: Transition to Practice 4 credits

This course focuses on the reinforcement of medical-surgical concepts and career readiness preparation to support learners as they transition into the role of the professional registered nurse. Prerequisites: NSG-430, NSG-430C or NSG-430CB or NSG-430CF, NSG-432, NSG-432C or NSG-432CB or NSG-432CF, NSG-434, NSG-434C or NSG-434CB or NSG-434CF, and NSG-436. Co-Requisite: NSG-444C or NSG-444CB or NSG-444CF.

NSG-444A: Transition to Practice 3 credits

This course focuses on the reinforcement of medical-surgical concepts and career readiness preparation to support learners as they transition into the role of the professional registered nurse. Prerequisites: NSG-430, NSG-430CA, NSG-432, NSG-432CA, NSG-434, NSG-434CA, and NSG-436. Co-Requisite: NSG-444CA.

NSG-444C: Transition to Practice Group or Residency Clinical 3 credits

In this clinical course, learners delegate care and integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for multiple clients. Advanced medical-surgical nursing skills necessary for providing care are reinforced and practiced in simulated settings. Clinical hours: 120. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ǂ] Honors Major Course | [Ω] Non-Transferable

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NSG-444C1A: TTP Group Rotation: Medical/Surgical **0 credits**

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430CA, NSG-432, NSG-432CA, NSG-434, NSG-434CA, and NSG-436. Co-Requisite: NSG-444A.

NSG-444C1B: TTP Group Rotation: Medical/Surgical **0 credits**

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430CB, NSG-432, NSG-432CB, NSG-434, NSG-434CB, and NSG-436. Co-Requisite: NSG-444.

NSG-444C6A: TTP Group Rotation: Complex Care **0 credits**

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided with the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430CA, NSG-432, NSG-432CA, NSG-434, NSG-434CA, and NSG-436. Co-Requisite: NSG-444A.

NSG-444C6B: TTP Group Rotation: Complex Care **0 credits**

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430CB, NSG-432, NSG-432CB, NSG-434, NSG-434CB, and NSG-436. Co-Requisite: NSG-444.

NSG-444C8A: TTP Residency **0 credits**

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided with the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430CA, NSG-432, NSG-432CA, NSG-434, NSG-434CA, and NSG-436. Co-Requisite: NSG-444A.

NSG-444C8B: TTP Residency **0 credits**

This residency provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430CB, NSG-432, NSG-432CB, NSG-434, NSG-434CB, and NSG-436. Co-Requisite: NSG-444.

NSG-444CA: Transition to Practice Group or Residency Clinical **4 credits**

In this clinical course, learners delegate care and integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for multiple clients. Advanced medical-surgical nursing skills necessary for providing care are reinforced and practiced in simulated settings. Clinical hours: 202. (168 clinical experience hours and 34 immersive simulation hours). Prerequisites: NSG-430, NSG-430CA, NSG-432, NSG-432CA, NSG-434, NSG-434CA, and NSG-436. Co-Requisite: NSG-444A.

NSG-444CB: Transition to Practice Group or Residency Clinical **3 credits**

In this clinical course, students delegate care and integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for multiple clients. Advanced medical-surgical nursing skills necessary for providing care are reinforced and practiced in simulated settings. Clinical hours: 120. Prerequisites: NSG-430, NSG-430CB, NSG-432, NSG-432CB, NSG-434, NSG-434CB, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD1: TTP Group Rotation: Medical/Surgical **0 credits**

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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NSG-444CD2: TTP Group Rotation: Behavioral Health **0 credits**

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD3: TTP Group Rotation: OB **0 credits**

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD4: TTP Group Rotation: Pediatrics **0 credits**

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD5: TTP Group Rotation: Population Health **0 credits**

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD6: TTP Group Rotation: Complex Care **0 credits**

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD7: TTP Group Rotation: Long-Term Care **0 credits**

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CE8: TTP Residency **0 credits**

This clinical rotation provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CF: Transition to Practice Group or Residency Clinical **3 credits**

In this clinical course, students delegate care and integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for multiple clients. Advanced medical-surgical nursing skills necessary for providing care are reinforced and practiced in simulated settings. Clinical hours: 124. (84 clinical hours for group rotation and 40 hours for immersive simulation) (108 hours for TTP residency and 16 hours for immersive simulation). Prerequisites: NSG-430, NSG-430CF, NSG-432, NSG-432CF, NSG-434, NSG-434CF, and NSG-436. Co-Requisite: NSG-444.

NSG-444CI: TTP Immersive Simulation **0 credits**

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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NSG-444CIA: TTP Immersive Simulation 0 credits

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430CA, NSG-432, NSG-432CA, NSG-434, NSG-434CA, and NSG-436. Co-Requisite: NSG-444A.

NSG-444CIB: TTP Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430CB, NSG-432, NSG-432CB, NSG-434, NSG-434CB, and NSG-436. Co-Requisite: NSG-444.

NSG-444CIF: TTP Immersive Simulation 0 credits

This immersive simulation provides students with hands-on learning opportunities, allowing for the integration of skills and knowledge in client care across diverse social and cultural contexts within simulated environments. Students are provided the opportunity to display the competencies necessary for delivering holistic and safe client-centered care. Drawing from current nursing practice standards, students engage in immersive simulations using clinical scenarios, emphasizing clinical reasoning, critical thinking and judgment. Prerequisites: NSG-430, NSG-430CF, NSG-432, NSG-432CF, NSG-434, NSG-434CF, and NSG-436. Co-Requisite: NSG-444.

NSG-444CT: TTP Immersive Simulation 0 credits

This immersive simulation experience provides learners with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Learners are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Learners apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CTA: TTP Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-448$^{\Delta}$: Evidence-Based Project Capstone 3 credits

This writing-intensive capstone provides learners a culminating professional experience synthesizing a clinical change project—initiated in NSG-324 or NSG-324A--as a means of improving clinical practice and quality of care. This course assists learners as they develop into effective change agents and advocates for improvements and quality care. Theories and concepts from liberal arts education, nursing practice, and PICOT principles are included as learners progress through the final development and presentation of a clinical change project. Emphasis is placed on applying evidence-based practice in the clinical setting. Prerequisites: NSG-430, NSG-430C or NSG-430CA or NSG-430CB or NSG-430CF, NSG-432, NSG-432C or NSG-432CA or NSG-432CB or NSG-432CF, NSG-434, NSG-434C or NSG-434CA or NSG-434CB or NSG-434CF, and NSG-436.

Nursing (NUR)

NUR-324$^{\Delta}$: Research and Evidence-Based Practice 4 credits

In this writing-intensive course, students are introduced to the research process and methodologies using qualitative and quantitative data. Students examine the processes required to translate and integrate evidence into nursing practice. Emphasis is on evaluation and application of scientific evidence affecting nurse-sensitive quality indicators. Students differentiate types and levels of evidence and identify appropriate sources that inform nursing practice. Strategies for implementation, methods of evaluation, and dissemination of research findings are discussed. This course also expands on informatics technology used to support data, information, and knowledge needs in the provision and delivery of nursing and health care. Prerequisites: NUR-300, NUR-300C, NUR-315, NUR-316, and NUR-318.

NUR-502$^{\Omega}$: Theoretical Foundations for Nursing Roles And Practice 4 credits

This course examines nursing as a profession and a discipline and the individual nurse's role as a member of the profession. The theoretical foundations for nursing practice and roles are explored and applied. Emphasis is placed on developing scholarly writing and presentation skills. Critical thinking skills are refined as students discuss and synthesize the literature that guides nursing practice with a special emphasis on caring, diversity, and spirituality.

NUR-504: Health Care Research Analysis and Utilization 4 credits

This course focuses on the critical analysis of nursing and health care research and its application to nursing education, nursing practice, and the delivery of health care services. Emphasis is placed on strategies to access current and relevant data, synthesize the information, and translate new knowledge to practice. Ethical issues in the design and conduct of research are addressed. Prerequisite: NUR-502.

$^{\Delta}$ Writing intensive course | ◆ Fulfills General Education requirement | ^{f} Honors Major Course | $^{\Omega}$ Non-Transferable

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NUR-508: Ethics, Policy, and Finance in the Health Care System **4 credits**

This course utilizes health care policy as a framework to analyze how health is defined and health care is designed and delivered in the United States and around the world. Emphasis is placed on issues of cost, quality, access, disparities, and finance. The various roles of the master's prepared nurse in the health care system are explored. Prerequisite: NUR-504.

NUR-513Ω: Introduction to Advanced Registered Nursing **4 credits**

This course examines nursing theory and the role of ethics for advanced registered nurses within the Christian worldview and through a leadership perspective focused on improving health care outcomes. Learners explore the moral/ethical responsibilities and legal and regulatory obligations of advanced registered nurses in health promotion and disease prevention. Learners also review evidence-based practice (EBP) literature and the research process with application to their program of study and learn to navigate scholarly EBP literature, resources, and guidelines.

NUR-513AΩ: Foundations of Advanced Nursing Practice **4 credits**

This course examines nursing theory and the role of ethics for advanced registered nurses within the Christian worldview and through a leadership perspective focused on improving health care outcomes. Learners explore the moral/ethical responsibilities and legal and regulatory obligations of advanced registered nurses in health promotion and disease prevention. Learners also review evidence-based practice (EBP) literature and the research process with application to their program of study and learn to navigate scholarly EBP literature, resources, and guidelines.

NUR-514: Organizational Leadership and Informatics **4 credits**

This course examines the role of leadership, organizational science, policy, and informatics in supporting safe, high-quality, cost-effective patient care within interprofessional, dynamic health care environments. Learners explore various organizational relationships within health care systems and prepare to participate in the design of cost-effective, innovative models of care delivery and practice change proposals. Professional leadership theories and how they shape the nurse leader in such things as collaboration, conflict resolution, decision-making, and negotiation are introduced. Learners discuss change management theories and evaluate the ethical, social, legal, economic, and political implications of practice change and health care informatics along with strategies for managing human, fiscal, and health care resources in a variety of organizational systems. Learners also examine the uses of patient-care, information systems, and communication technologies and discuss the design, implementation, and evaluation of electronic health record systems and clinical decision support systems.

NUR-514AΩ: Organizational Leadership and Informatics **4 credits**

This course examines the role of leadership, organizational science, policy, and informatics in supporting safe, high-quality, cost-effective patient care within interprofessional, dynamic health care environments. Learners explore various organizational relationships within health care systems and prepare to participate in the design of cost-effective, innovative models of care delivery and practice change proposals. Professional leadership theories and how they shape the nurse leader in such things as collaboration, conflict resolution, decision-making, and negotiation are introduced. Learners discuss change management theories and evaluate the ethical, social, legal, economic, and political implications of practice change and health care informatics along with strategies for managing human, fiscal, and health care resources in a variety of organizational systems. Learners also examine the uses of patient-care, information systems, and communication technologies and discuss the design, implementation, and evaluation of electronic health record systems and clinical decision support systems. Prerequisite: NUR-513A.

NUR-550: Translational Research and Population Health Management **4 credits**

In this course learners examine the process of scientific inquiry, knowledge generation, utilization, and dissemination of evidence into advanced nursing practice in order to propose quality-improvement initiatives that advance the delivery of safe, high-quality care for patient populations. Learners critically evaluate evidence, including scientific findings from the biopsychosocial fields, epidemiology, biostatistics, genetics, and genomics, and apply levels of evidence and theoretical frameworks to design culturally appropriate clinical prevention interventions and population-based care that reduces risks, prevents disease, and promotes health and well-being. Learners also consider strategies to evaluate health policy and advocacy issues, the state of health care delivery, patient-centered care, and ethical principles related to health beliefs, health promotion, and risk reduction for diverse populations. Learners apply these strategies to work towards recognizing gaps in nursing and health care knowledge, identifying potential solutions or innovations for those gaps, planning and implementing practice changes, and evaluating the outcomes in order to improve practice. Prerequisites: NUR-513 and NUR-514.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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NUR-550A$^{\Omega}$: Translational Research and Population Health Management **4 credits**

In this course learners examine the process of scientific inquiry, knowledge generation, utilization, and dissemination of evidence into advanced nursing practice in order to propose quality-improvement initiatives that advance the delivery of safe, high-quality care for patient populations. Learners critically evaluate evidence, including scientific findings from the biopsychosocial fields, epidemiology, biostatistics, genetics, and genomics, and apply levels of evidence and theoretical frameworks to design culturally appropriate clinical prevention interventions and population-based care that reduces risks, prevents disease, and promotes health and well-being. Learners also consider strategies to evaluate health policy and advocacy issues, the state of health care delivery, patient-centered care, and ethical principles related to health beliefs, health promotion, and risk reduction for a variety of populations. Learners apply these strategies to work towards recognizing gaps in nursing and health care knowledge, identifying potential solutions or innovations for those gaps, planning and implementing practice changes, and evaluating the outcomes in order to improve practice. Prerequisite: NUR-514A.

NUR-590$^{\Omega}$: Evidence-Based Practice Project **4 credits**

This course provides an opportunity for learners to complete their evidence-based practice (EBP) project proposal that addresses a problem, issue, or concern in their specialty area of professional practice. Learners previously identified a problem amenable to a research-based intervention, searched the literature, and proposed a solution. Now learners will explore implementation considerations and various evaluation methodologies, complete the project proposal by developing a plan to implement the solution into the intended practice area, and design an evaluation plan that will assess the EBP project proposal's intended outcome(s). Prerequisite: NUR-550.

NUR-590A$^{\Omega}$: Evidence-Based Practice Project **4 credits**

This course provides an opportunity for learners to complete their evidence-based practice (EBP) project proposal that addresses a problem, issue, or concern in their specialty area of professional practice. Learners previously identified a problem amenable to a research-based intervention, searched the literature, and proposed a solution. Now learners explore implementation considerations and various evaluation methodologies, complete the project proposal by developing a plan to implement the solution into the intended practice area, and design an evaluation plan that assesses the EBP project proposal's intended outcome(s). Prerequisite: NUR-550A.

NUR-600$^{\Omega}$: Advanced Integrative Concepts: Pathophysiology, Pharmacology and Assessment **4 credits**

This course emphasizes the integration of advanced-level assessment, pathophysiology, and pharmacology in a variety of nursing practice roles. The course centers around these foundational nursing concepts: clinical judgment; communication; compassionate care; ethics; evidence-based practice; health policy; and social determinants of health. These concepts are well-represented in nursing practice and supported by nursing literature, while serving as essential elements to develop knowledge, skills, and attitudes at the graduate-level of professional nursing. The concepts create connections across multiple competency domains, defining and distinguishing nursing practice while connecting it to other health professions. Learners demonstrate the integration of these concepts within advanced pathophysiology, pharmacology, and assessment. Prerequisite: NUR-590A.

NUR-621: Principles of Health Care Financial Management **4 credits**

In this course, learners study principles of health care financial management and the role of fiscal responsibility within health care organizations. Along with an overview of operational budgets, learners delve into the key aspects of the economic drivers and financial requirements impacting organizations, including the financial demands and implications of specific health care delivery models, efficient staffing models, and the management of operational expenses. Learners examine the challenges of aligning key financial performance indicators with safety and quality measures as required in the evolving health care industry. Prerequisite: NUR-590.

NUR-621A$^{\Omega}$: Principles of Health Care Financial Management **4 credits**

In this course, learners study principles of health care financial management and the role of fiscal responsibility within health care organizations. Along with an overview of operational budgets, learners delve into the key aspects of the economic drivers and financial requirements impacting organizations, including the financial demands and implications of specific health care delivery models, efficient staffing models, and the management of operational expenses. Learners examine the challenges of aligning key financial performance indicators with safety and quality measures as required in the evolving health care industry. This course prepares learners to analyze key financial principles and economic drivers influencing health care organizations, evaluate the fiscal implications of various health care delivery and staffing models, and apply financial management strategies to align operational budgets with quality and safety standards in an evolving health care landscape. Prerequisite: HCA-545A.

NUR-630: Performance Improvement and Quality in Health Care **4 credits**

This course examines models of performance and quality improvement in health care. Learners differentiate measures of quality and learn to apply industry standard tools and process improvement methodology to enhance safety and positively impact patient outcomes and financial performance. Prerequisite: NUR-590.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | $^{\sharp}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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NUR-630A$^{\Omega}$: Performance Improvement and Quality in Health Care 4 credits

This course examines advanced models of performance and quality improvement in health care. Learners differentiate measures of quality and learn to apply industry standard tools and process improvement methodology to enhance safety and positively impact patient outcomes and financial performance. This course prepares learners to evaluate quality improvement models, apply industry-standard tools to enhance patient safety and efficiency, and conduct a needs assessment to identify key areas for health care improvement. Prerequisite: NUR-621A.

NUR-631$^{\Omega}$: Advanced Physiology and Pathophysiology 4 credits

This course focuses on advanced physiology and pathophysiology principles across the life span. This course is used to guide the advanced nursing practice learner in understanding normal function and interpreting changes in normal function that result in symptoms and diagnostic markers indicative of illness. Emphasis is placed on the following systems: cellular environment and inflammatory changes; fluids, electrolytes and acid-base balance; genetics, genetic diseases, and the role of the environment; stress, disease, and the development of neoplasms; hematology and alterations in immunity. In addition, the physiology and pathophysiology of the endocrine, pulmonary, renal, digestive and integumentary, cardiovascular and lymphatic, musculoskeletal, reproductive, and neurological systems, including mood disorders, are addressed. Prerequisite: NUR-590 or NUR-590A.

NUR-634$^{\Omega}$: Advanced Health Assessment and Diagnostic Reasoning With Skills Lab 4 credits

This course builds upon the learner's undergraduate and clinical assessment skills, offering advanced health assessment content to provide the foundation for the advanced practice nursing role across the life span. This course addresses the completion and interpretation of a head-to-toe assessment in addition to focused assessments for chief complaints that include physical, psychosocial, spiritual, risk, and functional assessments in various populations across the lifespan. Learners learn a systematic method of diagnostic reasoning and clinical decision-making to establish differential diagnoses. Prerequisites: NUR-631, and either NUR-632, NUR-633, or NUR-635.

NUR-635$^{\Omega}$: Advanced Pharmacology 4 credits

This course focuses on the basic concepts and principles of pharmacokinetics and pharmacodynamics and their practical implication in clinical practice across the life span. This course also places an emphasis on the strong influence of physiological variables (age, ethnicity, or pregnancy) and pathological conditions (hepatic or renal insufficiency, cardiac dysfunction) on drugs' pharmacological response. An in-depth understanding of the relationship between patient's physiological/pathological variables and pharmacodynamics/pharmacokinetics can provide additional insight for practitioners in predicting potential drug interactions, and thus will provide additional guidance in prescribing strategies. This course also includes clinical pharmacokinetics and pharmacodynamics; clinical toxicology; and pathology and pharmacotherapy of cardiovascular, psychiatric, endocrine, respiratory, gastrointestinal, bone and joint, infectious, reproductive, and dermatological disorders. Prerequisite: NUR-631.

NUR-636CA: ACNP-AG Practicum I: Skills Lab 0 credits

This skills lab provides students with the opportunity to learn, review, practice, and integrate the competencies necessary for the care of adult-gerontology populations within acute care settings. Prerequisites: NUR-631, NUR-633, and NUR-634.

NUR-638C$^{\Omega}$: ACNP-AG Practicum III 4 credits

This culminating, preceptored, practicum experience continues the development of knowledge, skills, and abilities in the provision of health care to complex, acute, and critically ill adult-gerontology and frail elderly patients. This course builds upon prior learning. Clinical practice affords students the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontology patients. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the adult-gerontology acute care nurse practitioner (ACNP-AG) in the diagnosis and management of chronic, exacerbated, acute, and life-threatening health problems. Clinical hours: 200. Prerequisites: NUR-637 and NUR-637C. Co-Requisite: NUR-638.

NUR-641E: Advanced Pathophysiology and Pharmacology for Nurse Educators 4 credits

This course focuses on advanced physiology, pathophysiology, and pharmacologic principles. This course will guide the Nursing Education learner in interpreting changes in normal function that result in symptoms indicative of illness and the effects of select pharmacologic substances on that process. Evidence-based research provides the basis for determining the safe and appropriate utilization of medications and herbal therapies on human function. Appropriate education for various prescribed pharmacologic agents is incorporated. Prerequisite: NUR-590.

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NUR-641EA: Advanced Pathophysiology and Pharmacology for Nurse Educators 4 credits

This course focuses on advanced physiology, pathophysiology, and pharmacologic principles to guide the nursing education learner in interpreting changes in normal function that result in symptoms indicative of illness and the effects of selected pharmacologic substances on that process. Evidence-based research provides the basis for determining the safe and appropriate utilization of medications and herbal therapies on human function. Appropriate education for various prescribed pharmacologic agents is incorporated. Prerequisite: NUR-590A.

NUR-643E: Advanced Health Assessment for Nurse Educators 4 credits

This course builds upon students' previous health assessment knowledge offering advanced health assessment content to provide the foundation for the advanced professional nursing role of the nurse educator. This course emphasizes knowledge of health assessment, including physical, psychosocial, and spiritual health assessment; risk assessment; and functional assessment in diverse populations in the promotion of health and prevention of disease. Topics, such as effective communication and client teaching/counseling to elicit patients' interpretation of their health status and perceived barriers, are incorporated throughout the course to maintain a nursing focus on patient responses to illness or the threat of illness. This course incorporates the completion and interpretation of a head-to-toe assessment along with emphasis on effective documentation and health recordkeeping. Prerequisite: NUR-641E.

NUR-643EA: Advanced Health Assessment for Nurse Educators 4 credits

This course builds upon learners' previous health assessment knowledge, offering advanced health assessment content to provide the foundation for the advanced registered nursing role of nurse educator. This course emphasizes knowledge of health assessment, including physical, psychosocial, and spiritual health assessment; risk assessment; and functional assessment in diverse populations in the promotion of health and prevention of disease. Topics, such as effective communication and client teaching/counseling to elicit patients' interpretation of their health status and perceived barriers, are incorporated throughout the course to maintain a nursing focus on patient responses to illness or the threat of illness. This course utilizes technology to foster the learner's mastery of head-to-toe assessment skills and techniques, including effective communication and documentation of findings. Prerequisite: NUR-641EA.

NUR-645E: Advanced Health Assessment for Nurse Educators 4 credits

This course builds upon the student's previous health assessment knowledge offering more advanced health assessment content to provide the foundation for the advanced-professional nursing role of the nurse educator. This course emphasizes knowledge of health assessment, including physical, psychosocial, spiritual health assessment, risk assessment, and functional assessment in diverse populations in the promotion of health and prevention of disease. To maintain a nursing focus on patient responses to health, illness, or the threat of illness the nurse must exhibit effective communication and client teaching, which is incorporated throughout the course. The importance of effective documentation and health recordkeeping is included. Prerequisite: NUR-641E.

NUR-646E: Nursing Education Seminar I 4 credits

This course prepares learners to deliver advanced nursing knowledge within practice, professional, and academic settings. Specific emphasis is placed on effective methods to facilitate learning and fostering critical thinking skills in diverse health care settings. Learners synthesize advanced nursing knowledge of pathophysiology, pharmacology, and assessment within the integration of technology. Learners complete 50 direct patient care clinical hours in a specialty area to integrate advanced nursing knowledge and advanced assessment skills into practice. Clinical hours: 50. Prerequisite: NUR-643E.

NUR-646EA: Nursing Education Seminar I 4 credits

This course prepares learners to deliver advanced nursing knowledge within practice, professional, and academic settings. Specific emphasis is placed on effective methods to facilitate learning and fostering critical thinking skills for learners in a variety of health care settings. Learners synthesize advanced nursing knowledge of pathophysiology, pharmacology, and assessment within the integration of technology. Learners complete 50 direct patient care clinical hours in a specialty area to integrate advanced nursing knowledge and advanced assessment skills into practice. Clinical hours: 50. Prerequisite: NUR-643EA.

NUR-647E: Nursing Education Seminar I 4 credits

This course examines professional standards as a foundation for curriculum design in nursing education in all settings. It explores the nature of traditional academic education and nontraditional academic education, as well as continuing nursing education. This course also focuses on theories of teaching/learning, traditional and alternative instructional strategies, and nursing education in the classroom and clinical setting. The course incorporates the development of curriculum frameworks and learning activities for adult learners from diverse backgrounds. Strategies to enhance critical thinking are included.

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NUR-648E: Nursing Education Seminar II 4 credits

In this course, learners contribute to the development of nursing curricula, focusing on different phases of the curriculum creation and improvement processes. Learners examine methods of curriculum design, assessment of learning outcomes, and best practices for curriculum development, including aligning curriculum to professional standards, writing learning objectives, creating formative and summative assessments, and using data to improve student learning outcomes. Prerequisite: NUR-646E.

NUR-648EA: Nursing Education Seminar II 4 credits

In this course, learners contribute to the development of nursing curricula, focusing on different phases of the curriculum creation and improvement processes. Learners examine methods of curriculum design, assessment of learning outcomes, and best practices for curriculum development, including aligning curriculum to professional standards, writing learning objectives, creating formative and summative assessments, and using data to improve learning outcomes. Prerequisite: NUR-646EA.

NUR-649E: Nursing Education Seminar II 4 credits

This course incorporates technology into the educational process from the use of personal technology to institutional technology. Students have the opportunity to develop (or convert) educational programs to be delivered in an online format. Principles of curriculum development, teaching/learning theories, and implementation of evaluation strategies will be modified to the online learning environment. This course also examines professional regulatory and accreditation standards as an evaluation framework for curriculum design in nursing education in all settings. Strategies to assess learning are included from the assignment evaluation to the program evaluation based on outcomes. Prerequisite: NUR-647E.

NUR-665E$^{\Omega}$: Nursing Education Practicum 4 credits

This course culminates with two experiences for the learner: 1) 50 hours of direct clinical and 2) 100 hours of an education practicum; both must be completed with an approved nurse preceptor in the respective settings of the learner's choice. These clinical and practicum experiences afford learners the opportunity to continue the synthesis of advanced clinical nursing knowledge and skills at the start of the course and then demonstrate educational competencies in their selected areas of interest (e.g., assessment of learning needs, program/curriculum planning, implementation, and assessment/evaluation in either a traditional or nontraditional setting). This course offers opportunities for learners to begin integrating the role of the advanced nurse and the advanced educator based on the NLN competencies into their professional behaviors. Direct Care Clinical (50 hours) and Educational Practicum (100 hours) experiences totaling 150 hours. Practicum/field experience hours: 150. Prerequisite: Successful completion of all previous coursework in the program.

NUR-665EA: Nursing Education Practicum 4 credits

This course culminates with two experiences for the learner: 50 hours of direct care clinical and 100 hours of an education practicum, both of which must be completed with an approved nurse preceptor in their respective settings of the learner's choice. These clinical and practicum experiences afford learners the opportunity to continue the synthesis of advanced clinical nursing knowledge and skills at the start of the course and then demonstrate educational competencies in their selected areas of interest (e.g., assessment of learning needs, program/curriculum planning, implementation, and assessment/evaluation) in either a traditional or nontraditional setting. This course offers opportunities for learners to begin integrating the role of the advanced nurse and the advanced educator based on the NLN competencies into their professional behaviors. Direct Care Clinical (50 hours) and Educational Practicum (100 hours) experiences totaling 150 hours. Practicum/field experience hours: 150. Prerequisite: NUR-648EA.

NUR-674: Leadership in Health Care Systems Practicum 4 credits

This course provides learners the opportunity to integrate what they have learned in the program in a practicum experience related to nursing leadership. Learners are expected to integrate nursing knowledge and advanced critical-thinking and problem-solving skills in the development of a comprehensive project grounded in contemporary nursing leadership theory and practice. Learners develop projects based on their interests and practicum placement that can incorporate a range of leadership issues, such as quality and performance improvement, mentorship and coaching, interdisciplinary relationships and collaboration, and staff development. Practicum/field experience hours: 150. Prerequisite: Successful completion of all previous coursework in the program.

NUR-674A$^{\Omega}$: Leadership in Health Care Systems Practicum 4 credits

This course provides learners the opportunity to integrate what they have learned in the program in a practicum experience related to nursing leadership. Learners are expected to integrate nursing knowledge and advanced critical-thinking and problem-solving skills in the development and implementation of a comprehensive project grounded in contemporary nursing leadership theory and practice. Learners develop projects based on their interests and practicum placement that can incorporate a range of leadership issues, such as quality and performance improvement, mentorship and coaching, interdisciplinary relationships and collaboration, and staff development. This course prepares learners to demonstrate advanced critical-thinking and problem-solving skills by working with a nursing leader for a minimum of 150 hours and developing and implementing a comprehensive nursing leadership project that integrates contemporary leadership theory and practice to address key organizational challenges. Practicum/field experience hours: 150. Prerequisite: NUR-630A.

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NUR-690: Nursing Informatics Practicum 4 credits

This course provides learners the opportunity to integrate what they have learned in the program in a practicum experience related to nursing informatics. Learners are expected to integrate nursing knowledge, leadership, and advanced critical-thinking and problem-solving skills in the development of a comprehensive and professional project plan and solution that are grounded in current health care informatics research and methods. Practicum/field experience hours: 200. Prerequisite: Successful completion of all courses in the program of study.

NUR-690A: Nursing Informatics Practicum 4 credits

This course requires learners to integrate what they have learned in the program in a practicum experience related to nursing informatics. Learners apply principles of human factor engineering to design optimal user interfaces that improve clinical processes enhancing quality patient outcomes and safety. Learners examine clinical decision support, clinical workflow analysis, and usability testing. Learners are expected to integrate nursing knowledge, leadership, advanced critical-thinking and project management skills grounded in current health care informatics research and methods. Practicum/field experience hours: 200. Prerequisite: Successful completion of all courses in the program of study.

NUR-699Ω: Evidence-Based Practice Project 4 credits

This course provides an opportunity for students to develop an evidence-based practice project proposal that addresses a problem, issue, or concern in professional practice. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution, evaluate its outcome(s), and disseminate the findings. Problems identified are those that are appropriate to students' specialty tracks: nursing leadership, nursing education, nursing public health, adult clinical nurse specialist, acute care nurse practitioner, and family nurse practitioner. Prerequisite: NUR-508.

Organizational Development (ORG)

ORG-807: Stakeholders: Roles in Organizations 3 credits

This course examines the roles of stakeholders in a variety of organizational structures and discusses how the type of organization may affect the role of the stakeholder. Learners explore the stakeholder's role in sustaining organizational effectiveness.

ORG-812: Organizational Theory, Structure, and Process 3 credits

This course examines organizational structure and its influence on organizational effectiveness and success. Learners evaluate organizational structure and explore methods for modifying structures. Open-systems theory is discussed. Research skills from RES-850 and ethical considerations are applied in the context of the course topics.

ORG-817: Systems Thinking: Building Organizations That Last 3 credits

This course examines the shift from a traditional organizational structure to a learning organization. It looks at the unintended consequences of leadership decisions in the context of leading innovation.

ORG-822: Individual Differences and Organizational Outcomes 3 credits

This course explores the use of aggregated data to study the relationship between individual differences and organizational outcomes. Role differences in decision-making teams are examined to determine how to best leverage these differences for overall organizational effectiveness.

ORG-827: Strategic Decision Making 3 credits

The course analyzes decision-making paradigms and strategies through the lens of critical incident analysis, cross-cultural decision making, and collective leadership. Alignment of strategy, vision, and decisions is discussed.

Occupational Therapy (OTH)

OTH-100♯Ω: Introduction to Occupational Therapy Assistant 4 credits

This course introduces concepts of occupation, practice framework, ethics, values, and the history and philosophy of occupational therapy practice. In this course, learners gain skills that are central to the practice of an occupational therapy assistant, including activity analysis, documentation, professional behaviors, and regulatory safety training. Prerequisites: BIO-201, BIO-201L, BIO-202, BIO-202L, and BIO-335.

OTH-300♯Ω: Clinical Reasoning for Occupational Therapy Assistant 4 credits

In this course, learners learn about the different types of clinical reasoning and the steps involved in sound clinical decision-making. This course teaches learners how to analyze the clinical decision-making process and to plan and implement occupational and evidence-based treatment plans. This course enables learners to understand how to be reflective practitioners and assess the effectiveness of their intervention approaches. Prerequisites: OTH-100 and admission to the Bachelor of Science in Occupational Therapy Assistant program.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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OTH-310[ΔΩ]: Evidence-Based Practice for Occupational Therapy Assistant **4 credits**

In this writing-intensive course, learners are introduced to basic research concepts and develop skills for becoming an effective evidence-based practitioner in a rapidly changing society. This course focuses on developing a PICO question, understanding levels of evidence, developing effective search strategies, and evaluating evidence to provide the most effective treatment interventions to clients. Learners gain understanding on how evidence-based practice supports client-centered care and supports advocacy of diversity, equity, and inclusion. Learners examine how to be consumers of and contributors to evidence-based practice as OTA practitioners. Prerequisites: OTH-100 and admission to the Bachelor of Science in Occupational Therapy Assistant program.

OTH-320[♯Ω]: Mental Health Practice for Occupational Therapy Assistant **4 credits**

This course examines concepts, theories, and models influencing occupational therapy practice for individuals, groups, and communities across the life span with psychosocial dysfunction. Mental health conditions are discussed, including signs, symptoms, risk factors, and medical management, as well as their effects on meaningful occupation and the role of the occupational therapy assistant in providing interventions. Concepts introduced include therapeutic use of self, client-centered care, advocacy, and group interventions. Learners are required to participate in a Level I on-site fieldwork experience. Practicum/field experience hours: 32. Prerequisites: OTH-100 and admission to the Bachelor of Science in Occupational Therapy Assistant program. Co-Requisite: OTH-320CE.

OTH-320CE[Ω]: On-Campus Experience I **0 credits**

In this course, learners attend an on-campus experience to participate in simulations and hands-on learning related to the variety of concepts, theories, and models influencing occupational therapy practice for individuals, groups, and communities across the life span with psychosocial dysfunction. Learners provide interventions in simulation labs. Concepts introduced include therapeutic use of self, client-centered care, advocacy, and group interventions. Prerequisites: OTH-100 and admission to the Bachelor of Science in Occupational Therapy Assistant program. Co-Requisite: OTH-320.

OTH-350[Ω]: Leadership and Management for Occupational Therapy Assistant **4 credits**

This course examines basic management, leadership, and professional development responsibilities of the occupational therapy assistant. Business aspects of the profession are discussed, including billing, ethics, conflict, and quality management. Additional topics include supervisory relationships, the roles and functions of regulatory agencies, ongoing professional development, and the role of the occupational therapy assistant as manager or entrepreneur. Prerequisites: OTH-320 and OTH-320CE.

OTH-360[Ω]: Geriatric Practice for Occupational Therapy Assistant **4 credits**

This course examines the processes of aging within cultural, social, demographic, and economic contexts and explores the role of the occupational therapy assistant in working with the aging population. Students develop a better understanding of geriatric conditions and their impact on occupational performance and use client-centered intervention techniques to modify daily occupational tasks through environmental assessments, adaptation, and health promotion. This course provides exploration of dementia care, low vision, self-feeding, driving, home modifications, wheelchair positioning and maintenance, instrumental activities of daily living (IADL), and fall prevention. Students are required to participate in a Level I on-site fieldwork experience. Practicum/field experience hours: 32. Prerequisites: OTH-320 and OTH-320CE. Co-Requisites: OTH-370 and OTH-370CE.

OTH-370[Ω]: Physical Rehab for Occupational Therapy Assistant **4 credits**

This course examines the theories and models of practice used in occupational therapy for people, groups, and populations with physical disabilities, including orthopedic, cardiac, pulmonary, and common medical conditions. Observation skills, problem-solving, critical-thinking, treatment techniques, and documentation are practiced through case studies, laboratory activities, examinations, and discussion. This course provides exploration of assistive technology, modalities, work hardening, ADA compliance, hand injuries, body mechanics, transfers, pain management, and adaptive equipment. Prerequisites: OTH-320 and OTH-320CE. Co-Requisites: OTH-360 and OTH-370CE.

OTH-370CE[Ω]: On-Campus Experience II **0 credits**

In this course, learners attend an on-campus experience to participate in simulations and hands-on learning related to the variety of theories and models of practice used in occupational therapy. Learners implement evidence-based assessments and interventions focusing on adults and older adults. Learners explore concepts such as activities of daily living (ADL), instrumental activities of daily living (IADL) interventions, contraindications and precautions, orthopedic assessments and interventions, and ADA compliance. Prerequisites: OTH-320 and OTH-320CE. Co-Requisites: OTH-360 and OTH-370.

OTH-400[Ω]: Pediatric Practice for Occupational Therapy Assistant **4 credits**

This course explores common pediatric conditions and their impact on occupational performance, as well as the theories and models of practice used in occupational therapy for infants, children, and adolescents. Learners apply client-centered, occupational, and evidence-based interventions for pediatric clients addressing motor, sensory, and process challenges. Learners design unique interventions specific to children and adolescents, including approaches for handwriting, eating, animal-assisted therapy, and adaptive technology to ensure equity and inclusion. Learners are required to participate in a Level I on-site fieldwork experience. Practicum/field experience hours: 32. Prerequisites: OTH-370 and OTH-370CE. Co-Requisites: OTH-410 and OTH-410CE.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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OTH-410Ω: Neurological Rehab for Occupational Therapy Assistant 4 credits

This course examines the theories and models of practice used in occupational therapy intervention for clients with neurological disabilities, such as CVA, SCI, TBI, and neurodegenerative conditions. This course provides exploration of vision therapy, splinting, and cognitive and perceptual treatments. Learners discuss etiology, signs/symptoms, and prognoses of various neurologic conditions, and implement a plan of care under the supervision of an occupational therapist that focuses on fostering independence and participation in meaningful occupations. Prerequisites: OTH-370 and OTH-370CE. Co-Requisites: OTH-400 and OTH-410CE.

OTH-410CEΩ: On-Campus Experience III 0 credits

In this course, learners attend an on-campus experience to participate in simulations and hands-on learning related to the variety of theories and models of practice used in occupational therapy. Learners implement evidence-based assessments and interventions focusing on infants, children, adolescents, and patients with neurological disabilities and neurodegenerative conditions. Prerequisites: OTH-370 and OTH-370CE. Co-Requisites: OTH-400 and OTH-410.

OTH-420♯Ω: Advanced Topics for Occupational Therapy Assistant 4 credits

This course covers concepts and skills for the competent entry-level occupational therapy assistant. Topics include advocacy, management, and regulations. Additionally, learners examine the knowledge and skills necessary to work in emerging practice areas, such as primary care and community-based programs, and learn about occupational injustice in health care systems. Prerequisites: OTH-370 and OTH-370CE.

OTH-440Ω: Baccalaureate Project I 4 credits

This course provides an in-depth learning experience in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education. The course is founded on an individual or group project, which allows learners to demonstrate application of evidence-based research and knowledge gained throughout the Bachelor of Science in Occupational Therapy Assistant program. The course provides learners with the opportunity to study an area of interest in depth. In this course, learners work with an assigned faculty advisor to create specific project objectives that will be applied in the second Baccalaureate Project course. Prerequisites: OTH-370 and OTH-370CE.

OTH-445Ω: Baccalaureate Project II and NBCOT Exam Preparation 4 credits

This course builds upon the first Baccalaureate Project course. Learners continue to work with their assigned faculty advisor as they further study their area of interest in depth and work toward meeting the objectives of their individual or group project. The course culminates with learners presenting a report of the project in which they demonstrate application of evidence-based research and knowledge gained throughout the Bachelor of Science in Occupational Therapy Assistant program. The second half of the course provides preparation for the NBCOT exam. Learners practice reading, interpreting, and answering questions like those on the COTA exam to help assess individual strengths and weaknesses. Prerequisite: OTH-440.

OTH-490Ω: Fieldwork Level II A and B 10 credits

In this course, learners must complete two 8-week, full-time, in-depth fieldwork opportunities to carry out professional responsibilities under the supervision of qualified occupational therapy practitioners serving as role models. Learners apply occupational therapy theory, research, assessments, treatment interventions, and evidence-based practice in the clinical or community setting to address physical and psychosocial factors. Learners demonstrate and apply entry-level occupational therapy assistant skills with increasing responsibility and less direct oversight as they demonstrate greater competency. Practicum/field experience hours: 560. Prerequisites: OTH-400, OTH-410 and OTH-410CE.

OTH-500Ω: Introduction to Occupational Therapy 4 credits

This course provides a general introduction to the field of occupational therapy. It covers the history and philosophical base of the profession; the occupational therapy process; professional behaviors, standards, and ethics; and culturally competent care. It exposes learners to the range of knowledge and skills required to practice as an occupational therapist. Prerequisite: Admission to the Master of Science in Occupational Therapy Program.

OTH-510Ω: Introduction to Evidence-Based Practice in Occupational Therapy 4 credits

This course covers evidence-based practice and foundational research concepts. It provides an overview of research designs, levels of evidence, data collection, and analysis techniques. Emphasis is placed on the research process, APA formatting, scholarly reports, ethical considerations, and developing basic research skills. Prerequisite: Admission to the Master of Science in Occupational Therapy program.

OTH-520Ω: Functional Anatomy and Physiology in Occupational Therapy 4 credits

This course provides an in-depth study of human anatomical structures and physiology related to occupational performance. It covers the biomechanics of the musculoskeletal system, including bones, joints, nerves, and muscles. The assessment and application of muscle strength, range of motion, and analysis of movement is addressed. Learners apply concepts of kinesiology and anatomy to understand their impact on occupational engagement. Prerequisite: Admission to the Master of Science in Occupational Therapy program. Co-Requisite: OTH-520CE.

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OTH-520CE$^{\Omega}$: On-Campus Experience I **0 credits**

This on-campus experience (OCE) provides MS-OT learners with a hands-on introduction to the occupational therapy (OT) process, evidence-based practice, and functional anatomy and physiology principles. The experience focuses on the application of the OT process throughout clinical practice. The OCE provides an opportunity for learners to apply their knowledge and gain practical experience with assessments and occupation-based techniques. Prerequisite: Admission to the Master of Science in Occupational Therapy program. Co-Requisite: OTH-520.

OTH-530$^{\Omega}$: Neurological and Physiological Rehab in Occupational Therapy **4 credits**

This course covers human neurological development across the life span. Learners examine the foundational concepts of occupational activities related to community reintegration that are impacted by neurological and physiological injuries and illness. The course covers assessment and intervention of neurological and physiological dysfunction. Prerequisites: OTH-520 and OTH-520CE.

OTH-540$^{\Omega}$: Psychosocial Practice in Occupational Therapy **4 credits**

This course provides an overview of how psychosocial factors influence engagement in occupation. Learners examine mental health conditions, models of practice, and assessments and interventions used in psychosocial occupational therapy. Learners are required to participate in a Level I, on-site, psychosocial fieldwork experience of up to 40 hours. Prerequisites: OTH-520 and OTH-520CE.

OTH-550$^{\Omega}$: Occupational Analysis **4 credits**

This course examines the Occupational Therapy Domain and Process Framework (OTPF-4), including analysis and breakdown of occupation. It prepares learners to apply skills in occupational analysis using evidence-based practice to enhance clinical reasoning and intervention plan implementation. Prerequisites: OTH-520 and OTH-520CE. Co-Requisite: OTH-550CE.

OTH-550CE$^{\Omega}$: On-Campus Experience II **0 credits**

This on-campus experience (OCE) provides a hands-on practical experience for occupational therapy (OT) learners to gain an understanding of activity analysis, evaluation, intervention planning, documentation skills, transfer training, and group protocols related to psychosocial practice. Through this application-based learning method, learners gain a comprehensive understanding of the knowledge and skills needed to effectively work with individuals and groups in various practice settings. Prerequisites: OTH-520 and OTH-520CE. Co-Requisite: OTH-550.

OTH-560$^{\Omega}$: Ethics and Professional Issues in Occupational Therapy **3 credits**

This course covers ethical decision-making models and professional behaviors expected of occupational therapy practitioners. Learners explore the American Occupational Therapy Association (AOTA) code of ethics, as well as principles, core values, and standards of conduct within the occupational therapy profession. Included in exploration of the code of ethics, the learner promotes inclusion, participation, safety, and well-being for all recipients of service. Prerequisites: OTH-550 and OTH-550CE.

OTH-570$^{\Omega}$: Management and Leadership in Occupational Therapy **4 credits**

This course introduces occupational therapy learners to management and leadership principles and practices essential to the field. Learners examine leadership styles, policy development, and advocacy. Management styles are explored to advance the business aspects of practice and strategic planning for organizations and ensure effective delivery of services. Prerequisites: OTH-550 and OTH-550CE.

OTH-580$^{\Omega}$: Technology and Modalities in Occupational Therapy **3 credits**

This course covers the role of technology in occupational therapy practice. Learners critically assess technology applications and gain competency in selecting and integrating technologies to support evaluation, intervention, and outcomes. A variety of modalities are explored to allow learner's understanding of preparatory activities as a benefit to occupations. Prerequisites: OTH-550 and OTH-550CE.

OTH-590$^{\Omega}$: Pediatrics Occupational Therapy Foundations and Practice **4 credits**

This course provides an overview of pediatric occupational therapy. Focus is given to assessment, evaluation, interventions, and documentation in pediatric practice. Learners examine common diagnoses seen in occupational therapy and common approaches to treatment, while examining typical theories and frames of reference. This course also includes interdisciplinary and intradisciplinary team approaches. Learners are required to participate in a Level I, on-site, pediatric fieldwork experience of up to 40 hours. Prerequisites: OTH-550 and OTH-550CE. Co-Requisite: OTH-590CE.

OTH-590CE$^{\Omega}$: On-Campus Experience III **0 credits**

During this on-campus experience (OCE), occupational therapy (OT) learners demonstrate competency in the execution of the comprehensive pediatric OT process. Learners also practice the application of physical agent modalities (PAMs) and select appropriate client-centered assistive technology. Learners demonstrate proficiency in the delivery of management, supervisory, and leadership principles utilizing evidence-based practice. Prerequisites: OTH-550 and OTH-550CE. Co-Requisite: OTH-590.

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OTH-600Ω: Clinical Reasoning 4 credits

In this course, learners engage in the occupational therapy process, including problem-based learning scenarios. Learners utilize evidence-based techniques and interventions to defend their clinical judgment from traditional to complex cases and exemplify higher level critical-thinking skills, while exhibiting professional behaviors and leadership. Prerequisites: OTH-590 and OTH-590CE.

OTH-610Ω: Advanced Topics in Occupational Therapy 3 credits

This course provides an in-depth examination of emerging and advanced practice areas in occupational therapy. Learners critically analyze evidence-based interventions, explore occupational therapy's role in emerging settings, and examine specialty certifications. Prerequisites: OTH-590 and OTH-590CE.

OTH-620Ω: Application of Occupational Therapy Practice 3 credits

This course prepares learners for occupational therapy practice beyond graduation. This course helps learners prepare for the National Board for Certification in Occupational Therapy (NBCOT) exam, professional advancement, and application for state licensure. Learners complete final competency checkoffs before embarking on Level II Fieldwork. Prerequisites: OTH-590 and OTH-590CE.

OTH-630Ω: Adult and Geriatric Occupational Therapy 4 credits

This course covers occupational therapy assessment and intervention for adults and older adults. Learners examine common conditions and disorders impacting participation and quality of life for older adults. Typical aging and the concept of aging in place are addressed. Evidence-based evaluations, treatment planning, interventions, outcomes, and documentation are analyzed for various clinical settings and contexts. Learners are required to participate in a Level I, on-site, older adult fieldwork experience of up to 40 hours. Prerequisites: OTH-590 and OTH-590CE. Co-Requisite: OTH-630CE.

OTH-630CEΩ: On-Campus Experience IV 0 credits

During this on-campus experience (OCE), occupational therapy (OT) learners demonstrate competency in the execution of comprehensive adult and geriatric OT processes. Learners practice skills in functional seating, positioning, and mobility utilizing mobility aids and devices. Learners deliver an evidence-based practice project and engage in a final competency assessment in preparation of Level II Fieldwork. Prerequisites: OTH-590 and OTH-590CE. Co-Requisite: OTH-630.

OTH-680Ω: NBCOT Exam Prep I 3 credits

This course is designed to provide learners with the foundational knowledge required for the National Board for Certification in Occupational Therapy (NBCOT) examination. Components of the course include engaging learner experiences, mock examination questions, and effective study techniques. Prerequisites: OTH-630 and OTH-630CE.

OTH-685Ω: NBCOT Exam Prep II 3 credits

This course is designed to provide learners with advanced foundational knowledge required for the National Board for Certification in Occupational Therapy (NBCOT) examination. Components of the course include complex clinical simulation scenarios, mock examination questions, effective study techniques, and readiness assessment tools. Included in this course is a one-day virtual workshop which includes test-taking strategies and study plan development to enhance confidence and proficiency in navigating exam content. This workshop reviews exam registration and testing center requirements to ensure readiness. Prerequisite: OTH-680.

OTH-690Ω: Level II A Fieldwork 10 credits

During Level II A Fieldwork, learners spend a minimum of 12 weeks (or equivalent) in a clinical setting under the supervision of licensed and experienced occupational therapists. This experience allows learners to develop advanced assessment, intervention, and documentation skills while working with individuals across the life span. Learners engage in hands-on practice, collaborate with interdisciplinary teams, and address the unique needs and goals of clients within the chosen setting. Practicum/field experience hours: 480. Prerequisites: OTH-630 and OTH-630CE.

OTH-695Ω: Level II B Fieldwork 10 credits

During Level II B Fieldwork, learners continue their clinical immersion, spending 12 weeks (or equivalent) in a different clinical or community-based setting than their Level II A Fieldwork. This experience encourages learners to broaden their perspective and adapt their skills to various practice contexts. Learners focus on refining their clinical reasoning abilities, cultural competency, and leadership skills, and may also explore emerging areas of specialization within the field of occupational therapy. Practicum/field experience hours: 480. Prerequisite: OTH-690.

Project Based Methodology (PBM)

PBM-320: Machine Learning Engineer 16 credits

This project-based course immerses students in a professional machine learning engineering workflow. Students collaborate in teams to design, build, and deploy end-to-end machine learning solutions using modern development practices, data pipelines, cloud platforms, and industry-standard deployment tools. Projects emphasize the full Machine Learning life cycle from data preparation and model development to software integration and scalable AI service deployment.

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PBM-330: Cybersecurity AI **16 credits**

This project-based course builds core cybersecurity skills in network defense, system security, and risk management while integrating applied artificial intelligence and machine learning. Students analyze cybersecurity datasets and implement AI techniques such as classification and anomaly detection to strengthen cyber defense. The course also examines security risks in AI systems while emphasizing secure, human-in-the-loop operational practices.

Counselor Education and Supervision (PCE)

PCE-801: Ethics, Laws, and Multicultural Issues **3 credits**

Learners in this course explore ethics and morality with targeted focus on the relationship of ethics to morality, values, folkways, norms, cultures, worldview, and theoretical orientation. Learners also explore the differentiation of classroom and advocacy ethics from treatment ethics.

PCE-802: Pedagogy of Counselor Education and Models of Supervision **3 credits**

Beginning from a foundation of educational theory and philosophy, the course then explores philosophy, models, and strategies of supervision. Specific concepts related to technology and consultation are also addressed.

PCE-803: Advanced Integrated Theories and Practices **3 credits**

In this course, learners employ both traditional and culturally derived theories to explore how their personal worldviews affect and integrate with their theoretical orientations and the manners in which they interact with clientele and structure interventions. This course includes didactic and experiential learning. Required synchronous experience: 12 hours.

PCE-804: Leadership and Social Justice **3 credits**

This course provides counselor educators with the knowledge to be effective in their roles as leaders and advocates. This course addresses the social justice concerns with which counselor educators may become involved while fulfilling the advocacy role.

PCE-805: Pedagogy in Counselor Education **3 credits**

This course discusses educational philosophies and models of adult learning as well as authoritative gatekeeping in professional counseling and counselor education programs.

PCE-806: Clinical Supervision **3 credits**

This course focuses on theoretical framework and models of clinical supervision. Learners extrapolate concepts from their personal theoretical orientations and expand their understanding of gatekeeping from a clinical supervision perspective.

PCE-812: Behavioral Health Management **3 credits**

This course proposes application of behavioral health theories to such areas as epidemiology, disease management, assessment and treatment planning, outcome management, and patient retention. Emphasis is placed on improving the quality of patient care.

PCE-820: Behavioral Health Clinical Supervision **3 credits**

This course provides a broad understanding of clinical supervision in a variety of behavioral health settings. Clinical supervisory relationships, models of supervision, supervisory assessment instruments, supervisory methods, interventions, and current research are addressed.

PCE-822: Behavioral Health Entrepreneurship **3 credits**

This course examines the business aspects of both the for-profit and nonprofit sectors of the behavioral health industry from an entrepreneurial perspective. Emphasis is placed on the characteristics of successful entrepreneurs, creation of business plans, venture capital and investment, laws and regulations governing behavioral health, and tools for measuring business success.

PCE-827: Consultation for Behavioral Health Professionals **3 credits**

This course provides an overview of collaboration, consultation models, and problem-solving strategies in various behavioral health settings. The focus is on the application of professional consultation services with diverse populations.

PCE-830: Advanced Family Dynamics and Systems **3 credits**

The course enhances learners' previous experience with counseling in the area of family dynamics and systems by exploring associated theories and considering relevant applications. Contemporary issues in this field are also addressed.

PCE-832: Advanced Group Dynamics and Processes **3 credits**

The course explores the theoretical and practical aspects of group dynamics and processes. Also considered are the related ethical concerns of group counseling.

PCE-834: Special Topics in Counseling Education and Supervision **3 credits**

In practice, those serving in the roles of counselor educators must address a wide variety of issues, including private practice, needs assessments, technology integration in the field, research, publishing, presenting at conferences, and grant proposals.

PCE-836: Integrated Models of Assessment, Diagnosis, and Treatment **3 credits**

This course will instruct future counselor educators in the principles of psychometric theory and the standards of assessment. The course will also address the teaching and supervision of the use of psychological testing instruments and their relationship in the best practice flow from assessment through treatment planning.

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PCE-905: Counselor Education and Supervision Practicum **2 credits**

This doctoral counseling practicum course provides opportunities for learners to engage in the supervised practical application of previously studied theory. It allows for the demonstration of their counseling/consulting skills under close supervision. The nature of the doctoral level advanced counseling practicum experience is to be determined in consultation with program faculty and/or doctoral committee. Documentation of a minimum requirement of 150 hours of advanced counseling experience hours is submitted to Lopes Activity Tracker. Practicum/field experience hours: 150. Prerequisites: PCE-801 and PCE-803.

PCE-910: Counselor Education and Supervision Internship I **3 credits**

Learners are required to complete doctoral–level counseling internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). If doctoral students have had limited clinical counseling experiences prior to beginning their doctoral work, they may also be required to complete hours in a clinical setting to gain more counseling experience. The 600 credit hours will be assigned at the discretion of the doctoral committee and the student based on experience and training. Practicum/field experience hours: 300. Prerequisite: PCE-905.

PCE-911: Counselor Education and Supervision Internship 2 **3 credits**

Learners are required to complete doctoral–level counseling internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). If doctoral students have had limited clinical counseling experiences prior to beginning their doctoral work, they may also be required to complete hours in a clinical setting to gain more counseling experience. The 600 credit hours will be assigned at the discretion of the doctoral committee and the student based on experience and training. Practicum/field experience hours: 300. Prerequisite: PCE-910 or PCE-830.

PCE-912: Internship Continuation I **1 credits**

This course emphasizes the completion of the required internship hours. Learners continue to work directly at their approved internship site. Prerequisite: PCE-911.

PCE-913: Internship Continuation II **1 credits**

This course emphasizes the completion of the required internship hours. Learners continue to work directly at their approved internship site. Prerequisite: PCE-912.

PCE-920: Advanced Internship I: Teaching **2 credits**

Teaching Internship is intended to allow students to approximate, to the greatest extent possible, the work of counselor educators. This post-practicum experience is a temporary position with an emphasis on independent application of skills and knowledge of pedagogy in the workplace setting. Prerequisites: PCE-805 and PCE-905.

PCE-921: Advanced Internship II: Supervision **2 credits**

Supervision Internship is intended to allow students to approximate, to the greatest extent possible, the work of counselor supervisors. This post-practicum experience is a temporary position with an emphasis on independent application of skills and knowledge of supervision in the workplace setting. Prerequisites: PCE-806 and PCE-905.

PCE-922: Advanced Internship III **2 credits**

This Advanced Internship course is intended to allow students to approximate, to the greatest extent possible, the work of Counselor Educators. This advanced internship experience is a temporary position with an emphasis on independent application of skills and knowledge in the workplace setting. Prerequisites: PCE-804, PCE-834, PCE-905, PCE-920, and PCE-921.

PCE-955: Dissertation I **3 credits**

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: PCE-885.

PCE-960: Dissertation II **3 credits**

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: PCE-955.

PCE-965: Dissertation III **3 credits**

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: PCE-960.

PCE-966: Research Continuation I **3 credits**

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-965.

PCE-967: Research Continuation II **3 credits**

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-966.

PCE-968: Research Continuation III **3 credits**

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-967.

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PCE-969: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-968.

PCE-970: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-969.

PCE-971: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-970.

PCE-972: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-971.

PCE-973: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-972.

PCE-974: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-973.

PCE-975: Dissertation Research Continuation 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisite: PCE-970.

Professional Counseling (PCN)

PCN-100: Foundations of Addiction and Substance Use Disorders 4 credits

This course provides foundational knowledge regarding addiction and substance use disorders. Topics studied include biopsychosocial dynamics; stages, processes, and impact of addiction and substance use; and the role of the addiction professional in prevention, intervention, relapse prevention, and aftercare. In addition, the course provides overviews of the substance abuse counselor's code of ethics, HIPAA, and legal issues involved in counseling.

PCN-107: Introduction to Counseling Theories 4 credits

This course provides foundational knowledge in theoretical approaches to counseling. Theoretical models studied include psychodynamic, existential, Gestalt, person-centered, cognitive and behavioral therapy, family systems, and narrative- and solution-focused therapies.

PCN-150: Psychopharmacology in Treatment of Addiction and Substance Use Disorders 4 credits

This course provides a foundational understanding of the biological and psychological components of substance use disorders, addiction and treatment, and application to the client with co-occurring disorders. Students gain foundational knowledge in the principles of pharmacology, anatomy, and physiology as they apply to the major classes of medications. The course also focuses on current drugs used in the treatment of addiction and substance use disorders. Prerequisites: PCN-100 and PCN-107.

PCN-153: Co-Occurring Disorders and HIV/AIDS 4 credits

This course provides foundational knowledge regarding the treatment of addiction/substance use disorders and a comorbid psychiatric disorder. Students learn about origins of, methods of transmission for, and myths regarding HIV/AIDS, and treatment issues and prevention strategies for the HIV-positive or AIDS client. Prerequisites: PCN-100 and PCN-107.

PCN-158: Multicultural Counseling in a Diverse Society 4 credits

This course focuses on cultural sensitivity and cultural competence as they relate to the development and use of treatment plans designed for clients from diverse populations. Students learn the importance of being knowledgeable of the values and belief systems of diverse populations as well as issues of social justice when examining incidences of drug use among these groups and implementing individual treatment plans. Prerequisites: PCN-100 and PCN-107.

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PCN-162: Grp Interventions & Comm Resources for Addiction & Substance Use Disorders **4 credits**

This course provides foundational knowledge in the study of group dynamics, stages, and processes. Students learn the importance of screening, intervention, and leadership styles in effective group interventions. Self-help groups and community resources are explored. Prerequisites: PCN-100 and PCN-107.

PCN-255: Case Management and Crisis Intervention Skills for Addiction and Substance Use Disorders **4 credits**

This course provides foundational knowledge on stages of change, interviewing techniques, screening and assessment, report writing, record keeping, treatment planning, and case management. In addition, students develop knowledge and skill in crisis intervention in preparation for working with clients and families with addiction or substance use disorders. Prerequisites: PCN-100 and PCN-107.

PCN-265: Relapse Prevention in the Treatment of Addiction and Substance Use Disorders **4 credits**

This course focuses on relapse prevention. Identifying potential triggers for relapse and developing relapse prevention plans are explored. Students are provided with strategies for connecting their clients with community resources. Prerequisites: PCN-100 and PCN-107.

PCN-275: Family Dynamics &Comm Ed-Treatment of Addiction &Substance Use Disorders **4 credits**

This course focuses on understanding the family dynamics of addiction. In addition, students learn the importance of working with community and prevention programs in addressing addiction and substance use disorders on a broader level. Skill in presenting educational topics pertaining to addiction and substance use disorders are developed. Prerequisites: PCN-100 and PCN-107.

PCN-360: Dom.Violence,Child,Elder Abuse-Fam w/Addiction &Substance Use Disorders **4 credits**

This course focuses on the legal and ethical responsibilities involved when child abuse, abuse of the elderly, and domestic or family violence has been reported. Understanding the dynamics of working with cases of family violence and domestic partner abuse are explored.

PCN-365ǂ: Advanced Counseling Theories-Addiction & Substance Use Disorder Counselors **4 credits**

This course provides advanced study in the application of cognitive and behavioral theory, rational emotive behavioral theory, family systems theory, solution-focused therapy, and postmodern theories. Newly developed research-based theories are also discussed. In addition, this course provides advanced application of motivational interviewing techniques. Prerequisites: PCN-100 and PCN-107.

PCN-365HNǂ: Advanced Counseling Theories-Addiction & Substance Use Disorder Counselors **4 credits**

This course provides advanced study in the application of cognitive and behavioral theory, rational emotive behavioral theory, family systems theory, solution-focused therapy, and EMDR. Newly developed research-based theories are also discussed. In addition, this course provides advanced application of motivational interviewing techniques. Prerequisites: PCN-100 and PCN-107.

PCN-370Δǂ: Psychopathology and Advanced Treatment Issues for Special Populations With Addiction and Substance Use Disorders **4 credits**

This writing-intensive course focuses on substance use disorders, diagnosis, assessment, and treatment as they apply to mental health disorders and special populations. Prerequisites: PCN-100 and PCN-107.

PCN-370HNΔǂ: Psychopath & Adv.Treatment-Spec Pop w/Addiction&Substance Use Disorders **4 credits**

This writing-intensive course focuses on substance use disorders, diagnosis, assessment, and treatment as they apply to mental health disorders and special populations. Prerequisites: PCN-100 and PCN-107.

PCN-373: Spirituality and Addiction **4 credits**

This course focuses on the relationship between spirituality and the development and treatment of addictions. It also covers legal, ethical, and spiritual aspects of death, dying, and end of life issues. The course addresses grief and loss as it relates to addiction, death, and dying. Prerequisites: PCN-100 and PCN-107.

PCN-404Δǂ: Professional, Legal, and Ethical Issues for Addiction and Substance Use Disorder Counselors **4 credits**

This writing intensive course provides an advanced study in the application of ethical guidelines, legal standards, HIPAA, and professional responsibilities in the treatment of addiction and substance use disorders. Topics include attitudes, skills, and behaviors of addiction and substance use disorder counselors; prevention of burnout and compassion fatigue; the importance of obtaining supervision and consultation; and licensure and certification. Prerequisites: PCN-100 and PCN-107.

PCN-404HNǂ: Prof, Legal,& Ethical Issues-Addiction &Substance Use Disorder Counselors **4 credits**

This writing intensive course provides an advanced study in the application of ethical guidelines, legal standards, HIPAA, and professional responsibilities in the treatment of addiction and substance use disorders. Topics include attitudes, skills, and behaviors of addiction and substance use disorder counselors; prevention of burnout and compassion fatigue; the importance of obtaining supervision and consultation; and licensure and certification. Prerequisites: PCN-100 and PCN-107.

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PCN-475: Treatment of Addiction & Substance Use Disorders - Children and Adolescents 4 credits

This course focuses specifically on the special issues involved in treating children and adolescents struggling with addiction or substance use disorders and how that treatment compares to treatment of adults. Students demonstrate and apply assessment, diagnosis, and treatment methods, as well as understanding of risk factors, social influences, prevention strategies, intervention, treatment planning, and relapse prevention. The importance of family involvement, family education, and legal issues involved in treating children is also discussed. Prerequisites: PCN-100 and PCN-107.

PCN-481[ǂ]: Process Addictions 4 credits

This course provides advanced study in the treatment of process addictions, such as compulsive gambling, sexual addiction, work addiction, spending addiction, and eating disorders. Students learn the special issues involved in screening, assessment, prevention, treatment, and relapse prevention related to process addictions. Prerequisites: PCN-100 and PCN-107.

PCN-481HN[ǂ]: Process Addictions 4 credits

This course provides advanced study in the treatment of process addictions, such as compulsive gambling, sexual addiction, work addiction, spending addiction, and eating disorders. Students learn the special issues involved in screening, assessment, prevention, treatment, and relapse prevention related to process addictions. Prerequisites: PCN-100 and PCN-107.

PCN-485: Advanced Case Management for Addiction and Substance Use Disorders 4 credits

This course provides advanced study in case management. Students examine case studies on addiction and substance use disorders to develop knowledge and skill in screening, intake, assessment, treatment planning, record keeping, report writing, referral, and case management. Prerequisite: PCN-255.

PCN-488: Trauma, Addiction, and Substance Use Disorders 4 credits

This course provides clinical knowledge of the effects of trauma on clients struggling with addiction and substance use disorders. Students develop knowledge and skill in assessing for anxiety disorders, including trauma, and learn to facilitate a critical incident stress management debriefing. Prerequisites: PCN-100 and PCN-107.

PCN-490[Ω]: Practicum 4 credits

This course provides an opportunity for students to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship involves 150 contact hours performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's requirements. Practicum/field experience hours: 150. Prerequisites: GPA of 2.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-491[Ω]: Practicum II 4 credits

This course provides an opportunity for students to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship involves 150 contact hours performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Practicum/field experience hours: 150. Prerequisites: PCN-490, GPA of 2.0 or better, and maintenance of student professional liability insurance in the amount of $1 million and $3 million.

PCN-491A[Ω]: Practicum Continuation I 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-490 or PCN-491, a GPA of 2.0 or better, and maintenance of student professional liability insurance in the amount of $1 million and $3 million.

PCN-491B[Ω]: Practicum Continuation II 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-491A, a GPA of 2.0 or better, and maintenance of student professional liability insurance in the amount of $1 million and $3 million.

PCN-491C[Ω]: Practicum Continuation III 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-491B, a GPA of 2.0 or better, and maintenance of student professional liability insurance in the amount of $1 million and $3 million.

PCN-500: Counseling Theories 3 credits

This course provides a comprehensive survey of the major counseling theories and principles. Coursework includes the following theories: psychoanalytic, Adlerian, existential psychotherapy, behavioral, cognitive behavioral, person-centered, reality therapy/choice theory, and rational emotive behavioral therapy (REBT).

PCN-501: Introduction to Addictions and Substance Use Disorders 3 credits

This course provides a broad understanding of the stages, processes, and effects of substance use disorders, social and psychological dynamics of substance use disorders, and the professional's role in prevention, intervention, and aftercare, including recovery and relapse prevention. This course explores theories and models of treatment of substance use disorders, drug classification, and assessment. It also continues building foundational knowledge, utilization of professional resources, and exploration of standards to help students prepare for licensure/certification within the counseling industry.

PCN-505: Professional Counseling Orientation and Ethics 3 credits

This course provides a broad understanding of counseling ethics, legal standards, and responsibilities, including professional identity, report writing, record keeping, and service reimbursement for addiction counselors. Also covered are the history of and current trends in counseling. Important goals of this course are to help students develop a strong personal and professional ethic, as well as an appreciation for the value of professional collaboration and identity.

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PCN-509: Social and Cultural Diversity Issues in Counseling 3 credits

This course provides a broad understanding of issues and trends in a multicultural and diverse society. Studies in this area include the following: attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; individual, family, group, and community strategies for working with diverse populations; theories of multicultural counseling and identity development; and multicultural competencies. Students examine a variety of cultural populations in multiple regions of the United States, exploring issues and trends that are associated with each population. Cultural considerations for immigrants, refugees, and undocumented immigrants are also addressed.

PCN-515: Counseling Skills in the Helping Relationships 3 credits

This course provides a broad understanding of counseling processes, including characteristics and behaviors that influence the helping processes. Included are age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics, and orientations. The development of counseling techniques is emphasized, including establishing and maintaining the counseling relationship; diagnosing and identifying the problem; formulating a preventative, treatment, or rehabilitative plan; facilitating appropriate interventions; and successfully terminating the counseling relationship.

PCN-518: Human Growth and Development 3 credits

This course provides an understanding of the nature, needs, and differing abilities of individuals at all developmental levels. Theories of individual and family development, transitions across the life span, theories of learning, theories of personality development, and ethical and cultural strategies for facilitating optimum development over the life span are addressed.

PCN-520: Group Counseling Theory and Practice 3 credits

This course provides a broad understanding of group development, group dynamics, group counseling theories, and ethical standards with reference to professional and substance use disorders counseling. The course also addresses group process components, appropriate selection criteria, developmental stage theories, group members' roles and behaviors, and group leadership styles and approaches. The course includes didactic and experiential group learning. Required synchronous group experience: 12 hours.

PCN-521: Marriage and Family Therapy 3 credits

This course provides a broad understanding of the structure and dynamics of the family, which may include assessment and methods of marital and family intervention and counseling.

PCN-523: Tests and Appraisal in Counseling 3 credits

This course provides an introduction to basic tests and appraisal in counseling. Individual and group approaches to testing, assessment, evaluation, behavioral observations, computer-managed and computer-assisted methods are addressed. The following statistical concepts are also addressed: scales of measurement, measures of central tendency, and indices of variability, shapes and types of distributions, correlations, reliability, and validity.

PCN-525: Career Development and Counseling 3 credits

This course provides a broad understanding of career development and related life factors including psychotherapy, career counseling techniques and processes, career development theories, decision-making models, issues of diversity, and interrelationships between work and family.

PCN-527: Psychopharmacology and Addictions 3 credits

This course introduces students to the basic principles of psychopharmacology and the effects of psychoactive substances. Students examine the behavioral, psychological, physiological and social effects of psychoactive substance use, and learn to recognize symptoms of intoxication, withdrawal, and toxicity. The class covers various screening options, limitations, legal implications, and the utilization of pharmacotherapy as part of substance addiction treatment.

PCN-529: Co-Occurring Disorders 3 credits

This course introduces students to co-occurring disorders. Students examine screening and assessment tools to reveal and evaluate the presence and severity of co-occurring disorders. This course also explores the treatment needs of persons with co-occurring disorders. Strategies for risk management associated with treating individuals with co-occurring disorders are presented.

PCN-530: Human Sexuality, Aging, and Long-Term Care 3 credits

This course is divided into two distinct and separate sections. The first part of the course examines human sexuality and systems of sexual therapy. Psychological, biological, social, and moral perspectives on sexual development and functioning are also examined. The last part of the course provides an understanding of the nature of aging and the elderly. Theories and strategies for facilitating optimum care of the elderly are addressed. Older adult abuse, dependent adult abuse, and neglect of the aging and elderly are explored. Sexuality, mental health, physical health, the role of substance use disorders, and family issues are also addressed.

PCN-531: Family Issues and Addictive Disorders 3 credits

This course examines the impact of substance use disorders in family systems. Various treatment interventions are discussed. The treatment roles and responsibilities of addicted individuals and their families are also examined.

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PCN-535: Counseling Chemical Dependency Adolescents 3 credits

This course provides an introduction to adolescent substance use disorders prevention and treatment techniques and interventions. Signs, symptoms, and patterns of adolescent substance use are examined. Students also explore adolescent screening methods and assessment tools.

PCN-540: Research Methods 3 credits

This course introduces research methods and basic statistical analysis, including the following: importance of research, opportunities, and difficulties in conducting research. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research are addressed.

PCN-545: Spousal and Child Abuse, Crisis, and Trauma Counseling 3 credits

This eight-topic course is divided into three distinct and separate sections. The first three topics examine crisis intervention and trauma counseling; Theories and strategies of trauma counseling and facilitating crisis interventions are also addressed. The second three topics examine spousal or partner abuse assessment, detection, and intervention strategies. The legal and ethical issues, the role of substance use disorders, and children in families where domestic violence and abuse occur are also addressed. The last two topics examine child abuse assessment and reporting. Legal and ethical issues and specific California child abuse assessment and reporting codes are also examined.

PCN-605: Psychopathology and Counseling 3 credits

This course introduces the study of mental illnesses and the science of psychopathology. The goal is to provide counseling students a conceptual understanding of psychological and behavioral dysfunction that occurs in mental illnesses. The course includes a survey of major psychiatric disorders and their causes.

PCN-610: Diagnostics, Assessment, and Treatment 3 credits

This course provides a conceptual framework for the use of assessment and diagnostic tools for the development of appropriate treatment interventions for a variety of behavioral health and substance use disorders. Included is an introduction to the use of the diagnostic tools, including the DSM, and the integration of diagnostic and assessment information, in the development of treatment plans.

PCN-622Ω: Pre-Practicum 2 credits

This is a supervised fieldwork experience under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of a minimum requirement of 100 hours of counseling-related activities, which include 40 direct contact hours, is submitted to Lopes Activity Tracker for verification and tracking. Students may not progress to PCN-662A without the required amount of hours submitted to Lopes Activity Tracker and proper approval. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 100. Prerequisites: Completion of all didactic coursework in the program; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-622A: Pre-Practicum 2 credits

This is a supervised fieldwork experience under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of a minimum requirement of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted electronically for verification and tracking. Students may not progress to PCN-662A without the required amount of hours submitted and proper approval. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: Completion of all didactic coursework in the program; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-622BΩ: Pre-Practicum II 1 credits

This is a continuation of the pre-practicum or supervised field work experience under the supervision of a faculty member. Prerequisites: PCN-622; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-640: Specialization in Professional Counseling 3 credits

This survey course introduces students to the graduate certificate programs of childhood and adolescence disorders, marriage and family therapy, addiction counseling, and trauma. An introduction to the University policies and procedures, the learning management system, the library, and proper APA formatting for academic writing is provided. In addition, students familiarize themselves with the current DSM and how the information relates to the field of counseling. Students also learn about researching and utilizing community resources and becoming certified in specializations.

PCN-643: Counseling in Community Settings 3 credits

This course provides an overview of the theories and practices of community counseling. Various counseling settings, such as inpatient, outpatient, partial treatment, and aftercare, are examined. The course provides information about theories and techniques of community needs assessments to design, implement, and evaluate mental health care programs and systems. Students explore the manner in which community settings in their local area receive referrals as well as funding. The need for future program development is also discussed.

PCN-644: Evaluation of Mental and Emotional Status 2 credits

Students in this course are introduced to a variety of testing instruments used to determine a client's emotional or mental status. Assessment procedures are explored within the context of diagnosis and treatment planning. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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PCN-645: History, Trends, and the Development of Identity in Professional Counseling **1 credits**

This course is divided into two distinct sections. The first section of the course examines the history of and current trends in professional counseling. The second section addresses the development of a strong personal and professional identity as a counselor. An understanding of the value of professional collaboration and membership in professional counseling associations is also provided.

PCN-660E$^{\Omega}$: Practicum/Internship V **1 credits**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN-660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: Completion of PCN-660A, PCN-660B, PCN-660C, and PCN-660D for Professional Counseling students; completion of PCN-660A for Addiction Counseling students; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval. Prerequisites: Completion of PCN-660A, PCN-660B, PCN-660C, and PCN-660D for Professional Counseling students; completion of PCN-660A for Addiction Counseling students; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-662A$^{\Omega}$: Practicum/ Internship I **2 credits**

Students use this supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed addiction counselor would be expected to perform in a supervised setting. The practicum/internship is performed under the supervision of an on-site clinical supervisor approved by the Office of Field Experience (OFE). Documentation of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted electronically for verification and tracking. Addiction Counseling students will need to complete 300 hours total, 150 total hours per course. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: PCN-622A; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-662B$^{\Omega}$: Practicum/Internship II **2 credits**

Students use this supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship is performed under the supervision of an on-site clinical supervisor approved by the Office of Field Experience (OFE). Documentation of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted directly Lopes Activity Tracker for verification and tracking. Addiction Counseling students will need to complete 300 hours total, 150 total hours per course. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: PCN-622A and PCN-662A; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-662C$^{\Omega}$: Practicum/Internship III **2 credits**

Students use this supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship is performed under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted directly to the college's office of field experience for verification and tracking. Practicum hours: Addiction Counseling students, 150 total hours; Professional Counseling students, 600 total hours. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: PCN-622; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-662D$^{\Omega}$: Practicum/Internship IV **2 credits**

Students use this supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship is performed under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted directly to the college's office of field experience for verification and tracking. Practicum hours: Addiction Counseling students, 150 total hours; Professional Counseling students, 600 total hours. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: PCN-622; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

$^{\Delta}$ Writing intensive course | ◆ Fulfills General Education requirement | $^{\sharp}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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PCN-662E$^{\Omega}$: Practicum/Internship V 1 credits

This is a continuation of the counseling Practicum/Internship. A minimum of 45 practicum/internship hours are required. Practicum/field experience hours: 45. Prerequisites: PCN-662A for Addiction Counseling students; PCN-662D for Professional Counseling students; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-662F$^{\Omega}$: Practicum/Internship VI 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662E; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-662G$^{\Omega}$: Practicum/Internship VII 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662F; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-662H$^{\Omega}$: Practicum/Internship VIII 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662G; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

PCN-670: Development through Childhood and Adolescence 3 credits

This course provides a broad understanding of the theories related to child and adolescent development. Also covered are the variables that directly impact children and adolescents throughout their personal development. Students gain knowledge and understanding of childhood and adolescent disorders.

PCN-671: Psychopathology and Treatment of Children and Adolescents 3 credits

This course provides students with an in-depth understanding of common disorders among children and adolescents, as defined in the DSM. Studies in this area include the following: disruptive, impulse control and conduct disorders, ADHD, autism spectrum disorders, separation anxiety and selective mutism, trauma and stressor related disorders, PTSD, and adjustment disorders. Students also gain the knowledge and skills needed for treating these disorders.

PCN-672: Childhood and Adolescent Trauma 3 credits

This course provides a broad understanding of trauma related issues during childhood and adolescence. Students examine the various types of trauma, including neglect; physical, mental, emotional, and sexual abuse; family trauma; parental substance use; and domestic violence. Students learn assessment and treatment approaches designed for trauma occurring during childhood and adolescence.

PCN-673: Developmental Disabilities 3 credits

This course provides students with an in-depth understanding of the developmental disabilities occurring in children and adolescents, as defined in the DSM. Students examine the following disorders and disabilities: specific language and learning disorders, intellectual disabilities, autism spectrum disorders, attention deficit hyperactivity disorder, sensory processing, and physiological developmental disorders, while learning assessments and measurements used in diagnosing. Students receive an overview of the neurological and cultural perspectives of developmental disabilities, and the unique needs of the families.

PCN-680: Theoretical Foundations of Trauma Assessment, Diagnosis, and Treatment 3 credits

This course teaches students the basics of diagnosing and treating post-traumatic stress disorder, acute stress disorder, and other anxiety cluster disorders. This course also provides a historical context for treatment of trauma-related disorders as well as current best practices in the treatment of trauma.

PCN-681: Community and Global Disaster Response 3 credits

This course investigates community and global crisis. This course also reviews best practices of working with communities in crisis.

PCN-682: Relational Trauma: History and Treatment Issues 3 credits

This course helps students develop a comprehensive understanding of interpersonal violence. Students analyze the contributing factors of interpersonal violence, treatment implications, and best practices within the context of the helping professions.

PCN-683: Working with Developmental Trauma 3 credits

This course outlines the short-term and longitudinal impacts of childhood trauma. This course pays special attention to the effects of trauma on attachment in the child and the family.

Physical Education (PED)

PED-103: Varsity Athletics-Fall/Winter 1 credits

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-Spring 1 credits

For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | $^{\sharp}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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PED-200◆: Lifetime Personal Wellness and Teaching of Fitness **4 credits**

This is an introductory course in exercise and wellness. Emphasis is placed on the acquisition of knowledge regarding what fitness entails, self-evaluation of each student's present fitness needs, and development of personalized fitness programs. A special emphasis is placed on a review of nutritional principles and producing a personalized nutrition plan. Students also receive instruction and practice opportunities in the theoretical and practical aspects of flexibility, stretching, and weight training activities. This includes lesson planning, teaching techniques, evaluation, and proficiency in skills by means of lecture, demonstration, and participation.

PED-247Δ: Teaching Strategy in Physical Education and Exercise Science **4 credits**

This writing intensive course is designed to prepare future physical education teachers, fitness instructors, and recreational leaders in the skills necessary to teach physical education activities to groups. Included is the development of lesson plans and course goals/performance objectives that can be applied to the teaching of any skill or activity. Becoming aware of the place of physical education and exercise science globally and perspectives on human diversity in all areas of sport and physical activity is included.

PED-251: Teaching of Team Sports and Individual Activities I **4 credits**

This course is intended to provide students with the general technical and physical skills required to teach selected sports and activities. Students learn how to plan and organize teaching activities for flag football, soccer, pickleball, golf, folk and square dancing, and rhythmic movements and tumbling. Students also learn how to conduct classes while ensuring participants' health and safety, and work with a variety of age and skill levels. Prerequisite: PED-247.

PED-263: Teaching of Team Sports and Individual Activities II **4 credits**

This course is intended to provide the student with the general technical and physical skill required to teach selected sports. Students learn how to plan and organize the team sports of basketball, softball, and volleyball, and the individual/dual activities of tennis, golf, and badminton for educational settings. Students work with a variety of age and skill levels and conduct classes while ensuring participants' health and safety. Prerequisite: PED-247.

PED-275: Teaching Fitness and Wellness **4 credits**

This is an introductory course in teaching of fitness and wellness. This course provides a series of modules that encompass all of the important aspects of overall fitness and wellness by means of lecture, demonstration, and participation. Key components throughout involve instruction and application of the needs of the human body, nutritional principles and producing a personalized nutrition plan. A special emphasis is placed on instruction and practice opportunities in the theoretical and practical aspects of flexibility, aerobics, and weight training activities. Also included are assignments to create and implement lesson planning, teaching techniques, evaluation, and proficiency in fitness skills. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-247.

PED-325: Coaching Baseball: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching baseball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of baseball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED-326: Coaching Basketball: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching basketball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of basketball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED-327: Coaching Volleyball: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching volleyball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of volleyball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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PED-328: Coaching Softball: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching softball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of softball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED-329: Coaching Soccer: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching soccer and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of soccer, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED-337◆: Theory, Philosophy, and Principles of Coaching **4 credits**

This course focuses on the basic theory and principles of how to coach sports. Special topics include the relationship of cognitive strategy, personality, and motivation to athletic success; the balance between competition and cooperation, positive and negative feedback, and anxiety, stress, and arousal; communication, goal-setting, and leadership skills of the coaching profession; participation of the child in sport; the Christian approach to coaching; and the psychology of sport.

PED-370: Physical Education for Students with Disabilities **4 credits**

This course is designed to present the student with the necessary information to develop a plan for identifying, evaluating, and implementing program planning for all children with disabilities. Special topics include implications of legislation that affects children with special needs, due process and the IEP, guidelines for inclusiveness and modification of activities for inclusion, characteristics of normal and abnormal motor functioning and development and behavior management techniques. The types of special populations and their specific needs are presented, and methods and techniques are developed for teaching the exceptional child in motor activities. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-247.

PED-420: Physical Education Teacher Education Methods: Elementary Grades **4 credits**

This course prepares students for teaching physical education to elementary grade students. The course begins with a rationale for the necessity of physical education in the schools. This is followed by a detailed overview of how to instruct elementary school children in the psychomotor domain. Methods of program implementation are then examined, including curriculum, instructional effectiveness, content area literacy, management and discipline, and assessment and evaluation. These concepts are then applied in field experiences for teaching of the objectives of physical education in the school situation and for application to learner analysis to meet the individual needs of the child. Experiential teaching and peer review are included in the course. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-247.

PED-430: Physical Education Teacher Education Methods: Middle Grades **4 credits**

This course prepares students for teaching physical education to middle grade students. Concepts introduced in PED-420 will be further developed and applied to the middle grade student to enhance personal health skills, general and specialized motor skills, sports and fitness skills, and lifetime activities. Topical areas include content area literacy, curriculum, assessment, data driven instruction, teaching strategies and methods, classroom engagement and management, and learner analysis for K-12 physical education teachers. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-275.

PED-440: Physical Education Teacher Education Methods: Secondary Grades **4 credits**

This course prepares students who desire to teach at the secondary school level. Topical areas include how students are assessed and classified, curriculum and instructional organization of classes and selection of appropriate methods, strategies, and materials. The course also examines teaching styles, techniques of effective student engagement, and implementing instructional activities that meet NASPE standards. Special topics involve use of technology in physical activity, content area literacy, data driven instruction and physical learner analysis of secondary school students. Students are encouraged to develop strategies for promoting an active lifestyle, lifetime activity, inclusiveness, responsibility, cooperation, and diversity. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-275.

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PED-450ǂ: Methods of Teaching and Assessing Health **4 credits**

This course is a study of the methods and procedures of teaching health. Resources, aids, and agencies are studied and methods for implementing group processing skills and conducting values-based education are reviewed and practiced. Also included are assignments to create and implement lesson planning, teaching techniques, and assessment for the topics of mental health, substance abuse, sexuality and family living, environmental health, nutrition, aging spirituality and death, and personal health. Health assessment topics include an overview of statistical tools, tests and measurements in health and physical education, producing valid and reliable tests, data analysis techniques for test evaluation, test construction assessment, and interpretation of test results. Practice teaching assignments and presentations are included. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-275.

PED-450HNǂ: Methods of Teaching and Assessing Health **4 credits**

This course is a study of the methods and procedures of teaching health. Resources, aids, and agencies are studied and methods for implementing group processing skills and conducting values based education are reviewed and practiced. Also included are assignments to create and implement lesson planning, teaching techniques, and assessment for the topics of mental health, substance abuse, sexuality and family living, environmental health, nutrition, aging spirituality and death, and personal health. Health assessment topics include an overview of statistical tools, tests and measurements in health and physical education, producing valid and reliable tests, data analysis techniques for test evaluation, test construction assessment, and interpretation of test results. Practice teaching assignments and presentations are included. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-275.

PED-480AΩ: Physical Education Student Teaching I **6 credits**

The student teaching experience includes practical/clinical classroom experiences in a school setting with elementary students, grades K-6. Teacher candidates are required to fulfill a full-time 8-week internship experience in a classroom with a certified, experienced teacher. All aspects of instruction are addressed, including effective presentation of movement, sports and fitness skills, strategies and assessments of student learning, student engagement and classroom management, integration of technology and content area literacy, curriculum and learner analysis for elementary physical education teachers. The internship includes the opportunity to utilize applicable content standards for elementary students, including Arizona Professional Teacher's Standards, and Physical Education Teacher Education Standards of the national association Shape America, and to integrate these within the classroom. Practicum/field experience hours: None. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA) or the National Evaluation Series (NES). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

PED-480BΩ: Physical Education Student Teaching II **6 credits**

The student teaching experience includes practical/clinical classroom experiences in a school setting with secondary students, grades 7-12. Teacher candidates are required to fulfill a full-time 8-week internship experience in a classroom with a certified, experienced teacher. All aspects of instruction are addressed, including effective presentation of movement, sports and fitness skills, strategies and assessments of student learning, student engagement and classroom management, integration of technology and content area literacy, curriculum, and learner analysis for secondary physical education teachers. The internship includes the opportunity to utilize applicable content standards for secondary students, including Arizona Professional Teacher's Standards, and Physical Education Teacher Education Standards of the national association Shape America, and to integrate these within the classroom. Practicum/field experience hours: None. Fingerprint clearance required. Prerequisites: Successful completion of PED 480A, approval and placement by Office of Field Experience.

Philosophy (PHI)

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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PHI-103◆: Introduction to Philosophy and Ethics 4 credits

This course is an introduction to the discipline of philosophy through a study of representative philosophical problems. Students are introduced to analytic tools that enable them to practice critical thinking, evaluate knowledge claims, and establish a rationale and justification for other academic disciplines. Topics to be considered include logic, epistemology, metaphysics, and ethics.

PHI-105◆: 21st Century Skills: Critical Thinking and Problem Solving 4 credits

This course gives students an introduction to skills of critical thinking and decision making. It provides students opportunities to evaluate the influence and value of these skills in their personal, academic, and professional lives. Emphasis is placed on perception, emotion, fallacious reasoning, and communication.

PHI-301◆: Knowledge and Reality 4 credits

This is an advanced study of the nature of knowledge and our knowledge of self and world. It investigates sources and theories of knowledge and rational belief, the role of intellectual virtues in knowledge. Attention will also be given to topics such as the nature of human persons, whether persons have free will, whether there is life after death, and the meaning of life. Prerequisite: PHI-103.

PHI-306: Biblical and Theological Apologetics 4 credits

This course introduces students to essential biblical, theological, and methodological issues in Christian apologetics. It examines major apologetic arguments and strategies utilized to support and defend the Christian faith. Various apologetic methods are considered, as well as practical issues concerned with being an effective apologist. Prerequisite: PHI-103.

PHI-307◆: Applied Ethics 4 credits

This course examines difficult moral questions related to challenging bio-ethical and social issues in order to identify the morally correct course of action in various areas of human life. Prerequisite: PHI-103.

PHI-330: Historical Apologetics Theory and Practice 4 credits

This course focuses on the history and practice of Christian apologetics from the early Church to present day. It examines influential figures from the early church, the Reformation, and the modern era. The course then explores contemporary apologetics and strategies, including classical, evidentialist, presuppositional, and fideistic approaches. In addition, the course addresses contemporary challenges, providing a holistic understanding of both historical and current apologetic practices. Prerequisite: PHI-103.

PHI-403◆: Philosophy of Religion 4 credits

This course investigates fundamental issues related to religion and religious experience from a philosophical perspective. Attention will be given to arguments for the existence and nature of God, the problem of evil, faith and reason, and the coherence of theism. Prerequisite: PHI-301.

PHI-413V◆: Ethical and Spiritual Decision Making in Health Care 3 credits

This course introduces a Christian foundation for spiritual assessment and care with specific emphasis on biomedical ethical principles and ethical decision-making within health care. Students practice assessment and propose holistic interventions that take into account the dignity of the human person. These assessments and interventions contribute to the physical and spiritual well-being of individuals across the life span and the health-illness continuum.

PHI-420: Contemporary Apologetics Theory and Practice 4 credits

This course equips students to defend and champion the Christian faith by introducing them to the origins and development of major schools of thought and worldview commitments in the contemporary cultural context. Students will investigate major modern and postmodern ideas and discover how these have shaped contemporary Western assumptions about the nature of human beings. Students will also discover how Christian apologists historically have defended the Christian worldview against alternatives antithetical to Christianity. Students will also develop appropriate Christian responses to contemporary cultural trends opposed to the Christian faith. Prerequisite: PHI-103.

PHI-610: Christian Apologetics 4 credits

This course examines the rational and existentially compelling defense of the Christian faith within various contexts. Emphasis is placed on apologetic methodology, sound tools of persuasion, the philosophical foundations of key Christian doctrines, and responding to significant objections to Christianity with humility and respect.

Public Health Nursing (PHN)

PHN-600: Foundations of Public Health Nursing 4 credits

This course examines the evolving landscape of public health nursing, including the various roles and settings for public health nursing practice. Learners learn about the influence of social, behavioral, and cultural factors on health. Learners appraise theoretical frameworks useful for understanding and improving quality and community and population health while considering influential developments in the field and the regulatory, legal, and ethical guidelines that inform practice. Prerequisite: NUR-590.

PHN-652: Population-Based Interventions 4 credits

In this course, learners closely examine concepts of population health in order to design health promotion and disease prevention interventions for diverse populations. Beginning with the selection of appropriate models for evidence-based interventions, learners assess a population and propose the most appropriate intervention based on available evidence. Learners also consider the financial, regulatory, legal, and ethical aspects of population-based interventions and methods for evaluating outcomes. Prerequisite: NUR-590.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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PHN-690: Public Health Nursing Practicum 4 credits

This course provides learners with the opportunity to apply public health nursing knowledge and skills in various public health settings. Learners formulate public health assessments and interventions for improving quality health outcomes for populations in their selected setting while enhancing their leadership and collaboration skills with professionals in the field. Practicum/field experience hours: 150. Prerequisites: Successful completion of all courses in the program of study and clearance from the Office of Field Experience.

Physics (PHY)

PHY-102◆: Introduction to Physical Science 4 credits

This course introduces students to the scientific method. Students are expected to classify objects and materials based on physical and chemical properties, as well as develop an understanding of chemical reactions and flow of energy in a system.

PHY-102XV: Introduction to Physical Science 4 credits

This course introduces students to the scientific method. Students are expected to classify objects and materials based on physical and chemical properties, as well as develop an understanding of chemical reactions and flow of energy in a system.

PHY-104◆: Earth and Space Science 4 credits

This course is designed to develop students' skills in the scientific method, develop the understanding of the properties of Earth and its materials, and appreciate Earth in relationship to other objects in space. Concepts include geological and atmospheric phenomena.

PHY-105: Fundamental Physics 3 credits

Fundamental Physics focuses on the intersection of physics and biology focusing on physics as it relates to life, from the molecules to living organisms. Students will explore the ways in which fundamental laws of physics which direct biological organization at every level by limiting cellular processes. The ultimate focus will be on basic models that enable students to quantify the innate randomness and variability of cellular processes. Prerequisite: MAT-154 or higher. Co-Requisite: PHY-105L.

PHY-105L: Fundamental Physics Lab 1 credits

The laboratory section of Fundamental Physics reinforces and expands learning of principles introduced in the lecture course. Prerequisite: MAT-154 or higher. Co-Requisite: PHY-105.

PHY-111◆: General Physics I-Lecture 3 credits

This course is a study of basic concepts of physics, including motion; forces; energy; the properties of solids, liquids, and gases; and heat and thermodynamics. The mathematics used includes algebra, trigonometry, and vector analysis. A primary course goal is to build a functional knowledge that allows students to more fully understand the physical world and to apply that understanding to other areas of the natural and mathematical sciences. Conceptual, visual, graphical, and mathematical models of physical phenomena are stressed. Students build critical thinking skills by engaging in individual and group problem-solving sessions. Prerequisite: MAT-154 or higher. Co-Requisite: PHY-111L.

PHY-111L◆: General Physics I - Lab 1 credits

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-111 lecture course. Learners are able to perform the proper analysis and calculations to arrive at the correct quantifiable result when confronted with equations involving gravity, sound, energy, and motion. Prerequisite: MAT-154 or higher. Co-Requisite: PHY-111.

PHY-112◆: General Physics II-Lecture 3 credits

This course is the second in a one-year introductory physics sequence. In this course, the basics of three areas in physics are covered, including electricity and magnetism, optics, and modern physics. Course topics include an introduction to electric and magnetic fields, the nature of light as an electromagnetic wave, geometric optics, quantum mechanics, and nuclear reactions. Prerequisites: PHY-111 and PHY-111L. Co-Requisite: PHY-112L.

PHY-112L◆: General Physics II - Lab 1 credits

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-112 lecture course. Some of the topics learners understand and analyze involve the relationship between electric charges and insulators/conductors, magnetism in physics, energy transformations in electric circuits, the relationship between magnetism and electricity, and how they relate to the medical industry. Prerequisites: PHY-111 and PHY-111L. Co-Requisite: PHY-112.

PHY-121◆: University Physics I 3 credits

This course is a calculus-based study of basic concepts of physics, including motion; forces; energy; the properties of solids, liquids, and gases; and heat and thermodynamics. The mathematics used includes algebra, trigonometry, and vector analysis. A primary course goal is to build a functional knowledge that allows students to more fully understand the physical world and to apply that understanding to other areas of the natural and mathematical sciences. Conceptual, visual, graphical, and mathematical models of physical phenomena are stressed. Students build critical thinking skills by engaging in individual and group problem-solving sessions. Prerequisite: MAT-262 or higher. Co-Requisite: PHY-121L.

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PHY-121L◆: University Physics I Lab 1 credits

This calculus-based course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-121 lecture course. Students are able to perform the proper analysis and calculations to arrive at the correct quantifiable result when confronted with equations involving gravity, sound, energy, and motion. Prerequisite: MAT-262 or higher. Co-Requisite: PHY-121.

PHY-122ǂ◆: University Physics II 3 credits

This calculus-based course is the second in a 1-year introductory physics sequence. In this course, the basics of three areas in physics are covered, including electricity and magnetism, optics, and modern physics. The sequence of topics includes an introduction to electric and magnetic fields. This is followed by the nature of light as an electromagnetic wave and topics associated with geometric optics. The final topic discussed in the course is quantum mechanics. Prerequisites: PHY-121 and PHY-121L. Co-Requisite: PHY-122L.

PHY-122HNǂ◆: University Physics II 3 credits

This calculus-based course is the second in a 1-year introductory physics sequence. In this course, the basics of three areas in physics are covered, including electricity and magnetism, optics, and modern physics. The sequence of topics includes an introduction to electric and magnetic fields. This is followed by the nature of light as an electromagnetic wave and topics associated with geometric optics. The final topic discussed in the course is quantum mechanics. Prerequisites: PHY-121 and PHY-121L. Co-Requisite: PHY-122L.

PHY-122Lǂ◆: University Physics II Lab 1 credits

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-122 lecture course. Some of the topics students understand and analyze involve the relationship between electric charges and insulators/conductors, magnetism in physics, energy transformations in electric circuits, the relationship between magnetism and electricity, and how they relate to the medical industry. Prerequisites: PHY-121 and PHY-121L. Co-Requisite: PHY-122.

PHY-122LHNǂ◆: University Physics II Lab 1 credits

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-122 lecture course. Some of the topics students understand and analyze involve the relationship between electric charges and insulators/conductors, magnetism in physics, energy transformations in electric circuits, the relationship between magnetism and electricity, and how they relate to the medical industry. Prerequisites: PHY-121 and PHY-121L. Co-Requisite: PHY-122.

Psychiatric Mental Health (PMH)

PMH-630: Foundations of Psychiatric Mental Health - On-Campus Experience I 4 credits

This course covers evidence-based practice, research and the theoretical basis of care related to mental health disorders and mental health promotion across the life span. Emphasis is placed on development of the psychiatric mental health advanced practice role in patient-centered care to enhance the effectiveness of patient education, counseling, mental health care and recovery, mental health advocacy, and health promotion. Learners explore foundational concepts relevant to the scope of practice and role of the advanced psychiatric mental health nurse practitioner, neuroscience, advanced psychopharmacology, psychoeducation, psychotherapeutic principles and theories, and caring for all populations. Learners examine professional and patient community resources and evaluate the use of integrative strategies in assisting patients to achieve health goals using evidence-based research and guidelines. This course consists of a 2-day on-campus experience, and a 1-day live virtual webinar. Prerequisite: NUR-634.

PMH-630CE: On-Campus Experience I 0 credits

This course consists of a 2-day on-campus experience, and a 1-day live virtual webinar. Learners participate in lectures and simulation experiences related to the psychiatric mental health advanced practice role in patient-centered care to enhance the effectiveness of patient education, counseling, mental health care and recovery, mental health advocacy, and health promotion. Topics emphasized in this course are psychopharmacology, psychotherapy, and clinical psychiatric interview. Prerequisite: NUR-634.

PMH-652: Intro to Psychiatric Mental Health Assessment and Diagnostic Reasoning 7 credits

This combined didactic and clinical course focuses on evidenced-based practice related to various mental health disorders across the life span. Students will build upon concepts including neuroscience, advanced psychopharmacology, and psychotherapeutic principles of mental health disorders to provide safe and effective care. Emphasis is placed on critical thinking, mental health assessment and diagnostic reasoning to guide clinical decision-making that incorporates cultural and spiritual competence and diversity, equity, and inclusion (DEI). Clinical practice affords learners the opportunity to develop their clinical decision-making skills in assessment, clinical diagnosis, and management of individuals with mental illness, including interprofessional collaboration with other health professionals and community agencies. Clinical hours: 250. Prerequisite: PMH-630.

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PMH-654: Integrative Management: Psychiatric Assessment, Diagnosis and Treatment 7 credits

This combined didactic and clinical course focuses on the integrative management of evidenced-based practice related to various mental health disorders across the life span. Concepts include reinforcement of neuroscience, advanced psychopharmacology, and psychotherapeutic principles of mental health disorders to provide safe and effective care. Emphasis is placed on strengthening critical thinking, mental health assessment, and diagnostic reasoning to guide clinical decision-making and evidence-based treatment plans that incorporate cultural and spiritual competence and diversity, equity, and inclusion (DEI). Clinical practice affords learners the opportunity to strengthen their clinical decision-making skills in assessment, clinical diagnosis, and integrative management of individuals with mental illness, including interprofessional collaboration with other health professionals and community agencies. Clinical hours: 250. Prerequisite: PMH-652.

PMH-656: Advanced Management of Psychiatric Disorders - On-Campus Experience II 7 credits

This final combined didactic and clinical course focuses on advanced integrative management of evidenced-based practice related to various mental health disorders across the life span. Syntheses of previous concepts, including neuroscience, advanced psychopharmacology, and psychotherapeutic modalities of mental health disorders, are applied to provide safe and effective care. Emphasis is placed on application of critical thinking, mental health assessment, and diagnostic reasoning to guide clinical decision-making and evidence-based treatment plans that incorporate cultural and spiritual competence and diversity, equity, and inclusion (DEI). Clinical practice affords learners the opportunity to apply their clinical decision-making skills in assessment, clinical diagnosis, and advanced integrative management of individuals with mental illness, including interprofessional collaboration with other health professionals and community agencies. Transition-to-practice topics include contract negotiation, prescriptive authority, licensure, certification, and credentialing. Updates on current legislation, health policy and ethical issues that arise in clinical practice are incorporated. This course includes a required 2-day, on-campus immersion experience to provide advanced practice skills and lectures. Practicum/field experience hours: 250. Prerequisite: PMH-654. Co-Requisite: PMH-656CE.

PMH-656CE: On-Campus Experience II 0 credits

In this two day on-campus experience course, learners participate in lectures and advanced simulation experiences related to integrative management of evidenced-based practice related to various mental health disorders across the life span. Emphasis is placed on the application of critical thinking, mental health assessment, and diagnostic reasoning to guide clinical decision-making and evidence-based treatment plans. Prerequisite: PMH-654.

Political Science (POS)

POS-252◆: Federal Government 2 credits

A survey of American government. Meets the teacher certification requirement for American Government.

POS-301◆: Arizona and Federal Government 2 credits

This course is a survey of Arizona history and government, as well as American government. It meets the teacher certification requirement for Arizona government and American government.

POS-305: Nevada and US Constitution 4 credits

This course is a survey of Nevada Constitution, history, and government as well as U.S. Constitution and government.

POS-500: U.S. and Arizona Constitutions for Teacher Candidates 3 credits

Candidates examine the United States Constitution, and the constitution of the State of Arizona. From this foundational review, candidates will explore application of the United States Constitution and the constitution of the State of Arizona in educational contexts. Practicum/field experience hours: 3. Fingerprint clearance not required.

POS-501: U.S. and Arizona Constitutions for Teacher Candidates 3 credits

Candidates examine the United States Constitution, and the constitution of the State of Arizona. From this foundational review, candidates will explore application of the United States Constitution and the constitution of the State of Arizona in educational contexts.

Production (PRD)

PRD-101: Audio Production Fundamentals 4 credits

This course provides a comprehensive foundation in audio production across a range of professional contexts. Students will develop hands-on skills using industry-standard tools, while learning core concepts in acoustics, signal flow, microphone techniques, and critical listening. Emphasis is placed on adapting workflows to meet the technical and creative demands of different media formats and the variety of new emerging performance platforms.

PRD-300: Lighting and Visual Design for Modern Media Productions 4 credits

This course explores the creative and technical principles of lighting, staging, and visual projection for live events, theatre, and media productions. Students gain hands-on experience with lighting control systems, moving light programming both with hardware units as well as software control, and digital image projections.

Pastoral Residency (PRE)

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PRE-500: MDiv Pastoral Residency I 4 credits

This course engages students in a 15-week immersive pastoral residency experience in an approved local congregation. The course includes practical ministry experiences to prepare residents for their planned future vocation. Special attention is given to ministry practice, research, reflection, and on-site mentoring. The resident develops a portfolio documenting their experiences, with a focus on evangelism and discipleship. This course contains a synchronous component.

PRE-525: MA Pastoral Residency I 4 credits

This course engages students in a 15-week immersive pastoral residency experience in an approved local congregation. The course includes practical ministry experiences to prepare residents for their planned future vocation. Special attention is given to ministry practice, research, reflection, and on-site mentoring. The resident develops a portfolio documenting their experiences, with a focus on expressing theology in a specific ministry setting. This course contains a synchronous component.

PRE-600: MDiv Pastoral Residency II 4 credits

This course engages students in a 15-week immersive pastoral residency experience in an approved local congregation. The course includes practical ministry experiences to prepare residents for their planned future vocation. Special attention is given to ministry practice, research, reflection, and on-site mentoring. The resident develops a portfolio documenting their experiences, with a focus on leadership in a local congregation. This course contains a synchronous component. Prerequisite: MIN-524 or PRE-500.

PRE-625: MA Pastoral Residency II 4 credits

This course engages students in a 15-week immersive pastoral residency experience in an approved local congregation. The course includes practical ministry experiences to prepare residents for their planned future vocation. Special attention is given to ministry practice, research, reflection, and on-site mentoring. The resident develops a portfolio documenting their experiences, with a focus on leadership. This course contains a synchronous component. Prerequisite: HTH-620 or PRE-525.

PRE-650: MDiv Pastoral Residency III 4 credits

This course engages students in a 15-week immersive pastoral residency experience in an approved local congregation. The course includes practical ministry experiences to prepare residents for their planned future vocation. Special attention is given to ministry practice, research, reflection, and on-site mentoring. The resident develops a portfolio documenting their experiences, with a focus on applying theology to the pastoral ministry. This course contains a synchronous component. Prerequisite: MIN-675 or PRE-600.

Professional Writing (PRW)

PRW-100◆: Introduction to Professional Writing 4 credits

This course introduces students to multiple professional writing disciplines. Students gain experience in writing for typical professional writing genres and gain working knowledge of professional writing styles. This course provides students with practical, procedural knowledge that helps them write in multiple contexts to appropriate audiences. Prerequisite: ENG-105.

PRW-301ǂ: Reporting and Newswriting 4 credits

In this course, students learn the fundamentals of writing breaking news and feature stories. Learners acquire the skills to understand the foundations of journalistic history, ethics and Associated Press style. Students originate, research and write news stories. Through readings, discussion, and attention to accuracy, students learn how to exercise these skills wisely in new media. Technology requirement: Students are responsible for providing their own laptop and subscription to industry-standard software to complete assignments.. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisites: ENG-105 and ENG-106.

PRW-345ǂ: Introduction to Grant Writing 4 credits

This course examines the processes, purposes, and practicalities of grant writing with an emphasis on communication between funding sources and grant seekers. Students learn about funding sponsors and their concerns, the parts of grant proposals, and techniques for successful grant research and writing. The course culminates in the students' completion of a grant proposal. Prerequisite: ENG-105, ENG-106.

PRW-381: Writing for Public Relations 4 credits

This course exposes students to the various types of writing tasks utilized by Public Relations professionals. In addition to enabling students to write with clarity and skill for various media and contexts, this course encourages students to use strategy, creativity, and critical thinking in composing public relations material. Technology requirement: Students are responsible for providing their own laptop and subscription to industry-standard software to complete assignments.. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ENG-105.

PRW-466ΔǂΩ: Technical Writing 4 credits

This writing-intensive course provides an overview of technical writing and focuses on the production of informative practical texts such as instructions, manuals, and process descriptions. Technology requirement: Students are responsible for providing their own laptop and subscription to industry-standard software to complete assignments. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ENG-105.

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PRW-470: Multimedia Feature Writing 4 credits

This course exposes students to advanced journalism skills, concentrating on long-form journalism. Using the best practices of nonfiction, students adapt heavily researched stories to media platforms that integrate video, audio, photography and text. Technology requirement: Students are responsible for providing their own laptop and subscription to industry-standard software to complete assignments.. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ENG-105, ENG-106, PRW-301.

Psychology (PSY)

PSY-102◆: General Psychology 4 credits

This foundation course in the science of behavior includes an overview of the history of psychology, the brain, motivation, emotion, sensory functions, perception, intelligence, gender and sexuality, social psychology, human development, learning psychopathology, and therapy.

PSY-102B: General Psychology 4 credits

This foundation course in the science of behavior includes an overview of the history of psychology, the brain, motivation, emotion, sensory functions, perception, intelligence, gender and sexuality, social psychology, human development, learning psychopathology, and therapy.

PSY-102XV: General Psychology 4 credits

This foundation course in the science of behavior includes an overview of the history of psychology, the brain, motivation, emotion, sensory functions, perception, intelligence, gender and sexuality, social psychology, human development, learning psychopathology, and therapy.

PSY-255Δ♯◆: Personality Psychology 4 credits

This writing-intensive course examines the nature and casual determinants of human behavior, including the definition and scientific measurement of personality. Theories explored include psychodynamic, Neo-Freudian, trait, biological, humanistic, cognitive, and behavioral theories. A Christian worldview offers perspective of nature and human personality. Prerequisite: PSY-102.

PSY-255HNΔ♯◆: Personality Psychology 4 credits

This writing intensive course is a study of the nature and causal determinants of human behavior, including the definition and scientific measurement of personality. Theories studied include the psychodynamic, Neo-Freudian, trait, biological, humanistic, cognitive, and behavioral theories. The Christian perspective on the nature of human personality is also explored. Prerequisite: PSY-102.

PSY-255XV: Personality Psychology 4 credits

This writing intensive course is a study of the nature and causal determinants of human behavior, including the definition and scientific measurement of personality. Theories studied include the psychodynamic, Neo-Freudian, trait, biological, humanistic, cognitive, and behavioral theories. The Christian perspective on the nature of human personality is also explored. Prerequisite: PSY-102.

PSY-260♯◆: Introduction to Psychological Research and Ethics 4 credits

This course serves as a foundation for undergraduates in the field of psychology. Professional skill development, such as an introduction to scientific reasoning, research foundations, critical thinking, literature reviews, and scholarly writing are covered, as well as contemporary ethical issues in the field of psychology. Students have the opportunity to apply guidelines proposed by the American Psychological Association Code of Ethics when exploring topics. Prerequisite: PSY-102.

PSY-310◆: Introduction to Forensic Psychology 4 credits

This course is an introduction to the field of forensic psychology. Forensic psychology is where the science of the mind intersects with the law. This course explores the scientific principles of psychology as applied to the legal setting. The role and practice of forensic psychology is explored.

PSY-352◆: Health Psychology 4 credits

This course reflects psychology's growing interest in health-related issues by offering an overview of health psychology from a biopsychosocial model. Topics include theories related to health behavior, stress, pain development and management, in addition to patient adherence. Furthermore, the discussion explores cancer and chronic illness development and management. A review of complementary and alternative medicine (CAM), the hospital setting, and effects on patients are examined. Finally, the course examines health-related behaviors such as substance abuse, nutrition, and exercise. Prerequisite: PSY-102.

PSY-355◆: Child and Adolescent Psychology 4 credits

This course examines child and adolescent psychology through stages of development related to biological, cognitive, and socioemotional processes. From conception through adolescence, the nature of child development is explored by discussing theory, research, developmental milestones, attachment, personality, language, moral development, emotions, cultural differences, typical and atypical behaviors, methods of learning, and influences of parenting and environment. An emphasis on research methodology and interpretation is used to analyze the concepts in this class.

PSY-357◆: Lifespan Development 4 credits

This is a course in developmental psychology with 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.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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PSY-358[♯◆]: Adult Development and Aging 4 credits

This theoretical and research-based course covers psychosocial, emotional, physical, and cognitive aspects of human development from emerging adulthood to death. Theories of development and applications to real-world situations provide a context for understanding how humans transition across stages of adulthood to death. Scientific approaches for studying developmental psychology stress the importance of research methodology and research interpretation. Prerequisite: PSY-102.

PSY-362[♯◆]: Social Psychology and Cultural Applications 4 credits

This course provides a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, roles, norms, group processes, aggression and cooperation, persuasion, stereotypes and prejudices, and social awareness. The role of culture in social processes is emphasized.

PSY-362HN[♯◆]: Social Psychology and Cultural Applications 4 credits

This course provides a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, roles, norms, group processes, aggression and cooperation, persuasion, stereotypes and prejudices, and social awareness. The role of culture in social processes is emphasized. Prerequisite: PSY-102 or SOC-102.

PSY-366[◆]: Introduction to Sport and Exercise Psychology 4 credits

This course provides an overview of factors influencing participation in individual or group sport and performance. Additionally, outcomes associated with performance are examined. Current theory and research are presented to develop an understanding of behaviors in sport and performance settings. Further, techniques applied to enhance sport performance are examined.

PSY-368[◆]: Social Aspects of Sport/Psychosocial Aspects of Sport 4 credits

This course examines intersections of sociological environments and sport both in North America and globally, including social and cultural theories of social class, education, gender, religion, ethnicity, and sexuality in sport.

PSY-380[◆]: Introduction to Probability and Statistics 4 credits

This course is 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-134, MAT-144 or MAT-154.

PSY-402[♯◆]: Cognitive Neuroscience 4 credits

This course includes an introduction to the experimental study of cognition and neurophysiology. Topics include sensation and perception, memory, learning, language, metacognition, intelligence, problem solving, decision-making, mental imagery, consciousness, attention, and the development of cognition through the life span. Major theoretical perspectives and current research within the fields of cognition and neuroscience are discussed. This course also provides students with a basic understanding of the neural underpinnings of a variety of cognitive processes. Prerequisite: PSY-102.

PSY-410[◆]: Psychology of Coaching 4 credits

This course provides an introduction to current research and theories regarding coach-athlete relationships and the coaching profession, including leadership, psychosocial factors, and performance of teams and athletes. Additionally, strategies for effective coaching are presented.

PSY-425[◆]: Leadership and Team Building 4 credits

This course studies principles influencing team building strategies and leadership skills. Foundations such as servant, situational, and charismatic leadership are examined, including leadership qualities, skills, and cultural contexts.

PSY-452[♯◆]: Experimental Psychology 4 credits

This course introduces students to the fundamental principles and methods of experimental psychology, with a focus on understanding the scientific process as it applies to psychological research. Students explore a variety of research designs, including true experiments, quasi-experiments, and correlational studies, as well as basic data collection techniques such as surveys, behavioral observations, and physiological measures. Emphasis is placed on critical thinking, ethical research practices, and the application of methodological concepts to real-world psychological questions. The course culminates in the development of an APA-style research paper in which students formulate their own research question, conduct a literature review, and write a detailed methods section outlining how they would hypothetically investigate their topic using appropriate psychological research methods. Prerequisite: PSY-380.

PSY-452HN[♯◆]: Experimental Psychology 4 credits

This course is a laboratory course emphasizing both the theoretical and applied aspects of experimental design and research methodology. A variety of activities will be performed in such areas as learning, motivation, and perception. Prerequisite: PSY-380.

PSY-470[Δ♯◆]: Abnormal Psychology 4 credits

This is a writing-intensive foundation course in the science of abnormal behavior that offers students the opportunity to study the origin and development of abnormal patterns and disorders. This course is designed to assist students in recognizing and understanding mental illness through increased awareness of emotional, functional, and physiological factors influencing mental health. Specific topics include symptoms, diagnoses, etiology, epidemiology, and treatment of various psychological disorders and syndromes.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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PSY-470HN[Δ♯◆]: Abnormal Psychology **4 credits**

This is a writing intensive foundation course in the science of abnormal behavior that offers students the opportunity to study the origin and development of abnormal patterns and disorders. This course is designed to assist students in recognizing and understanding mental illness through increased awareness of emotional, functional, and physiological factors influencing mental health. Specific topics include symptoms, diagnoses, etiology, epidemiology, and treatment of various psychological disorders and syndromes. Prerequisite: PSY-102.

PSY-495[Ω]: Professional Capstone Project **4 credits**

This course provides students with the opportunity to develop and present a research proposal that demonstrates their understanding of psychological research methods and their ability to design a feasible study. Emphasis is placed on integrating feedback, strengthening methodological design, and clearly articulating the relevance of their research. In addition to the research component, students complete structured activities that support their transition beyond the undergraduate program, such as resume development, interview preparation, and exploration of graduate school and career pathways in psychology. Prerequisite: PSY-452.

PSY-499: Independent Study **1 credits**

This course involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

PSY-510: Contemporary and Ethical Issues in Psychology **4 credits**

This course serves as the foundation for advanced graduate study in the field of psychology. Professional skill development, such as critical thinking, scholarly writing, and literature reviewing are covered, as well as contemporary ethical issues in the field of psychology, including issues in research, writing, psychotherapy, forensic psychology, and animal research.

PSY-520: Graduate Statistics **4 credits**

This course provides a study of theories of probability, descriptive and inferential analyses of data, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. This course requires the use of SPSS software via the Citrix Workspace to complete assignments, please ensure your device is compatible with this software prior to the start of your course.

PSY-530: Social and Cultural Psychology **4 credits**

This course is a study of social, group, and multicultural factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, altruism, attraction, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control.

PSY-550: Research Methods **4 credits**

This course emphasizes both the theoretical and applied aspects of experimental design and research methodology at the graduate level, including qualitative, quantitative, and mixed designs. Prerequisite: PSY-520.

PSY-560: Learning, Cognition and Motivation **4 credits**

This course offers advanced theory in human cognition and learning, including attention, memory, consciousness, decision making, problem solving, motivation, cognitive mapping, and schemata.

PSY-565: Industrial/Organizational Psychology **4 credits**

This course applies social and organizational methods and principles to business and industry as it applies to Industrial and Organizational Psychology.

PSY-570: Psychopathology **4 credits**

This course offers students a deeper understanding of current issues in adult psychopathology, including personality disorders, psychological disorders, and co-occurring disorders. Students gain advanced knowledge of clinical assessment and treatment planning and engage in in-depth research in the field related to the symptoms, etiology, epidemiology, and treatment of psychological disorders.

PSY-572: Pedagogy for the Psychology Classroom **4 credits**

This course emphasizes principles of pedagogy and student learning in the context of psychology. Students are encouraged to apply education frameworks to a psychology classroom. Through an emphasis on real-world organizational development, traditional theories of student comprehension, and modern pedagogy, this course prepares students to teach a diverse and broad range of psychology courses.

PSY-575: Organizational Behavior and Development **4 credits**

This course examines the theoretical foundations for organizational development and explores how organizations function and the psychology behind it.

PSY-580: Foundations of Human Factors **4 credits**

This course is an examination of the practical application of Human Factors theories and principles.

PSY-581: Sensation and Perception **4 credits**

This course is an examination of the human ability to receive and process information through visual and auditory senses.

PSY-582: Software **4 credits**

This course is a practitioner's guide to a human centered design approach to software development and evaluation.

PSY-583: Cognition **4 credits**

This course is a fundamental examination of cognitive psychology as it applies to human factors.

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PSY-610: Introduction to Coaching 4 credits

This course covers the differences and similarities between coaching and other social services fields, such as counseling, psychology, or social work. Students learn the principal theories influencing the field of coaching as well as fundamental coaching skill.

PSY-611: Individual Coaching 4 credits

This course provides a deeper look into coaching for individuals. It covers skills, models, and techniques specific to working with individuals and competencies of coaching. Students learn the basics of developing a professional coaching plan and niche development. Prerequisite: PSY-610.

PSY-612: Business and Organization Coaching 4 credits

This course provides an overview of executive coaching provided within the business/organization as well as the ethical considerations specific to this field. Prerequisite: PSY-610.

PSY-613: Assessment/Facilitation 4 credits

This course provides an overview of assessments commonly used in the coaching field. Students will develop an understanding of administration and interpretation of assessments as well as how to provide professional feedback relevant for real life application. Prerequisite: PSY-610.

PSY-620: Theories of Criminal Behavior 4 credits

This course explores classic and contemporary theories of crime causation, including psychological, developmental, and social causes of crime and theories of punishment.

PSY-621: Psychology and the Legal System 4 credits

This course provides a psychological perspective for understanding legal issues, an examination of the various roles, functions, strategies, and interagency relationships of the courts, government entities, elements of the crime, and the individual as it relates to due process within the context of crime control.

PSY-622: Psychopathology of Crime 4 credits

This course requires students to comprehensively examine various psychopathologies behind criminal behavior. Topics such as biological, genetic, neurochemical, cognitive, and sociological factors underlying criminal behavior will be examined. A focus will be placed on addiction, brain imaging, and future biopsychosocial research.

PSY-623: Offender Rehabilitation and Reintegration 4 credits

This course examines various approaches to rehabilitative treatments in offender populations. A close look at rehabilitative methods within sex offenders, drug offenders, white collar criminals, cyber criminals, female offenders, juveniles, and mentally ill populations will be taken. Students will examine public policy and research based methods for successful prevention and community reintegration.

PSY-630: Sociology of Aging 4 credits

This course is a critical examination of social policies and systems which affect aging and retirement. The impact of multiple social contexts such as family, employment, work, and religion are examined.

PSY-631: Death and Dying 4 credits

This course introduces the concept of death in society. Students examine research, theories, and case studies on the sociocultural dimensions of death and dying with a focus on end of life issues and grief management.

PSY-632: Physical Health and the Biology of Aging 4 credits

This course examines the biological principles and research that explain the causes of aging. An investigation into the human experience of biological aging, longevity, and age-related disease is made in order promote and modulate successful aging.

PSY-633: Psychological, and Emotional, and Spiritual Aspects of Aging 4 credits

This course examines the psychological, emotional, and spiritual aspects of aging. There is a focus on promoting positive aging and increasing well-being. Prerequisite: PSY-630.

PSY-650: Human Development 4 credits

This course in developmental psychology emphasizes the physical, social, cognitive, personality, spiritual, and moral developments within an individual. The course is designed to provide an understanding of the transitions of life from conception to death.

PSY-655: Strategies for Effective Leadership and Consultation 4 credits

This course examines methods for achieving personal, group, and organizational goals through effective consulting and management strategies.

PSY-660: Health Psychology 4 credits

Using the biopsychosocial model of health, this course examines how biological, psychological, and social factors interact with health-promoting and illness-preventing behaviors. Personality factors and the medical community's role in health promotion are also covered.

PSY-661: Promotion of Health Behaviors 4 credits

This course explores the promotion of health behaviors at the individual and community level. A special focus is on prevention programs and utilization of media to impact health behaviors. Factors contributing to successful prevention programs will be analyzed and program evaluation techniques will be demonstrated. Successful survey design techniques will be introduced and the current trends in health psychology will be explored.

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PSY-662: Health and Wellness 4 credits

This course examines a variety of factors related to wellness and includes a focus on substance use and abuse, nutrition, weight control, diet, exercise and safety. An exploration of lifestyles factors related to promoting health and wellness across the lifespan is assessed as well as effective coaching for health and wellness.

PSY-663: Future of Health Psychology 4 credits

This course examines the future of Health Psychology with an emphasis on understanding current public policy and implementing changes in this sector. Careers related to Health Psychology and issues and controversies that impact the field are investigated.

PSY-664: Community Health 4 credits

This course examines the implementation of community-wide change through intervention, prevention, advocacy, outreach, and program evaluation, which moves beyond the individual focus. Students explore foundational competencies for addressing community problems and implementing community psychology practice. A focus is placed on current research related to topics relevant to community psychology.

PSY-665: Principles of Personnel and Human Resource Management 4 credits

This course examines psychological principles related to personnel and human resource management in both physical and virtual work environments.

PSY-693Ω: Professional Capstone 2 credits

This course prepares students to enter their prospective career and/or continue their education in psychology. Students will explore occupations and leaders in the various psychological fields, formulate and compile their experiences and achievements, and construct a roadmap for success. Original research ideas will be solidified and presented. Prerequisite: PSY-550.

PSY-802: Psychoanalysis and Psychodynamic Theory 3 credits

This course is an introduction to the nature, origins, and history of psychoanalysis and psychotherapy. Although not a clinically based course, the course does address the psychoanalytic and psychotherapeutic strategies used to assist individuals with managing personal and inter-personal issues leading to improved mental health.

PSY-803: Behaviorism 3 credits

This course examines the historical and theoretical background of the behavioristic movement and its major works. The course also examines methods and techniques to help teach and learn new behaviors as well as the concepts and strategies to diminish or eliminate unwanted behaviors.

PSY-804: Humanistic, Transpersonal and Existential Psychology 3 credits

This course explores the historical roots, theoretical foundations, major works, and guiding philosophy of Humanistic, Transpersonal and Existential (HTE) psychology. This course also examines the different approaches to studying HTE as it relates to human motivation, needs, will, love, and existence in a contemporary world.

PSY-807: Theories of Cognition, Motivation, Collaboration, and Learning 3 credits

This course discusses foundational theoretical research in areas such as cognition, motivation, learning, communications, and collaboration. Applications to both learning and communications solutions are addressed as are research initiatives.

PSY-810: History and Systems of Psychology 3 credits

This course is designed to familiarize the graduate student with the major schools of thought in psychology and their philosophical origins. The individuals and their personal experiences are examined in depth. The social, economic, and political forces that have influenced the developing discipline of psychology are also examined.

PSY-817: Technologies for Learning and Communication 3 credits

This course enables the learner to research current and emerging technologies in learning and communications. The psychology of applying technology to individuals, organizations, and communities, and the assessment of risks and benefits associated with the use of technology are discussed.

PSY-820: Cognitive Science 3 credits

This course examines theoretical and empirical approaches to understanding different mental processes, including perception, attention, reasoning, intelligence, creativity, concept formation, memory, mental imagery, language, emotional states, and moral reasoning. The development and underlying foundations of these processes and their instantiation in the brain are examined.

PSY-827: Integrating for Learning and Communication 3 credits

The integration of psychology, technology, and learning is discussed as it relates to innovative research and solutions for learning and communications. The development of a rationale for integration and change including factors such as costs, benefits, and risks is addressed as learners integrate theories, such as social intelligence, to enable successful change.

PSY-830: Principles of Industrial and Organizational Psychology 3 credits

This course applies social and organizational methods and principles to business and industry. Topics include human behavior at work; personnel selection, evaluation, and training; motivation and job satisfaction; management philosophies; employee-management relationships; work and equipment design; working conditions, accidents and human errors; and consumer psychology.

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PSY-831: Foundations of Performance Psychology 3 credits

This course is designed to apply theories of emotion, cognition, and motivation to performance and explore the variables related to performance excellence. Application of performance psychology principles to applied settings is also addressed.

PSY-833: Psychomotor Performance 3 credits

This course introduces motor learning and control principles, constructs, laws, and theories, and their application to individual skill learning.

PSY-834: Psychology of Consulting and Coaching 3 credits

This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management.

PSY-836: Principles of Personnel and Human Resource Management 3 credits

This course examines psychological principles related to personnel and human resource management in both physical and virtual work environments. Topics include personnel selection, affirmative action and equal opportunity decision making in selection, design and evaluation of training programs, training methods and management development, performance appraisal, and the work environment.

PSY-837: Applied Psychology of Leadership 3 credits

This course provides an overview of leadership theories and models from a psychological perspective. It introduces leadership development within the individual, group, and organization, focusing on the skills and abilities of effective leaders.

PSY-838: Testing and Assessment in the Workplace 3 credits

This course provides students with an overview of the different types of tests used in organizational settings and experience in their application. Included is a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and achievement; interpret test results; and summarize results in a written report.

PSY-839: Performance Enhancement 3 credits

The purpose of this course is to apply psychological theories and principles. The learner completes an applied project utilizing a case study.

PSY-860: Human Learning and Cognition 3 credits

This course offers advanced theory in human cognition, learning, and motivation, including attention, memory, consciousness, decision making, problem solving, motivation, cognitive mapping, and schemata. Prerequisite: PSY-820.

PSY-863: Cognition and Instruction 3 credits

This course is designed to apply theories of cognitive psychology to learning and instruction, and thus explores the principles of learning in the context of formal education. Educational research related to classroom practice and application is considered in four domains: information processing/memory, attitudes/motivation, intelligence, and formal learning.

PSY-866: Social Cognition 3 credits

This course is a study of social cognition, including how people understand themselves and other people. Prerequisite: PSY-863.

PSY-885Ω: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES-880.

PSY-955Ω: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: RES-871, PSY-885, RSD-883, or RSD-884.

PSY-960Ω: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: PSY-955.

PSY-965Ω: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: PSY-960.

PSY-966E: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-965.

PSY-967E: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-966 or PSY-966E.

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PSY-968E: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-967 or PSY-967E.

PSY-969E: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-968 or PSY-968E; RSD-951.

PSY-970E: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-969 or PSY-969E.

PSY-971E: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-970 or PSY-970E.

PSY-972E: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-971E.

PSY-973E: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: Prerequisite: PSY-972E.

PSY-974E: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-973E.

PSY-975Ω: Dissertation Research Continuation 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisites: PSY-966E or PSY-970 and either RSD-951 or D-35 status.

Public Health (PUB)

PUB-200: Health Promotion and Disease Prevention 4 credits

This course incorporates principles of human health and disease, health education and promotion, and a consideration of how public health professionals promote a culture of health through engaging and empowering individuals and communities to choose healthy behaviors and reduce their risks for disease. Through an examination of the core functions and goals of public health, levels of prevention, social determinants of health, and the theoretical contexts of health behaviors, students begin to understand the cultural context for health promotion and the complexities involved in promoting and protecting public health.

PUB-240: Environmental and Occupational Health and Safety 4 credits

This course examines factors in both the natural and built environment that influence human health. Along with an overview of contemporary environmental health issues, students examine elements of workplace health and safety, emergency preparedness, and the impact of organizational policies and procedures on human health in occupational settings.

PUB-360: Community Assessment and Planning 4 credits

Course Description: This course introduces the steps of public health programming implementation with an emphasis on assessment and planning. Students examine the assessment process, frameworks for community assessment, and the utility of theoretical models in planning. Along with the fundamentals of program management, students delve into strategic approaches to planning, including goal setting, process evaluation, and change management, to effectively engage communities in public health programming. Prerequisite: PUB-200.

PUB-380ǂ: Epidemiological Research Design and Methods 4 credits

This course introduces basic epidemiological concepts including methods to study the distribution and determinants of disease. Students learn fundamental research methods and components of a strong research design and apply qualitative and quantitative methods to describe disease and test hypotheses. Transmission and the clinical progression of disease are evaluated through epidemiological models. Prerequisite: PSY-380.

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PUB-390ᶠ: Foundations in Global Health Practice 4 credits

This course examines global health concepts with a focus on low- and middle-income countries. Students develop a global perspective in understanding the influence of culture and the sociopolitical factors involved with health and well-being. The course considers key topics of water and sanitation, agriculture and nutrition, maternal and child health, and climate change, along with practical knowledge for working in a global health-focused career.

PUB-410Δ: Implementation and Evaluation of Public Health Interventions 4 credits

This writing intensive course examines the knowledge and skills needed to implement and evaluate public health interventions in various settings. Students learn the steps involved in the implementation of evidence-based interventions, allocation of resources, and marketing and promotion of programs. An overview of evaluation approaches and designs is provided and students apply data collection skills used in evaluation, including survey design and data analysis. Ethical considerations during the implementation and evaluation of interventions are also explored. Prerequisite: PUB-360.

PUB-430ᶠ: Public Health Data Systems and Informatics 4 credits

In this course, students explore diverse data systems, such as disease registries, surveillance data, and geographic information systems, to learn about health and disease. Students learn to use technology to manage and share data appropriate for the targeted audience and apply tools of health informatics to interpret and communicate data for decision making and program or policy development. Prerequisite: PUB-380.

PUB-450Δ: Public Health Policy and Financing 4 credits

In this writing-intensive course, students examine the structure, function, financing, and delivery of public health and health care services at the local, state, and federal levels. Students explore the role of policies and regulations on the delivery and quality of public health and health care services. The course also considers the relationship between private and public sector health care systems and public health in addressing population health. Strategies for advocacy, including advocating for health issues and communities, are also explored.

PUB-480ᶠ: Ethical Practice in Public Health 4 credits

The purpose of this course is to examine ethical approaches to working in diverse teams, across cultures, and with vulnerable populations. Students explore ethical issues related to community-based research and public health programming, along with approaches to navigate through ethical dilemmas. This course covers how professionalism and human rights guide decisions that lead to a respect for others and social justice.

PUB-490: Public Health Capstone Project 4 credits

In this culminating course, students have the opportunity to integrate and apply the public health knowledge and skills acquired in their program either through a 30-hour volunteer service-learning opportunity in the field of public health, or through a research-based project developing a proposal to address a public health issue. This experience is designed to promote critical reflection, allow the student to develop leadership skills, and provide a practical connection to the field of public health. Prerequisites: PUB-380 and PUB-410.

PUB-510: Foundations of Public Health 2 credits

This course introduces learners to the broad field of public health, professional roles, and the basic principles of disease prevention and health promotion among communities and populations. Learners examine historical trends in the field, the 10 Essential Public Health Services, and how public health services are designed and delivered within the public health infrastructure. The course introduces learners to the upstream causes of morbidity and mortality across the life span and how the public health system in the United States addresses these causes.

PUB-520: Social and Behavioral Principles of Public Health 4 credits

Learners in this course identify social and behavioral approaches in public health to effect change at the individual, interpersonal, organizational, and community levels. Learners examine the influence of the social, political, and economic landscape of the community on perceptions of health, and assess the readiness of individuals and the community for change. Learners explore the social determinants of health and apply theoretical frameworks to address public health issues and reduce health disparities. Learners also evaluate the best methods to empower change and engage communities in public health initiatives with sensitivity to the diverse spiritual, cultural, and psychosocial needs of the populations they serve. Learners research specific issues related to health equity, applying a theoretical framework, identifying contributing factors, and proposing appropriate interventions. Prerequisite: PUB-510.

PUB-540: Principles of Epidemiology 4 credits

This course introduces epidemiological principles and methods to study, quantify, and assess the distribution and determinants of disease among populations. Learners examine the influence of biological and social factors on population health, including epigenetics, infectious disease, and foodborne illnesses. Learners evaluate epidemiologic study designs and apply measures of association as methods for determining relationships. Prerequisite: PUB-520 or PHN-600.

PUB-550: Application and Interpretation of Public Health Data 4 credits

This course introduces learners to the application and interpretation of data to assess, design, and justify public health programs. Learners learn the basics of data management and statistical analysis using real-life public health data sets. Learners consider the implications of crafting a clear research question, identifying available and quality data, applying appropriate data analysis methods, and effectively communicating the results. Research standards and ethics are emphasized in contributing to evidence-based public health practice. Prerequisite: PUB-540.

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PUB-560: Environmental Impacts on Health 4 credits

In this course, learners consider the interrelationship between human health and the natural and built environments. Learners examine current environmental issues and the human activity that affects public and global health, such as climate change, disease transmission (One Health), urbanization, pollution, as well as the impact of these changes over time. Learners also study the ethical implications of environmental strategies related to community design, occupational health, and policy influencing human health. Prerequisite: PUB-510.

PUB-610: Communication for Behavior Change 4 credits

This course focuses on using communication to positively influence understanding of health information, decision making, and health behavior. Students examine ways to serve as public health change agents though effective and ethical communication practices. Through an emphasis on health literacy and cultural competence, students learn to design public health communications and select appropriate communication channels for a variety of audiences, including individuals and communities. Students also consider the role of the public health professional as a trusted source of health information and examine strategies for combating misinformation within communities. Prerequisite: PUB-520.

PUB-620: Planning and Evaluation in Public Health 4 credits

In this course, students learn and apply competencies related to the planning, implementation, and evaluation of health promotion and disease prevention programs. Health behavior theories are considered in the development of health promotion programs, the application of evaluation findings, and prioritization of community concerns and resources. Focus is placed on needs assessment, selecting interventions, measuring program outcomes, and collaborating with stakeholders. Students identify methods for data collection, tools for program and resource management, and strategies for assessing effectiveness of programs, including cost-benefit analysis. Prerequisites: PUB-520, PUB-550, and PUB-610.

PUB-650: Public Health Advocacy and Policy 4 credits

In this course, learners examine the intricacies of public health policy development and examine the role of federal, state, and local government in the provision of public health programs and services through health policy and law. Emphasis is placed on the role of the public health professional in advocating for public and community health, health equity, and social justice. Learners learn advocacy strategies for mobilizing communities, coalitions, and organizations to support and implement policy. Through careful analysis of public health policy and consideration of the implications of Health in All Policies approaches, learners learn how local, national, global, social, and economic policies have broad implications for human health. Learners also have the opportunity to learn how to structure and write a health policy analysis, including economic and budgetary impacts of policy options. Prerequisite: PUB-610.

PUB-655: International Perspectives in Community Health 4 credits

In this course, learners synthesize the impact of globalization on community health and the complexities of partnering with communities for development among resource-constrained populations. Learners review the history of international public health efforts and theories underpinning current global health initiatives. There is an emphasis on the role of faith and ministry-based organizations in global health advocacy and initiatives. Learners examine the challenges of building real collaboration across public, private, and local entities, and explore best practices for the integration of faith-based and professional public health principles to establish sustainable local development. Prerequisite: PUB-540.

PUB-660: Leadership and Management in Public Health 4 credits

This course applies principles of strategic leadership and management of public health services within different sectors. Cultural differences in leadership and management are explored to build partnerships leveraging community and organizational strengths. Learners explore how to align public health programs with organizational mission, vision, and objectives for sustainability and growth. There is particular emphasis on the collaborative nature of public health, developing cross-cultural competence, and the unique aspects of leadership within various types of agencies, including faith-based organizations. Learners hone their communication, negotiation, and servant leadership skills to empower and influence others working together to improve the health of populations. Prerequisites: PUB-620 and PUB-650.

PUB-680Ω: Public Health Practicum 4 credits

This practicum course is designed to provide learners an opportunity to transition from theory to practice in public health. The learner reinforces, integrates, and applies concepts, principles, and skills gained during coursework that are essential to professional competency. Learners are required to complete a minimum of 150 hours of applied practice experience in an approved public health setting under close supervision of a qualified preceptor approved by the college. Learners reflect on their applied practice experience, discuss the application of theory and concepts in practice, identify personal strengths, describe professional development opportunities, and develop a professional portfolio. Practicum/field experience hours: 150. Prerequisites: All previous coursework and a release by the Office of Field Experience.

PUB-690Ω: Public Health Capstone 4 credits

This capstone course is an integrated learning experience that provides students the opportunity to apply public health skills based on their professional interests and goals. Students demonstrate competency through the development of a written, professionally prepared project that can be included as part of a professional portfolio. Students tailor a project based on their professional interests and goals, with the option to write a grant proposal for a public health initiative, develop a comprehensive policy analysis, conduct a secondary data analysis, or complete a program evaluation plan. Prerequisite: PUB-680.

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Reading Program (REA)

REA-305◆: Children's Literature 4 credits

Teacher candidates survey types and purposes of literature based on the developmental literacy needs of elementary-aged children. Particular emphasis is dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres, including digital text, to meet specific instructional needs and literacy goals of elementary-aged children. Practicum/field experience hours: None. Fingerprint clearance not required.

REA-325: Literacy Interventions and Remediation for Elementary Education 4 credits

Teacher candidates develop strategies for literacy intervention and remediation to foster and support student autonomy in the classroom. Teacher candidates build knowledge and skills to plan literacy supports in all content areas, promote self-directed learning, and empower students to take control and set goals for their own learning outcomes. Language and literacy development is examined to inform intervention and remediation strategies and practices to support readers of varying ages and ability levels, including students with dyslexia and other reading disabilities. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ELM-315.

REA-326♯: Literacy Intervention and Remediation for Elementary Education 4 credits

Teacher candidates develop strategies for literacy intervention and remediation to foster and support student autonomy in the classroom. Teacher candidates build knowledge and skills to analyze and use assessment data when planning literacy supports in all content areas, communicating student progress, promoting self-directed learning, and empowering students to set goals for their own learning outcomes. Language and literacy development is examined to inform intervention and remediation strategies and practices that support readers of varying ages and ability levels, including students with dyslexia and other reading disabilities. Emphasis is placed on identifying the strengths and needs of individuals when planning instruction and providing descriptive and timely feedback on student progress. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ELM-211.

REA-350♯: Reading Remediation and Intervention in Early Childhood 4 credits

Teacher candidates study the early stages of reading disabilities, including dyslexia. Emphasis is on assessment procedures in early childhood settings and methods of early intervention and remediation. Candidates will explore the collaboration with stakeholders in the use of formal and informal assessment data to support the diagnosis and remediation process in literacy. Candidates will examine research-based strategies to support literacy development. Prerequisite: ECS-430 or ELM-316.

REA-365: Methods and Strategies for Reading Instruction 4 credits

Teacher candidates survey a variety of reading instruction and phonemic practices. Emphasis is placed on the five elements of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. This survey prepares the teacher candidate to plan and evaluate effective reading instruction that optimizes student learning. Effective communication techniques are reviewed and practiced with a variety of audiences teacher candidates may encounter in a classroom. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-366: Methods for Reading Instruction 4 credits

Teacher candidates survey a variety of literacy instruction and phonemic practices. Emphasis is placed on the five elements of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. This survey prepares the teacher candidate to plan and evaluate effective reading instruction that optimizes student literacy, including writing development. Effective communication techniques are reviewed and practiced with a variety of audiences teacher candidates may encounter in a classroom. Prerequisite: ELM-211 or enrollment in the BS Educational Studies program.

REA-370♯: Children's Literature 4 credits

Teacher candidates survey types and purposes of literature based on the developmental literacy needs of elementary-aged children including student choice, engagement, and motivation. Particular emphasis is dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres, including digital text, to meet specific instructional needs and literacy goals of elementary-aged children. Practicum/field experience hours: None. Fingerprint clearance not required.

REA-410: Assessment and Remediation of Reading Proficiency 4 credits

Teacher candidates participate in introductory studies of assessment systems for students in the classroom, identifying reading difficulty and remediation options. Candidates will employ the assessment process to identify reading needs in the five essential components of literacy, and implement remediation strategies. Candidates will review assessment tools and communicate assessment results to a variety of audiences. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-411: Assessment and Remediation of Reading Proficiencies 4 credits

Teacher candidates participate in introductory studies of assessment systems for students in the classroom, identifying reading difficulty and remediation options. Candidates will evaluate assessments to identify reading needs in the five essential components of literacy, and plan remediation strategies. Candidates will review assessment tools and communicate assessment results to a variety of audiences. Focus will be placed on collaboration strategies with colleagues about instructional practices and interventions. Practicum/field experience hours: None. Fingerprint clearance not required.

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REA-420: Research-Based Reading Development and Interventions 4 credits

Teacher candidates develop deeper understanding of assessment strategies and instructional procedures, curriculum, and instructional alternatives, and program planning for the literacy development of students with reading and/or writing disabilities, including dyslexia. This course will address specific reading development issues, and strategies that support struggling readers. The course will focus on how, as a teacher, to participate in tiered support systems and facilitate/provide appropriately focused and intensive literacy instruction. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-421: Reading Development and Interventions 4 credits

Teacher candidates develop deeper understanding of evidence-based assessment strategies and instructional procedures, curriculum, instructional alternatives, and program planning for the literacy development of students with reading and/or writing disabilities, including dyslexia. This course will address specific reading development issues, and advocacy for strategies that support struggling readers in literacy rich learning environments. This course will focus on how, as a teacher, to plan tiered support systems and facilitate appropriately focused and intensive literacy instruction. Practicum/field experience hours: 20. Fingerprint clearance required.

REA-460: Diagnosis and Remediation of Reading Proficiencies 4 credits

Teacher candidates study the implications of reading disabilities, assessment procedures, and methods for correction. Formal and informal assessment procedures will be examined and applied in practice. Candidates will explore the use of performance data as a part of the assessment cycle to support the diagnosis and remediation process. Teacher candidates build on this foundational knowledge in the evaluation of abilities and achievement in the area of literacy. Practicum/field experience hours: 10. Fingerprint clearance required. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-461: Diagnosis and Remediation of Reading Proficiencies 4 credits

Teacher candidates study the implications of reading disabilities, assessment procedures, and methods for correction. Formal and informal assessment procedures will be examined and applied in practice. Candidates will collaboratively explore the use of performance data as a part of the assessment cycle to support the diagnosis and remediation process. Teacher candidates build on this foundational knowledge in the evaluation of abilities and achievement in the area of literacy. Practicum/field experience hours: None. Fingerprint clearance required. Practicum/field experience hours: None. Fingerprint clearance not required.

REA-500: Foundations in Language and Literacy 3 credits

Candidates survey the theoretical and evidence-based foundations of reading and writing processes and instruction. This survey includes an exploration of historical through current reading and writing development, processes, and components. Candidates are introduced to ethical and professional roles. Practicum/field experience hours: None. Fingerprint clearance not required.

REA-501: Foundations of Science of Reading Instruction 3 credits

Reading/Literacy specialist candidates are immersed in the theoretical and evidence-based foundations necessary for designing effective literacy instruction. Emphasizing the Science of Reading, candidates explore the historical and practical components of reading and writing development, systematic and explicit instruction, and the role of phonics in literacy. A key focus is placed on applying these foundations to create structured and evidence-based literacy programs.

REA-510: Survey of Reading Assessments 3 credits

Candidates survey a variety of assessment tools and related practices. This survey prepares candidates to use assessment results to plan and evaluate effective reading and writing instruction that optimizes student learning. In addition, candidates develop effective communication techniques. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-500. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-500.

REA-511: Reading Remediation and Intervention Strategies 3 credits

Reading/Literacy specialist candidates understand and apply assessment tools and practices to support reading and writing instruction. This course provides a foundation in interpreting assessment data collaboratively and designing effective interventions that optimize student learning. Emphasizing the needs of diverse learners, including those with dyslexia, candidates will develop strategies for systematic and explicit instruction, ensuring comprehensive literacy support. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-512: Introduction to K-12 Reading Instructional Methods 3 credits

Reading/Literacy specialist candidates survey instructional approaches and materials that support student learning in reading and writing. This survey prepares the reading/literacy specialist candidates to design an integrated, comprehensive, and balanced curriculum to meet the literacy needs of whole class and groups of students including students identified as English Language Learners or demonstrating characteristics of dyslexia. Placement of field experience will be in a K-8 environment. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-500.

REA-514: K-12 Reading Instructional Methods 3 credits

Reading/Literacy specialist candidates explore instructional methods and materials that support student learning in literacy. This comprehensive course prepares candidates to design integrated, evidence-based instructional approaches, ensuring accessibility and alignment with the Science of Reading. The curriculum is designed to meet the diverse literacy needs of whole classes and specific groups, including English learners and students with dyslexia. Prerequisite: REA-501.

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REA-515: Advanced Studies in Reading Assessment Systems 3 credits

Reading/literacy specialist candidates engage in advanced studies of assessment systems to develop, select, and interpret data at the building and district level. This advanced study of assessment information is used to plan and evaluate curriculum and instruction at the building and district level. In addition, the reading/literacy specialist candidates communicate assessment results to a variety of audiences. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-510. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-510.

REA-516: Advanced Studies in Reading Assessment Systems 3 credits

Candidates expand upon foundational knowledge of reading assessments, equipping classroom teachers to analyze, interpret, and apply literacy and language assessment data to guide instructional planning and student intervention. Candidates focus on the strategic use of assessment results to distinguish reading difficulties and disabilities to monitor ongoing student progress. Emphasis is placed on ethically selecting assessment tools, using data to differentiate instruction, and refining communication skills for sharing assessment results with students, families, and colleagues. Candidates evaluate and adjust instructional practices to meet diverse literacy needs in a variety of educational settings. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: REA-510.

REA-520: Introductory Instructional Methods for Elementary Reading and Writing 3 credits

Reading/Literacy specialist candidates survey instructional approaches and materials that support student learning in reading and writing. This survey prepares the reading/literacy specialist candidates to design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint clearance required. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-521: Instructional Methods for Elementary Literacy 3 credits

Candidates are introduced to the theoretical, historical, and evidence-based foundations of reading, writing, and language development, emphasizing the interrelationship among these literacy skills. Candidates learn to design and adapt a comprehensive, cross-curricular literacy instruction tailored to K–8 individual learners' developmental stages and multilingual needs. Emphasis is placed on integrating research-based instruction that meets the needs of all students using informational and narrative texts through Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS) and Student Study Team (SST) processes. Through collaboration and reflection, candidates extend instructional practices that promote literacy growth for all students. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: REA-500.

REA-522: Advanced K-12 Reading Assessment and Diagnostics 3 credits

Reading/literacy specialist candidates engage in advanced studies of assessment and diagnostics to develop, select, and interpret data. This advanced study of assessment information is used to plan and evaluate curriculum and instruction at the building and district level with an awareness of students identified as needing additional reading support, including students identified as English language learners or demonstrating signs of dyslexia. In addition, the reading/literacy specialist candidates communicate assessment results to a variety of audiences. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-510.

REA-524: Data-Driven Literacy Assessment 3 credits

Reading/Literacy specialist candidates are immersed in K-12 literacy assessment for current teaching professionals. This course equips candidates with the skills to support teachers in developing, selecting, and interpreting assessment data to enhance student reading abilities through screening, intervention, remediation, and monitoring progress. With a focus on students requiring additional support, including English learners and those exhibiting signs of dyslexia, candidates will learn to communicate assessment results effectively to various audiences. Prerequisite: REA-510 or REA-511.

REA-525: Introductory Instructional Methods for Secondary Reading and Writing 3 credits

Reading specialist/literacy coach candidates survey instructional approaches and materials that support student learning in reading and writing. This survey prepares the reading specialist/literacy coach candidates to design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-532: Advanced Methods for K-12 Reading and Writing Instruction and Remediation 3 credits

Reading/Literacy specialist candidates engage in advanced studies of instructional approaches and materials to support reading and writing instruction and remediation across content areas. From this advanced study, the reading/literacy specialist candidates design an integrated, comprehensive, and balanced curriculum to meet the diverse literacy needs of individuals and groups of students including students identified as English language learners or demonstrating signs of dyslexia. Placement of field experience will be in a 6-12 environment. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-512.

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REA-534: Advanced Methods for K-12 Reading and Writing Instruction and Remediation 3 credits

Reading/Literacy Specialist candidates delve into advanced teaching methods aimed at K-12 literacy instruction across content areas. This course highlights the creation of curricula with clear, measurable objectives tailored to meet diverse literacy requirements, including the needs of English learners and students with dyslexia. Candidates work in collaboration with teachers to establish achievable literacy goals and effectively employ dependable assessment tools to monitor and track student progress. Prerequisite: REA-514.

REA-540: Advanced Studies in Methods for Elementary Content Reading and Writing 3 credits

Reading specialist/literacy coach candidates engage in advanced studies of instructional approaches and materials at the building and district level that support student learning in reading and writing across content areas. From this advanced study, the reading specialist/literacy coach candidates design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-520.

REA-541: Advanced Methods for Elementary Literacy 3 credits

Candidates will design and implement cross-curricular instructional approaches that integrate various texts to meet the instructional literacy tiers of all students. Emphasis is placed on preparing students to be global contributors. Through collaboration, critical reflection, and differentiated teaching strategies, candidates deepen their ability to deliver literacy instruction that promotes academic growth for all learners. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: REA-521.

REA-545: Advanced Studies in Methods for Secondary Content Reading and Writing 3 credits

Reading specialist/literacy coach candidates engage in advanced studies of instructional approaches and materials at the building and district level that support secondary students' learning in reading and writing across content areas. From this advanced study, the reading specialist/literacy coach candidates design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-525.

REA-550: Literate Environments 3 credits

Reading/Literacy specialist candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Students will examine schoolwide collaboration as well as advocate for establishing a literate classroom to meet diverse learning needs . Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-515, REA-516, REA-522, or REA-524.

REA-552: Leadership in Literacy Intervention and Remediation 3 credits

Reading/Literacy specialist candidates survey professional learning and leadership models for promoting literacy with emphasis on positive dispositions, individual and collaborative learning, design and evaluation of professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. From this survey, reading/literacy specialist candidates demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-554: Leadership in Literacy Intervention and Remediation 3 credits

Reading/Literacy Specialist candidates will cultivate supervision skills focused on literacy intervention and remediation. This course emphasizes models of professional learning and leadership that enhance literacy by fostering positive attitudes, encouraging collaborative learning, and promoting effective advocacy. Candidates will investigate the adult learning principles and school leadership dynamics, equipping them to spearhead and implement meaningful literacy initiatives within a K-12 setting. Prerequisite: REA-550.

REA-560: Professional Learning and Leadership in Literacy 3 credits

Reading specialist/literacy coach candidates survey professional learning and leadership models for promoting literacy. emphasizing positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. From this survey, reading specialist/literacy coach candidates demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-550.

REA-561: Professional Leadership and Learning in Literacy 3 credits

Candidates plan to lead schoolwide efforts that foster positive, literacy-rich environments. Emphasis is placed on leadership, collaboration, and advocacy to improve literacy outcomes, while also engaging in professional learning that supports inclusive, research-based practices across school communities. Practicum/field experience hours: None. Fingerprint clearance not required.

REA-570Ω: Elementary Practicum in Reading 3 credits

The practicum experience requires reading specialist/literacy coach candidates to implement literacy intervention instruction that is designed to meet the specific needs of students and engage in research and analysis to support compilation and creation of a Literacy Work Sample (LWS). In addition, the candidates coach and provide support to other teachers to think reflectively about improving student learning and implementing various instructional practices. Practicum/field experience hours: 75. Fingerprint clearance required. Prerequisite: REA-540.

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REA-571: Elementary Practicum in Reading 3 credits

In this practicum, candidates apply research-based literacy instruction in real classroom settings. Through student observation, co-teaching, and instructional planning, candidates strengthen their skills in assessment and intervention. The practicum emphasizes building collaborative partnerships; utilizing student data to guide instruction; and moving fluidly across directive, facilitative, and collaborative roles. Candidates demonstrate a deepened understanding of reading development and implement responsive strategies that promote literacy success for all learners. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisites: REA-516 and REA-541.

REA-580Ω: Secondary Practicum in Reading 3 credits

The practicum experience requires reading/literacy specialist candidates to implement literacy intervention instruction at the secondary level that is designed to meet the specific needs of students and engage in research and analysis to support compilation and creation of a Literacy Work Sample (LWS). In addition, the candidates provide support to other teachers to think reflectively about improving student learning and implementing various instructional practices. Practicum/field experience hours: 75. Fingerprint clearance required. Prerequisite: REA-545.

REA-582: Practicum in K-12 Reading 3 credits

The practicum experience requires reading/literacy specialist candidates to implement literacy instruction, intervention and remediation that is designed to meet the specific needs of students and engage in research and analysis to support compilation and creation of a Literacy Work Sample (LWS). In addition, the candidates provide support to other teachers to think reflectively about improving student learning and implementing various instructional practices. Practicum/field experience hours: 90. Fingerprint clearance required. Prerequisites: REA-512 and REA-532.

REA-584: Practicum in K-12 Reading 3 credits

Reading/Literacy Specialist candidates gain valuable experience in the K-12 Reading practicum by applying school-wide literacy instruction, remediation, and intervention strategies tailored to the unique needs of students. During this practicum, candidates conduct research and analysis activities with the guidance and supervision of an experienced educator. In addition, they work collaboratively to align school-wide instruction and intervention practices. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: REA-554.

Research (RES)

RES-520: Advanced Research and Writing 2 credits

This course introduces students to the task of scholarly research. Students will begin applying the skills of scholarly research to the process of communicating that research within the framework of a thesis.

RES-620: Thesis Proposal and Research 2 credits

This course is designed to allow students to continue to develop as academic researchers. Students will develop a thesis proposal and apply foundational research principles to their potential thesis. Prerequisite: RES-520.

RES-640: Thesis I 4 credits

This course guides graduate students through the stages of their thesis. Prerequisite: RES-520, RES-620.

RES-811Ω: Introduction to Advanced Graduate Studies and Scholarship 3 credits

This course introduces students to the principal elements of research and scholarly writing. Learners explore approaches to synthesizing literature and the application of the major components of APA form and style, and learn to coordinate literature searches. Furthermore, they learn how to discern principal arguments, analyze research questions, and clearly identify the key scholarly attributes to journal articles and other sources of scholarly data. This course also introduces learners to the University's overarching values and beliefs regarding research and the responsibility scholars have in continuing a tradition of contributing to an ever-growing body of knowledge.

RES-815: Introduction to Research 3 credits

This course introduces doctoral learners to the principle elements of research, scholarly writing, and effective argumentation. Learners are made aware of the dispositions and expectations of doctoral researchers as well as the University's overarching values and beliefs regarding research and the responsibility of scholars to contribute new knowledge to their respective fields of study. Learners begin the process of identifying a researchable dissertation topic and are acquainted with appropriate scholarly resources that support the development of the dissertation.

RES-820A: The Literature Landscape: Organizational Leadership 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-820B: The Literature Landscape: Teaching and Learning 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

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RES-820C: The Literature Landscape: Psychology 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-820D: The Literature Landscape: Counselor Education and Supervision 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-820E: The Literature Landscape: Business 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-820G: The Literature Landscape: Health Administration 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-820H: The Literature Landscape: Education Specialist 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-825Ω: Theories of Inquiry 3 credits

The course provides an overview of the approaches to inquiry and the methods applied to gain knowledge of the human condition including epistemology and hermeneutic interpretation. These approaches and methods are contrasted with those applied to inquiry in the natural sciences. Consideration is given to the broader social and cultural components that contribute to the refinement of existing knowledge and the creation of new knowledge in the social and human sciences.

RES-831: Foundations of Research Design 1 3 credits

In this course, learners are introduced to key components of qualitative and quantitative research designs and the means to critically appraise the application of research designs as observed in the scholarly literature. The University's core research designs are presented. Consideration is given to the initial selection and defense of a research design to address a problem that emerged from the extant literature.

RES-832: Foundations of Research Design 2 3 credits

This course provides an introduction to the sampling, data collection, and data analysis methods employed in qualitative and quantitative research designs. Learners explore the alignment of sampling, data collection, and data analysis methods to the research topic, research questions, and research design. The course positions learners to select qualitative or quantitative designs for their dissertation studies. Prerequisite: RES-831.

RES-841: Designing a Qualitative Study 1 3 credits

In this course, learners explore the basic components of GCU qualitative core research designs including descriptive, case study, and phenomenology. The nature of epistemological foundations and the structure of problem statements, purpose statements, research questions, data sources, collection and analysis approaches are discussed in the context of each design.

RES-842: Designing a Quantitative Study 1 3 credits

In this course, learners explore the basic components of quantitative research design. Attention is given to variables, instrumentation, and sources of data. Reliability and validity of instrumentation is discussed in the context of GCU core quantitative research designs.

RES-843: Designing a Qualitative Study 2 3 credits

In this course, learners differentiate the epistemological foundations and explore the data trustworthiness, research ethics, and potential for bias in descriptive, case study, and phenomenology research designs. The process of building a rationale for design choice and aligning the research questions, interview questions, problem statement, and purpose statement is addressed. Sources of qualitative data are introduced for each design, and ethical aspects of research are discussed. Prerequisite: RES-841.

RES-844: Designing a Quantitative Study 2 3 credits

In this course, learners interact with statistical tests and statistical analysis software in the context of designing a quantitative research study. Alignment of statistical tests to research questions, hypotheses and design is stressed as is determining the feasibility of a quantitative research study. Ethical aspects of research are discussed. Prerequisite: RES-842.

RES-845Ω: Statistics 3 credits

This course provides a study of theories of probability, descriptive and inferential analyses of data, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods.

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RES-850Ω: Foundations for Research 3 credits

This course provides a broad overview of foundational elements for conducting independent, original research. Qualitative, quantitative, and mixed research methods are introduced and applied. The template for developing a research prospectus is also introduced, with emphasis on identifying a researchable topic related to the learners' degree specialization. Prerequisite: RES-811.

RES-855Ω: Qualitative Research Methods 3 credits

This course provides students with an overview of qualitative methods and offers students the opportunity to apply and interpret qualitative research. Topics include data collection, data analysis, appropriate qualitative inquiry, and theories of qualitative methods.

RES-861Ω: Analysis of Existing Research 3 credits

This course is designed to train learners in the conduct of a systematic literature review related to their research topic. Emphasis is placed on creating structure for reading, analyzing, synthesizing, and organizing prior research necessary for drafting the first iteration (draft) of Chapter 2 of the dissertation. Learners use the research prospectus template to guide the development of their Chapter 2. Prerequisite: RES-850 or MGT-810 or RES-825.

RES-866Ω: Approaches to Research Design and Data Analysis 3 credits

This course provides learners with an overview of qualitative, quantitative, and mixed methods approaches with emphasis on conceptual and practical aspects of data collection, management, and analysis. Learners use their research prospectus to align the research question(s) and variables of interest with the appropriate data collection and analytical techniques. Prerequisite: RES-861.

RES-873: Qualitative Data Collection and Management 3 credits

In this course, learners explore qualitative data collection techniques and sources of qualitative data in the context of answering the research questions posed by a study. Consideration is given to the recognition of data saturation and the management of data. Learners continue to work with their respective dissertation chairs to prepare a written statement of data collection, and management activities. Prerequisites: RES-843 and one of the following: DBA-955 or DIS-955 or DHA-955 or PSY-955 or PCE-955 or TLC-955.

RES-874: Quantitative Data Collection and Statistical Mechanics 3 credits

In this course, learners focus on data collection, data preparation and management, and the analysis of quantitative data to produce written research findings, results, and implications. Learners continue to work with their respective dissertation chairs and apply information from this course to move ahead in the dissertation process. Prerequisites: RES-844 and one of the following: DBA-955 or DIS-955 or DHA-955 or PSY-955 or PCE-955 or TLC-955.

RES-880Ω: Formalizing the Research Prospectus 3 credits

Learners complete a cogent research prospectus as the foundation for their dissertation research proposal. Emphasis is placed on fully articulating a study design and methodology that is aligned with the research questions and developing the first iteration (draft) of Chapter 3 of the dissertation. Prerequisite: RES-855 or RES-866.

RES-883: Qualitative Data Analysis, Results and Findings 3 credits

In this course, learners focus on the interpretation of qualitative data to produce written research findings, results, and implications. Learners continue to work with their respective dissertation chairs and apply information from this course to move ahead in the dissertation process. Prerequisites: RES-873 and one of the following: DBA-960 or DIS-960 or DHA-960 or PSY-960 or PCE-960 or TLC-960.

RES-884: Quantitative Data Analysis, Results, and Findings 3 credits

In this course, learners focus on the interpretation of quantitative data to produce written research findings, results, and implications. Learners continue to work with their respective dissertation chairs and apply information from this course to move ahead in the dissertation process. Prerequisites: RES-874 and one of the following: DBA-960 or DIS-960 or DHA-960 or PSY-960 or PCE-960 or TLC-960.

RES-885Ω: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES-880.

Real Estate (RLS)

RLS-301: Faith-Inspired Leadership in Property Management 4 credits

This course is designed to empower current and future leaders in residential property management by integrating biblical wisdom with industry best practices. Students gain the knowledge and skills necessary to lead with compassion and to become capable of addressing both the housing and spiritual needs of residents across diverse demographic groups. Through a curriculum that balances principles of faith, leadership, and performance, participants learn how to manage properties effectively, foster thriving communities, and contribute to the long-term value and profitability of real estate assets. Emphasizing a holistic approach, this course encourages students to adopt sustainable, servant leadership strategies that support resident well-being, harmonious communities, and the achievement of ownership objectives.

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RLS-360: Real Estate Investment Fund: Analysis and Application **1 credits**

This course provides students with a hands-on, faculty-supervised learning experience focused on real estate investment analysis, fund management, and mission-driven capital deployment. Working alongside industry professionals, students will participate in real-world project evaluation, financial modeling, and values-based due diligence within a professionally managed real estate private equity platform operated by Taylor Street, a local investment and advisory firm. Through investment case studies, weekly deal labs, and monthly masterclasses, students will develop institutional-quality analytical skills across all phases of the investment lifecycle, from opportunity sourcing and underwriting to asset management and investor relations.

Residency (RSD)

RSD-851Ω: Residency: Dissertation **3 credits**

This residency allows learners to continue developing their skills as academic researchers. Learners will have hands-on experience applying quantitative and qualitative design principals to develop the foundational elements for their potential dissertation studies. Prerequisite: RES-850, RES-825, RES-831, or RCS-831.

RSD-881Ω: Residency: Presentation of Progress or Results **3 credits**

This residency prepares students to present their scholarly work and to thoughtfully critique the work of others. Students orally present papers developed in their own classes and respond to questions from colleagues. Students are further prepared to become active members in academic communities by learning how to review papers and provide comments.

RSD-883: Residency: The Qualitative Dissertation **3 credits**

In this residency, learners orally present and defend an expanded design of their preliminary dissertation research from RSD-851. Emphasis is placed on developing the qualitative dissertation. Prerequisite: RES-843.

RSD-884: Residency: The Quantitative Dissertation **3 credits**

In this residency, learners orally present and defend an expanded design of their preliminary dissertation research from RSD-851. Emphasis is placed on developing the quantitative dissertation. Practicum/field experience hours: None. RES-844.

RSD-951Ω: Residency: Dissertation Intensive Seminar **3 credits**

This intensive seminar focuses on development of the dissertation proposal and the creation of forward momentum toward completion of the dissertation. Learners will receive specific personal guidance in these endeavors.

RSD-952Ω: Residency: Dissertation Intensive Seminar **0 credits**

This intensive seminar focuses on development of the dissertation proposal and the creation of forward momentum toward completion of the dissertation. Learners will receive specific personal guidance in these endeavors.

Risk Management (RSM)

RSM-435: Property and Casualty Insurance **4 credits**

This course introduces students to homeowners, renters, and auto insurance. Students identify and measure direct and indirect property loss exposures and the insurance coverages used to transfer such exposures. Commercial liability and property protection coverages are also explored. Prerequisite: FIN-350.

RSM-445: Life and Health Insurance **4 credits**

This course explores life and health insurance. The principles of life and health insurance and their applications are discussed. Students learn how insurance products protect in the event of a death or medical issue. Prerequisite: FIN-350.

RSM-465: Global Risk Management Practices **4 credits**

This course applies risk management concepts to identify and analyze internal and external risks that affect businesses. The course includes in-depth analysis and quantification of an organization's risk profile and explores numerous risk control methodologies as well as methods to finance an organization's risk through various techniques. Prerequisite: FIN-431.

RSM-485: Implementing Risk Management Strategies **4 credits**

This capstone course is the culmination of study into the risk management discipline and provides students with an opportunity to develop and apply the risk management process to an organization. The course includes enterprise risk management (ERM) and organizational risk management (ORM) concepts. The ERM strategies are used to mitigate risks to support company objectives and pursue profitable growth. Prerequisite: RSM-465.

Space Science (SCE)

SCE-300ǂ: Space Foundations **2 credits**

This course provides foundational knowledge of space systems and the science, engineering, economics, history, and policy that underpins contemporary space utilization. Students are exposed to the basic vocabulary and concepts associated with space operations and are prepared to explore the many facets of the space industry. Contemporary issues and opportunities in commercial and military space operations are addressed.

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Science (SCI)

SCI-105: Navigating Science: Self, Peers, and Academia 0 credits

This course supports students in transitioning to university sciences by fostering self-awareness, academic skills, and institutional understanding. Through research-based strategies, students will explore effective learning practices, peer dynamics, the hidden curriculum, and goal setting to build a strong foundation for academic success.

SCI-150◆: Critical Analyses in Science 4 credits

This course provides an introduction to the analysis skills required for scientific problems. Students will study approaches on inquiry, reasoning, and logic as applied to science, the systematic use of data to make critical decisions, and the expectations of science careers in healthcare or research.

SCI-205: Becoming a Scientist: Coursework to Career 0 credits

This course prepares science students to succeed academically and professionally through major-specific strategies and self-assessment. Students will refine their goals, apply evidence-based study techniques, explore professional development opportunities, and build supportive networks. Emphasis is placed on readiness for scientific careers and active engagement in the campus and research community. Prerequisite: SCI-105.

SCI-210◆: Historical Landmarks in the Natural Sciences 2 credits

This course provides a chronological overview of the most impactful discoveries in the history of the various Natural Science disciplines. Contemporary scientific practice is analyzed in light of this historic framework.

SCI-211◆: Paradigm Shifts in the Natural Sciences 2 credits

This course provides students with a thorough understanding of the revolutionary theories and paradigm shifts in the Natural Sciences. Historical, societal and philosophical contexts of these revolutionary ideas are analyzed in depth. Prerequisite: SCI-210.

SCI-220◆: Forensic Photography & Reconstruction 4 credits

This course is designed to introduce students to the use of digital cameras in crime scene documentation and reconstructing the events of a crime based on the evidence recovered from the scene. In the first half of the course, students will learn how to manually operate digital cameras and how to photograph different types of crime scenes and evidence under various conditions. In the second half, students will reconstruct the events of a crime using the scene evidence, basic evidence processing, and deductive logic.

SCI-255◆: Crime Scene Processing 3 credits

This course focuses on the logic and critical analysis of assessing and reconstructing crime scenes. Topics covered include the use of techniques such as photography, rough sketch, refined sketch, CAD programs, evidence-based crime scene reconstruction, and thorough report writing. Topics such as evidence processing, maintaining chain of custody, court testimony, and the ethical considerations in forensic work are also covered. Prerequisite: SCI-220. Co-Requisite: SCI-255L.

SCI-255L◆: Crime Scene Processing Lab 1 credits

Students use critical/ logical thinking skills to reconstruct a variety of crime scenes and then record the crime scene using a variety of methods. Accurate presentations of crime scenes are evaluated as a measure of quality assurance and are required for successful completion of the course. Students must refine a crime scene rough sketch to a detailed (refined) sketch and produce a written report of the crime scene processing that occurred. Prerequisite: SCI-220. Co-Requisite: SCI-255.

SCI-300L: Laboratory Safety and Supervision 1 credits

This course surveys accepted safety principles in classroom laboratories and their impact on the learning environment. Students design a capstone lab learning unit in a science discipline that incorporates proper lab safety protocols. Prerequisites: CHM-115 and CHM-115L.

SCI-305: Finishing Strong: Preparing for Grad School and Career 0 credits

This course supports science students in completing their academic plans and preparing for life after graduation. Through guided exploration of graduate school and career pathways, students will assess their readiness and identify programs or positions that align with their goals. Emphasis is placed on planning, fit, and preparation for both academic and professional opportunities. Prerequisite: SCI-205.

SCI-318◆: Research Methods & Design 2 credits

This course reviews and reinforces the fundamental components of the scientific method. Emphasis will be placed on analysis of scientific literature, with discussion of hypotheses, experimental design, results, and possible alternative explanations and experiments. Students will learn to critically review current scientific literature and apply these examples to the proper design of novel experiments. Prerequisites: BIO-181 and BIO-181L.

SCI-328Δ♯: Science Methods and Communication 4 credits

This writing intensive course requires students to analyze and apply the scientific method in the context of the scientific literature and other science communications. Students will read and understand primary literature and will apply the fundamentals of scientific writing and presentation. Prerequisites: BIO-182 and BIO-182L or ENV-220.

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SCI-328HN[Δ♯]: Science Methods and Communication **4 credits**

This writing intensive course requires students to analyze and apply the scientific method in the context of the scientific literature and other science communications. Students will read and understand primary literature and will apply the fundamentals of scientific writing and presentation. Prerequisites: BIO-182 and BIO-182L.

SCI-330[◆]: Physical Evidence Analysis **3 credits**

Students explore the fundamentals of evidentiary recovery of materials at crime scenes, methods for analysis of evidence at the scene and in the crime laboratory, maintaining a chain of custody, and quality assurance. Emphasis is placed on analytical and comparative analyses conducted at the crime laboratory. Prerequisites: SCI-255 and SCI-255L and one of the following pairs: CHM-111 and CHM-111L, or CHM-113 and CHM-113L. Co-Requisite: SCI-330L.

SCI-330L[◆]: Physical Evidence Analysis Lab **1 credits**

The laboratory section of SCI-330 reinforces and expands learning of principles introduced in the lecture course. The laboratory focuses on the collection and laboratory analysis of various types of forensic evidence that are commonly encountered at crime scenes. Prerequisites: SCI-255 and SCI-255L and one of the following pairs: CHM-111 and CHM-111L, or CHM-113 and CHM-113L. Co-Requisite: SCI-330.

SCI-480: Methods of Teaching Science in Secondary Schools **4 credits**

This course is designed to acquaint the secondary teacher with the curriculum and effective pedagogical techniques for the teaching of science. Learners demonstrate understanding of key science concepts and apply research-based strategies and approaches to unit design and lesson planning, utilizing instructional models discussed in the course. This course includes laboratory experiences through field experiences. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SCI-211.

SCI-491[♯]: Seminar for the Sciences **1 credits**

This cross-disciplinary seminar focuses on developing advanced scientific communication skills. Emphasis is placed on oral, poster, and written presentations, as well as the critical analysis of primary literature. The course refines application of the scientific method and covers effective techniques for conveying scientific information to diverse audiences. Prerequisite: CHM-441.

SCI-495[Ω◆]: Capstone Project in the Sciences **4 credits**

The capstone project is a culmination of the learning experiences while a student in the science programs at Grand Canyon University. Students discuss and write on current topics in their field and prepare an extensive written scientific report or proposal on select topics on the sciences, relevant to their program of study. The capstone project needs to reflect synthesis and integration of course content and good scientific practice. This is a writing intensive course. Prerequisite: Senior status.

SCI-498[ΔΩ]: Senior Capstone in Forensic Science **4 credits**

The writing intensive, capstone course provides an opportunity for students to make contact with practitioners, investigate special topics or specific areas of interest in forensic science, and potentially participate in hands-on application through research or internship experiences. Students are expected to address a critical issue in evidence and forensic science. Skills in critical thinking, analysis, and application of learned material are key to success in this course. As part of the final process, students must prepare a written report and orally present their findings in an end-of-course seminar that is open to the public. Prerequisites: SCI-330 and SCI-330L.

Supply Chain Management (SCM)

SCM-400: Global Supply Chain Operations **4 credits**

This course provides an introduction to the theories and practices of global supply chain and operations management, as well as an understanding of basic tools and methods of managing operations and supply chains. Students apply critical thinking skills to solve business problems using industry-accepted operations management techniques. Prerequisite: BUS-352 or ESG-374.

SCM-410: Lean and Quality Management **4 credits**

This course examines quantitative and qualitative continuous process improvement techniques, including statistical process control (SPC), Six Sigma, and lean, and managing change with improvement initiatives. Students identify a project, apply the correct tools, and manage a process improvement project. Prerequisite: BUS-352 or ESG-374.

SCM-450: Procurement and Global Supply Chain Management **4 credits**

This course covers the concepts of purchasing, inventory management, and logistics in a supply chain. Students focus on both upstream and downstream activities related to the full supply chain cycle, including contracting and negotiating activities. Prerequisite: SCM-400.

SCM-454: Manufacturing Planning and Control Systems **4 credits**

This course focuses on the tactical use of planning and control tools and systems to effectively manage resources in a manufacturing operation as part of a supply chain. Students examine the overall function of planning and control systems with detailed application of management tools within the production life cycle. Prerequisite: SCM-400.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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SCM-460: Supply Chain Modeling and Analysis 4 credits

This course exposes students to the basic requirements of designing and operating supply chains using a variety of quantitative models for analysis. This course emphasizes application, development, and analysis of mathematical models in different supply chain scenarios to solve business problems. Prerequisite: BUS-352, SCM-400, SCM-452.

SCM-650: The Global Supply Chain 4 credits

This course demonstrates the global picture of supply chain, but also the impact of supply chain globally. Students use models, tools, and continuous improvement techniques to identify and recommend improvement opportunities to strengthen supply chain performance.

SCM-660: Strategic Supply Chain Management 4 credits

This course focuses on the application of theories and practices in global supply chain and operations management. Students explore methods and strategies that drive the creation of value and competitive advantage within the supply chain. Prerequisite: SCM-650.

School Counseling (SCN)

SCN-501Ω: Introduction to Graduate Studies and Foundations of School Counseling 3 credits

This course begins by orienting new school counselors in training (SCITs) and preparing them to be successful at the graduate level. The course includes an orientation to the Counselor in Training Handbook, ethics, credentialing and licensure, professional organizations, and individual student assessment. The course then transitions to the history of school counseling, and SCITs explore and self-reflect on the traits needed to be effective school counselors in a PK-12 setting. Practicum/field experience hours: None. Fingerprint clearance not required.

SCN-505Ω: Organization and Administration of a School Counseling Program 3 credits

This course presents an overview for developing, implementing, and maintaining a school counseling program in the PK-12 setting. Theoretical frameworks of comprehensive school counseling programs are introduced, including a specific focus on the American School Counseling Association (ASCA) National Model for developing a comprehensive school counseling program. Topics include multicultural organizational development, school-based consultation, working in multidisciplinary teams, ethical and legal issues, and advocacy leadership. Practicum/field experience hours: None. Fingerprint clearance required.

SCN-510Ω: Counseling for College and Career 3 credits

This course emphasizes the vital role school counselors play in helping students envision their postsecondary school careers. Theoretical models of career counseling are presented, as well as the development of comprehensive, holistic career development programs; career exploration strategies for PK-12 students; and the utilization of career selection tools and materials. Ethical and legal considerations are also explored, including special considerations for meeting the needs of specific populations within the PK-12 school settings. Practicum/field experience hours: None. Fingerprint clearance required.

SCN-600Ω: School Counseling Practicum 3 credits

This course is a supervised field experience that takes place in either an elementary, middle, or high school setting. During this experience, school counselors in training (SCITs) engage in day-to-day counseling routines and apply listening skills, helping theories, and techniques. The practicum is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 100 hours (40 of the 100 hours must be direct service) of school-counseling-related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. SCITs must review and adhere to their state board's additional requirements. Practicum/field experience hours: 100. Fingerprint clearance required. Prerequisites: SCN-501; CNL-505; CNL-500; CNL-515; CNL-509; SCN-505; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

SCN-605Ω: School Counseling Internship I 3 credits

In this internship course, school counselors in training (SCITs) engage in comprehensive work through direct service contact with students, families, and school personnel. The internship is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 200 hours (80 of the 200 hours must be direct service) of school-counseling-related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. SCITs must review and adhere to their state board's additional requirements. SCITs may not progress to the SCN-615 School Counseling Internship II course without the required field experience hours submitted and successful completion of all course requirements in the SCN-605 School Counseling Internship I course. No practicum or internship courses may overlap or be taken concurrently. Practicum/field experience hours: 200. Fingerprint clearance required. Prerequisites: CNL-518, CNL-520, and SCN-600; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SCN-610Ω: Contemporary Issues in School Counseling 3 credits

This course provides an overview of current issues facing school counselors in the PK-12 setting. Strategies for addressing various problems are explored. Topics include bullying and violence prevention, supporting impoverished and marginalized students, and the increasing role of data and accountability in schools, among others. Candidates explore these present and pressing issues and determine their roles as responsive and flexible professionals in addressing issues as they occur. Practicum/field experience hours: None. Fingerprint clearance required.

SCN-615Ω: School Counseling Internship II 3 credits

In this internship course, school counselors in training (SCITs) engage in comprehensive work through direct service contact with students, families, and school personnel. The internship is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 200 hours (80 of the 200 hours must be direct service) of school-counseling-related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. SCITs must review and adhere to their state board's additional requirements. SCITs may not progress to the SCN-615 School Counseling Internship II course without the required field experience hours submitted and successful completion of all course requirements in the SCN-605 School Counseling Internship I course. No practicum or internship courses may overlap or be taken concurrently. Practicum/field experience hours: 200. Fingerprint clearance required. Prerequisites: Prerequisites: SCN-605 and SCN-610; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

SCN-620Ω: Educational Tests and Measurements 3 credits

This course provides an overview of various tests and measurements commonly used in education. Beginning with basic statistical concepts, counseling interns explore how assessments can inform education and counseling practices. Topics cover aspects of creation, administration, and interpretation of various assessments in PK-12 setting, including discussions of standardized tests, intelligence and aptitude tests, and college and career assessments. Practicum/field experience hours: None. Fingerprint clearance required.

SCN-625Ω: School Counseling Internship III 3 credits

In this final internship course, school counselors in training (SCITs) engage in comprehensive work in which they have the opportunity to be in direct service contact with students, families, and school personnel. The internship is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 200 hours (80 of the 200 hours must be direct service) of school-counseling-related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. SCITs must review and adhere to their state board's additional requirements. The SCN-625 School Counseling Internship III course may not be taken until the completion of all didactic coursework in the program of study including SCN-600, SCN-605, and SCN-615. SCITs may not complete the school counseling program without the required field experience hours submitted and successful completion of all course requirements in the School Counseling Internship III course. No practicum or internship courses may overlap or be taken concurrently. SCITs must pass their state's credentialing exam(s) and are required to submit official attempts/successful exam score reports before enrolling in the SCN-625 School Counseling Internship III course. Refer to the University Policy Handbook for further details. Practicum/field experience hours: 200. Fingerprint clearance required. Prerequisites: Enrollment in SCN-625 is contingent upon the successful completion of all didactic and field experience coursework in the School Counseling program of study. This course must be scheduled as the final course.; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million; and college approval.

Software Design and Architecture (SDD)

SDD-610: Software Design and Architecture 4 credits

This course involves the study of UML, design patterns, software design principles, and system architecture. Also covered are the study and concepts related to architecture frameworks, technical communication, making informed ethical decisions during the software design phase, and future trends in software design. Prerequisite: SWE-520.

Software Design and Development (SDD)

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SDD-620: Advanced Database Design and Administration 4 credits

This course involves the study of concepts, principles and scope of advanced database design and administration. This course includes conceptual, logical, and physical database design, database analysis and selection during the software design phase, and typical administrative database duties that include but are not limited to user administration, performance tuning, and backup/restore. Also covered are the study of how to make informed ethical decisions during the software design phase and the future trends in database design. Prerequisite: Prerequisite: SWE-540.

SDD-630: Mobile Software Development 4 credits

This course involves the study of the design and development of mobile applications. Students will learn how to build a user interface and connect it to programmable events, integration of various mobile phone services, working with data in local databases and remote servers, and the best practices of software design in the mobile environment. Prerequisite: SWE-520.

SDD-640: Secure Coding 4 credits

This course involves the study of concepts, principles, and best secure coding practices for software developers. The course studies the most common vulnerabilities found in application code along with the tools and techniques for identifying and resolving those vulnerabilities. Prerequisite: SDD-630.

SDD-680: Software Maintenance and Testing 4 credits

This course involves the study of concepts, processes, tools, and best practices when maintaining and testing existing software. Prerequisite: SDD-640.

Secondary Education (SEC)

SEC-201◆: Early Adolescent and Adolescent Psychology 4 credits

This course is designed to assist teacher candidates in understanding theories and principles of psychology that describe the growth and development of early adolescents and adolescents, including cognitive, linguistic, social, emotional, and physical areas. This course enables teacher candidates to build foundational knowledge for constructing learning opportunities and environments that support individual students' development, acquisition of knowledge and skills, and motivation. Practicum/field experience hours: 5. Fingerprint clearance not required.

SEC-202: Psychology for Secondary Educators 4 credits

This course is designed to assist teacher candidates in understanding theories and principles of psychology that describe the growth and development of early adolescents and adolescents, including cognitive, linguistic, social, emotional, and physical areas. Candidates build foundational knowledge for constructing learning opportunities and environments that support individual students' development, acquisition of knowledge and skills, and motivation. Practicum/field experience hours: 15. Fingerprint clearance required.

SEC-345: Content Area Literacy for Middle and Secondary Teachers 4 credits

In this course, teacher candidates evaluate and utilize methods and materials for reading and writing in order to teach literacy skills in the middle and secondary grades. Emphasis is placed on making meaning from a variety of text sources including young adult literature, technical, informational, environmental, and media. Candidates design content-based reading and writing experiences using diverse works for adolescents, focused text selection, and electronic database media resources for middle- and secondary-grade classrooms. A focus on language and cultural diversity is included. Practicum/field experience hours: 15. Fingerprint Clearance required.

SEC-350: Differentiated Literacy Instruction: Assessment, Remediation & Intervention 4 credits

Teacher candidates explore instructional strategies for delivering differentiated instruction to promote reading and writing proficiency. Language and literacy development is examined to inform assessment, intervention, and remediation practices to support middle to high school readers of diverse ability levels, including students with dyslexia and other reading disabilities. Using this foundational knowledge, teacher candidates will select, adapt, and use research-based instructional strategies and interventions with attention focused on literacy in academic curricula to advance learning for adolescent students. Practicum/field experience hours: 15. Fingerprint clearance required.

SEC-351: Lit Instruction: Assessment, Remediation & Intervention for Secondary Ed 4 credits

Teacher candidates explore research-based instructional strategies for delivering differentiated instruction to promote reading and writing proficiency during content area instruction. Language and literacy development is examined to inform instruction, assessment, intervention, and remediation practices to support readers of varying ages and ability levels, including students with dyslexia and other reading disabilities. Using this foundational knowledge, candidates will select, adapt, and use research-based instructional strategies and interventions with attention focused on literacy in academic curricula to advance learning for adolescent students. Practicum/field experience hours: 20. Fingerprint clearance required. Fingerprint clearance required. Prerequisite: SEC-202.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SEC-355: Middle and Secondary Curriculum and Assessment **4 credits**

In this course, teacher candidates differentiate instruction based on knowledge of students, learning theory, and curricular goals. Major emphasis is given to planning instructional objectives and lessons, sequencing, and assessing objectives, utilizing formal and informal assessment strategies that address individual students' needs. Practicum/field experience hours: 5. Fingerprint clearance required. Prerequisite: SEC-201.

SEC-356[♯]: Curriculum and Assessment for Secondary Educators **4 credits**

In this course, teacher candidates differentiate instruction based on knowledge of students, learning theory, and curricular goals. Major emphasis is given to planning standards-based instructional objectives and lessons, sequencing, and assessing learning, utilizing formal and informal assessment strategies that address individual students' needs. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: SEC-202.

SEC-450: Data-Driven Instructional Methods for Middle and Secondary Teachers **4 credits**

In this course, teacher candidates study methods and materials related to teaching middle- and secondary-grade students. Emphasis is placed on using data to evaluate and modify instruction. Teaching methodologies encourage problem solving, active participation, meeting diverse students' needs, and professional collaboration. Practicum/field experience hours: 15. Fingerprint Clearance required. Prerequisite: SEC-355.

SEC-451: Data-Driven Instructional Methods for Secondary Educators **4 credits**

In this course, teacher candidates study methods and materials related to teaching secondary-grade 6-12 students. Emphasis is placed on analyzing data to evaluate and modify instruction. Candidates look at methodologies that encourage problem-solving, active participation, meeting diverse students' needs, and professional collaboration. Focus is also placed on the practical applications of using all available data, including behavioral data, to drive instructional decisions. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: SEC-356.

SEC-455: Classroom Engagement and Management for Middle and Secondary Teachers **4 credits**

This course prepares teacher candidates to create and manage positive, productive middle- and secondary-grade classroom environments with diverse students. Candidates develop a comprehensive understanding of the learning and behavior principles that underlie effective classroom management and student engagement in order to design and promote an effective classroom management program. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SEC-201.

SEC-456[♯]: Classroom Engagement and Management for Secondary Educators **4 credits**

This course prepares teacher candidates to create and manage positive, productive secondary-grade 6-12 classroom environments with diverse students. Candidates develop a comprehensive understanding of the learning and behavior principles that underlie effective classroom management and student engagement in order to design and promote an effective classroom management program. Focus is placed on building a trusting relationship and creating a safe and equitable learning environment. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: SEC-356.

SEC-490[Ω]: Student Teaching for Secondary Education **8 credits**

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

SEC-502: Foundations in Secondary Education for Graduate Students **3 credits**

Teacher candidates will survey the philosophical, historical, and sociological influences upon which secondary educational theories and practices are constructed and explore a variety of the common issues, trends, and opportunities that professional educators encounter in the field. Emphasis is placed on deepening understanding of personal biases and accessing resources to promote ethical practice, build strong relationships, and uphold the expectations of the profession. Candidates will prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students in the College of Education. Practicum/field experience hours: None. Fingerprint clearance not required.

SEC-505: Adolescent Development and Psychology **3 credits**

Teacher candidates will survey how adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, social/emotional, and physical areas. This survey of the seminal concepts, principles, theories, and research related to development of adolescents will allow candidates to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Practicum/field experience hours: 15. Fingerprint clearance not required. Prerequisite: SEC-501.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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SEC-506: Early Adolescent and Adolescent Psychology **3 credits**

Teacher candidates will survey how early adolescents and adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, social-emotional, and physical areas. This survey of the seminal concepts, principles, theories, and research related to the development of adolescents will allow candidates to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Emphasis is placed on creating a collaborative environment to enhance student learning and well-being. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: SEC-502.

SEC-510: Creating and Managing Engaging Learning Environments **3 credits**

This course is designed to allow the teacher candidate the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is placed to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SEC-501 or SEC-502 or approved enrollment in the Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Secondary Education.

SEC-511: Creating & Managing Engaging Learning Environments for Secondary Educators **3 credits**

Teacher candidates will have the opportunity to explore techniques involved in the successful engagement and management of a learning environment. Major emphasis is placed on the establishment of a realistic plan to actively and equitably engage learners, as well as management techniques and strategies to maximize instructional time, the effectiveness of classroom procedures, and the physical and virtual environment. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: SEC-502.

SEC-515: Assessment and Evaluation for Middle and High School Teachers **3 credits**

Teacher candidates will investigate multiple methods of assessment that support student engagement, monitoring student progress, and guiding decision-making. Candidates will build foundational knowledge regarding formal and informal assessment strategies for planning, evaluating, and strengthening instruction to promote continuous intellectual, social, emotional, and physical development of each student. Practicum/field experience hours: 15. Fingerprint clearance required.

SEC-516: Assessment and Evaluation for Humanities Teachers **3 credits**

Teacher candidates will investigate multiple methods of assessment that support student engagement, monitor student progress, and guide decision-making, specifically to Humanities classrooms. Candidates will build foundational knowledge regarding formal and informal assessment strategies for planning, evaluating, and strengthening instruction to promote continuous intellectual, social, emotional, and physical development of each student. Practicum/field experience hours: 10. Fingerprint clearance required.

SEC-517: Assessment and Evaluation for STEM Teachers **3 credits**

Teacher candidates will investigate multiple methods of assessment that support student engagement, monitor student progress, and guide decision-making, specifically to STEM classrooms. Candidates will build foundational knowledge regarding formal and informal assessment strategies for planning, evaluating, and strengthening instruction to promote continuous intellectual, social, emotional, and physical development of each student. Practicum/field experience hours: 10. Fingerprint clearance required.

SEC-518: Assessment and Evaluation for Secondary Educators **3 credits**

Teacher candidates will investigate multiple methods of assessment that support student engagement, monitor student progress, and guide instructional decision-making. Candidates will build foundational knowledge regarding various assessment strategies for planning, evaluating, and strengthening instruction to promote the continuous cognitive, social, emotional, and physical development of each student. Focus will be placed on differentiating assessments to meet diverse student needs. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: SEC-583.

SEC-520: Integrating STEM Methods for Middle and High School Instruction **3 credits**

Teacher candidates examine fundamental concepts of science, technology, engineering, and mathematics. Candidates also build foundational content knowledge in core academic areas and utilize student-centered and inquiry-based instructional strategies to apply the engineering process and scientific methods across disciplines. Candidates explore and implement various ways to problem solve with analysis and critical thinking. Additionally, teacher candidates develop skills for integrating engineering and technology concepts into math and science curriculum for middle and high school students. Practicum/field experience hours: 12. Fingerprint clearance required. Practicum/field experience hours: 12. Fingerprint clearance required.

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SEC-525: Methods and Strategies for Middle and High School Teachers **3 credits**

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate and data-driven decisions about all aspects of teaching. Major emphasis is focused on planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem solving, active participation, and assessment. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SEC-515 or SEC-516 or SEC-517.

SEC-526: Instructional Methods and Strategies for Secondary Educators **3 credits**

Teacher candidates explore and apply research-based teaching and learning methodologies to make appropriate and data-driven decisions about all aspects of teaching, including how to integrate cross-disciplinary skills and technology. Major emphasis is placed on planning instruction and assessment that encourages problem-solving, active participation, and collaboration. Candidates focus on developing life-long learners who are self-directed and motivated. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: SEC-518.

SEC-530: Integrating Humanities Methods for Middle and High School Instruction **3 credits**

Teacher candidates examine a variety of instructional strategies to encourage students to develop a deeper understanding of the major concepts contained within Social Studies, English Language Arts, and the Arts through modes of inquiry from the integrated study of history, geography, the social sciences, reading, writing, oral language, and their influences that build skills to apply knowledge in meaningful ways. Teacher candidates integrate instructional content, academic functions, formative and summative assessments, media and technology to engage learning. Teacher candidates apply their foundational knowledge of reading, language, and child development to teach reading, writing, speaking, viewing, listening, and comprehension skills to middle and high school students. Candidates also help these students successfully apply their developing skills to different situations, materials, and ideas. Practicum/field experience hours: 11. Fingerprint clearance required.

SEC-540: Adolescent Literacy **3 credits**

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. Major emphasis is placed on the use of reading strategies for culturally and socially diverse classrooms, including the use of literacy-based instruction in all content areas and understanding, evaluating, and promoting effective pedagogy in adolescent literacy. The development and use of integrated and thematic approaches of instruction are addressed. Teacher candidates are expected to observe and assist in a grade 5-12 classroom while taking this course. Practicum/field experience hours: 15. Fingerprint clearance required.

SEC-545: Differentiated Literacy Instruction: Assessment, Remediation & Intervention **3 credits**

Teacher candidates explore research-based strategies for delivering differentiated reading instruction to promote reading proficiency. Language and literacy development is examined to inform assessment, remediation and intervention practices to support middle to high school readers and ability levels, including students with dyslexia and other reading disabilities. Using this foundational knowledge, teacher candidates will select, adapt, and use research-based instructional strategies and interventions with attention focused on reading in academic curricula to advance learning for adolescent students. Practicum/field experience hours: 15. Fingerprint clearance required.

SEC-546: Secondary Literacy Instruction: Assessment, Remediation, Intervention **3 credits**

Teacher candidates explore research-based strategies for delivering differentiated reading instruction to promote reading proficiency. Language and literacy development is examined to inform assessment, remediation, and intervention practices to support secondary readers and ability levels, including students with dyslexia and other reading disabilities. Using this foundational knowledge, candidates will select, adapt, and use research-based instructional strategies and interventions with attention focused on reading in academic curricula to advance learning in all content areas for adolescent students. Practicum/field experience hours: None. Fingerprint clearance not required.

SEC-570: Preparing Secondary Educators for Professional Growth and Advocacy **3 credits**

Teacher candidates examine their role in the classroom, school, and community as leaders and advocates for all stakeholders. Candidates research and engage in professional organizations, demonstrate leadership, and promote system change. Emphasis is placed on actively participating in collaborative communities and developing a growth mindset. Practicum/field experience hours: 25. Fingerprint clearance required.

SEC-580: Curriculum and Instructional Planning for Middle and High School Teachers **3 credits**

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined. Emphasis is placed on understanding current structures and trends in high schools, as well as critical issues, as these relate to curriculum and assessment. Course content is strategically planned to enable participants to make informed curriculum decisions to meet the needs of a diverse student population. Also emphasized is the alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning. This course focuses on the principles and practices involved in curriculum design. Teacher candidates develop their own curriculum unit. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SEC-540 or SEC-545.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SEC-581: Middle and Secondary Curriculum and Instruction for Humanities Teachers **3 credits**

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined specific to the areas of Humanities. Emphasis is placed on understanding current structures and trends in middle and high schools, as well as critical issues, as these relate to curriculum and assessment. Course content is strategically planned to enable participants to make informed curriculum decisions in Humanities classrooms to meet the needs of a diverse student population. Also emphasized is the alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning. This course focuses on the principles and practices involved in curriculum design for Humanities classrooms. Teacher candidates develop their own curriculum unit. Practicum/field experience hours: 10. Fingerprint clearance required.

SEC-582: Middle and Secondary Curriculum and Instruction for STEM Teachers **3 credits**

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined specific to the areas of STEM. Emphasis is placed on understanding current structures and trends in middle and high schools, as well as critical issues, as these relate to curriculum and assessment. Course content is strategically planned to enable participants to make informed curriculum decisions in STEM classrooms to meet the needs of a diverse student population. Also emphasized is the alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning. This course focuses on the principles and practices involved in curriculum design for STEM classrooms. Teacher candidates develop their own curriculum unit. Practicum/field experience hours: 10. Fingerprint clearance required.

SEC-583: Curriculum and Instruction for Secondary Educators **3 credits**

Teacher candidates investigate the principles and practices involved in curriculum design for secondary classrooms. Emphasis is placed on understanding alignment between standards, learning objectives, instructional strategies, and assessments. Course content is strategically planned to enable participants to make informed curriculum decisions to meet the needs of a diverse student population. Practicum/field experience hours: 20. Fingerprint clearance required.

SEC-590Ω: Student Teaching: Secondary Education **8 credits**

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

Secondary Education (SED)

SED-480NAΩ: Student Teaching: Secondary Session A **6 credits**

Session A is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

SED-480NBΔΩ: Student Teaching: Secondary Session B **6 credits**

Session B is one of two 8-week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

Speech-Language Pathology (SLP)

SLP-500Ω: Clinical and Research Methods **4 credits**

This course introduces learners to the clinical process, including cyclical elements of identification, assessment, and intervention applied to disabilities, delays, and disorders across the life span. Legislative, advocacy, ethics, and reimbursement issues that affect the practice of speech-language pathology are discussed. The course examines the use of research to support evidence-based practices and introduce consumer skills. Prerequisite: Admission to the MS SLP graduate program.

SLP-510Ω: Articulation and Phonology **4 credits**

This course includes an advanced study of the nature, assessment, and treatment of speech disorders in children. Topics include normal aspects of articulation and phonological development, the causes of speech-sound disorders, and phonological assessment practices and intervention strategies that are developmentally appropriate for children. This course includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. Prerequisite: Admission to the MS SLP graduate program. Prerequisite: Admission to the MS SLP graduate program.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SLP-520Ω: Dysphagia Across the Life Span 4 credits

In this course, learners explore normal and disordered swallowing in adults and children. The course provides learners with the foundational understanding of the anatomy, physiology, and pathophysiology of all stages of swallowing. Learners acquire knowledge in assessment and intervention methods across the life span. This course includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. Prerequisite: Admission to the MS SLP graduate program.

SLP-530Ω: Developmental Language Disorders: School Age 4 credits

In this course, learners explore the variety of delays and disorders seen in the school-age population, including an understanding of language, learning, and literacy. Theoretical perspectives and evidence-based approaches to assessment and intervention are examined. This course includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. This course includes a required 3-day, on-campus experience. Prerequisite: Admission to the MS SLP graduate program. Co-Requisite: SLP-530CE.

SLP-530CEΩ: On-Campus Experience I 0 credits

In this course, learners participate in simulations and hands-on experiences related to the variety of delays and disorders seen in the pediatric population. Theoretical perspectives and hands-on experiences related to evidence-based practice approaches to assessment and intervention are conducted in a safe environment. This course highlights professionalism and service delivery in preparation for practicum placement. The on-campus experience includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. Prerequisite: Admission to the MS-SLP graduate program. Co-Requisite: SLP-530.

SLP-540Ω: Cognitive-Communication Disorders 4 credits

In this course learners examine cognitive-communication disorders, including right hemisphere damage, traumatic brain injuries, and degenerative conditions and dementias across the life span. This course includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. Prerequisites: SLP-530 and SLP-530CE.

SLP-550Ω: Aphasia and Adult Neurogenic Disorders 4 credits

In this course, learners examine the etiology, symptomatology, diagnosis, and treatment of aphasia and related neurogenic disorders as related to community and vocational participation. This course includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. Prerequisites: SLP-530 and SLP-530CE.

SLP-560Ω: Motor Speech Disorders 4 credits

This course focuses on the etiology and neuropathology of dysarthria and apraxia of speech in adults and children with corresponding diagnostic and management options. Learners also explore the characteristics, evaluation, and treatment of children with cleft lip, cleft palate, and other craniofacial disorders, highlighting the interdependence of speech, language, hearing, and swallowing. Prerequisites: SLP-530 and SLP-530CE.

SLP-570Ω: Developmental Language Disorders: Birth – 5 Years 4 credits

This course focuses on the nature, assessment, and treatment of language disorders in infants and children from birth through 5 years of age. Learners explore evaluation techniques and treatment strategies for improving the receptive and expressive language abilities for infants, toddlers, and preschool-age children. Learners examine family-focused service delivery models within interdisciplinary treatment. Learners build affective counseling skills as fundamental to relationship-based therapy. This course includes a required 3-day, on-campus experience. Prerequisites: SLP-530 and SLP-530CE. Co-Requisite: SLP-570CE.

SLP-570CEΩ: On-Campus Experience II 0 credits

In this course, learners participate in simulations and hands-on experiences related to the variety of delays and disorders seen in the infant population. Theoretical perspectives and hands-on experiences related to evidence-based practice approaches to assessment and intervention are conducted in a safe environment. This course highlights professionalism and service delivery in preparation for practicum placement. The on-campus experience includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. Prerequisites: SLP-530 and SLP-530CE. Co-Requisite: SLP-570.

SLP-600Ω: Autism and Neurodiversity 3 credits

In this course, learners explore the etiology and attributes of autism and autism-related disorders and neurodiversity. Theoretical and evidence-based assessment and intervention approaches are examined. This course includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. Prerequisites: SLP-570 and SLP-570CE.

SLP-610Ω: Special Populations in Speech-Language Pathology and Clinical Practicum I 5 credits

In this course, learners explore advanced theory and techniques for the diagnosis and remediation of voice and resonance disorders across the life span. Learners examine advanced theories and techniques of diagnosis and treatment of fluency and stuttering across the life span. This course includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. Learners develop skills in clinical assessment and intervention and critical thinking and decision-making. Learners acquire skills in determining goals and objectives, planning for clinical sessions, and utilizing evidence-based practice. In addition, learners develop communication skills with interprofessional team members, patients, and families along with providing counseling and managing behavior with consideration for diversity, equity, and inclusion in all aspects of care. This course includes the first clinical practicum experience. Practicum/field experience hours: 65. Prerequisites: SLP-570 and 570CE. Co-Requisite: SLP-610CE.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SLP-610CE$^{\Omega}$: On-Campus Experience III 0 credits

In this course, learners participate in simulations and hands-on experiences related to the variety of delays and disorders seen in the adult and geriatric populations. Theoretical perspectives and hands-on experiences related to evidence-based practice approaches to assessment and intervention are conducted in a safe environment. This course highlights professionalism and service delivery in preparation for practicum placement. The on-campus experience includes integration of multicultural and multilingual aspects of evaluation, intervention, and counseling. Prerequisites: SLP-570 and SLP-570CE. Co-Requisite: SLP-610.

SLP-620$^{\Omega}$: Augmentative and Alternative Communication 3 credits

In this course, learners examine the types and uses of augmentative and alternative communication (AAC). Evaluation for AAC device selection and the evaluation of communication using AAC are explored. The principles of AAC intervention for individuals across the life span are covered. Societal perceptions of AAC are addressed. Prerequisites: SLP-610 and SLP-610CE.

SLP-630$^{\Omega}$: Professional Issues, Cultural Considerations, and Ethics 3 credits

In this course, learners examine issues related to employment settings, vocational exploration and preparation, credentialing, and trends in service delivery. Professional advocacy techniques in the profession of speech-language pathology are included. Prerequisites: SLP-610 and SLP-610CE.

SLP-650$^{\Omega}$: Clinical Practicum II 7 credits

The purpose of the second clinical practicum is to provide learners with the opportunity to synthesize and apply knowledge and skills from academic coursework into their clinical practice. Learners develop skills in clinical assessment and intervention and critical thinking and decision-making. Learners acquire skills in determining goals and objectives, planning for clinical sessions, and utilizing evidence-based practice. In addition, learners develop communication skills with interprofessional team members, patients, and families along with providing counseling and managing behavior with consideration for diversity, equity, and inclusion in all aspects of care. Practicum/field experience hours: 140. Prerequisites: SLP-610 and SLP-610CE.

SLP-660$^{\Omega}$: Clinical Practicum III 7 credits

The purpose of this third and final clinical practicum is to provide learners with the opportunity to synthesize and apply knowledge and skills from cumulative academic coursework into their clinical practice. Learners develop skills in clinical assessment and intervention and critical thinking and decision-making. Learners acquire skills in determining goals and objectives, planning for clinical sessions, and utilizing evidence-based practice. In addition, learners develop communication skills with interprofessional team members, patients, and families along with providing counseling and managing behavior with consideration for diversity, equity, and inclusion in all aspects of care. Practicum/field experience hours: 140. Prerequisite: SLP-650.

Sociology (SOC)

SOC-100$^{\blacklozenge}$: Everyday Sociology 4 credits

This course surveys concepts, theories, and methods of applied sociology in everyday life. Emphasis is placed on demonstrating the impact of sociological concepts on human behaviors and interactions in society.

SOC-102$^{\blacklozenge}$: Principles of Sociology 4 credits

This course presents a survey of the concepts, theories, and methods used by sociologists to describe and explain the effects of social structure on human behavior. It emphasizes the understanding and use of the sociological perspective in everyday life.

SOC-102XV: Principles of Sociology 4 credits

This course presents a survey of the concepts, theories, and methods used by sociologists to describe and explain the effects of social structure on human behavior. It emphasizes the understanding and use of the sociological perspective in everyday life.

SOC-220$^{\blacklozenge}$: Social Problems 4 credits

This course provides 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 modern social structure.

SOC-220XV: Social Problems 4 credits

This course provides 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 modern social structure.

SOC-320$^{\sharp\blacklozenge}$: Marriage and Family 4 credits

This course is designed as a practical look at marriage and family life with emphasis on understanding social science research on marriage and family life and its present and future applications to the lives of students.

SOC-320HN$^{\sharp\blacklozenge}$:Marriage and Family 4 credits

This course is designed as a practical look at marriage and family life with emphasis on understanding social science research on marriage and family life and its present and future applications to the lives of students.

SOC-330$^{\blacklozenge}$: Globalization 4 credits

This course integrates globalization concepts and theory with the social reality of the global world. The course leads the students to understand globalization's economic, cultural, political, environmental, and social inequality characteristics. Upon completion of the course students gain a definitional and conceptual framework of globalization and its mechanisms. The course places emphasis on the student as a global citizen. Students develop a beginning framework of analysis to engage their global world.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | $^{\sharp}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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SOC-372◆: Introduction to Social Work 4 credits

This course provides the foundation for students to understand the profession of social work, the social welfare system, and social service programs. Students examine the theoretical perspectives of social work and social welfare. They evaluate how historical and theoretical perspectives influence social service systems, practice, and programs. In a broad overview, students examine social work ethics, generalist practice, policy analysis and practice, social service programs, and advocacy.

SOC-386Δ♯◆: Human Behavior and the Social Environment 4 credits

This writing intensive course provides the foundation for the generalist practice of social work. It connects theories from a sociological, psychological, and social work perspective with an emphasis on social systems theory. Students examine person-environment interactions through a theoretical framework of critical assessment based on systems and roles. In this course, students apply a variety of theories to current social issues. Through the integration and application of social systems theory, students engage in competency-based skill development for generalist social work practice.

SOC-386HNΔ♯◆: Human Behavior and the Social Environment 4 credits

This writing intensive course provides the foundation for the generalist practice of social work. It connects theories from a sociological, psychological, and social work perspective with an emphasis on social systems theory. Students examine person-environment interactions through a theoretical framework of critical assessment based on systems and roles. In this course, students apply a variety of theories to current social issues. Through the integration and application of social systems theory, students engage in competency-based skill development for generalist social work practice.

SOC-400Ω◆: Social Research and Statistics 4 credits

This course provides an explanation of the various methods used by social scientists to find answers to the questions posed by their subject matter, including basic terminology and concepts and practice using methods such as surveys, experiments, field research, and evaluation research, as well as some unobtrusive methods. An introduction to analysis of data obtained from research is also included.

SOC-412◆: Sociology of Religion 4 credits

This course provides students with a framework to examine religious organizations as a part of a larger social order. It introduces basic concepts in the sociology of religion and briefly surveys the historical and social landscape of religion. The goal of the course is to analyze religious beliefs, practices, and organizations from a sociological perspective, with a primary focus on religion in the contemporary United States.

SOC-415◆: American Minority Peoples 4 credits

This course provides a study of the various minority groups in the United States and their sociological significance in the history of the nation and current culture. The history and status of American immigration policy are also considered.

SOC-417Δ♯◆: Sociological Theory 4 credits

This writing-intensive course is a survey of major sociological theories and theorists influencing the discipline of sociology. Immersion in both classical as well as contemporary theoretical perspectives provides a solid foundation to analyze and apply social patterns and forces that influence and shape society.

SOC-417HNΔ♯◆: Sociological Theory 4 credits

This writing intensive course is a survey of the major theorists whose works and thoughts have influenced and guided the academic discipline of sociology. The emphasis is placed on the founders of sociological theory from the 19th century but attention is also given to those who followed in their footsteps in the 20th and 21st centuries.

SOC-436Δ♯◆: Stratification and Inequality in a Diverse Society 4 credits

This writing intensive course examines the theoretical, historical, and conceptual frameworks of social stratification and social inequality within the context of class, race and ethnicity, and gender. Students analyze the effect of historical events upon social inequality and the impact of those events on current trends within social institutions. Students examine strategies for change relative to social inequality and marginalization of diverse groups. Upon course completion, students are able to explain and evaluate the effects of social stratification and inequality on class, race and ethnicity, and gender in the United States. Prerequisite: SOC-400.

SOC-436HNΔ♯◆: Stratification and Inequality in a Diverse Society 4 credits

This writing intensive course examines the theoretical, historical, and conceptual frameworks of social stratification and social inequality within the context of class, race and ethnicity, and gender. Students analyze the effect of historical events upon social inequality and the impact of those events on current trends within social institutions. Students examine strategies for change relative to social inequality and marginalization of diverse groups. Upon course completion, students are able to explain and evaluate the effects of social stratification and inequality on class, race and ethnicity, and gender in the United States.

SOC-445◆: Case Management 4 credits

This course introduces the student to entry-level case management skills. Students identify the various roles and functions of a case manager. A primary focus of this course is the case management process, including how to track and manage a client case load. Through case study analysis, students determine appropriate client assessment techniques and problem-solving strategies. Students explore case manager roles and case management styles in a variety of client populations and nonprofit human service agencies. Students learn to differentiate roles, functions, and styles based on their assessment of the client's needs and a clear understanding of the agency's mission, policies, and programs. Prerequisite: SOC-372.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SOC-449◆: Direct Practice 4 credits

This course introduces the student to the fundamental social work skill of direct practice. The course covers the social work "helping process" as the foundational framework for social work practice. The course teaches basic direct practice skills including—intake, assessment, treatment, evaluation, and termination. The course also exposes students to theory-directed social work practice and cultural competency in interviewing. Prerequisite: SOC-372.

SOC-480Ω◆: Sociology and Social Work Capstone 4 credits

This course integrates social work knowledge, skills, theory, evidence-based practice, values, and ethics with sociological concepts of society and culture through the examination of the social work client (individual, family, community, society) experience. The course compares and contrasts social work and sociological concepts with knowledge required for graduate school and careers in the field of social work. The course culminates with a student portfolio that demonstrates acquired skills and knowledge. This capstone course needs to be completed at the end of program. Prerequisites: SOC-372, SOC-400, and SOC-436.

SOC-481Ω◆: Sociology Capstone 4 credits

This course culminates in the application of program knowledge and skill acquisition of sociological perspectives and analysis as they relate to the various content areas. Students apply theory and practical application strategies as they complete a research project that demonstrates critical thinking, using both Christian worldview, the scientific method, and sociological theory/perspectives about the effects of society upon human social behavior and human social behavior's impact upon society. Upon course completion, students possess basic skills to engage the social world through a well-developed sociological toolkit. This capstone course needs to be completed at the end of program. Prerequisite: SOC-400.

SOC-500: Social Theory 4 credits

In this course, students analyze the works of the great thinkers within the field of sociology. The three major schools of thought are examined in depth, including classical and modern theories of sociology. Students select sociological topics and engage in comparative analysis of the theories.

SOC-502: Sociology Today 4 credits

This course is designed to provide an overview of the field of sociology, especially for those whose previous exposure to sociology was some time ago. The course examines several major areas of interest to sociologists as well as the theories and types of research that sociologists often use to gain new knowledge in this academic discipline.

SOC-505: Sociology of the Family 4 credits

This course takes a sociocultural perspective on the institution of the family. The role of the family within the functioning of society is examined. The course also compares the institution of the family around the world.

SOC-510: Stratification from Global Perspectives 4 credits

This course examines social stratification within specific countries and around the globe. The course focuses on world poverty, world political order, and social justice on the world stage.

SOC-515: Social Change and Development 4 credits

The course takes a sociohistorical perspective on societal change. An in-depth look at how social movements create or resist social change is provided.

SOC-520: Sociology and Pedagogy in the University 4 credits

This course explores the intersection of sociology and pedagogy in the university setting. Pedagogical theory and elements of sociology are examined. Through pedagogical analysis, students look at the discipline of sociology and build a pedagogy for sociology in the university setting. The course uses an Introduction to Sociology textbook to analyze and scaffold an Introduction to Sociology course.

Spanish (SPA)

SPA-104◆: Elementary Spanish I 4 credits

This course builds a foundation in the language development skills of listening, speaking, reading, and writing. The course textbook is supported by an extensive workbook and online lab which allows students to hear Spanish spoken by native speakers. Students practice their spoken Spanish through face-to-face activities or by recorded wave files. Additionally students are prompted to growth in global awareness through participation in cultural events in their communities, reviewing movies set in Hispanic cultural settings, and reading books in English by Hispanic authors about Hispanic culture.

SPA-105◆: Elementary Spanish II 4 credits

This course is a continuation of SPA-104. Prerequisite: SPA-104.

SPA-214◆: Intermediate Spanish I 4 credits

This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. Will include some study of Spanish-language cultures. Prerequisite: SPA-105.

SPA-224◆: Intermediate Spanish II 4 credits

This course continues to build on vocabulary, language structure, oration and composition skills. Will include some study of Spanish-language cultures. Prerequisite: SPA-214.

SPA-309◆: Spanish Conversation 4 credits

This course helps students speak with fluency and standard pronunciation, to develop facility in the language, and to become conversant with culture, common expressions, and everyday usage. This course includes some study of Spanish-language cultures. Prerequisite: SPA-224.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SPA-310[♯◆]: Spanish Composition and Grammar **4 credits**

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. It also includes some study of Spanish-language cultures. Prerequisite: SPA-224.

SPA-310HN[♯◆]: Spanish Composition and Grammar **4 credits**

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. Will include some study of Spanish-language cultures. Prerequisite: SPA-224.

SPA-320[♯◆]: Contemporary Issues **4 credits**

This course is designed to discuss and analyze contemporary events and issues in the Spanish-speaking world. Prerequisite: SPA-309.

SPA-320HN[♯◆]: Contemporary Issues **4 credits**

This course is designed to discuss and analyze contemporary events and issues in the Spanish-speaking world. Prerequisite: SPA-309.

SPA-341[Δ◆]: Introduction to Literature in Spanish **4 credits**

This writing-intensive course provides an introduction to literary concepts, terminology, and theory with application to poetic, dramatic, and prose texts. This course includes some study of Spanish-language cultures. Prerequisite: SPA-310.

SPA-410[♯Ω◆]: Theory and Methodology for Translation and Interpretation **4 credits**

This course provides an overview of the historical evolution of translation and interpretation across cultures. It offers important information on the function and feasibility in both fields. Prerequisite: SPA-310.

SPA-410HN[♯◆]: Theory and Methodology for Translation and Interpretation **4 credits**

This course provides an overview of the historical evolution of translation and interpretation across cultures. It offers important information on the function and feasibility in both fields.

SPA-420[Ω◆]: Spanish for Professions I **4 credits**

This course introduces practical terminology and professional language in everyday, on-the-job situations from a cross-cultural perspective. Prerequisite: SPA-310.

SPA-430[Ω◆]: Spanish for Professions II **4 credits**

This course further explores practical terminology and professional language in everyday, on-the-job situations from a cross-cultural perspective in various professional fields.

SPA-440[♯Ω◆]: Web-Based Resources and Technology for Translation and Interpretation **4 credits**

This course explores various software used to aid translators and interpreters to work faster and more accurately. Prerequisite: SPA-310.

SPA-440HN[♯◆]: Web-Based Resources and Technology for Translation and Interpretation **4 credits**

This course explores software such as SDL Trados and Atril to aid translators to work faster and more accurately.

SPA-450[ΔΩ◆]: Spanish Capstone **4 credits**

This writing-intensive course provides an opportunity to produce multiple major works of translation in the areas of: Medical, Legal, Business, and Educational Spanish in both Peninsular and Latin American dialects. This capstone course needs to be completed at the end of program. Prerequisites: SPA-410 and SPA-420.

Special Education (SPD)

SPD-200[♯]: Survey of Special Education: Mild to Moderate Disabilities **4 credits**

Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: 5. Fingerprint clearance not required.

SPD-200HN[♯]: Survey of Special Education: Mild to Moderate Disabilities **4 credits**

Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: 5. Fingerprint clearance required.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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SPD-208♯: Survey of Special Education: Teaching Children with Exceptionalities **4 credits**

Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify preventative and responsive practices related to cognitive, linguistic, social, and emotional patterns of learning and development for students with mild to moderate disabilities. Emphasis is placed on identifying appropriate times to differentiate, modify, or accommodate to support student learning. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: None. Fingerprint clearance not required.

SPD-300: Professional, Ethical and Legal Practices and Policies in Special Education **4 credits**

Teacher candidates survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Teacher candidates build upon the foundational knowledge to understand the multiple roles and complex situations of professional practice that require attention to a variety of legal, professional and ethical issues. Practicum/field experience hours: 5. Fingerprint clearance required. Prerequisite: SPD-200.

SPD-310: Collaborations and Communications in Special Education **4 credits**

Teacher candidates survey theories and models for effective collaborations and communications with students with exceptionalities, colleagues, other school professionals, families and community members. In addition, teacher candidates apply collaboration and communication theories and models, incorporating technology, across a wide range of contexts to ensure active involvement in the education process for students with exceptionalities. Practicum/field experience hours: 5. Fingerprint clearance required. Prerequisite: SPD-200.

SPD-320: Assessment and Eligibility in Special Education: MMD **4 credits**

Teacher candidates will investigate diagnostic and assessment tools. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and data-sources for diagnostic and educational decisions for individuals with mild to moderate disabilities. Practicum/field experience hours: 10. Fingerprint Clearance required. Prerequisite: SPD-200.

SPD-330: Language Development with Mild to Moderate Disabilities and Disorders **4 credits**

Teacher candidates examine typical and atypical language development, and associated disabilities and disorders. Teacher candidates investigate the use of augmentative and alternative assistive technology, modifications and accommodations to enhance the communication skills of students with mild to moderate disabilities. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-200.

SPD-400: Creating and Managing Mild to Moderate Learning Environments **4 credits**

Teacher candidates examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Teacher candidates focus on behavior management, functional behavior assessments, adaptive behaviors, positive behavior interventions and supports, and behavior improvement plans. Practicum/field experience hours: 10. Fingerprint Clearance required. Prerequisite: SPD-320.

SPD-470: Research-Based Methods for Teaching Math to Students with Exceptionalities **4 credits**

Teacher candidates will examine a variety of instructional strategies to encourage individuals with mild to moderate disabilities to develop understandings and connections within the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability and to build skills to apply knowledge in meaningful ways. From this foundational knowledge, teacher candidates select, adapt and use research-based methodologies and interventions in academic and specialized curricula to advance the learning of students with mild to moderate disabilities with focused attention upon mathematics. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-210.

SPD-485♯: Research Based Instruction, Remediation and Intervention in ELA **4 credits**

Teacher candidates explore the language processing requirements of proficient reading and writing, including explicit, systematic, cumulative, and multisensory instruction that integrates listening, speaking, reading, and writing. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. Teacher candidates select, adapt, and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning for all students, including those with mild to moderate disabilities, with attention focused on reading. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-305 or ELM-315.

SPD-490B: Student Teaching - K-Grade 12 Special Education Mild to Moderate Setting **6 credits**

This course includes an 8-week full-time student teaching experience in a K-12 special education mild to moderate classroom where teacher candidates engage in experiences that include practical classroom experiences, research, analysis, and teaching to develop an Individualized Education Program (IEP) Performance Ttemplate related to special education services. The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Practicum/field experience hours: None. Fingerprint clearance required.

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SPD-491B: Student Teaching - K-Grade 12 Special Education Mild to Moderate Setting **6 credits**

This course includes an 8-week full-time student teaching experience in a K-12 special education mild to moderate classroom where teacher candidates engage in experiences that include practical classroom experiences, research, analysis, and teaching to develop an Individualized Education Program (IEP) Performance Template related to special education services. The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

SPD-500: Survey of Special Education: Mild to Moderate Disabilities **3 credits**

Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: 6. Fingerprint clearance not required.

SPD-501: Foundations in Special Education Graduate Studies **3 credits**

Teacher candidates will survey the philosophical, historical, and sociological influences upon which special educational theories and practices are constructed, and explore a variety of the common issues, trends, and opportunities that professional special educators face in the field. Special Education Teacher candidates will prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students in the College of Education. Practicum/field experience hours: 6. Fingerprint clearance not required.

SPD-504: Survey of Special Education: Autism Spectrum Disorder **3 credits**

This course orients professional educators to the theoretical foundations of autism spectrum disorders (ASD). Educators will focus on the exceptional needs of students with ASD and teacher's responsibilities in determining eligibility and assessment. This course also examines diagnoses and evidence-based practices in the school environment. An emphasis is placed on ethical behaviors and looking at different perspectives within ASD. Practicum/field experience hours: 10. Fingerprint clearance required.

SPD-505: Foundations in Autism Spectrum Disorders **3 credits**

This course orients autism spectrum disorder specialist candidates to the theoretical foundations of autism spectrum disorders (ASD). ASD specialist candidates will focus on the exceptional needs of students with ASD and teacher's responsibilities to determining eligibility and assessment. This course also examines diagnoses and implications in the school environment. Practicum/field experience hours: 10. Fingerprint clearance required.

SPD-506: Survey of Moderate to Severe Special Education **3 credits**

Teacher candidates are introduced to the educational needs of students with moderate to severe exceptionalities including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Candidates define low-incidence disabilities and identify cognitive, linguistic, social, emotional and behavioral patterns of learning and development for individuals with moderate to severe exceptionalities. Practicum/field experience hours: 3. Fingerprint clearance not required. Prerequisite: SPD-501.

SPD-507: Inclusive Practices for Autism Spectrum Disorder **3 credits**

In this course, professional educators will look at how individuals with autism spectrum disorders (ASD) experience difficulties in the areas of social acceptance and social communication. Emphasis is placed on how interactions with their typically developing peers can allow for opportunities to learn social skills and increase communication skills. Educators will determine the definition of inclusion and research how it impacts students with disabilities. Specific focus is placed on how to support students with ASD in an inclusive environment, including supports in the areas of environmental, social/emotional, behavioral and communication. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-504.

SPD-508: Survey of Special Education: Teaching Children with Exceptionalities **3 credits**

Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: None. Fingerprint clearance not required.

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SPD-510: Professional, Ethical and Legal Practices and Policies in Special Education **3 credits**

Teacher candidates survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Teacher candidates build upon the foundational knowledge to understand the multiple roles and complex situations of professional practice that require attention to a variety of legal, professional, and ethical issues. Practicum/field experience hours: 6. Fingerprint clearance not required. Prerequisite: SPD-500 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-511: Instructional Strategies and Interventions for Autism Spectrum Disorder **3 credits**

Professional educators will determine strategies to align with the different ways individuals with autism spectrum disorder (ASD) think, learn, and behave in the classroom. Educators will use differentiated instruction and Universal Design for Learning (UDL) strategies to design interventions based on process, content and product, including specific strategies for engagement and speech and language support. Educators will support an inclusive environment with all instructional strategies. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-507.

SPD-512: Characteristics of Exceptional Students: Mild to Moderate **3 credits**

This course explores key characteristics of K-12 students with exceptionalities ranging from mild to moderate. Educators will examine specific learning disabilities, emotional and intellectual disabilities, other health impairments, disorders, traumatic brain injuries, multiple disabilities, and all IDEA classifications they may experience when working as a professional in the field. The course will focus on definitions, causes, prevalence of, and effects that exceptionalities can have on students' development and learning. Research-based instructional and behavior management strategies will be introduced and explored to support working with students with these exceptionalities. Practicum/field experience hours: None. Fingerprint clearance not required.

SPD-514: Foundations in Special Education Graduate Studies **3 credits**

Teacher candidates will survey the philosophical, historical, and sociological influences upon which special educational theories and practices are constructed, and explore a variety of the common issues, trends, and opportunities that professional special educators face in the field. Special Education Teacher candidates will prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students in the College of Education. Practicum/field experience hours: None. Fingerprint clearance not required.

SPD-515: Methods and Assessment for Autism Spectrum Disorders **3 credits**

The focus of this course is to provide methods for improvement of instruction, based on assessment for students with autism spectrum disorders (ASD). ASD specialist candidates will center on instructional planning, adaptive practices, and intervention strategies established through assessment analysis. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SPD-505.

SPD-517: Data-Driven Assessment for Autism Spectrum Disorder **3 credits**

This course provides professional educators the opportunity to explore how behavioral, academic, and social assessments are used when determining effective instructional strategies and interventions for students with autism spectrum disorders (ASD). A focus is placed on synthesizing data to make instructional decisions that support students in a variety of settings. Educators will look at how to gather data during instruction and monitor progress of students' IEP goals. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-511.

SPD-521: Collaborations and Communications in Special Education **3 credits**

Teacher candidates survey theories and models for effective collaboration and communication with students with exceptionalities, colleagues, other school professionals, families and community members. In addition, teacher candidates apply collaboration and communication theories and models, incorporating technology, across a wide range of contexts to ensure active involvement in the education process for students with exceptionalities. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: SPD-510.

SPD-525: Applied Behavior Analysis and Autism Spectrum Disorders **3 credits**

The focus of this course is to provide autism spectrum disorders (ASD) specialist candidates with advanced knowledge of applied behavior analysis in regards to accommodations for students with ASD. ASD specialist candidates will focus on assessing individual needs, tools for intervention, and evaluating strategies and student progress. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SPD-505.

SPD-527: Positive Behavior Support for Autism Spectrum Disorder **3 credits**

This course explores how individuals with autism spectrum disorders (ASD) may require specific sensory and behavior supports in order to be successful in the classroom. Professional educators look at Positive Behaviors Interventions and Supports (PBIS), including strategies that encourage and support desired behaviors. Educators will review the principles of PBIS and research interventions and supports for students with ASD in all school environments. Additionally, they will determine how to assess a student and best support their needs when creating behavior accommodations for the inclusion classroom. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-567.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SPD-531: Assessment and Eligibility in Special Educ: Mild to Moderate Disability **3 credits**

Teacher candidates will investigate diagnostic and assessment tools. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and data-sources for diagnostic and educational decisions for individuals with mild to moderate disabilities. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: SPD-500 or SPD-502 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate or approved enrollment in the Graduate Certificate in Learning Behavior Specialist 1 (LBS 1).

SPD-535: Policy and Ethics in Autism Spectrum Disorders **3 credits**

Autism spectrum disorders (ASD) specialist candidates acquire knowledge of legal policy and ethical practices associated with students with ASD. This course focuses on rights and responsibilities, trends, and advocacy for students with ASD. ASD specialist candidates will also focus on creation and delivery of individualized education plans. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-505.

SPD-537: Advocacy, Policy and Ethics for Autism Spectrum Disorder **3 credits**

Professional educators acquire knowledge of legal policy and ethical practices associated with students with autism spectrum disorder (ASD). This course focuses on rights and responsibilities, trends, and advocacy for students with ASD. Educators will also review creation and delivery of individualized education plans for students with ASD. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-557.

SPD-540: Learning Environments for Students with Mild to Moderate Disabilities **3 credits**

Teacher candidates examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Teacher candidates focus on behavior management, functional behavior assessments, adaptive behaviors, positive behavior interventions and supports, and behavior improvement plans. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-500 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-545: Leadership and Collaboration in Autism Spectrum Disorders **3 credits**

Autism spectrum disorders (ASD) specialist candidates acquire a repertoire of skills that enable them to lead and collaborate in an environment focused on students with ASD. ASD specialist candidates develop techniques for professional learning and evidence-based practices centered on learner growth for students with ASD. This course also focuses on mentoring opportunities and community collaboration. Practicum/field experience hours: 5. Fingerprint clearance required. Prerequisite: SPD-535.

SPD-547: Collaboration and Leadership in Autism Spectrum Disorder **3 credits**

This course addresses leadership and advocacy opportunities for professionals working with the many stakeholders involved in the delivery of services for students with autism spectrum disorders. Professional educators describe strategies to promote the advancement of the profession. Collaborative practices with stakeholders, conflict resolution strategies, and creating and sustaining productive work environments will be emphasized. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-537.

SPD-550: Instructional and Transitional Planning for Students with Mild to Moderate Disabilities **3 credits**

Teacher candidates will examine how instructional planning advances the learning of students with mild to moderate disabilities by drawing upon knowledge of central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas and a variety of specialized curricula. Teacher candidates build foundational knowledge about individualized education plans and transition plans for a wide range of settings and different learning experiences. Teacher candidates engage in organizing knowledge, integrating cross-disciplinary skills, and developing meaningful individualized learning progressions through drafting an IEP. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-510 or approved enrollment in the Graduate Certificate in Learning Behavior Specialist 1 (LBS 1).

SPD-551: Moderate to Severe: Professional, Ethical, and Legal Practices **3 credits**

Teacher candidates survey professional ethical principles, professional practice standards, laws, and regulations that guide special educators. Candidates build upon this foundational knowledge to examine the multiple roles and complex situations of professional practice related to individuals with moderate to severe exceptionalities. Practicum/field experience hours: 3. Fingerprint clearance required. Prerequisite: SPD-506 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

SPD-555: Life Skills and Transitions for Autism Spectrum Disorders **3 credits**

This course focuses autism spectrum disorders (ASD) specialist candidates on life skills and transitions for students with ASD. ASD specialist candidates will focus on development of individualized education plans and planning for independent living. Practicum/field experience hours: None. Fingerprint clearance required. Prerequisite: SPD-535.

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SPD-556: Assessment and Eligibility in Moderate to Severe Special Education **3 credits**

Teacher candidates investigate diagnostic and assessment tools for determining student eligibility and monitoring for progress. Foundational knowledge is built regarding the use of multiple methods of assessment and data sources for diagnostic and educational decisions for individuals with moderate to severe exceptionalities. Candidates analyze assessment data and develop an individualized education plan (IEP) for a student. Ongoing collaboration with IEP team members and external stakeholders is emphasized. Practicum/field experience hours: 10. Fingerprint clearance required.

SPD-557: Transitions and Life Skills for Autism Spectrum Disorder **3 credits**

This course addresses key requirements of the postsecondary transition plan and collaboration with stakeholders in school and the community. Professionals will learn about age appropriate assessments, aligned activities, and preparation for adult life. In addition, professionals explore postsecondary options, adult services, and living options for adults with autism spectrum disorder. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-527.

SPD-558: Moderate to Severe: Care, Collaboration, and Communication **3 credits**

Teacher candidates explore effective collaboration and communication techniques and strategies used in moderate to severe special education settings. Collaboration among teachers, other school professionals, families, and outside service agencies is analyzed to meet the individual needs of this special population. In addition, evaluation of the techniques and strategies used to meet the unique medical and educational needs of students within the moderate to severe classroom setting is addressed. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: SPD-556.

SPD-560: Language Development with Mild to Moderate Disabilities and Disorders **3 credits**

Teacher candidates examine typical and atypical language development, and associated disabilities and disorders. Teacher candidates investigate the use of augmentative and alternative assistive technology, modifications and accommodations to enhance the communication skills of students with mild to moderate disabilities. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-510.

SPD-562: Moderate to Severe: Instructional Planning, Strategies, and Assessment **3 credits**

Teacher candidates examine how instructional planning advances the learning of students with moderate to severe disabilities by creating a variety of specialized curricula aligned to content standards. Candidates are guided in designing engaging instruction that meets the needs documented in a student's individualized education plan. Plans for accommodations, differentiated instruction, and strategies are identified in the lesson planning process. Formative and summative assessments are created to evaluate student progress and identify if instructional adjustments are necessary. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-558.

SPD-564: Moderate to Severe: Classroom Management and Behavior Analysis **3 credits**

Teacher candidates examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues and other professionals so individuals with disabilities become active and effective learners. Strategies to develop students' emotional well-being, positive social interactions, and self-determination are emphasized. Candidates focus on functional behavior assessments, behavior improvement plans, activities of daily living, and positive behavior interventions and supports. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-562 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

SPD-565: Communication Strategies and Assistive Tech for Autism Spectrum Disorders **3 credits**

This course explores functional communication training and specific strategies to promote effective communication behaviors or skills of students with ASD. In addition, ASD specialist candidates survey assistive technology in relation to enhancing communication of students with autism spectrum disorders. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-525.

SPD-566: Postsecondary Transitional Planning for Moderate to Severe Exceptionalities **3 credits**

Teacher candidates examine curriculum needs of individuals with moderate to severe disabilities to develop and integrate the skills needed to transition students from the educational environment into successful postsecondary opportunities. Candidates focus on writing measurable postsecondary goals, creating aligned activities, and identifying the importance of family and interagency involvement. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-564.

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SPD-567: Assistive Tech and Communication Strategies for Autism Spectrum Disorder **3 credits**

This course explores functional communication training and specific strategies to promote effective communication behaviors or skills of students with autism spectrum disorder (ASD). In addition, professional educators will survey assistive technology in relation to enhancing communication of students with autism spectrum disorders. Consideration of how to manage challenging expectations, show respect and improve ethical practice to promote advocacy and collaboration will extend to the home environment for life-skill application. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-517.

SPD-569: Applying Phonics and the Science of Reading in Adaptive Communication **3 credits**

Teacher candidates examine typical and atypical language development, and associated disabilities and disorders. Coursework emphasizes research-based phonics development and the science of reading, including phonics, phonemic awareness, vocabulary, fluency, and comprehension. Candidates investigate how speech-language pathologists, special education teachers and others assist individuals with moderate to severe exceptionalities in the use of augmentative and alternative assistive technology, modifications, and accommodations to enhance their communication skills and literacy development. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-566 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

SPD-570: Methods of Teaching Math to Students with Mild to Moderate Disabilities **3 credits**

Teacher candidates build foundational knowledge on a variety of research-based instructional strategies to encourage individuals with mild to moderate disabilities to develop understandings and connections within content areas, and to build skills to apply knowledge in meaningful ways. From this foundational knowledge, teacher candidates select, adapt and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning of students with mild to moderate disabilities with focused attention upon mathematics. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: SPD-550 or ESD-530 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-572: Moderate to Severe: Methods of Teaching Functional Mathematics and Science **3 credits**

Teacher candidates build foundational knowledge on a variety of research-based instructional strategies to provide individuals with moderate to severe exceptionalities access to content areas. From this foundational knowledge, teacher candidates select and adapt research-based instructional strategies to plan lessons with a focused attention on functional mathematics and sciences. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-568 or SPD-569.

SPD-575$^{\Omega}$: Capstone in Autism Spectrum Disorders **3 credits**

The capstone course provides ASD specialist candidates the opportunity to create a portfolio project that synthesizes major elements of the professional studies program. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: Completion of all other courses required for the Master of Arts in Autism Spectrum Disorders program.

SPD-577: Capstone and Action Research in Autism Spectrum Disorder **3 credits**

This course is the culminating course in the Master of Arts in Autism Spectrum Disorders that emphasizes leadership and advocacy opportunities for professional educators working with the many stakeholders involved in the delivery of services for students with autism spectrum disorders. Educators will develop future professional goals and apply knowledge of professional literature and research to promote professional development opportunities. Collaborative practices with stakeholders, conflict resolution strategies, and creating and sustaining productive work environments will be investigated. Experience will culminate in a completed electronic portfolio. Practicum/field experience hours: 30. Fingerprint clearance required. Prerequisite: Completion of all other courses required for the Master of Arts in Autism Spectrum Disorders program.

SPD-578: Language Development Through Phonics and the Science of Reading **3 credits**

Teacher candidates explore components of typical and atypical literacy development for students with exceptionalities. Coursework emphasizes research-based phonics development and the science of reading, including phonics, phonemic awareness, vocabulary, fluency and comprehension. Teacher candidates focus on assessing developmental and other literacy concerns, including dyslexia, and differentiation strategies to support literacy development in students with exceptionalities. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-510 or ESD-530.

SPD-580: Methods of Teaching Lang Arts to Students with Mild/Moderate Disabilities **3 credits**

Teacher candidates select, adapt and use research-based instructional strategies and interventions in academic and specialized curricula to individualize meaningful and challenging learning for students with mild to moderate disabilities, with an emphasis on literacy. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: SPD-550 or ESD-530 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | ^{f} Honors Major Course | $^{\Omega}$ Non-Transferable

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SPD-581: Research Based Instruction, Remediation, and Intervention in ELA **3 credits**

Teacher candidates explore the language processing requirements of proficient reading and writing, including explicit, systematic, cumulative, and multisensory instruction that integrates listening, speaking, reading, and writing. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. Teacher candidates select, adapt, and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning for all students, including those with mild to moderate disabilities, with attention focused on literacy and reading. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisites: (SPD-550 and SPD-578) or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-585: Educational Psychology for Special Education **3 credits**

This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

SPD-587$^{\Delta}$: Research Based Instruction, Remediation, and Intervention in Functional ELA **3 credits**

Teacher candidates select and adapt research-based instructional strategies to provide individuals with moderate to severe exceptionalities access to language arts content. With this foundational knowledge, teacher candidates plan a functional approach to literacy instruction. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. Teacher candidates select, adapt, and use research-based instructional strategies and interventions in language arts to advance the learning for all students, including those with moderate to severe disabilities, with attention focused on reading. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-569.

SPD-590$^{\Omega}$: Student Teaching for Special Education Teacher Candidates **8 credits**

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop a Student Teaching Evaluation of Performance (STEP). The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Fingerprint clearance required.

SPD-592: Student Teaching for Special Education: Moderate to Severe **8 credits**

This course supports the special education clinical field experience through a full-time student teaching experience. Candidates select a K-Grade 12 special education moderate to severe classroom setting to engage in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP) and an Individualized Education Program (IEP) Performance Template related to special education services. Fingerprint clearance required.

SPD-593$^{\Omega}$: Capstone in Gifted Education **3 credits**

This course provides a reflective, experience-based integration of theory and practice as the culminating experience in the gifted education program. Candidates apply the knowledge and skills they have acquired through their coursework to develop a useful, meaningful, and practical project. Practicum/Field Experience hours: 30. Fingerprint clearance required. Prerequisite: SPD-583.

SPD-593B: Student Teaching for K-12 Special Education: Session B **6 credits**

Session B is one of two 8-week sessions of the student teaching experience. Teacher candidates engage in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to develop an Individualized Education Program (IEP) Performance Template related to special education services. The teacher candidate will have a GCU course instructor, a GCU faculty supervisor, and be placed in an approved school with a certified cooperating teacher/mentor. Practicum/field experience hours: None. Fingerprint clearance required.

SPD-595: Methods of Educating Learners with Diverse Needs **3 credits**

This course examines methods of educating learners with diverse needs. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom. Practicum/field experience hours: 15. Fingerprint clearance required.

Special Education (SPE)

SPE-807: Foundations of Special Education **3 credits**

This course provides a broad overview of the history and theories of special education. A brief overview of human development, educational standards, and instructional tools is also presented. Prerequisite: RES-811 or RES-850.

$^{\Delta}$ Writing intensive course | $^{\blacklozenge}$ Fulfills General Education requirement | $^{\sharp}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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SPE-812: Special Education Law 3 credits

This course examines special education law and regulations as a framework for the provision of appropriate educational opportunities for all students. Law as a foundation of best practice is discussed.

SPE-817: Supervision and Administration of Special Education 3 credits

The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks for K-12 educators and students. Within these boundaries, the course addresses student assessment, internal collaboration, and professional development.

SPE-822: Fiscal Management in Special Education 3 credits

This course examines budgeting, fiscal planning, and grant writing and management in the special education setting. Leadership skills for fiscal management and fiscal integrity are addressed.

SPE-827: Perspectives in Special Education 3 credits

This course examines the current and emerging trends and issues in special education within the K-12 setting. Topics are placed in the context of legal compliance and the provision of appropriate educational opportunities for all students. Learners connect these ideas to their research interests to continue developing components of their research prospectus.

Sports and Entertainment (SPT)

SPT-230: Introduction to Sports and Entertainment Management 4 credits

This course provides an overview of the business of sports and entertainment, including career opportunities, and a study of the value of professional management to sports and entertainment organizations.

SPT-350: Sports and Entertainment Analytics 4 credits

This course emphasizes the use of data analytics with a focus on teaching students how to obtain the data, insights, and intelligence needed in every area of sports and entertainment marketing, media, viewership, talent impact, scouting, and sponsorship to most effectively maximize value for brands, rights holders, agencies, and media.

SPT-360: Sports and Entertainment Law 4 credits

This course provides an in-depth overview of the legal side of the sports and entertainment industry, including contracts, endorsement deals, riders, unions, ASCAP, BMI, SPAC (standard player agent contract), agent agreements, and league collective bargaining agreements.

SPT-370: Sports and Entertainment Marketing 4 credits

This course is a study of basic marketing concepts with applications to sports and entertainment organizations. Topics include advertising promotions and public relations, consumer behavior, market segmentation, fan loyalty, strategic market planning, brand communications, branding vs. marketing, and sponsorship. Prerequisites: SPT-230 and MKT-315.

SPT-375: Sports and Entertainment Event Planning 4 credits

This course provides an introduction to event planning for athletic, live entertainment, and special events. An emphasis is placed on budgeting, site selection, sponsorship, and facility/venue management. Prerequisites: SPT-230 and MKT-315.

SPT-460$^{\Delta}$: Sports and Entertainment Revenue Generation 4 credits

This course serves as a culmination of experience in the business and management of sports and entertainment, which includes the gradual development of strategic and forward thinking business plans, as well as focusing on your personal brand. The course is designed to assist students in their career development in the global world of sports and entertainment and to gain a better understanding of business operations and various departments involved in managing and maintaining sports and entertainment entities which lead to revenue generation. Prerequisite: SPT-230.

Science and Technology (STG)

STG-110$^{\Omega}$: Team Innovation Experience 3 credits

This course will enhance student skills in working with others, communication, project management, self-discipline, and creativity. The TIE is an inquiry-based learning course and lab that integrates multiple academic disciplines to develop and demonstrate a student's critical thinking and problem-solving skills. Students will have the opportunity to examine and work on real world problems. The team project selected will be managed like a business and/or research project; objectives will be set and teams will develop strategies and action plans. Training modules will be conducted for understanding of hypothesis-based research, business and work processes, team effectiveness skills, team diversity, learning style differences, and effective oral and written communications. Co-requisite: STG-110L

STG-110L$^{\Omega}$: Team Innovation Experience Lab 1 credits

This lab course is designed to reinforce principles learned in STG-110. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on teamwork and cross-disciplinary problem solving. Co-requisite: STG-110.

$^{\Delta}$ Writing intensive course | ◆ Fulfills General Education requirement | $^{\natural}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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STG-210ǂ: Global Professionalism and Career Readiness 4 credits

This interdisciplinary course prepares engineering and technical students to secure internships and succeed in an increasingly global job market. With no prerequisites, students develop professional documents such as resumes and cover letters, practice virtual and in-person interviews, create an elevator pitch, and build job search strategies tailored to technical industries. Emphasis is placed on global awareness through the exploration of cross-cultural workplace expectations, international collaboration, and the role of engineering professionals in solving global challenges. Students gain insight into how cultural differences, global labor trends, and ethical standards impact professional communication and career development worldwide.

STG-242ǂ◆: Science of Solid Materials 3 credits

This course provides a general background on the field of materials science. The course builds upon prior study of general chemistry and develops the concepts of bonding and the structure of solids. Building on prior study of physics, the course introduces topics in solid state physics and devices. Additional topics may include electronic properties of materials as well as their thermal, mechanical, acoustic, and optical properties. Prerequisites: PHY-122, PHY-122L, CHM-115, and CHM-115L. Co-Requisite: STG-242L.

STG-242Lǂ◆: Science of Solid Materials Lab 1 credits

The laboratory section of STG-242 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities include applying numerical solutions for properties and characteristics of given materials using data on their properties, and characterization of materials properties for given engineering applications. Prerequisites: PHY-122, PHY-122L, CHM-115, and CHM-115L. Co-Requisite: STG-242.

STG-330ǂ◆: Thermodynamics & Lab 4 credits

This course covers the principles of thermodynamics, including properties of ideal gases and water vapors, and the first and second laws of thermodynamics. Additional topics include closed systems and control volume, basic gas and vapor cycles, basic refrigeration, entropy, and an introduction to thermodynamics of reacting mixtures. Students will analyze simple to complex thermodynamic problems. Prerequisites: ESG-260 and MAT-264.

STG-330HNǂ◆:Thermodynamics & Lab 4 credits

This course covers the principles of thermodynamics, including properties of ideal gases and water vapors, and the first and second laws of thermodynamics. Additional topics include closed systems and control volume, basic gas and vapor cycles, basic refrigeration, entropy, and an introduction to thermodynamics of reacting mixtures. Students will analyze simple to complex thermodynamic problems. Prerequisites: ESG-260 and MAT-264.

STG-345◆: Transport Phenomena & Lab 4 credits

This course is a study of fluid mechanics and heat and mass transfer. Topics include principles of momentum, energy, and mass transport, stress and strain rate descriptions, diffusion, calculation of transport coefficients, problems in viscous flow, dimensional analysis, and turbulence. Similarities and differences of the various phenomena are also examined. Prerequisites: PHY-122, PHY-122L, STG-330, and MAT-364.

STG-350ǂ◆: Electromagnetic Fields & Optics 3 credits

This course develops the fundamentals of static electric and magnetic fields, physical optics, and describes the properties of light in terms of electromagnetic waves. Prerequisites: MAT-364, PHY-122 and PHY-122L. Co-Requisite: STG-350L.

STG-350HNǂ◆:Electromagnetic Fields & Optics 3 credits

This course develops the fundamentals of static electric and magnetic fields, physical optics, and describes the properties of light in terms of electromagnetic waves. Prerequisites: MAT-364, PHY-122 and PHY-122L. Co-Requisite: STG-350L.

STG-350Lǂ◆: Electromagnetic Fields & Optics Lab 1 credits

The laboratory section of STG-350 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on the use of analytical techniques to solve problems and interpret results physically, Smith Chart and its applications to transmission lines, and general solutions of Faraday's Law and Maxwell's equations. Prerequisites: MAT-364, PHY-122 and PHY-122L. Co-Requisite: STG-350.

STG-380Δǂ◆: Ethics and Professionalism in Science and Technology 4 credits

This course surveys key ethics issues in science and technology. Students have the opportunity to explore theoretical concepts in professional ethics. Using case studies, students discuss and evaluate issues in cyber-ethics, network security, privacy and identity theft, intellectual property and ownership rights, digital rights management, professional ethics, and codes of conduct. Students integrate information from multiple sources, loop through feedback and revision cycles to write, and present a code of ethical conduct for science and technology. This is a writing intensive course.

STG-380HNΔǂ◆: Ethics and Professionalism in Science and Technology 4 credits

This course surveys key ethics issues in science and technology. Students have the opportunity to explore theoretical concepts in professional ethics. Using case studies, students discuss and evaluate issues in cyber-ethics, network security, privacy and identity theft, intellectual property and ownership rights, digital rights management, professional ethics, and codes of conduct. Students integrate information from multiple sources, loop through feedback and revision cycles to write, and present a code of ethical conduct for science and technology. This is a writing intensive course.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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STG-390[Δ♯◆]: Professionalism in Science & Technology-Communications, Conduct and Ethics **4 credits**

This writing intensive course provides an insight into professional communications and conduct associated with careers in science, engineering and technology. Students learn about the changing modes of communication in these disciplines recognizing the advances in digital communications. They gain practical experience developing and supporting a thesis or position through written, oral, and visual presentations prepared and delivered individually and in groups. Students will explore concepts and issues in professional ethics and conduct such as privacy, discrimination, workplace etiquette, cyber-ethics, network and data security, identity theft, ownership rights and intellectual property.

STG-390HN[Δ♯◆]: Professionalism in Science & Technology-Communications, Conduct and Ethics **4 credits**

This writing intensive course provides an insight into professional communications and conduct associated with careers in science, engineering and technology. Students learn about the changing modes of communication in these disciplines recognizing the advances in digital communications. They gain practical experience developing and supporting a thesis or position through written, oral, and visual presentations prepared and delivered individually and in groups. Students will explore concepts and issues in professional ethics and conduct such as privacy, discrimination, workplace etiquette, cyber-ethics, network and data security, identity theft, ownership rights and intellectual property.

STG-430: Engineering Project Management **4 credits**

This course covers aspects of project management including principles, best practices, and tools and techniques across major methodologies. Prerequisites: STG-110 and STG-110L,.

STG-451[ΔΩ]: Capstone Project I **2 credits**

The first capstone course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisites: CST-307, CST-315 and department approval.

STG-452[ΔΩ]: Capstone Project II **2 credits**

The second capstone course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of the learning experiences while a student in the Computer Science program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of STG-451 with a grade of C or better.

STG-455[♯]: Capstone Project I **2 credits**

This writing intensive, first capstone course provides students the opportunity to work in teams to tackle applied research and design projects in their chosen area of study. Students conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills.

STG-456[♯]: Capstone Project II **2 credits**

This writing intensive, second capstone course provides students the opportunity to continue in teams to further implement and present the applied project designed, planned, and started in the first capstone course. The capstone project is a culmination of all the learning experiences in the program of major. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. Prerequisite: STG-455.

STG-460: Survey of Manufacturing Techniques **4 credits**

This course is an overview of manufacturing techniques. Processes may include casting and molding, forming, machining, metrology, welding, joining, and computer-aided manufacturing. Additional topics include product design, material selection, process planning, and manufacturing automation. Process capabilities, limitations, and design for manufacturability will be examined.

STG-460L[◆]: Survey of Manufacturing Techniques Lab **2 credits**

This course is the lab component of STG-460. In this lab, the topics discussed in the lecture will be applied including casting, welding, machining, brazing, forming, and computer-aided manufacturing. Prerequisite: MET-275. Co-Requisite: STG-460.

Sustainability (SUS)

SUS-501: Sustainability Science and Systems **4 credits**

This course delves into the scientific foundations of sustainability, covering topics such as ecology, environmental science, and systems thinking. The course explores the impact of human activities on ecosystems and provides an understanding of biodiversity, conservation, and natural resource management.

SUS-502: Foundations of Sustainability **4 credits**

This course provides an overview of key sustainability principles, theories, and historical perspectives. Topics include the evolution of sustainability concepts; the interconnectedness of social, economic, and environmental systems; ecological footprinting; and future challenges of sustainability.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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SUS-510: Climate Change and Resilience 4 credits

This course focuses on the critical issue of climate change and explores climate science, modeling, and the impact of climate change on communities and ecosystems. Strategies for climate change adaptation and mitigation, as well as building resilience, are also covered in the course.

SUS-520: Sustainable Development and Policy 4 credits

This course focuses on the intersection of sustainability and policy, and it examines principles of sustainable development and analyzes policies and regulations related to sustainability. This course also explores the socio-economic implications of sustainable practices and how to assess and shape sustainability policies.

SUS-530: Environmental Ethics and Social Justice 4 credits

This course explores the ethical dimensions of sustainability and addresses issues of social justice, equity, and environmental ethics. This course also critically examines ethical considerations in sustainability decision-making.

SUS-540: Sustainable Business Practices and Economics 4 credits

This course explores the economic aspects of sustainability, including environmental economics and sustainable business models. This course also analyzes the economic implications of sustainability practices, exploring models for balancing economic and environmental goals.

SUS-550: Global Perspectives in Sustainability Leadership 4 credits

This course focuses on developing leadership skills for global sustainability initiatives. This course examines successful sustainability leadership, global challenges, and strategies for leading transformative change.

SUS-560: Renewable Energy and Sustainable Technology 4 credits

This course covers renewable energy sources and sustainable technologies through the examination of the latest advancements in clean energy, energy efficiency, and sustainable infrastructure. Knowledge of policy, ethics, and business is used to evaluate the real-world application of the various technologies.

SUS-590: Capstone Project in Sustainability 4 credits

This course focuses on the evaluation and development of real-world sustainability projects, applying knowledge and skills acquired throughout the program. Emphasis is placed on interdisciplinary collaboration, critical thinking, and presenting sustainable solutions.

Service Learning (SVL)

SVL-401: Service Learning 1 credits

The service-learning course is designed specifically for social science students seeking to integrate their academic knowledge with hands-on community engagement. Through a combination of service activities, reflective exercises, and academic discussions, students will gain a deeper understanding of the social issues and challenges faced by their discipline specific communities while developing essential skills for effective civic participation.

Software Engineering (SWE)

SWE-100ǂ: Introduction to Software Engineering 2 credits

This course provides an overview of the software engineering discipline and introduces students to the fundamental concepts, practices, and professional expectations of the field. Students explore the Software Development Life Cycle (SDLC), software engineering principles, development methodologies, and teamwork practices used in modern software design and implementation. Through hands-on activities and guided projects, students gain foundational experience in problem solving, algorithmic thinking, version control, and documentation. Emphasis is placed on understanding the roles of software engineers in multidisciplinary environments, ethical and professional responsibilities, and the connection between software engineering and emerging technologies. By the end of the course, students will have a clear understanding of how the software engineering program differs from the software development program, how structured engineering processes ensure quality and reliability, and how early design and teamwork practices prepare them for upper-division coursework and professional practice.

SWE-120ǂ: Introduction to C Programming for Systems Engineering 4 credits

This course introduces students to the fundamentals of C programming, focusing on software engineering principles such as modularity, readability, debugging, and structured development. Students learn how to design, implement, test, and document basic programs in C while developing habits essential for professional software engineering. Emphasis is placed on developing efficient, well-documented code and understanding how low-level programming relates to modern software development. Prerequisite: CST-180.

SWE-310ǂ: Software Engineering I 4 credits

Overview of ethical values for engineering requirements analysis and design of large multifaceted software systems. Introductory discussions on software process models, approaches of project planning, documentation, tracing, quality assurance, and communication. A focused emphasis on project initiation and requirements analysis is taken. Group projects, technical oral and written presentations will be completed throughout the duration of this course. Prerequisite: CST-201.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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SWE-320ǂ: SE I: Requirements, Analysis and Design 4 credits

This course provides a practical and comprehensive exploration of systems analysis and design through the lens of software engineering principles. Students walk through the software development life cycle (SDLC) step by step, producing key deliverables such as requirements specifications, design models, and testing plans. Emphasis is placed on real-world applications by developing a hands-on embedded systems project using Raspberry Pi or equivalent hardware. Students integrate hardware, sensors, and software components while applying structured and Agile development methodologies. Through lectures and labs, students collaborate in teams, utilize version control, and prepare documentation that reflects professional engineering standards and ABET-aligned practices. Prerequisites: SWE-120 and CST-215.

SWE-350: Embedded Systems I 4 credits

An introduction to embedded systems, including fundamentals of embedded system hardware and firmware design will be explored. Students will also be introduced to the C programming language in the context of embedded systems software development. A popular microcontroller will be leveraged in the course. The course will culminate with a significant final project which will extend a base microcontroller board that provides a complete practical hardware and software based embedded system. Prerequisite: CST-307.

SWE-410: Software Engineering II 4 credits

Continuation of the development process, protocols and devices for the implementation, integration, testing and maintenance of large multifaceted software systems. Familiarity with various software development and test environments. Group projects, technical oral and written presentations will be completed throughout the duration of this course. Prerequisite: SWE-310 & CST-215.

SWE-420ǂ: SE II: Architectural & Deployment 4 credits

This course equips students with advanced software engineering skills for building, deploying, and managing intelligent IoT systems. Through hands-on labs and real-world case studies, students explore event-driven architecture, communication protocols, version and release management, and full-stack deployment strategies for IoT platforms. Emphasis is placed on the end-to-end development cycle—from device communication and networking to user interface design and automated deployment using Raspberry Pi and other edge devices. Students integrate best practices in software engineering to ensure scalable, maintainable, and secure IoT systems. Prerequisite: SWE-320.

SWE-430ǂ: SE III: Quality, Testing & Secure Delivery 4 credits

This course focuses on ensuring the quality, reliability, and security of software systems through structured testing and secure delivery practices. Students will learn how to design, implement, and automate test strategies across the software development lifecycle, emphasizing unit, integration, system, and acceptance testing. Through hands-on labs, projects, and real-world case studies, students will gain practical experience using modern frameworks and tools for test automation, static and dynamic code analysis, container and supply chain security, and release validation. The course highlights the integration of quality and security into every phase of development. By the end of the course, students will be able to apply systematic testing and DevSecOps-aligned practices to deliver high-quality, secure, and maintainable software that meets user and business requirements in modern engineering environments. Prerequisite: SWE-420.

SWE-440ǂ: SE IV: Maintenance & Modernization 4 credits

This course examines the principles, practices, and tools required to maintain, evolve, and modernize existing software systems in response to changing business, technical, security and user needs. Students will learn strategies for sustaining software quality over time, managing technical debt, refactoring legacy codebases, addressing security vulnerabilities, and migrating systems to modern architectures and platforms. Advanced practices are explored to help students implement reliable, data-driven modernization workflows. Students will engage in hands-on projects that simulate real-world maintenance challenges. By the end of the course, students will be able to apply engineering discipline to extend the lifespan and value of complex systems, balancing innovation with stability while ensuring that modernization efforts align with business goals and user expectations. Prerequisite: SWE-430.

SWE-450: Embedded Systems II 4 credits

This course is a continuation of embedded system hardware and firmware design. A popular microcontroller is leveraged in the course. Students are also introduced to an assembly language in the context of embedded systems software development. Peripherals, I/O, real time processing, and real-time operating systems are discussed. The architecture and instruction set of the microcontroller are also discussed. This course culminates in a significant final project that extends a base microcontroller board, providing a complete practical hardware- and software-based embedded system. Prerequisite: SWE-350.

SWE-451: Software Development Life Cycle (SDLC) I 2 credits

An introduction to the Software Development Life Cycle (SDLC), including the various tools, artifacts, and delivery practices will be explored. An overview of team process infrastructure and resource estimation to support appropriate levels of quality is discussed. Traditional system and software delivery methodologies as well as agile and lean delivery methodologies will be discoursed. This course will be comprised of several individual, in-class, and group projects that implement the practices reviewed. Prerequisite: SWE-310.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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SWE-452: Software Development Life Cycle (SDLC) II **2 credits**

Continuation of the SDLC process and delivery methodologies, including the various tools, artifacts, and delivery methodologies is explored. Traditional system and software delivery methodologies as well as agile and lean delivery methodologies will be discussed. An understanding of selecting the correct development life cycle (methodology), creating realistic plans, and managing a project team through each project phase is examined. Students must complete a programming project of mid-level complexity and delivery of a sizeable software product by a student team. Prerequisites: SWE-451, SWE-410, CST-307, and CST-315.

SWE-471ǂ: SWE Design Elements I **2 credits**

This course focuses on industry-recognized design practices and the software development life cycle (SDLC). Students work through the following parts of the SDLC: system and software design, implementation planning, testing strategy, deployment considerations, and initial maintenance planning. Emphasis is placed on adherence to professional engineering standards and documentation practices for software engineering, including IEEE and ISO standards. Students produce detailed artifacts such as design documents, testing plans, traceability matrices, and version-controlled documentation that align with real-world software engineering expectations. The course reinforces ethical considerations, sustainability, usability, and maintainability in software design. Prerequisite: ESG-395. Co-Requisite: ESG-451.

SWE-520: Advanced Software Engineering Fundamentals **4 credits**

This course covers leading the Software Development Life Cycle (SDLC) processes: planning considerations for product definition, development, test, implementation, and maintenance. The course also covers software requirements elicitation and architecture synthesis.

SWE-530: Advanced Software Architectures **4 credits**

This course involves the study of concepts, principles, and scope of software system architecture, including architectural styles, languages, leadership in driving architectures, connectors, middleware, dynamism, analysis, testing and domain-specific approaches. Prerequisite: SWE-520.

SWE-540: Advanced Software Management & Concepts **4 credits**

This course covers theories of management, methodologies, and their application to software projects. It also covers leadership in driving successful teams in SDLC projects, economic analysis of software products and processes, software cost and schedule estimation, planning and control. Prerequisite: SWE-530.

SWE-550: Software Engineering & Security Principles **4 credits**

This course explores the implementation of security best practices from a software engineering perspective. The course also comprehensively explores current initiatives in the industry, such as defensive programming and proper security planning, and focuses on security throughout the entire SDLC process. Prerequisite: SWE-540.

SWE-560: Research & Review of Emerging Technologies in Software Engineering **4 credits**

This course covers the manner and methods software engineers use to research an review current and emerging technologies. Topics explain how the various technologies and implementations could be used. Prerequisite: SWE-550.

SWE-570: Software Engineering IOT & Embedded Systems **4 credits**

This course covers embedded systems and IOT device development. Students will complete activities in which embedded system development is used. Prerequisite: SWE-560.

SWE-590: Software Engineering Capstone **4 credits**

Students conceptualize, design, and present an innovative idea, process, or a product in the field of software engineering. Projects synthesize and apply knowledge from previous courses and include a scientific report anchored in current theory and research. Prerequisite: SWE-570.

Social Work (SWK)

SWK-170: Introduction to Social Welfare **4 credits**

This course provides the foundation for students to explain the profession of social work within the social context of the United States. The course explores how society influenced the development of social work as a profession in the United States. Students examine cultural values, social work values, history of social work, and selected theoretical models of social work to demonstrate how these factors influenced the adoption of the general practice framework. In a broad overview, students examine the process to help individuals, families, groups, organizations, and communities evaluate and solve problems, using the micro, mezzo, and macro system levels to assess the problem and make recommendations for interventions.

SWK-280: Social Service Delivery Systems **4 credits**

This course provides an overview of the purpose, structure, and professional roles of human service agencies, including federal, state, and social service delivery systems. Students explore the delivery of services with special populations. This course requires 25 hours of service-learning experience with course material. Prerequisite: SWK-170.

SWK-285: Foundations of Social Work Practice **4 credits**

This course provides the theoretical and practical foundation for conducting social work with cultural competency. Focus areas include understanding yourself and others from a variety of diverse backgrounds, the importance of ethics and professional behavior, development of effective communication techniques, and beginning case management and helping skills for working with individuals, families, groups, and larger systems. Prerequisite: SWK-280.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ǂ Honors Major Course | Ω Non-Transferable

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SWK-290: Human Biology and Social Work Practice **4 credits**

This course provides the foundation for students to learn and examine the impact of human biology on social work practice. The course explores how the human body's response to differing variables plays a major role in a social worker's approach and ideology to practice. Students examine mental health, varying human biological determinants, faith, and environmental factors that influence both the individual and the practitioner. Understanding how these biological factors influence mental and physical health is vital to a social worker's role in assisting others as they navigate from birth to adulthood and inevitably work through the end-of-life stages. This course looks at the impact of human biology from a micro, mezzo, and macro system level. Prerequisites: SWK-170 and SWK-280.

SWK-330: Diversity, Advocacy, and Social Justice in Social Work **4 credits**

This course explores the foundation of knowledge needed to successfully engage diverse populations and advance social justice in social work practice. Emphasis is placed on systems of power and oppression and the cultural aspects of race/ethnicity, gender, sexual orientation, and socioeconomic status. Prerequisites: SWK-280 and SWK-290.

SWK-350[Δ][Ω]: Social Work Ethics and Decision-Making **4 credits**

This writing-intensive course explores the history, evolution, and application of values and ethics in social work, reviewing theoretical approaches and decision-making models. Students explore components of professional values, personal values, and self-awareness in their application and demonstration of ethical professional behavior as it relates to the NASW Code of Ethics. Students examine the legal or jurisdictional requirements of licensing boards and the intersectionality with professional ethical behavior. Students develop a method for decision making for ethical dilemmas that occur in social work practice at all levels of practice, including micro, mezzo, and macro levels. Prerequisite: SWK-290.

SWK-355[Δ]: Social Welfare Policy and Services **4 credits**

This writing-intensive course explores the history and progression of the social welfare system, services, and policies and their effects on the social work profession. Emphasis is placed on an analysis of how these systems impact vulnerable populations, specifically relating to poverty, age, race, sex, and mental health. Students learn to identify strengths and weaknesses of social welfare policies while considering diversity and social justice. Prerequisite: SWK-290.

SWK-360[♯]: Human Behavior in the Social Environment I **4 credits**

This course examines human behavior in the social environment by critically analyzing biopsychosocial development. Using an integrative, multidimensional perspective, students examine multiple theories of human behavior. The course emphasizes a social work perspective and key frameworks for social work with an emphasis on person-in-environment and systems theory as they describe diverse human behavior. Prerequisite: SWK-350.

SWK-370[♯]: Human Behavior in the Social Environment II **4 credits**

This course examines human behavior in the social environment by critically analyzing biopsychosocial development from conception through late adulthood and death. This includes a focus on groups, communities, and organizations and their effect on human behavior. The course emphasizes a social work perspective and key frameworks for social work with an emphasis on person-in-environment and systems theory as they describe diverse human behavior. Prerequisite: SWK-360.

SWK-420: Trauma-Informed Care **4 credits**

This course provides an introductory knowledge of trauma-informed care from foundational principles and historical context to practice implementation. The context of trauma is discussed including types of trauma and adverse outcomes related to various systems. It offers an overview of trauma-informed screening, assessment, and treatment. Information is provided on the risk of vicarious trauma and compassion fatigue for providers. Prerequisite: SWK-350.

SWK-425: Generalist Social Work Practice II: Working With Groups **4 credits**

This course is designed to enhance students' understanding and skills in group facilitation and dynamics. This course explores the theoretical frameworks and practical techniques essential for effective social work with diverse groups. Students engage in experiential learning to develop skills in group assessment, intervention, and evaluation. Emphasis is placed on ethical practice, cultural competence, and the role of the social worker in fostering group cohesion and empowerment. Prerequisite: SWK-455. Co-Requisite: SWK-470.

SWK-430: Methods of Research in Social Work **4 credits**

This course introduces students to scientific inquiry and the research process used to evaluate and inform the social work profession. Quantitative and qualitative data collection methods and analysis are explored. Prerequisite: SWK-455. Co-Requisite: SWK-470.

SWK-450: Program Management and Leadership in Social Work **4 credits**

This course explores the complexities of leadership and management in the profession of social work, reviewing theoretical approaches and practices. Students examine various components of leadership including leadership styles, self-awareness, motivational methods, financial management, accountability in management, and vulnerability. Students learn to consider the power differential, courage, exploration of the self, life experience, and the impact of these components on the supervisory relationship. Prerequisite: SWK-355.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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SWK-455♯: Generalist Social Work Practice I: Working with Individuals and Systems **4 credits**

This course introduces students to the fundamental skills of social work direct practice for individuals and family systems within the general practice framework. Students demonstrate a mastery of the social work "helping process." Students learn, practice, and reflect on their interaction skills within the intake, assessment, treatment, evaluation, and termination process with individuals and families. Students develop skills that are culturally responsive and ethical. Special attention is given to human diversity and populations at risk. Prerequisite: SWK-420. Co-Requisite: SWK-470.

SWK-460♯: Generalist Social Work Practice II: Groups, Communities, and Organizations **4 credits**

This course introduces students to the fundamental skills of social work direct practice for groups, communities, and organizations within the general practice framework. Students demonstrate a mastery of the social work "helping process." Students learn, practice, and reflect on their interaction skills within the intake, assessment, treatment, evaluation, and termination processes with groups and organizations. The course reinforces a variety of organizing, builds a variety of social work practice theories, and broadens the concept of cultural humility and reflective attentiveness. Prerequisites: SWK-455 and SWK-465 and SWK-470. Co-Requisite: SWK-480.

SWK-461♯: Generalist Social Work Practice III: Communities and Organizations **4 credits**

This course introduces students to the fundamental skills of social work direct practice for communities and organizations within the general practice framework. Students demonstrate a mastery of the social work "helping process." Students learn, practice, and reflect on their interaction skills within the intake, assessment, treatment, evaluation, and termination processes with communities and organizations. Students develop skills that are culturally responsive and ethical. Special attention is given to human diversity and populations at risk. Prerequisite: SWK-425. Co-Requisite: SWK-480.

SWK-465: Case Management **4 credits**

This course introduces students to case management skills. Students identify the various roles and functions of a case manager. A primary focus of this course is the case management process, including how to track and manage a client case load. Through case study analysis, students determine appropriate client assessment techniques and problem-solving strategies. Students explore case manager roles and case management styles in a variety of client populations and nonprofit human service agencies. Students learn to differentiate roles, functions, and styles based on their assessment of the client's needs and a clear understanding of the agency's mission, policies, and programs. Prerequisite: SWK-360.

SWK-470: Field Instruction I **4 credits**

This course exposes students to the foundations of social work practice in approved community agencies with professional supervision. The course consists of both online classroom course work and field experience hours. The course provides experiential integration and application of concepts, cognitive and affective processes, and professional social work skills. Practicum/field experience hours: 200. Prerequisite: SWK-455. Co-Requisites: SWK-425 and SWK-430.

SWK-480: Field Instruction II **4 credits**

This course provides a continuation of foundations of social work practice in approved community agencies with professional supervision. Experiential integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses are practiced. Practicum/field experience hours: 200. Prerequisites: SWK-455 and SWK-470. Co-Requisites: SWK-461 and SWK-490.

SWK-490: Social Work Capstone **4 credits**

This capstone course in the Bachelor of Social Work program allows students the opportunity to integrate and apply previous learning through the creation of a social work practice research study. The students take insights from their academic and field experiences to create a final research proposal and presentation, highlighting their knowledge of social work theory, practice, and research, while also applying social work ethical standards and principles. Prerequisite: SWK-425. Co-Requisite: SWK-480.

SWK-516: Human Behavior in the Social Environment I **3 credits**

This course examines human behavior in the social environment by critically analyzing biopsychosocial development. Using an integrative, multidimensional perspective students examine multiple theories of human behavior. The course emphasizes a social work perspective and key frameworks for social work with an emphasis on person-in-environment and systems theory as they describe diverse human behavior. Prerequisite: UNV-510.

SWK-520Ω: Social Welfare Policy and Services **3 credits**

This course explores the history and progression of the social welfare system, services, and policies and their effects on the social work profession. Emphasis is placed on an analysis of how these systems impact vulnerable populations, specifically relating to poverty, age, race, sex, and mental health. Students learn to identify strengths and weaknesses of social welfare policies while considering diversity and social justice. Prerequisite: SWK-516.

SWK-525Ω: Generalist Social Work Practice I: Working With Individuals and Systems **3 credits**

This course is based on a generalist social work perspective and prepares students for beginning practice with individuals and systems. This course focuses on conceptualizing social work practice, integrating knowledge and theory with practice. Students will develop beginning level practice skills that are culturally responsive and ethical. Special attention is given to human diversity and populations at risk. Prerequisite: SWK-520.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SWK-530Ω: Diversity and Social Justice in Social Work **3 credits**

This course explores the foundation of knowledge needed to successfully engage diverse populations and advance social justice in social work practice. Emphasis is placed on systems of power and oppression and the cultural aspects of race/ethnicity, gender, sexual orientation, and socioeconomic status. Prerequisite: SWK-525.

SWK-535Ω: Field Instruction I **4 credits**

This course exposes students to the foundations of social work practice in approved community agencies with professional supervision. The course consists of both online classroom course work and field experience hours. The course provides experiential integration and application of concepts, cognitive and affective processes, and professional social work skills. Practicum/field experience hours: 240. Co-Requisites: SWK-525 and SWK-530.

SWK-541: Human Behavior in the Social Environment II **3 credits**

This course examines human behavior in the social environment by critically analyzing biopsychosocial development from conception through late adulthood and death. This includes a focus on groups, communities, and organizations and their effect on human behavior. The course emphasizes a social work perspective and key frameworks for social work with an emphasis on person-in-environment and systems theory as they describe diverse human behavior. Prerequisite: SWK-535.

SWK-545Ω: Generalist Social Work Practice II: Groups, Communities, and Organizations **3 credits**

This course is based on a generalist social work perspective and provides students with fundamental social work competencies to influence change at the group, community, and organizational levels. Emphasis is given to facilitative and constraining effects of the social context surrounding macro practice. Special attention is given to human diversity and populations-at-risk. Prerequisite: SWK-541.

SWK-550Ω: Field Instruction II **4 credits**

This course provides a continuation of foundations of social work practice in approved community agencies with professional supervision. Experiential integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses are practiced. Practicum/field experience hours: 240. Prerequisite: SWK-535. Co-Requisites: SWK-541 and SWK-545.

SWK-555Ω: Methods of Research in Social Work I **3 credits**

This course introduces students to the scientific method and research design process used to evaluate and inform the social work profession. Methods of both quantitative and qualitative data analysis are explored. Prerequisite: SWK-550.

SWK-600Ω: Psychopathology and the Role of the Social Worker **3 credits**

This course prepares students with the practical skills essential for identifying and understanding various mental health conditions. The course utilizes the Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria, enabling students to identify and determine the nature of the disorders by their signs and symptoms, recognizing how cultural factors influence interpretation of symptoms. Prerequisite: SWK-555 or BSW degree from a CSWE-accredited program.

SWK-601: Social Work Advocacy **3 credits**

This course is based on client advocacy as an ethical responsibility in the field of social work. This course explores the individual, family, group, community, organizational, and political advocacy efforts and processes that are necessary in influencing social problems and achieving social justice. Prerequisite: SWK-600.

SWK-610Ω: Advanced Social Work Practice Skills I: Individuals and Families **3 credits**

This advanced practice course builds on students' foundational knowledge in working with individuals and families. The course focuses on specific theories and models for individual and family treatment planning, and interventions fostering an inclusive and equitable approach that promotes effective and culturally competent mental health care. Prerequisite: SWK-601.

SWK-620Ω: Field Instruction III **4 credits**

This course covers advanced social work practice with individuals, families, groups, communities and organizations in approved community agencies with professional supervision. Continued integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses is practiced. Practicum/field experience hours: 240. Prerequisite: SWK-550. Co-Requisites: SWK-610 and SWK-625.

SWK-621: Advanced Standing Field Instruction I **4 credits**

This course covers advanced social work practice with individuals, families, groups, communities and organizations in approved community agencies with professional supervision. Continued integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses is practiced. Practicum/field experience hours: 250. Co-Requisites: SWK-610 and SWK-625.

SWK-625Ω: Evidence Based Practice in Social Work **3 credits**

This course prepares students to understand and utilize evidenced-based practices at the micro, mezzo and macro levels. Students engage in process, tools and intervention of evidence-based models. Students practice ethical and culturally informed delivery of evidence-based programs, policies, and services at all levels of social work practice. Prerequisite: SWK-620 or SWK-621.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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SWK-635Ω: Field Instruction IV **4 credits**

This course covers advanced social work practice with individuals, families, groups, communities and organizations in approved community agencies with professional supervision. Continued integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses is practiced. Practicum/field experience hours: 240. Prerequisite: SWK-620.

SWK-636: Advanced Standing Field Instruction II **4 credits**

This course covers advanced social work practice with individuals, families, groups, communities and organizations in approved community agencies with professional supervision. Continued integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses is practiced. Practicum/field experience hours: 250. Co-Requisites: SWK-640 and SWK-641.

SWK-640Ω: Advanced Social Work Practice Skills II: Groups **3 credits**

The purpose of this advanced practice course is to build on foundational learning and develop skills in working with groups. This course explores theory and practice of group dynamics with an emphasis on the development of effective group work skills, analysis of processes and interactions, and values and ethics with a multi-social-cultural perspective. Prerequisite: SWK-625.

SWK-641: Advanced Social Work Practice Skills III: Organizations and Communities **3 credits**

The purpose of this advanced practice course is to build on foundational learning and develop skills when working with organizations and communities. The course focuses on using micro and macro skills to impact both organizations and communities while highlighting the importance of evaluation and ethics. Prerequisite: SWK-640.

SWK-645Ω: Methods of Research in Social Work II **3 credits**

This course introduces students to the theory and practice of agency- or community-based evaluation and evaluation capacity building. Topics to be explored include standards and guiding principles for evaluation work, evaluation approaches and models, and evaluation methodology. Political and ethical influences of conducting, using, and communicating research and evaluation findings in applied settings are discussed. Prerequisite: SWK-635 or SWK-636.

SWK-690Ω: Social Work Capstone **2 credits**

This is the final course in the Master of Social Work and Master of Social Work Advanced Standing programs. It requires students to integrate their learning from prior courses and apply their knowledge and skills in a final Capstone project. Knowledge demonstrated includes assessment, application of theory, practice skills, ethics, and cultural sensitivity. Prerequisite: SWK-645.

Systems Management (SYM)

SYM-400◆: Introduction to Database Structures **4 credits**

This course examines the design, development, implementation, and maintenance of relational database structures. Emphasis is on appropriate application and implementation. Prerequisite: BIT-200 or BIT-205 or CST-110, or CST-111 or CST-105 or ITT-111.

SYM-408: Relational Databases for Business Applications **4 credits**

This course covers the characteristics of object-relational and NoSQL databases and their application in business. The course also focuses on the main principles of object-oriented, object-relational, and NoSQL databases, and their relative advantages. Students gain working knowledge of object-relational features as implemented in standard SQL database management systems. Students also learn to manage unstructured and semi-structured data with XML. Prerequisite: SYM-400.

SYM-506: Applied Business Probability and Statistics **4 credits**

The purpose of this course is to prepare students in mathematical, probability, and statistical concepts for their upcoming studies in quantitative methods. The course is intended for those students who have not had any prior statistical education, although students who have had statistics should also consider taking the course as a refresher.

Teacher Leadership (TCH)

TCH-505: Introduction to Teaching Strategies and Professionalism Expectations **2 credits**

Candidates will identify effective classroom management techniques that foster a sense of community and promote student growth. Candidates will reflect on the importance of building a strong connection between home and school. All candidates will examine research-based strategies that engage learners in collaborative and self-directed learning. Throughout this course candidates will evaluate the logical progression of effective lessons, leveraging critical thinking skills and preferred learning styles. Candidates will engage in reflective practices, including a variety of self-assessments, to reflect on their practices and plan for necessary adjustments. Practicum/field experience hours: 1. Fingerprint clearance required.

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TCH-506: Enhanced Learning Plans for Diverse Classrooms Capstone **2 credits**

The goal of this culminating experience is to allow candidates to refine their skills in the identified InTASC standards. Teacher candidates will move to higher levels on the InTASC progressions through in-class discussions, video reflection, in-class progression of essential skills, and peer and coach mentoring. Candidates will create and evaluate appropriate learning experiences to move learners toward their next levels of development. They will dive deeper into the analysis of data to identify patterns and gaps in learning to guide instruction and provide meaningful feedback. Candidates will reevaluate plans in relation to short- and long-range goals and systematically adjust plans to meet each student's learning needs and enhance learning. Practicum/field experience hours: 1. Fingerprint clearance required.

TCH-520: Brain-Based Learning **3 credits**

This course focuses on brain research (from neuroscience to the behavioral and cognitive sciences) that relates to teaching and learning and suggests ways that brain research can be translated into instructional practices within organizational settings. Candidates will examine the inner workings of the brain and the effect on learning, memory, and transfer. Specifically, the course explores the body of knowledge that represents the application of brain research to instructional practice, and how knowledge about the human brain can affect the curricular, instructional, and assessment decisions that the candidates make every day. Practicum/field experience hours: None. Fingerprint clearance not required.

TCH-539: Introduction to Educational Research **3 credits**

This course provides an introduction to applied research in education across the major quantitative, qualitative, and action research traditions. Coursework focuses on understanding the research process and its integrated components to foster knowledge in navigating research reports and projects. Research designs and data analysis options are also explored.

Technology (TEC)

TEC-516: Instructional Theories and Models in Technology Education **3 credits**

This course introduces students to technology standards for students and teachers; digital citizenship and responsibility; legal and ethical use guidelines; and transitioning instruction to integrate technology. Technology dispositions, expectations, and guidelines are emphasized. Candidates apply an understanding of design principles in visual communication theory. They incorporate multiple intelligences and constructivist theories into an interactive environment. Attention is given to instructional technology tools and resources.

TEC-517: Instructional Technology Essentials **3 credits**

This course introduces students to the essential aspects of instructional technology: fundamental design principles and theories; technology standards for students, teachers, and coaches; artificial intelligence; digital responsibility; and legal and ethical guidelines. Students will engage with various asynchronous/synchronous instructional technologies related to authoring and delivery.

TEC-521: Digital Literacies, Virtual Tools, and New Media **3 credits**

This course focuses on the organization and integration of media in school curricula. Candidates identify instructional purposes and define roles for technology and media in learning and teaching. An emphasis is placed on the processes for selecting and implementing meaningful technologies, virtual tools and other electronic learning resources, and the development of digital literacies in teaching and learning. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TEC-516.

TEC-522: Artificial Intelligence in Education **3 credits**

This course examines the role of artificial intelligence in education, emphasizing its potential to enhance digital literacies and reshape teaching and learning. Students will explore how AI-generated content and tools can be leveraged to create personalized and engaging learning experiences. The course also addresses the ethical considerations of AI, promoting responsible and equitable use of AI technologies. Through authentic projects, candidates will gain practical experience in applying AI technologies to foster innovation in instruction and learning. Prerequisite: TEC-517.

TEC-530: Ethics, Culture, and Equity with Technology **3 credits**

This course provides candidates with current educational practices and policies related to technology integration in schools so they may determine what level of support these policies provide regardless of student population. Candidates will also examine legal standards for fair use of materials, digital citizenship, and authenticating sources. Emphasis is placed on the critical examination of social and cultural implications of information technologies and media, issues of cultural bias, equity, and international applications and implications of information technologies. Practicum/Field experience hours: 10. Fingerprint clearance required.

TEC-532: Technology for Planning and Organization **3 credits**

This course explores how to utilize technology to organize instructional planning and communication. Students will learn to use digital tools to efficiently organize both online and in-person classrooms. Additionally, this course prepares students to assist colleagues in identifying and managing digital resources effectively.

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TEC-533: Assessment and Instructional Technology 3 credits

This course examines a variety of technology tools that enhance both formative and summative assessments aligned with content standards. Candidates will evaluate educational technologies that accommodate learner variability, including tools that offer real-time feedback and adaptive features. Emphasis is placed on using data to drive instructional decisions and improve student outcomes. Candidates will also explore the role of assistive and adaptive technologies in supporting diverse learners, including students with exceptionalities, and integrate these tools into assessment and instruction. Prerequisite: TEC-532.

TEC-536: Assessment and Instructional Technology 3 credits

This course focuses on various technology-based assessment tools used for formative and summative assessments. Candidates use tools to make data-driven decisions to drive curriculum and differentiate instruction. The content of this course includes use of digital media for progress monitoring or as assessment tools and creating and using alternative assessments. An emphasis is placed on understanding assistive technology and application in instructional programs and assessment for individuals with exceptionalities. Practicum/Field experience hours: 10. Fingerprint clearance required.

TEC-541: Distance Learning 3 credits

This course expands candidates' knowledge of lesson preparation and activities, as well as basic curriculum development and design principles for distance education. The course explores distance education and online instruction, including history, theories, and practical applications. A variety of online facilitation techniques are explored in this course. An emphasis is placed on understanding distance education development and delivery, exploring the complexities of designing instruction in various distance contexts and applying these concepts in a real-world context through online facilitation. Practicum/Field experience hours: 10. Fingerprint clearance required.

TEC-543: Distance Learning 3 credits

This course examines the complexities of creating and delivering instructional content for distance learning. Students will utilize a range of instructional technology tools to evaluate student technology literacy, promote collaboration, support asynchronous planning as a best practice, and ensure equitable access to digital resources. Practicum/field experience hours: 20. Fingerprint clearance required.

TEC-544: Leadership and Technology Coaching 3 credits

This course examines the role of leadership as it relates to the implementation of educational technologies and media. An emphasis is placed on knowledge, and skills necessary to use, evaluate, plan, manage, and implement technologies effectively. Candidates will learn and apply professional development techniques to include andragogy, coaching, improving teacher practices, school culture, and effective communication. Practicum/field experience hours: 10. Fingerprint clearance required.

TEC-548: Leadership and Technology Coaching 3 credits

This course is designed to empower students to take on formal and informal leadership roles in instructional technology-focused professional development. Participants will learn to conduct needs assessments, develop instructional technology professional development plans, and build collaborative coaching relationships. Emphasis is placed on evaluating professional practices and dispositions to create and sustain effective technology-enhanced instruction. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: TEC-543.

TEC-561: Multimedia Instructional Strategies and Methods 3 credits

This course provides candidates with instructional strategies using learning theories. Focus is on developing knowledge and skills to create multiple types of web-based assignments and units for K-12 students using web authoring software. Candidates learn to select and evaluate appropriate multimedia resources, and examine steps for planning, creating, and managing curriculum using software and tools for a variety of platforms. Emphasis is placed on project-based learning. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TEC-536.

TEC-562: Multimedia Instructional Strategies and Methods 3 credits

This course empowers students to utilize multimedia instructional strategies based on key learning and design theories. By leveraging a variety of digital tools, students will create inclusive and engaging learning experiences. Students will develop technology-enhanced in-person and online instruction, aligned with content and technology standards.

TEC-595Ω: Instructional Technology Capstone 3 credits

This course is the culminating course in the Masters of Science in Instructional Technology program. Candidates will conduct a professional development needs assessment and create a year-long professional development plan to integrate technology in their school. Candidates will deliver, evaluate, and revise a professional development presentation, and incorporate peer and faculty feedback to ensure timeliness and relevance. Experience will culminate in an electronic portfolio. Practicum/field experience hours: 60. Fingerprint clearance required. Prerequisite: TEC-544.

TEC-596: Distance Learning Capstone 1 credits

This is the culminating course in the Graduate Certificate of Completion in Distance Learning. Students formalize a technology coaching website and reflect on the application of theories and models in technology education, assessment and instructional technology, and multimedia instructional strategies and methods in preparation for distance learning opportunities. Prerequisite: TEC-541.

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TEC-597: Instructional Technology Capstone 3 credits

This is the culminating course in the Master of Science in Instructional Technology program. Candidates will conduct a professional development needs assessment and create a year-long professional development plan to integrate technology in their school. Candidates will deliver, evaluate, revise a professional development presentation, and incorporate peer and faculty feedback to ensure timeliness and relevance, culminating in a digital portfolio. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: TEC-517, TEC-522, TEC-532, TEC-533, TEC-543, TEC-548, TEC-562.

Adult Learning (TLA)

TLA-830: Adult Learning Theory 3 credits

The course presents theories and models of adult learning for consideration. Potential applications of the theories and models are discussed as are current trends in adult learning.

TLA-832: Worldview and Adult Learning 3 credits

This course connects key concepts in worldview to adult learning. Learners are encouraged to synthesize worldview and adult learning concepts as they move toward the development or refinement of a personal worldview.

TLA-834: Cognitive Coaching 3 credits

The course explores the connections between cognitive coaching, critical inquiry, and reflective practice. Tools for cognitive coaching and their applications are also discussed.

TLA-836: Transformational Learning 3 credits

The course outlines the process of transformational learning and discusses its application to adult learning. The notions of practitioners as transformational catalysts and the influence of transformation learning on adult learning design are also addressed.

TLA-838: Applications of Adult Learning 3 credits

The course considers the application of adult learning theory and philosophy of adult learning as they lead to solutions for enhanced teaching and learning. Connections between theory and practice are highlighted.

Teaching and Learning (TLC)

TLC-801: History and Philosophy of Teaching and Learning 3 credits

The course presents a foundation of historic and philosophic ideas in teaching and learning. Learners are encouraged to consider the connections between history, philosophy, teaching, and learning as well as the influence of these concepts on the development of a personal philosophy of teaching and learning.

TLC-802: Learning Theories 3 credits

The course provides a chronological overview of learning theories and their common applications. Connections between theory and philosophy of teaching and learning are explored.

TLC-803: Coaching, Mentoring, and Collaboration 3 credits

This course addresses the current mindset surrounding the notion of collaboration and proposes a paradigm shift to a mindset that redefines collaboration and integrates it with coaching and mentoring. The course includes a discussion of strategies employed by coaches/mentors to support leadership and ensure a positive organizational culture.

TLC-804: Globalization, Innovation, and Change 3 credits

The course addresses the challenges to teaching and learning inherent in a global environment of perpetual change and frequent innovation. Connections to philosophy of teaching and learning are explored.

TLC-885: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES-880.

TLC-955: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: RES-871, TLC-885, RSD-883, or RSD-884.

TLC-960: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: TLC-955.

TLC-965: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: TLC-960.

TLC-966: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-965.

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TLC-967: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-966.

TLC-968: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-967.

TLC-969: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-968.

TLC-970: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-969.

TLC-971: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-970.

TLC-972: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: Prerequisite: TLC-971.

TLC-973: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-972.

TLC-974: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-973.

TLC-975: Research Continuation Course 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisite: TLC-970.

Theater and Drama (TRE)

TRE-101◆: Theatre Participation I 1 credits

In this course students select and participate in one of the following areas of theatre production and management including: technical theatre, front of house, performance, and stage/production management. Students are required to choose at least three different disciplines within their four years of study. The course requires 40 lab hours that can be used toward fulfilling scholarship requirements.

TRE-125◆: Introduction to the Theatre 4 credits

This course introduces the study of theatre history, dramatic structure, dramatic literature, period styles, production elements, design aspects, and a chronological survey of plays. It includes the study of theory of theatre and drama as well as appreciation and analysis of live theatrical performance.

TRE-130◆: Stagecraft 4 credits

This course is the study of set and prop construction. Practical application of construction techniques is gained through theatre productions.

TRE-145◆: Acting I 4 credits

This course identifies 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. It is designed to help develop physical presence and facility in the actor, vocalist, teacher, athlete, and other persons involved in public performance.

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TRE-155◆: Voice and Movement for the Stage 4 credits

This is an introductory course for vocal production and body manipulation. Students learn techniques for the healthy production, manipulation, and utilization of sound and movement. The student's voice and body are developed through conditioning exercises. Vocal production and movement are linked to a character's intention and given circumstances in order to facilitate a compelling, understandable performance.

TRE-201◆: Theatre Participation II 1 credits

In this course students select and participate in one of the following areas of theatre production and management including: technical theatre, front of house, performance, and stage/production management. Students are required to choose at least three different disciplines within their four years of study. The course requires 40 lab hours that can be used toward fulfilling scholarship requirements.

TRE-212: Commercial Acting 4 credits

Step into the world of commercial acting with this hands-on course designed for both beginners and pros. Learn to deliver natural performances, analyze scripts, adapt to various ad formats, and master audition techniques. With expert guidance and real-world insights, students gain the tools to shine on screen and stand out to casting directors.

TRE-225: Theatre Technology 4 credits

This course examines the application of computer technology to the production of live theatre using CAD and graphic software.

TRE-245ǂ◆: Fundamentals of Theatrical Design 4 credits

This course is an introduction to the theory and practice of scenic design for the theatre. Students explore visual storytelling, script analysis, drafting, rendering, model building, and digital tools (Vectorworks and Photoshop) through hands-on projects. Emphasis is placed on collaborative process and practical application within a university production environment.

TRE-251◆: Improvisation 4 credits

Students learn and utilize the techniques of theatrical improvisation. Skills necessary to create an improv team and produce an improv show are developed through improvisational games and exercises.

TRE-280◆: Playwriting 4 credits

In this course students use the theoretical aspects of dramatic literature, acting, and scenography to create a play. Prerequisite: ENG-106.

TRE-301◆: Theatre Participation III 1 credits

In this course students select and participate in one of the following areas of theatre production and management including: technical theatre, front of house, performance, and stage/production management. Students are required to choose at least three different disciplines within their four years of study. The course requires 40 lab hours that can be used toward fulfilling scholarship requirements.

TRE-320: Technology for Theatre Educators 2 credits

Students study and utilize a variety of theatre technologies such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in the classroom in order to meet the needs of a diverse student population.

TRE-325Δǂ◆: Theatre History I: Greek to Restoration 4 credits

This writing intensive course is an in-depth study of the history and development of theatre from early Greece to the English Restoration.

TRE-325HNΔǂ◆: Theatre History I: Greek to Restoration 4 credits

This writing intensive course is an in-depth study of the history and development of theatre from early Greece to the English Restoration.

TRE-327: Theatre Pedagogy 2 credits

This course educates the student in methods of teaching theatre in elementary school, secondary school, community college, and the university. It encompasses the basic objectives of theatre education and the components of excellence in teaching and art. Practicum/field experience hours: 10. Fingerprint clearance required.

TRE-330Δǂ◆: Theatre History II: 18th Century to Present 4 credits

This writing intensive course is an in-depth study of the history and development of theatre from the 18th century through modern times.

TRE-330HNΔǂ◆: Theatre History II: 18th Century to Present 4 credits

This writing intensive course is an in-depth study of the history and development of theatre from the 18th century through modern times.

TRE-335◆: Dramatic Literature I 4 credits

This course is a comprehensive study of the major periods and forms of dramatic literature dating from early Greece to the Restoration.

TRE-337◆: Theatre Methods and Assessment in the Elementary School 4 credits

This course is a study and demonstration of methods and materials for the first six grades. Students make a study of activities implemented with each grade level, prepare lesson plans, and visit classrooms to observe teaching situations. Practicum/field experience hours: 30. Fingerprint clearance required.

TRE-339◆: Dramatic Literature II 4 credits

This course is a comprehensive study of the major periods and forms of dramatic literature dating from the Restoration to the present.

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TRE-347◆: Theatre Methods and Assessment in the Secondary School 4 credits

This course is a study of methods for developing and conducting the theatre program in junior and senior high schools. Methods, materials, topics, and issues in theatre education are used to prepare theatre education majors to enter the teaching profession. Practicum/field experience hours: 30. Fingerprint clearance required.

TRE-350Δǂ: Theatre History 4 credits

This writing intensive course is a broad study of the history and development of theatre.

TRE-372◆: Costume Design and Construction 4 credits

This course concerns the art of designing costumes for the theatre. Students construct a costume of their own design.

TRE-377ǂ◆: Scenic Design 4 credits

Students learn to develop design concepts through research and the creative process that reinforce and illuminate a director's vision to communicate these concepts visually and in written form. Students learn to use technology specific to design that may include CAD and other digital design programs. Students learn graphic design standards based on industry guidelines including hand drawing, drafting, and model making culminating in a complete design presentation. Prerequisites: TRE-130 and TRE-245 or permission of instructor.

TRE-380: Musical Theatre Literature 4 credits

This course is study of the historical development of American Musical Theatre and analysis of its unique dramatic forms.

TRE-401◆: Theatre Participation IV 1 credits

In this course students select and participate in one of the following areas of theatre production and management including: technical theatre, front of house, performance, and stage/production management. Students are required to choose at least three different disciplines within their four years of study. The course requires 40 lab hours that can be used toward fulfilling scholarship requirements.

TRE-421◆: Foundations of Theatre and Culture for Diverse Learners 4 credits

Students study the historical, philosophical, and sociological influences that have shaped theatre and theatre education and the issues faced by educators today, as well as the challenges of the future that await persons now entering the teaching profession. The course also examines the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws, and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the theatre classroom. Practicum/field experience hours: 15. Fingerprint clearance required.

TRE-439ǂ◆: Stage Direction 4 credits

This course is a study of theories and techniques for 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-145.

TRE-439HNǂ◆:Stage Direction 4 credits

This course is a study of theories and techniques for 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. Prerequisites: TRE-253 and TRE-335 or TRE-339.

TRE-441◆: Stage Direction II 4 credits

This course continues the study of theories and techniques for interpreting and directing plays, musicals, and operas through lectures and demonstrations. Students focus on major directing and research projects, story clarity, collaboration, and advanced rehearsal processes. Prerequisite: TRE-439.

TRE-475ǂ◆: Stage Lighting and Design 4 credits

This course concerns the art of designing lighting and scenery for the theatre. Students will actively participate in designing Grand Canyon University Theatre productions and classroom projects. Prerequisites: TRE-130 and TRE-245.

TRE-475HNǂ◆:Stage Lighting and Design 4 credits

This course concerns the art of designing lighting and scenery for the theatre. Students will actively participate in designing Grand Canyon University Theatre productions and classroom projects. Prerequisites: TRE-130 and TRE-245.

TRE-490◆: The Business of Theatre 4 credits

This course is designed for the preparation of theatre students for professional life and graduate school interviews. Students set professional goals, plan achievable steps to meet those goals, and gather the tools required to complete each step. Students also learn key networking and marketing skills to find, obtain, execute successful interviews, and manage tax and finances. Students study the literature of professional theatrical organizations to plan candidacy and learn professional deportment. Prerequisite: Senior Standing.

Teaching English to Speakers of Other Languages (TSL)

TSL-532: Foundations of Instruction for English Language Learners 3 credits

This course provides foundational knowledge of policies and instructional programs for English language learners (ELLs) in the United States. Emphasis will be placed on understanding, comparing, and evaluating current language models. Educators will be introduced to instructional strategies and professional development opportunities. Focus will be placed on advocating for bilingual education (BLE), ELLs, and families.

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TSL-541: Linguistics 3 credits

In this course, educators become familiar with the fundamentals of linguistics. Emphasis will be placed on psycholinguistics, sociolinguistics, and first and second language acquisition. Educators will synthesize research-based methods of incorporating linguistic principles into their teaching practice. Prerequisite: TSL-550.

TSL-550: School, Community, and Family Culture 3 credits

In this course, educators will explore school, community, and family culture. Emphasis will be placed on the major goals, principles, and concepts of multicultural education, including understanding individual needs and learning differences. Research is utilized to investigate the social, community, cultural, and familial contexts that influence learning and development. Focus will be placed on creating a positive classroom environment through culturally inclusive teaching. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TSL-532.

TSL-552: Literacy in Bilingual Settings 3 credits

In this course, educators will examine approaches to develop literacy in a second and native languages in Pre-K-12 schools. Emphasis will be placed on techniques for developing listening, speaking, reading, and writing skills; developing language and literacy through the content areas; using children's and young adult multicultural literature; and assessing students' literacy development in the second and native languages. Strategies to develop biliteracy in dual language programs will also be discussed. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TSL-550.

TSL-558: ELL and Bilingual Curriculum and Methods of Instruction 3 credits

In this course, educators will review curriculum and methods appropriate to the teaching of subject areas in bilingual and English language learner instructional settings. Emphasis is placed on linguistic, cognitive, developmental, and sociocultural considerations when exploring methods and materials to design multicultural curricula for use in language arts and content area classrooms. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TSL-550.

TSL-565: ELL and Bilingual Assessment 3 credits

In this course, educators will explore the principles of (or for) evaluating and structuring assessments. Educators will examine assessment for the purposes of identification, placement, and instructional delivery. Emphasis will be placed on learning ways to integrate assessment procedures into any curriculum and designing assessment tasks that allow for improved learning of all students. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TSL-558.

TSL-567: Methods of Teaching and Evaluating ELLs with Special Needs 3 credits

In this course, educators will be introduced to the field of bilingual and English language learners (ELLs) with exceptionalities, including language differences, giftedness, and special education needs. Emphasis will be placed on researching the complexity of the over- and under-representation of students with exceptionalities in bilingual and ELL education. Educators will explore issues in relation to differentiating cultural and linguistic-related learning variations from exceptionalities and their instructional implications. Practicum/field experience hours: 10. Fingerprint clearance required.

TSL-568: Methods of Teaching and Evaluating ELLs with Exceptionalities 3 credits

In this course, educators will be introduced to the teaching and evaluation of English language learners (ELLs) with exceptionalities, including students with special education needs and gifted students, who receive bilingual/native language and/or English language instruction and support. Emphasis will be placed on researching the complexity of disproportional representation of ELLs in gifted and special education programs or services. Educators will explore cultural and linguistic considerations in identifying bilingual/ELL students with exceptional needs and examine appropriate instructional support. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TSL-558.

TSL-590Ω: BLE or TESOL Practicum 3 credits

In this course, educators have direct participation and experience with bilingual or ELL students at their chosen level of instruction in a Pre-K-12 setting. Educators will practice teaching and management skills, conduct assessments, and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community. Practicum/field experience hours: 60. Fingerprint clearance required. Prerequisite: Completion of all other courses required for the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program.

Technology Test Prep (TTP)

TTP-100: Networking Principles 2 credits

This course reviews the fundamental concepts of computer networking including architecture, protocols, addressing, and troubleshooting techniques essential for technology professionals. Students reinforce understanding and prepare for a network competency exam. This course content aligns to the third party industry certification, CompTIA Network+.

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TTP-102: Linux Principles 2 credits

Students review the fundamentals of Linux operating systems, including command-line navigation, file management, and system configuration. The course features exercises and targeted review to prepare for an external skills assessment in Linux environments. This course content aligns to the third party industry certification, CompTIA Linux+.

TTP-104: Security Principles 2 credits

This course provides an overview of fundamental security concepts, frameworks, and best practices essential for protecting information systems. Students will review key topics and prepare for an assessment that demonstrates competency in cybersecurity fundamentals. This course content aligns to the third party industry certification, CompTIA Security +.

TTP-106: Project Management Principles 2 credits

This course reviews foundational concepts and best practices in project management, including planning, execution, and resource coordination. Students develop skills and strategies needed to prepare for an evaluation of project management knowledge. This course content aligns to the third party industry certification, CompTIA Project +.

TTP-108: Penetration Testing Principles 2 credits

This course reviews essential techniques and ethical standards for penetration testing, vulnerability assessment, and system analysis. Students engage in targeted preparation for an evaluation in penetration testing. This course content aligns to the third-party industry certification, CompTIA PenTest+.

TTP-112: Systems Security Principles 2 credits

This course reviews the critical components of systems security, including access control, risk management, and policy implementation. Students participate in structured activities and exam preparation for a systems security evaluation. This course content aligns to the third party industry certification, ISC2 Systems Security Certified Practitioner.

TTP-114: Cloud Practitioner Principles 2 credits

This course reviews essential topics in cloud computing, including service models, deployment strategies, and basic cloud architecture. Students prepare for an evaluation of cloud practitioner knowledge. This course content aligns to the third party industry certification, AWS Certified Cloud Practitioner.

TTP-116: Cybersecurity Analyst Principles 2 credits

This course encourages students to review essential topics in threat detection, incident response, vulnerability management, and security operations within modern technology environments. Learners will engage in exam-focused preparation to practice the foundational knowledge and analytical skills needed for external assessment in cybersecurity analysis. This course content aligns to the third party industry certification, CompTIA CySA+.

UNV-100◆: Developmental Writing Skills 4 credits

This course is for students who need to improve their foundational English writing skills and strategies. The class reviews fundamentals such as grammar, punctuation, sentence structure, and effective paragraph development. It also focuses on the basics of prewriting and revision strategies, style, and development. Students begin with simple writing tasks, but progressively increase to more complex multiparagraph essay assignments in preparation for academic writing at the college level.

UNV-103Ω◆: University Success 4 credits

This course is designed to equip students with the skills necessary to support a flourishing undergraduate experience. It provides positive reinforcement of successful learning strategies and assistance with adaptation to the GCU academic environment.

UNV-104◆: 21st Century Skills: Communication and Information Literacy 4 credits

This course provides an introduction to information and communication literacy. Students examine available resources and research methods that help them understand how to use library and Internet resources. Topics include how to formulate a research strategy, develop search skills, and evaluate sources. Students build effective communication skills, develop learning strategies, and improve writing skills.

UNV-106♯: University On-Campus Success 4 credits

This course helps students develop and improve their on-campus skills to enhance the undergraduate experience. It provides support for successful learning strategies and helps students adapt to the GCU academic environment.

UNV-106HN♯Ω◆: A Ripple in the Pond: From Idea to Impact 4 credits

This honors course introduces students to Grand Canyon University, the honors program, and the student success skills necessary to prepare them for their academic career. The course focuses on ethics and critical thinking while challenging students to further their knowledge and application of these concepts. This course lays a foundation for students to examine their own thinking and encourages them to become expansive thinkers. Prerequisite: Acceptance into the honors program.

UNV-107◆: University Success for Student Athletes 4 credits

The goal of this comprehensive skill-development course is to assist student-athletes in their transition to Grand Canyon University. The course is designed to provide students with opportunities to develop the self-management, leadership, and other skills needed to be successful students and athletes. This course also provides student-athletes with the opportunity to learn the foundations of making good decisions and being a successful part of the entire campus community.

University Studies (UNV)

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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UNV-108[Ω◆]: University Success in the College of Education 4 credits

This course is designed to provide education students with opportunities to develop and strengthen skills necessary to enhance their undergraduate experience. It provides positive reinforcement of successful learning strategies, assistance with adaptation to the GCU academic environment, and the foundation for success in the education area of study.

UNV-109HN[♯Ω◆]: Introduction to Honors Education and Academic Literacies 4 credits

This introductory honors course explores how knowledge—including scientific, medical, mathematical, and cosmological—depend on understandings of the humanities—including history, philosophy, religion, law, and language. Quantitative and qualitative assignments complement readings from the history of science and science fiction, focusing on how paradigms and worldviews frame our understandings of data, how science and society influence each other, and how data-based arguments can be communicated effectively to broad audiences. Prerequisite: Acceptance into the honors program.

UNV-115[Ω]: University Chapel Service 0.5 credits

This corporate worship experience unites students, faculty, and staff in the worship of the triune God through music and the exposition of God's Word. Students receive credit for this repeatable course on the basis of consistent participation in chapel services each semester.

UNV-150[◆]: Origins of Western Consciousness and Community 4 credits

This is a survey course focusing on the origins of Western thought from an interdisciplinary perspective. Students cover topics related to myth, logic, rhetoric, symbol, aesthetics, politics, citizenship, ethics, and the philosophy of the good life.

UNV-300[Ω]: Study Abroad 0 credits

On demand. This program enables students to be enrolled at Grand Canyon University while undertaking studies in another country or with CCCU. Credits for this program vary depending on the number of credits involved and the chosen course of study. Prerequisite: Approval of Director of Center for International Education or appropriate college dean.

UNV-303[Ω◆]: University Success 4 credits

This course is designed to address four major areas of a student's development: life management skills, academic skills, campus and community awareness, and personal and spiritual growth. This course is designed to provide opportunities to develop and strengthen skills necessary to enhance the college experience. Topics in this course are meant to enhance the learner's experience upon transferring into the university from other academic institutions.

UNV-380: Global Studies Experience 2 credits

This course is designed to demonstrate the student's educational, spiritual, cultural, and personal development as a result of participating in a global studies experience. Prerequisite: Students will need to complete a global studies experience of 45 hours or greater prior to enrolling in this course. Approval from Global Studies office is required prior to enrolling.

UNV-385: Global Studies Experience 4 credits

This course is designed to demonstrate the student's educational, spiritual, cultural, and personal development as a result of participating in a global studies experience. Prerequisite: Students will need to complete a global studies experience of 105 hours or greater prior to enrolling in this course. Approval from Global Studies office is required prior to enrolling.

UNV-401[♯Ω]: University Internship 1 credits

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. This course requires students to complete internship hours. Practicum/field experience hours: 45. Prerequisite: Must complete formal application through Student Services Counselor.

UNV-409: Mentorship 0 credits

The mentorship program connects students with industry professionals who are eager to provide their time, knowledge, and experience to support students as they begin making career choices. This program serves as a bridge between GCU students and industry professionals—building mutually beneficial relationships and supporting the transition between education and career stages.

UNV-410[♯Ω]: University Internship 2 credits

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. This course requires students to complete internship hours. Practicum/field experience hours: 90. Prerequisite: Must complete formal application through Student Service Counselor.

UNV-430[♯Ω]: University Internship 4 credits

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. This course requires students to complete internship hours and be accepted to an internship that runs concurrent to this course. Practicum/field experience hours: 180. Prerequisites: Permission from both the Director of Career Services and the College of Humanities and Social Sciences leadership, and acceptance to an internship that runs concurrent with this course.

UNV-440[♯Ω]: University Internship 8 credits

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. This course requires students to complete internship hours and be accepted to an internship that runs concurrent to this course. Practicum/field experience hours: 360. Prerequisites: Permission from both the Director of Career Services and the College of Humanities and Social Sciences leadership, and acceptance to an internship that runs concurrent with this course.

[Δ] Writing intensive course | [◆] Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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UNV-450[♯Ω]: University Internship 12 credits

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. This course requires students to complete internship hours and be accepted to an internship that runs concurrent to this course. Practicum/field experience hours: 540. Prerequisite: Permission of the Director of Career Services or Program/Faculty Chair.

UNV-501[Ω]: Introduction to Graduate Studies in the College of Education 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the College of Education. Emphasis is placed on utilizing the tools for graduate success.

UNV-502[Ω]: Introduction to Graduate Studies in the Health Sciences 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the health sciences. Emphasis is placed on utilizing the tools for graduate success.

UNV-503[Ω]: Introduction to Graduate Studies in the Liberal Arts 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the liberal arts. Emphasis is placed on utilizing the tools for graduate success.

UNV-504[Ω]: Introduction to Graduate Studies in the College of Business 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the College of Business. Emphasis is placed on utilizing the tools for graduate success.

UNV-505[Ω]: Introduction to Graduate Studies in Ministry and Theology 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in ministry and theology. Emphasis is placed on utilizing the tools for graduate success.

UNV-505GAR: Introduction to Graduate Studies in Ministry and Theology 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in ministry and theology. Emphasis is placed on utilizing the tools for graduate success.

UNV-506[Ω]: Introduction to Graduate Studies in the Health Care Professions 2 credits

This course is designed to prepare learners for the graduate learning experience at Grand Canyon University. Learners have opportunities to develop and strengthen the skills necessary to succeed as graduate learners in the health care professions. Emphasis is placed on utilizing the tools for graduate success.

UNV-507[Ω]: Introduction to Graduate Studies in Science, Engineering and Technology 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the College of Engineering and Technology and the College of Natural Sciences. Emphasis is placed on utilizing the tools for graduate success.

UNV-508[Ω]: Introduction to Graduate Studies in Counseling 2 credits

This course is designed as an orientation for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in counseling. Emphasis is placed on utilizing the tools for graduate success.

UNV-509[Ω]: Introduction to Graduate Studies in Mathematics 2 credits

This course prepares students for the graduate learning experience at Grand Canyon University. It provides students with opportunities to develop and strengthen the skills necessary to succeed as graduate students. Emphasis is placed on utilizing the tools for graduate success in mathematics. Mathematics concepts, such as logic, mathematical notation and definitions, methods of proof, and mathematics software, are covered.

UNV-510[Ω]: Introduction to Graduate Studies in Social Work 2 credits

This course is designed as an orientation for the graduate learning experience at Grand Canyon University. There is an emphasis on developing and strengthening skills for success as a graduate student of social work. Students are provided an overview of the social work profession while exploring career interests and utilization of the tools for graduate success.

UNV-601[Ω]: University Internship 1 credits

The internship is the culminating course in an academic program of study. The internship provides students the opportunity to work as independent practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. Practicum/field experience hours: 45.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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UNV-605: Introduction to Graduate Studies in Advanced Standing Social Work 2 credits

This course is designed as an orientation for the graduate learning experience at Grand Canyon University for the Advanced Standing Master of Social Work students. There is an emphasis on developing and strengthening skills for success as a graduate student of social work. Students explore career interests, internship goals, necessary steps for licensure following graduation, and utilization of the tools for graduate success.

Worship Arts: Drum Set (WDA)

WDA-111: Private Drum Set Study I 1 credits

This course in private applied drum set study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WDA-112: Private Drum Set Study II 1 credits

This course in private applied drum set study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WDA-211: Private Drum Set Study III 1 credits

This course in private applied drum set study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WDA-212: Private Drum Set Study IV 1 credits

This course in private applied drum set study concentrates on percussion technique and repertoire for the contemporary Christian musician.

Worship Arts: Guitar (WGA)

WGA-111◆: Private Guitar Study I 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-112◆: Private Guitar Study II 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-211◆: Private Guitar Study III 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-212◆: Private Guitar Study IV 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician

WGA-310◆: Private Guitar Study IV 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-311◆: Private Guitar Study V 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-312◆: Private Guitar Study VI 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

Worship Arts: Keyboard (WKA)

WKA-111◆: Private Keyboard Study I 1 credits

This course in private applied keyboard study concentrates on keyboard technique and repertoire for the contemporary Christian musician.

WKA-112◆: Private Keyboard Study II 1 credits

This course in private applied keyboard study concentrates on keyboard technique and repertoire for the contemporary Christian musician.

WKA-211◆: Private Keyboard Study III 1 credits

This course in private applied keyboard study concentrates on keyboard technique and repertoire for the contemporary Christian musician.

WKA-212◆: Private Keyboard Study IV 1 credits

This course in private applied keyboard study concentrates on keyboard technique and repertoire for the contemporary Christian musician.

Worship Applied Percussion (WPA)

WPA-211◆: Private Percussion Study III 1 credits

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WPA-212◆: Private Percussion Study IV 1 credits

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WPA-310◆: Private Percussion Study IV 1 credits

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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WPA-311◆: Private Percussion Study V 1 credits

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WPA-312◆: Private Percussion Study VI 1 credits

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WPA-411◆: Private Percussion Study VII 1 credits

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

Worship Arts (WSA)

WSA-114◆: Class Keyboard 1 credits

This course provides class instruction for students with limited or no previous piano training. Instruction includes the study of piano technique and is designed to prepare worship leaders to perform with basic piano skill and to understand strategies of keyboard playing in worship ensembles. Various keyboard techniques and performance styles are explored, with an emphasis on popular music genres.

WSA-116: Worship Leader Lab 1 credits

This lab course examines the call of God on the life of a worship leader, equipping students to rest and identify completely with Christ. This lab is designed to be an interactive, community experience which is not available via independent study.

WSA-123: Church Audio 4 credits

This course introduces students to fundamental concepts in sound theory, acoustic principles, microphone types and techniques, sound equipment, signal flow, cable management, stage arrangement, and documentation through lecture and hands-on activities.

WSA-206: Worship Formation Lab 1 credits

This lab course continues the formational process for worship leadership, especially as it relates to the importance of relational skills, such as collaboration, motivation, and conflict resolution for life and ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

WSA-213◆: Class Guitar 1 credits

This course provides class instruction for students with limited or no previous guitar training. Instruction includes the study of guitar technique and is designed to prepare worship leaders to perform with basic guitar skill and to understand strategies of guitar playing in worship ensembles. Various guitar techniques and performance styles are explored, with an emphasis on popular music genres.

WSA-214◆: Class Percussion 1 credits

This course provides class instruction for students with limited or no previous percussion training. Instruction includes the study of percussion technique and is designed to prepare worship leaders to perform with basic percussion skill and to understand strategies of percussion playing in worship ensembles. Various percussion techniques and performance styles are explored, with an emphasis on popular music genres.

WSA-225: Worship Workshop I 0 credits

In this course, students collaborate in small contemporary musical ensembles to develop skills in performing, arranging, rehearsing, and critiquing a worship band for a contemporary worship set for a church's main worship service.

WSA-227: Worship Workshop III 0 credits

In this course, students collaborate in small musical ensembles to develop skills in performing, arranging, and rehearsing a worship band for contemporary worship settings in a variety of traditional and contemporary styles. Special attention is given to preparing and critiquing worship sets for seasonal worship events (e.g., Advent, Christmas, Lent, and Easter), weddings, funerals, and other special services of the church.

WSA-228: Worship Workshop IV 0 credits

In this course, students collaborate in musical ensembles of various sizes from duets to choirs to develop skills in performing, arranging, and rehearsing a vocal ensemble and accompaniment for worship settings that incorporate traditional hymns and choral styles of worship. Special attention is given to preparing and critiquing worship sets containing choral pieces, traditional hymns, metrical psalms, and Taizé.

WSA-300: Musical Structures I 4 credits

This course introduces popular and commercial music theory. Topics include music notation, key signatures, scales, the Nashville Number System, intervals, modes, diatonic relationships and functions, and chords. Ear-training skills are also included in this course.

WSA-301: Musical Structures II 4 credits

This popular and commercial music theory course includes the following topics: chord structures, functions, and substitutions in major and minor keys; analysis of key centers in songwriting, scales and their applications, chord tones, and harmonic extensions; and voice leading, melody harmonization, and their application in contemporary worship music. Ear-training skills are also included in this course. Prerequisite: WSA-300.

WSA-302♯: Songwriting and Arranging 4 credits

This course covers principles of songwriting and arranging for a variety of worship ensembles in the context of contemporary worship music. Contemporary styles, popular song forms, chord progressions, and formation of melodic ideas are further explored. Lyric writing includes developing song ideas, the hook, rhyme scheme, and the use of literary devices. Students compose and arrange songs using DAW, MIDI, and notation software.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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WSA-320: Digital Audio Workstation 4 credits

This course introduces DAW software and challenges students to begin the process of recording multi-track sessions. Students practice tracking, editing, mixing, and producing recordings according to assigned projects. Students practice creating and implementing backing tracks for a worship service. Students are required to provide their own computer and software according to university-outlined program requirements.

WSA-321[♯◆]: Psalms, Hymns, and Spiritual Songs 4 credits

In the spirit of Colossians 3:16, this course explores the relationship between the gospel of Christ, the life in Christ, and worship in the Christian community. Students are encouraged to reflect on biblical patterns of worship and praise as well as contemporary expressions as they develop understanding and habits related to personal and corporate worship.

WSA-321HN[♯◆]: Psalms, Hymns, and Spiritual Songs 4 credits

In the spirit of Colossians 3:16, this course explores the relationship between the gospel of Christ, the life in Christ, and worship in the Christian community. Students are encouraged to reflect on biblical patterns of worship and praise as well as contemporary expressions as they develop understandings and habits related to personal and corporate worship.

WSA-322[Δ♯◆]: Theology of Worship 4 credits

This writing-intensive course is a systematic study of the biblical, historical, and theological dimensions of Christian worship. Emphasis is placed on the development of a thoroughly biblical theology of worship, analysis of historical developments that influenced current worship practices, and the ways that worship forms community and shapes individual worshipers.

WSA-322HN[Δ♯◆]: Theology of Worship 4 credits

This writing intensive course is a systematic study of the biblical, historical, and theological dimensions of Christian worship. Emphasis is placed on the development of a thoroughly biblical theology of worship, analysis of historical developments that influenced current worship practices, and the ways that worship forms community and shapes individual worshipers.

WSA-330◆: Philosophy of Music in Christian Worship 4 credits

This course addresses worship philosophy, modes, methods, and other issues concerning the role of music in worship. The course explores the historical and contemporary use of music in worship, and its various roles in discipleship, witness, inspiration, and exaltation across the continuum of history and cultures.

WSA-331: Introduction to Worship Arts Software 4 credits

This course introduces students to worship media software. Students gain skill through practice using the software to arrange musical compositions and utilize visual presentation software to create content for designing a worship service.

WSA-334◆: Stagecraft and Lighting for Contemporary Worship 4 credits

This course examines the elements of designing scenery and lighting for a worship service and explores best practices of proper stagecraft.

WSA-345◆: Digital Film Production 4 credits

This course explores concepts in digital film production. Students gain understanding in preproduction, production, and postproduction. Students demonstrate their proficiency by producing a video that simulates working with a church or faith-based ministry to support their mission.

WSA-408◆: Sound Recording 2 credits

This course explores concepts in sound recording. Students gain understanding in sound theory, modern recording techniques, non-linear editing, acoustic principles, studio etiquette, and home recording. Students demonstrate proficiency for using digital audio workstations to make their own recordings. Prerequisite: WSA-125. Co-Requisite: WSA-418.

WSA-416◆: Music Direction for Contemporary Worship 2 credits

This course covers the principles and skills necessary to lead worship. Topics include auditioning a worship team, selecting worship sets, working with a vocal and instrumental team, as well as stage presence, and worship leadership. Students work on a final worship presentation demonstrating practical knowledge of planning worship and/or concert experiences. Prerequisites: WSA-330 and WSA-423.

WSA-418◆: Sound Reinforcement 2 credits

This course explores concepts in live sound reinforcement, including assembling sound systems, setting stages for music production, and managing assets vital to the discipline of sound reinforcement. Students gain understanding for industry best practices in a live production environment and demonstrate skill in operating a live sound system. Prerequisite: WSA-125. Co-Requisite: WSA-408.

WSA-420[♯]: Audio Recording 4 credits

This course explores concepts in sound recording for the church. Students gain understanding in sound theory, modern recording techniques, nonlinear editing, acoustic principles, and studio etiquette. Students demonstrate proficiency for using digital audio workstations and explore mixing techniques for purpose of producing a recording. Prerequisite: WSA-320.

WSA-423[♯]: Worship Leadership 4 credits

This course equips students to be effective worship leaders who integrate worship within a community of faith and lead God's people in faithful worship. This course develops skills for effective leadership, administration, and pastoral care within the local church and other worship gatherings.

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [♯] Honors Major Course | [Ω] Non-Transferable

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WSA-423HN♯: Worship Leadership 4 credits

This course equips students to be effective worship leaders who integrate worship throughout a community of faith and lead God's people in faithful worship. This course is designed to develop understandings, skills, and character for effective leadership, administration, and pastoral care within the local church and other worship gatherings.

WSA-424Δ♯◆: Christian Worldview and Media 4 credits

This writing-intensive course examines the ways in which various media affect, challenge, and enhance the expression of Christian worldview. Special attention is devoted to developing technologies, the Christian life, corporate worship, and the communication of the Christian worldview through multiple modalities.

WSA-424HNΔ♯◆: Christian Worldview and Media 4 credits

This writing-intensive course examines the ways in which various media affect, challenge, and enhance the expression of Christian worldview. Special attention is devoted to developing technologies, the Christian life, corporate worship, and the communication of the Christian worldview through multiple modalities.

WSA-425: Audio Reinforcement 4 credits

This course develops students' skills in live sound reinforcement for the church, including assembling sound systems, setting stages for music production, and managing assets vital to the discipline of sound reinforcement. Emphasis is given to sound system design and industry best practices in a live worship production environment and the demonstration of skill in operating a live sound system. Prerequisite: WSA-123.

WSA-429◆: Worship Arts Internship 4 credits

This course consists of an internship experience in an approved professional setting. The course includes reinforcement of all program competencies, practical experiences, academic journaling, as well as a field experience log, and culminating reflection assignment. Students should begin the internship application process after completion of 80 credit hours in the program. Practicum/field experience hours: 180. Prerequisite: WSA-423.

WSA-445◆: Production Leadership for Worship Arts 4 credits

This course explores concepts in management and communication when working with creative teams and church leadership. This course focuses on bringing leadership to all production disciplines found in church worship services. Students learn how to coordinate and communicate with leaders in order to create weekly worship services. Prerequisite: WSA-323, WSA-423.

Worship Arts: Voice (WVA)

WVA-111◆: Private Voice Study I 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-112◆: Private Voice Study II 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-211◆: Private Voice Study III 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-212◆: Private Voice Study IV 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-310◆: Private Voice Study IV 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-311◆: Private Voice Study V 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-312◆: Private Voice Study VI 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

Youth Ministry (YMN)

YMN-305◆: Philosophy and Theology of Youth Ministry 4 credits

This course explores the biblical, educational, theological, and philosophical foundations of youth ministry. Students assess their personal gifts and personalities in relation to ministry.

YMN-350◆: Leadership and Administration in Youth Ministry 4 credits

This course is an intensive examination of the philosophy and principles for youth ministry programming, including ministry purpose and goals, leadership development, teaching strategies, outreach strategies, budgeting, and evaluation. Prerequisite: YMN-305.

YMN-355◆: Adolescent Development and Faith Formation 4 credits

This course examines the developmental life stage of adolescence and the formation of faith. An emphasis is placed on the adolescent's family in its cultural setting and the developmental and spiritual needs of family members. Prerequisite: YMN-305.

Δ Writing intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course | Ω Non-Transferable

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YMN-455◆: Adolescent Issues and Intervention 4 credits

This course examines skills and practices of ministry to adolescents at risk. Students explore a philosophy of pastoral care from a practical theology and biblical perspective. The course addresses issues and problems that grow out of the developmental process, disorders that begin during or are unique to adolescence, as well as intervention, prevention, and referral strategies. The course serves as "pastoral first aid" where students will learn basic helping skills. Prerequisite: YMN-305.

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Appendix

Nevada Commission on Postsecondary Education

Grand Canyon University - VA SAA Submission Addendum

Institutional Changes – Henderson, NV Location (2023-2025)

Faculty Name	Educational Credentials	Position Title	Start Date
Dana Pionk	MSN, RN	Adjunct Faculty	Jun-23
Carol Johnson	MSN, RN	Instructor	Jun-23
Deborah Ackman	DNP, MSN, RN	Assistant Professor	Jun-23
Autum Sparlin	MSN, RN	Adjunct Faculty	Jun-23
Misty Wrght Genous	DNP, MSN, APRN	Adjunct Faculty	Jun-23
JoAnn Nardoni	MSN, RN	Adjunct Faculty	Jun-23
Courtney Farese	MSN, RN	Adjunct Faculty	Jun-23
Gregory Walker	MSN, RN	Adjunct Faculty	Jun-23
Sherri Lindsey	DNP, MSA, RN	Instructor	Jun-23
Michelle Vaughn	MBA-MSN, RN	Instructor	Jun-23
Dextrer Abraham	MSN, RN	Adjunct Faculty	Dec-23
Clearist Bethea	MSN, RN	Adjunct Faculty	Dec-23
Deborah Bevington	MSN-Ed, RN	Instructor	Dec-23
David Brems	DNP, MHA, RN	Adjunct Faculty	Dec-23
Karina Gedgaudas	MSN, RN	Adjunct Faculty	Dec-23
Kam-Lin Gregory	MSN, APRN, RN	Adjunct Faculty	Dec-23
Mary Howell	MSN, RN	Adjunct Faculty	Dec-23
Stephanie Mello	MSN, RN	Adjunct Faculty	Dec-23
Beth Mueller	PhD, MSN-Ed, RN	Instructor	Dec-23
Christine Patrick	MSN-Ed, RN	Adjunct Faculty	Dec-23
Amber Peters	MSN-Ed, RN	Adjunct Faculty	Dec-23
Brittany Raines	MSN, RN	Adjunct Faculty	Dec-23
Lisa Richards	MSN-Ed, RN	Adjunct Faculty	Dec-23
Christina Rivera	MSN, RN	Adjunct Faculty	Dec-23
Tamara Shelton	MSN, RN	Adjunct Faculty	Dec-23
Paula Sy	MSN, RN	Adjunct Faculty	Dec-23
Sheree Thornton	MSN, RN	Adjunct Faculty	Dec-23
Traci Vazquez	MSN-Ed, RN	Instructor	Dec-23
Violeta Aguirre	MSN, RN	Adjunct Faculty	Jun-24
Antonette Bell	DNP, MSN, RN	Immersive Simulation Facilitator	Jun-24
Lara Cabatingan	MSN, RN	Adjunct Faculty	Jun-24
Irish Jane Ilano	MSN-Ed, RN	Adjunct Faculty	Jun-24

[Δ] Writing intensive course | ◆ Fulfills General Education requirement | [ƒ] Honors Major Course | [Ω] Non-Transferable

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Angela Jimenez	DNP, APRN, RN	Instructor	Jun-24
Lenah Karimi	MSN, RN	Adjunct Faculty	Jun-24
Yuliya Malishkin	MSN, RN	Instructor	Jun-24
Zyla Maliwanag	MSN, RN	Immersive Simulation Facilitator	Jun-24
Angela Mike	DNP, CNM, RN	Adjunct Faculty	Jun-24
Lourdes Pineda	DNP, MSN, RN	Adjunct Faculty	Jun-24
Kimberly Presto	DNP, MSN-Ed, RN	Instructor	Jun-24
Danielle Pringle	MSN, RN	Adjunct Faculty	Jun-24
Rosario Rondael	DNP, MSN, RN	Adjunct Faculty	Jun-24
Tashua Schirmeister	MSN, APRN, RN	Adjunct Faculty	Jun-24
Roxanne Telford	MSN, RN	Adjunct Faculty	Jun-24
Jaizee-Robin Duron	MSN, RN	Adjunct Faculty	Dec-24
Shirley Fraser-Webster	DNP, MSN, RN	Instructor	Dec-24
Christina Gentile	MSN, APRN, RN	Adjunct Faculty	Dec-24
Candi Long	MSN, APRN, MPH, RN	Adjunct Faculty	Dec-24
Ivy Mae Marzo	MSN, APRN, RN	Adjunct Faculty	Dec-24
Jayison McCorkle II	MSN, APRN, RN	Adjunct Faculty	Dec-24
Sharon Moritz	PhD-Ed, MSN, RN	Director of Instruction-Prelicensure Program-Main Campus and ABSN Sites	Dec-24
Benjamin Pike	MSN, APRN, RN	Adjunct Faculty	Dec-24
Mary Joy Santos	MSN, RN	Adjunct Faculty	Dec-24
Joanna Shedd	PhD, MSN, RN	Instructor	Dec-24
Dana Smith	MSN-Ed, RN	Adjunct Faculty	Dec-24
Stephanie Sumalinog	MSN, RN	Adjunct Faculty	Dec-24
Maria Carolnina Tu	MSN-Ed, RN	Adjunct Faculty	Dec-24
Siboney Zelaya	PhD, MPH, MSN-Ed, RN	Immersive Simulation Facilitator	Dec-24

Curriculum Changes

- There were no curriculum changes to the Bachelor of Science in Nursing, Pre-Licensure, Accelerated program. This is the only program offered at this location.

New Start Dates

- There are no new start dates for this program. GCU continues to enroll new students three times per year at the site (January, May, and September).

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