Grand Canyon University
Academic Catalog
2013-2014

Fall 2013 Version

2013-2014 – v 2.3

Version Overview

2013-2014 Fall (Version 2.3)

The following is a record of the major changes made to the Grand Canyon University Academic Catalog from the Summer Update 2013-2014 (v 1.0) version to the Fall 2013-2014 (v 2.0) version. 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.

Programs/Minors Added

- Added the Doctor of Education in Organizational Leadership with an Emphasis in Health Care Administration

Programs/Minors Revised

- Revised the Master of Business Administration program by removing LDR-600 and HRM-640.
- Revised the Bachelor of Science in Counseling with an Emphasis in Addiction, Chemicial Dependency, and Substance Abuse program to include additional state-specific program requirements.
- Revised the Master of Professional Counseling by adding PCN-644 and state-specific program requirements.
- Revised the Bachelor of Science in Health Care Administration program by replacing BIO-365 with MAT-274.
- Revised the Bachelor of Arts in Digital Film with an Emphasis in Production by replacing COM-221 with DFP-221 and COM-331 with DFP-331.
- Revised the Bachelor of Arts in Digital Film with an Emphasis in Screenwriting by replacing COM-221 with DFP-221, COM-331 with DFP-331, and DFP-345 with DFP-346.
- Revised Military Service (ROTC) Minor by replacing MIS-101 with MSL-101, MIS-102 with MSL-102, MIS-201 with MSL-201, MIS-202 with MSL-202, MIS-205 with MSL-205, MIS-294 with MSL-294, MIS-301 with MSL-301, MIS-302 with MSL-302, MIS-401 with MSL-401, MIS-402 with MSL-402, MIS-410 with MSL-410, MIS-412 with MSL-412 and adding MSL-303.
- Revised Registered Nurese to Bachelor of Science in Nursing (RN-BSN) program description.
- Revised Master of Science in Health Care Administration by replacing UNV-506 with UNV-504.
- Revised Master of Science in Health Care Informatics by replacing UNV-506 with UNV-504.
- Revised Master of Special Education (IP/Non-TL) and Master of Special Education (IP/TL) total practicum/field experience hours.

Course Changes

- Added the following course(s): MAP-390, ECH-522TE, ECH-523TE, EDA-536TE, EDA-537TE, EED-515TE, EED-517TE, SED-533TE, SED-536TE, SED-537TE, SED-538TE, MAT-144, COM-263, HCA-807, HCA-812, HCA-817, HCA-822, HCA-827, RDG-528TE, RDG-534TE, RDG-537TE, RDG-539TE, RDG-542TE, RDG-543TE, SPE-501TE, SPE-503TE, SPE-504TE, SPE-505TE, SPE-507TE, SPE-516TE, SPE-521TE, SPE-531TE, SPE-532TE, SPE-534TE, SPE-541TE, RDG-529TE, SPE-509TE, MSL-101, MSL-102, MSL-201, MSL-202, MSL-205, MSL-294, MSL-301, MSL-302, MSL-303, MSL-305, MSL-401, MSL-402, MSL-410, MSL-412, MSL-499, MSL-499C, DFP-221, DFP-331, DFP-346, BIO-182, BIO-308, ESL-500TE, and ESL-501TE.
- Modified the following course descriptions and prerequisites: MAT-274, BIO-365 , PED-344, PED-405, PED-415, NSG-301, NUR-670, PCN-527, PCN-531, ENG-106, HCA-465, CHM-360, CHM-360L, TCH-536, PCN-515, and PCN-525.
- Removed the following course(s): LDR-809, PCN-641, PCN-642, EDU-273N, EED-403N, EFL-628, EMM-340, HLT-510, HLT-560, JUS-497, JUS-615, MAT-310, MAT-320, MAT-373, MAT-410, MAT-495, MFT-536, MFT-537, MFT-538, MIN-615, PCN-511, PSY-373, SED-420N, SED-442N, SED-580A, SED-580B, SPE-595N, SYM-301, SYM-302, SYM-304, SYM-306, SYM-603, SYM-633, SYM-635, SYM-653, WOR-303, JUS-651, ECH-5515, ECH-5520, ECH-5640, EDA-5330, EDA-5510, EDA-5770, EDU-5000, EED-5100, EED-5143, EED-5700, POS-5301, RDG-5020, RDG-5060, RDG-5070, RDG-5080, RDG-5110, RDG-5120, RDG-5130, RDG-5140, RDG-5160, RDG-5170, RDG-5220, RDG-5230, RDG-5300, SED-5342, SED-5482, SED-5483, SED-5485, SED-5020, SED-5024, SED-5201, SPE-5202, SPE-5203, SPE-5220, SPE-5250, SPE-5290, SPE-5300, SPE-5350, SPE-5400, SPE-5530, SPE-5570, SPE-5580, SPE-5730, SPE-5900, TEC-5245, JUS-347, JUS-347L, HSM-650, HSM-651, HSM-653, EXS-321, EXS-494, and EXS-495.

Other Changes

- Updated COE Promise
- Updated Right to Change Requirements
- Updated About Grand Canyon University section to include Statement of Principle and new Athletics logo
- Updated Contact Information section
- Added Degree Offered section
- Added General Education Requirements – Bachelor of Arts section
- Revised University Administration and Faculty section
- Added the Honors Institute Section

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- Updated the Recommended Sequence for Online Students
- Added Student Exchange Visitor Program (SEVP) and College of Arts and Sciences to Accrediation and Authorization section
- Removed Assessed Placement in Mathematics and English Classes
- Added New Mexico Authorization
- Added Alaska Authorization

Right to Change Requirements:
The University reserves the right to make changes of any nature to the calendar, admission requirements, degree requirements, fees, regulations, course offerings, programs, or academic schedules whenever they are deemed necessary or desirable, including changes or modification of course content, class scheduling, offering patterns, canceling of scheduled classes, or other academic activities.

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

Grand Canyon University does not discriminate on the basis of age, race, national origin, gender, disability, or any other classification protected by applicable law in its programs or activities. Questions regarding this policy should be directed to:

GCU Title IX Coordinator
3300 West Camelback Road
Phoenix, AZ 85017
602-639-7500
titleIX@gcu.edu

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Contact Information

General Contact Information

Web Sites
http://www.gcu.edu/

Main Switchboard
Phone: 1-602-639-7500
Toll-free: 1-800-800-9776

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PO Box 11097
Phoenix, AZ 85061-1097

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

Student Contacts

Canyon Health and Wellness Clinic
Responsibility: Assists campus students with health needs.
Phone: 602-639-6215
Fax: 602-639-7830

Career Services
Responsibility: Assists students with finding employment.
Phone: 602-639-6606
Fax: 602-639-7856
E-mail: careerservices@gcu.edu

Center for International Education
Responsibility: Assists international students with admissions and program completion.
Phone: 602-639-7382
International: 001-602-639-7382
Fax: 602-343-3771

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.
Phone: 1-602-639-8901
Email: centerforlearning@gcu.edu

Disability Office
Responsibility: Assists students with obtaining reasonable accommodations, based on student self-disclosure of disability.
Phone: 602-639-6342
Email: disabilityoffice@gcu.edu

Enrollment Counselors
Responsibility: Assists students with their initial enrollment into a program of study.
Phone: 1-800-800-9776

GCU Bookstore
Responsibility: Carries materials required in GCU courses along with University-branded apparel and gifts.
Phone: 1-800-866-8917

GCU Fleming Library
Responsibility: Provides learning resources through physical and online libraries.
Phone: 602-639-6641 or 1-800-800-9776 ext. 639-6641
Website: http://library.gcu.edu
Ask A Librarian: http://library.gcu.edu/AskALibrarian
Webinars/Workshops: http://www.gcu.edu/Student-Life/Library/Webinar-Sign-Up.php

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

Office of Academic Records
Responsibility: Tracks student progress to degree completion, evaluates transcripts, and admits students to the University.
Phone: 1-800-800-9776
E-mail: academicrecords@gcu.edu

Office of Residence Life
Responsibility: Assists students with campus housing
Phone: 602-639-6244
Email: residencelife@gcu.edu

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

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

Public Safety
Responsibility: Assists students, faculty and staff with issues relating to campus and public safety.
Phone: 602-639-8100

Student Services Advisors
Responsibility: Assists students with planning financial resources needed to fund their education along with planning and maintaining their program of study.
Phone: 1-800-800-9776

Technical Support
Responsibility: Assists students with technical issues regarding the University systems.
Phone: 1-877-428-8447
Email: techsupport@gcu.edu

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Accreditation and Authorization

Grand Canyon University holds many accreditations, some college-specific and others program-specific. Accreditation is desirable as it speaks to the quality of the college or university, acknowledged by peer institutions. In choosing a university, parents and students should ensure their university of choice is regionally accredited.

Regional accreditation in higher education originated almost a century ago as an American process conferred by a nongovernmental agency. It provides quality assurance and ensures institutional program improvement. The agency's expert and trained peers have visited and reviewed Grand Canyon University. During the visit, Grand Canyon University is reviewed from a variety of facets, including: educational activities, administration, financial stability, admissions and student personnel services, resources, student academic achievement, organizational effectiveness, and relationships with outside constituencies.

Six regional agencies provide institutional accreditation on a geographical basis — Middle States, New England, North Central, Northwest, Southern, and Western. While independent of one another, the six regional associations cooperate extensively and recognize one another's accreditation.

The Higher Learning Commission and its predecessor have accredited Grand Canyon University continually since 1968, obtaining its most recent ten-year reaccreditation in 2007. The Arizona State Board for Private Postsecondary Education licenses Grand Canyon University in Arizona.

Higher Learning Commission
The Higher Learning Commission (member of North Central Association of Colleges and Schools) accredits Grand Canyon University.

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

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

Veteran's Administration
Grand Canyon University is approved for the education and training of veterans under the provisions of Title 10 and 38, United States Code. Grand Canyon University accepts Chapter 30, 31, 32, 33, 35, 1606, 1607 recipients. Veterans are approved for benefits for numerous programs. For more information regarding using your VA benefits at Grand Canyon University, please e-mail VaBenefits@gcu.edu or visit us at http://www.gcu.edu – Student Services>Military Information>Veteran Affairs Benefits.

In addition, the University has obtained the following specialized accreditations and approvals for its core program offerings: Association of Collegiate Business Schools and Programs, Arizona State Board of Education, Arizona Department of Education, Commission on Collegiate Nursing Education, and Commission on Accreditation of Athletic Training Education.

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 Center for International Education has access to SEVIS and may issue Forms I-20, Certificate of Eligibility for Student Status, to prospective students. For more information see the Center for International Education website.

College of Arts and Sciences
The National Addiction Studies Accreditation Commission (NASAC), 1001 N. Fairfax St. Suite 201, Alexandria, VA 22314, accredits the Master of Science in Addiction Counseling program.

Ken Blanchard College of Business
Programmatic accreditation is provided by specialized and professional accrediting bodies which operate to ensure that students receive an education consistent with standards for entry into practice in their respective fields or disciplines. The Accreditation Council of Business Schools and Programs (7007 College Boulevard, Suite 420, Overland Park, KS 66211; 913-339-9356) accredits the following

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programs of the Ken Blanchard College of Business: Bachelor of Science in Accounting, Bachelor of Science in Marketing, Bachelor of Science in Business Administration, Bachelor of Science in Entrepreneurial Studies, Bachelor of Science in Finance and Economics, Bachelor of Science in Sports Management, Master of Business Administration, and Executive Master of Business Administration.

College of Education
Grand Canyon University's College of Education is approved by the Arizona State Board of Education and the Arizona Department of Education to offer initial programs leading to initial teacher licensure of elementary, secondary, and special education teachers, as well as an advanced program for principal licensure.

College of Nursing and Health Care Professions
The Commission on Collegiate Nursing Education (One DuPont Circle NW, Suite 530, Washington, DC 20036; 202-887-6791) and the Arizona State Board of Nursing accredit the University for the Bachelor of Science in Nursing and Master of Science in Nursing degrees. The Commission on Accreditation of Athletic Training Education (CAATE) (2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664) accredits the Athletic Training Education Program.

Intercollegiate Athletics
Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA)—Division II (1802 Alonzo Watford Sr. Drive, Indianapolis, IN 46202), regarding eligibility to participate in intercollegiate sports.

Authorizations

Alabama
Grand Canyon University has been granted authorization by the State of Alabama under Ala. Code 16-5-10 (14) (1975) to offer the academic degree programs described herein. Since credentials earned through the College of Education do not automatically qualify for teacher certification, endorsement, and/or salary benefits within the State of Alabama, prospective students are advised to contact the Alabama State Superintendent of Education.

Alaska
Grand Canyon University is exempt from authorization under AS 14.48 and 20 AAC 17.015 because the program offered in Alaska is online and the University does not have a physical presence in the State of Alaska.

Arkansas
Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Georgia
Grand Canyon University is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990. Georgia students should not enroll in a Master of Education program which cannot be completed by December 15, 2014, or a Doctor of Education program which cannot be completed by December 15, 2016. If a complaint is not settled at the institutional level, students can refer to the Georgia Nonpublic Postsecondary Education Commission website at http://www.gnpec.org and click on "Complaint Process." The Georgia Nonpublic Postsecondary Education Commission is located at 2082 East Exchange Place, Suite 220, Tucker, GA 30084. (Phone Number: 770-414-3300)

Idaho
Grand Canyon University is registered with the State Board of Education in accordance with Section 33-2403, Idaho Code.

Indiana
This institution is regulated by The Indiana Commission on Proprietary Education, 302 West Washington Street, Room E 201, Indianapolis, IN 46204-2767. (Toll Free Indiana Number: 800-227-5695 or 317-232-1320)

Iowa
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.

Kansas
Grand Canyon University has been approved to operate by the Kansas Board of Regents.

Louisiana

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Grand Canyon University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Maryland
The following programs have been authorized to operate in Maryland by the Maryland Higher Education Commission: Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse; Master of Arts in Teaching; Master of Education in Curriculum and Instruction: Reading; Master of Education in Curriculum and Instruction: Technology; Master of Education in Educational Administration; Master of Education in Educational Leadership; Master of Education in Teaching English to Speakers of Other Languages; Master of Science in Addiction Counseling; Master of Science in Professional Counseling; Master of Science in Nursing with an Emphasis in Public Health; Master of Science in Nursing: Nursing Education; Master of Science in Nursing: Nursing Leadership in Health Care Systems; Master of Education in Special Education; and Post-Master of Science in Nursing Certificate. The Bachelor of Science in Early Childhood Education, Bachelor of Science in Elementary and Special Education, Bachelor of Science in Secondary Education, Master of Education in Early Childhood Education, Master of Education in Elementary Education, and Master of Education in Secondary Education programs have not been recommended for implementation by the Maryland Higher Education Commission based upon on a possible shortage of student teaching placement opportunities. All other programs are pending registration by the Maryland Higher Education Commission.

New Mexico
Any New Mexico residents who have a complaint can file a complaint with the New Mexico Higher Education Department, 2048 Galisteo, Santa Fe, NM 87505, 505-476-8400 or visit http://www.hed.state.nm.us/Complaint_3.aspx.

Minnesota
Grand Canyon University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, Sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Missouri
Grand Canyon University has been approved to operate by the Missouri Coordinating Board for Higher Education.

Ohio
Grand Canyon University is approved by the Ohio Board of Career Colleges and Schools and any Ohio residents who have a complaint can file a complaint with the Ohio Board of Career Colleges and Schools (35 East Gay Street, Suite 403, Columbus, OH, 43215; 614-466-2752 or toll free 877-275-4219).

Pennsylvania
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.

South Carolina
Grand Canyon University is licensed to recruit SC residents by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201; 803-737-2260; www.che.sc.gov. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality.

Grand Canyon University makes no guarantee that other institutions will accept credits earned at Grand Canyon University. The transfer of course/degree credit is determined by the receiving institution.

Applicant students must consult with their academic advisors concerning eligibility for employment in discipline-related fields.

Tennessee
Grand Canyon University is authorized for operation as a postsecondary education institution by the Tennessee Higher Education Commission. In order to view detailed job placement and graduation information on the programs offered by Grand Canyon University, visit www.state.tn.us/thec and click on the Authorized Institutions Data button.
This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.
If a complaint is not settled at the institutional level, the student may contact the Tennessee Higher Education Commission (404 James Robertson Parkway, Suite 1900, Nashville, TN 37243-0830; 615-741-5293).

Transferability of Credits for Tennessee Students
Credits earned at Grand Canyon University may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Grand Canyon University. You should obtain confirmation that Grand Canyon University will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions to which you may want to transfer credits earned at Grand Canyon University to determine if such institutions will accept credits earned at Grand Canyon University prior to executing an enrollment contract or agreement. The ability to

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transfer credits from Grand Canyon University to another educational institution may be very limited. Your credits may not transfer and you may have to repeat courses previously taken at Grand Canyon University if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of Grand Canyon University and of any other educational institutions to which you may in the future want to transfer the credits earned at Grand Canyon University before you execute an enrollment contract or agreement.

Washington
Grand Canyon University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Grand Canyon University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

This authorization is subject to periodic review and authorizes Grand Canyon University to advertise and recruit for the following degree programs: Associate of Arts, Bachelor of Arts in Christian Studies; Bachelor of Arts in Communications; Bachelor of Arts in Digital Film with an Emphasis in Production; Bachelor of Arts in Digital Film with an Emphasis in Screenwriting; Bachelor of Arts in English Literature; Bachelor of Arts in History; Bachelor of Arts in Interdisciplinary Studies; Bachelor of Science in Accounting; Bachelor of Science in Applied Management; Bachelor of Science in Business Administration; Bachelor of Science in Business Management, Bachelor of Science in Counseling; Bachelor of Science in Elementary Education; Bachelor of Science in Entrepreneurial Studies; Bachelor of Science in Finance and Economics; Bachelor of Science in Health Care Administration; Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care; Bachelor of Science in Justice Studies; Bachelor of Science in Marketing; Bachelor of Science in Medical Imaging Sciences; Bachelor of Science in Nursing (RN to BSN); Bachelor of Science in Psychology; Bachelor of Science in Public Safety and Emergency Management; Bachelor of Science in Respiratory Care; Bachelor of Science in Secondary Education; Bachelor of Science in Sociology; Bachelor of Science in Sports Management; Bridge to Master of Science in Nursing; Ken Blanchard Executive Master of Business Administration; Master of Arts in Christian Studies; Master of Arts in Teaching; Master of Business Administration; Master of Business Administration and Master of Science in Leadership; Master of Business Administration and Master of Science in Nursing; Master of Education in Curriculum and Instruction: Reading; Master of Education in Curriculum and Instruction: Technology; Master of Education in Education Administration; Master of Education in Early Childhood Education (IP/TL); Master of Education in Early Childhood Education (IP/Non-TL); Master of Education in Elementary Education (IP/Non-TL); Master of Education in Secondary Education; Master of Education in Special Education; Master of Education in Special Education for Certified Special Educators; Master of Public Administration; Master of Public Health; Master of Science in Accounting; Master of Science in Addiction Counseling; Master of Science in Criminal Justice; Master of Science in Health Care Administration; Master of Science in Health Care Informatics; Master of Science in Leadership; Master of Science in Nursing: Nursing Education; Master of Science in Nursing: Nursing Leadership in Health Care Systems; Master of Science in Nursing: Health Care Informatics; Master of Science in Professional Counseling; Master of Science in Psychology; and Doctor of Education in Organizational Leadership.

The following programs lead to initial teacher certification or licensure in Arizona, and program applicants are encouraged to check with their state or local credentialing agency regarding applicability in their state: Bachelor of Science in Elementary Education (IP/TL); Bachelor of Science in Elementary Education and Special Education (IP/TL); Bachelor of Science in Secondary Education (IP/TL); Master of Education in Early Childhood Education (IP/TL); Master of Education in Educational Administration (AP/PL); Master of Education in Elementary Education (IP/TL); Master of Education in Secondary Education (IP/TL); Master of Education in Special Education (Cross-Categorical) (IP/TL).

The following programs do not lead to initial building-level administrator certification or licensure, but may lead to professional development credit, and program applicants are encouraged to check with their state or local credentialing agency regarding applicability in their state: Master of Arts in Teaching (AP/CPE); Master of Education in Curriculum and Instruction: Reading (AP/CPE); Master of Education in Curriculum and Instruction: Technology (AP/CPE); 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 (Cross-Categorical) (IP/Non-TL); Master of Education in Special Education for Certified Special Educators (AP/CPE); Master of Education in Teaching English to Speakers of Other Languages (AP/CPE).

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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

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

Historical Sketch

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

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

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

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

Four years later, in 2004, the University was struggling financially and facing the prospect of having to close its doors. Unfortunately, the University did not have a large endowment or donor base to rely upon to help solve its financial crisis. In order to preserve the University, the University was sold to a small group of investors and converted to an investment funded model. The years 2004 – 2008 were difficult for the University as its traditional campus deteriorated while the University focused primarily on online education and financial solvency. Then, in 2008, a management team with experience in Christian education, led by President Brian Mueller and Chief Operating Officer Dr. Stan Meyer, was installed and a new vision was imparted for reinvigorating the campus. In May 2008, the University raised additional funds for campus expansion through an initial public offering. Today, Grand Canyon Education, Inc., d/b/a Grand Canyon University, is a publicly traded company listed under the symbol LOPE on the NASDAQ National Market. Today, the painstaking re-engineering of Arizona's premier private Christian university is making a college education possible – and affordable – for many who could only dream of such an opportunity.

University Board of Directors

- Brent Richardson; Executive Chairman
- Brian Mueller; President/Chief Executive Officer
- Bradley Casper; Director
- Jack Henry; Director
- David Johnson; Director
- Kevin Warren; Director
- Sara Dial; Director

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

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- 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

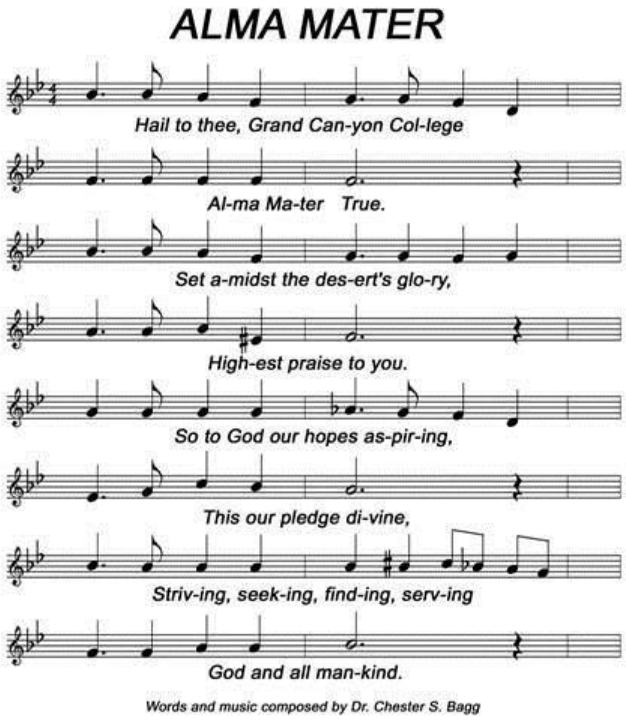
When the Grand Canyon College seal was adopted in 1950, two of its major components were the cross and the cactus. The saguaro cactus rises from its desert setting to signify the intellectual opportunity for Grand Canyon University students, counteracting the arid mental state of uneducated man. The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

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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Degrees Offered

The University offers curricula leading to the degrees of Doctor of Education, Doctor of Philosophy, Doctor of Business Administration, Master of Arts, Master of Education, Master of Business Administration, 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. Additional programmatic admission requirements and transfer policy information can be found within the University Policy Handbook

Doctoral Programs

Doctor of Education Degree in Organizational Leadership

The Doctor of Education Degree (EdD) in Organizational Leadership program is delivered through a combination of online courses and face-to-face residencies. The program's curriculum and instruction is shared by the College of Education and the Ken Blanchard College of Education, 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
- Christian Ministry
- Education and Effective Schools
- Instructional Leadership
- Health Care Administration
- Higher Education Leadership
- Organizational Development
- Special Education

Doctor of Business Administration

The Doctor of Business Administration (DBA) 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:

- Management

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:

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

Master Programs

Master of Arts in Teaching

The Master of Arts in Teaching (Initial Program – Does Not Lead to Teacher Licensure) program is designed for certified elementary and secondary teachers interested in advanced studies in education. Grand Canyon University offers the following emphases for this degree:

- Professional Learning Communities
- Teacher Leadership

Master of Arts in Christian Studies

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

- Emphasis in Christian Leadership
- Emphasis in Pastoral Ministry
- Emphasis in Urban Ministry
- Emphasis in Youth Ministry

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:

- Curriculum and Instruction
  - Reading¢
    - Emphasis in Elementary Education
    - Emphasis in Secondary Education
  - Technology¢
- Early Childhood Education*
- Educational Administration*
- Educational Leadership¢
- Elementary Education*¢
- Secondary Education*¢
- Special Education*¢
- Special Education for Certified Special Educators¢
- Teaching English to Speakers of Other Languages¢

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

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
  - Finance
  - Health Systems Management
  - Leadership
  - Marketing
  - Strategic Human Resource Management
- MBA/MS in Leadership (Dual Degree)
- MBA/MS in Nursing (Dual Degree)

Additional Degree Programs:

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- Corporate Master of Business Administration (Population-Specific)
- Executive Master of Business Administration

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

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
- Addiction Counseling
- Criminal Justice
    - Emphasis in Law Enforcement
    - Emphasis in Legal Studies
- Health Care Administration
- Health Care Informatics
- Leadership
- Disaster Preparedness and Executive Fire Leadership
- Nursing
    - Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology
    - Adult Clinical Nurse Specialist with an Emphasis in Adult-Gerontology
    - Family Nurse Practitioner
    - Nursing Education
    - Nursing Leadership in Health Care Systems
    - Public Health
    - Health Care Informatics
- Professional Counseling
- Psychology
    - Emphasis in General Psychology
    - Emphasis in Industrial and Organizational Psychology

Baccalaureate Programs

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

- Christian Studies
    - Emphasis in Biblical Studies
    - Emphasis in Youth Ministry
- Communications
- Dance Education*
- Digital Design
    - Emphasis in Animation
    - Emphasis in Web Design
- Digital Film
    - Emphasis in Production
    - Emphasis in Screenwriting
- English Literature
- History
- Music
    - Emphasis in Piano
    - Emphasis in Voice
- Music Education
    - Instrumental
- Theatre and Drama
- Theatre Education*

*Initial Program – Leads to Teacher Licensure

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

- Accounting
- Applied Management
- Athletic Training
- Biology
    - Emphasis in Pre-Medicine
    - Emphasis in Pre-Pharmacy
    - Emphasis in Pre-Physician Assistant
    - Emphasis in Pre-Physical Therapy
- Business Administration
    - Emphasis in Business Intelligence
- Business Management
- Counseling
    - Emphasis in Addiction, Chemical Dependency, and Substance Abuse
- Early Childhood Education*
- Elementary Education
    - Emphasis in English*
    - Emphasis in Math*
    - Emphasis in Science*
    - Elementary Education/Special Education (Dual Major)*
- Entrepreneurial Studies
- Exercise Science
    - Emphasis in Health Education
    - Emphasis in Physical Education
- Finance and Economics
- Forensic Science
- Health Care Administration
- Health Sciences: Professional Development and Advanced Patient Care
- Justice Studies
- Marketing
- Nursing
    - Pre-licensure Program
    - Registered Nurse to BSN
- Psychology
- Public Safety Administration (Population-Specific)
- Public Safety and Emergency Management
- Secondary Education
    - Emphasis in Biology*
    - Emphasis in Business Education*
    - Emphasis in Chemistry*
    - Emphasis in English*
    - Emphasis in Math*
    - Emphasis in Physical Education*
- Sociology
- Sports Management

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*Initial Program – Leads to Teacher Licensure

Graduate and Undergraduate Certificates

Post Master of Science – Nursing Certificates

- Acute Care Nurse Practitioner
- Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology
- Adult Clinical Nurse Specialist
- Adult Clinical Nurse Specialist with an Emphasis in Adult-Gerontology
- Family Nurse Practitioner
- Nursing Education

Minors

- Accounting
- Athletic Coaching
- Biblical Studies
- Business Adminstration
- Business Management
- Christian Studies
- Dance Education
- Digital Design
- Digital Film
- Entrepreneurial Studies
- Finance and Economics
- Marketing
- Music – Instrumental
- Music – Piano
- Music – Vocal
- Pre-Medicine
- Military Service (ROTC)
- Sports Management
- Spanish
- Theatre

Although a degree program may be listed as offered on the traditional campus, students should contact an Enrollment Counselor or Student Services Advisor for program schedules.

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General Education Requirements – Bachelor of Arts

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.

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	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[Δ] ▪ ENG-106: English Composition II, 4 credits[Δ] ▪ 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

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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Competency	Requirements	GCU Course Options	Total Credits
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-100: Psychology in Everyday Life, 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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General Education Requirements – Bachelor of Science

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.

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-108: University Success in the College of Education, 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[Δ] ▪ ENG-106: English Composition II, 4 credits[Δ]	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

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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Competency	Requirements	GCU Course Options	Total Credits
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, theology, 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-134: Applications of 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-221: Themes in U.S. History, 4 credits ▪ PSY-100: Psychology in Everyday Life, 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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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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General Education Requirements - Minnesota Bachelor of Arts

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.

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.	▪ UNV-103/303: University Success, 4 credits (Required) ▪ UNV-108: University Success in the College of Education, 4 credits	4 credits
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 6 credits.	▪ ENG-105: English Composition I, 4 credits ▪ UNV-104: 21st Century Skills: Communication and Information Literacy, 4 credits	6 credits
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 8 credits of intermediate algebra or higher.	▪ MAT-134: Applications of Algebra, 4 credits ▪ MAT-260: College Geometry, 4 credits	8 credits
Global Awareness, Perspectives, and Ethics, and Humanities	Graduates of Grand Canyon University will be able to demonstrate a global perspective and an awareness and appreciation of the scope and variety of literary works as expressions of individual or broader human values. Graduates will demonstrate information literacy which will enable them to locate and analyze information from a variety of sources.	▪ CWV-101/301: Christian Worldview, 4 credits ▪ PHI-105: 21st Century Skills: Critical Thinking and Problem Solving, 4 credits	8 credits
Social Sciences	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, as well as examine social institutions and processes across a range of historical periods, social structures, and cultures.	▪ PSY-100: Psychology in Everyday Life, 4 credits ▪ SOC-100: Everyday Sociology, 4 credits	8 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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Competency	Requirements	GCU Course Options	Total Credits
General Education Electives	Minnesota students must complete ten (10) more credits, which may be taken from any of the following content areas: Communications/English, Math/Natural Science, Humanities, Social Science.	▪ ENG-106: English Composition II, 4 credits ▪ COM-231: Persuasive Theory, 4 credits	10 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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General Education Requirements - Minnesota Bachelor of Science

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.

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.	▪ UNV-103/303: University Success, 4 credits (Required) ▪ UNV-108: University Success in the College of Education, 4 credits	4 credits
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 6 credits.	▪ ENG-105: English Composition I, 4 credits ▪ UNV-104: 21st Century Skills: Communication and Information Literacy, 4 credits	6 credits
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 8 credits of intermediate algebra or higher.	▪ MAT-134: Applications of Algebra, 4 credits ▪ MAT-260: College Geometry, 4 credits	8 credits
Global Awareness, Perspectives, and Ethics, and Humanities	Graduates of Grand Canyon University will be able to demonstrate a global perspective and an awareness and appreciation of the scope and variety of literary works as expressions of individual or broader human values. Graduates will demonstrate information literacy which will enable them to locate and analyze information from a variety of sources.	▪ CWV-101/301: Christian Worldview, 4 credits ▪ PHI-105: 21st Century Skills: Critical Thinking and Problem Solving, 4 credits	8 credits
Social Sciences	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, as well as examine social institutions and processes across a range of historical periods, social structures, and cultures.	▪ SOC-100: Everyday Sociology, 4 credits ▪ PSY-100: Psychology in Everyday Life, 4 credits	8 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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General Education Information

Requirements for Minnesota Students

Minnesota students please refer to the Minnesota-specific General Education requirements above, and consult their Student Service Advisor (SSA) 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 above and complete the sequence of general education courses in the following order:

Bachelor of Arts	Bachelor of Science
1. UNV-103/303	13. UNV-103/303
2. UNV-104	14. UNV-104
3. PSY-100	15. PHI-105
4. ENG-105$^{\Delta}$	16. ENG-105$^{\Delta}$
5. DFP-101	17. PSY-100
6. CWV-101/301	18. CWV-101/301
7. Major Course 1	19. Major Course 1
8. ENG-106$^{\Delta}$	20. ENG-106$^{\Delta}$
9. MAT-144	21. BIO-220
10. Major Course 2	22. Major Course 2
11. INT-244	23. SOC-100
12. COM-263	24. MAT-134

Students enrolled in ground programs may have a wider variety of options available in which to satisfy their general education requirements. Please contact your Student Service Advisor (SSA).

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*Campus/Off-site only | $^{\Delta}$ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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Honors Institute

Honors Institute Description

Grand Canyon University's Honors Institute 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 Institute. 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. Academically, the program consists of three general education courses, 8-9 credits of major coursework, and four annual symposia.

Honors Institute Mission

The honors program at Grand Canyon University is designed to produce exemplary graduates who are uniquely equipped to lead and serve in both the workplace and local and global communities. Academically advanced students participate in curricular and co-curricular experiences which are rigorous, meaningful, interdisciplinary, and unique to the honors community. The focus is on developing a depth and breadth of understanding of content within a challenging curriculum that holistically integrates faith, theory, practice and research. The goal of the honors program is to develop servant leaders and change agents who are primed to enter the world with a competitive advantage over their contemporaries in the fields of problem solving, communication, critical thinking, evidence-based decision making, and cultural awareness.

Honors Institute 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 Institute. The honors program in each college requires 20-21 credits in special honors coursework as well as four annual symposia. The annual symposia are worth 0 credits, but they are mandatory.

Degree Requirements

Total Honors General Education	12 credits
All Honors General Education Coursework will apply to the General Education requirement.	
Total Honors Major Coursework	8-9 credits
Total Honors Institute Coursework	20-21 credits

Required Honors Coursework

UNV-106HON≠	A Ripple in the Pond: From Idea to Impact	4 credits
CWV-106HON≠	Christianity: Story, Theology, and Mission	4 credits
HON-106≠	Freshman Symposium on Ethics: Culture, Perception, and Action	0 credits
ENG-206HON≠	The Power of Media: Social and Critical Approaches	4 credits
HON-206≠	Sophomore Symposium on Research: Ways of Thinking and Knowing	0 credits
HON-306≠	Junior Symposium on Service: Human Connections	0 credits
HON-406≠	Senior Symposium on Leadership: The Last Shall Be First	0 credits
Total General Education Honors Coursework		12 credits

Honors Major courses will be designated with the symbol ≠. Most colleges require two honors courses in the major (4 credits each) for a total of 8 credits. However, certain majors in the College of Nursing and Health Care Professionals and the College of Fine Arts and Production require three honors courses in the major (for a total of 9 credits).

For questions, please review the Honors Institute website for additional details at www.gcu.edu/honors or contact the Director of the Honors Institute at GCUHonors@gcu.edu or (602) 639-7316.

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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The College of Arts and Sciences

College Description

The College of Arts and Sciences exemplifies a premier education at a private Christian university where quality instruction and student learning are the primary objectives. With an average class size of less than 25 to 1 and instructors that are primarily dedicated to the highest quality instruction and success of students, the college provides a premier learning environment and opportunity for mastery of course material. In addition to the high quality learning environment provided by the college in each course, faculty and staff work closely with students outside of the classroom to create a supportive extracurricular environment focused on students' personal growth, community awareness, and professional development. Graduates from the College of Arts and Sciences at Grand Canyon University can be confident that they have received the highest levels of academic preparation and personal support in the nation, providing them with the knowledge, skills, and values necessary to be leading critical thinkers, global citizens, effective communicators, and responsible servant leaders in their profession and in society.

College Vision

The College of Arts and Sciences at Grand Canyon University is one of the nation's leading educational institutions at preparing students to participate in and contribute to society and the workplace with the necessary skills, knowledge, and ambition to improve other individuals' lives and societies' conditions.

College Mission

The College of Arts and Science's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional achievement, responsible global citizenship, and servant leadership in accordance with the University's vision, mission, and Christian heritage.

The college's general education curriculum provides the groundwork upon which all educational experiences of undergraduate students at Grand Canyon University are built. Skills in critical thinking, problem solving, integration of faith and discipline, global awareness, effective communication, and servant leadership are introduced and developed through introductory courses in composition, communication and information literacy, philosophy, history, psychology, sociology, mathematics, and science.

The College of Arts and Sciences embraces and supports the culture and Christian heritage of the University through which it promotes a spirit of servant leadership within all the College's faculty, staff, and learners, thus creating strong and broad educational and external communities within which they can minister and serve.

The College of Arts and Sciences is committed to providing the most engaging and rewarding educational experience to all of its students regardless of program, educational level, age, prior experiences, professional status, learning platform, or distance from the main campus.

The College of Arts and Sciences supports development of a strong graduate culture through which students are able to take ownership, pride, and responsibility for developing meaningful networks, mastery of their disciplines, and unique areas of interest.

The College of Arts and Sciences exists to nourish students' individual lives and fosters their development as imaginative, engaged leaders who will use their skills and character to address the needs and challenges of the larger world.

Biomedical and Health Sciences Programs

The Biomedical and Health Science programs teach students how basic and applied sciences relate to life, death, disease, wellness, medical intervention, diagnosis, medical research, therapy, and patient care. The programs also introduce students to the structure and operations of health care systems, biomedical ethical issues or concerns, and intercultural and spiritual components of patient care. Graduates of the Biomedical and Health Science programs will enter or advance through graduate medical education, health care practice, or the clinical lab workforce with a solid understanding of the integration between mind, body, and spirit as it relates to patient care, personal wellness, and the treatment or diagnosis of disease or death.

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), veterinary admission test (VCAT) 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	36-40 credits
Total Electives	8-12 credits
Total Pre-Medicine Major	72 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Medicine	120 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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Required General Education

One of the following two courses:

UNV-103	University Success	4 credits
UNV-303	University Success	4 credits

One of the following two courses:

CWV-101	Christian Worldview	4 credits
CWV-301	Christian Worldview	4 credits

One of the following:

MAT-250	College Algebra and Trigonometry (or a college algebra course taken at another accredited institution)	4 credits

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ENG-105[Δ]	English Composition I	4 credits
ENG-106[Δ]	English Composition II	4 credits
MAT-274	Probability and Statistics	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
PSY-102	General Psychology	4 credits
SOC-102	Principles of Sociology	4 credits
Total Required General Education		36 credits

Pre-Medicine Major

BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit
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-457≠	Genetics	4 credits
BIO-483≠	Pathophysiology	4 credits
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
CHM-451	Pharmacology I	4 credits
HLT-302	Spirituality and Christian Values in Health Care and Wellness	4 credits
HLT-305	Legal and Ethical Principles in Health Care	4 credits
HLT-411	Global Health Issues	4 credits
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
PSY-361	Attitude and Social Behavior	4 credits
Total Pre-Medicine Major		72 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	40 credits
Total Electives	8 credits
Total Pre-Pharmacy Major	72 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Pharmacy	120 credits

Required General Education

One of the following two courses:

UNV-103	University Success	4 credits
UNV-303	University Success	4 credits

One of the following two courses:

CWV-101	Christian Worldview	4 credits
CWV-301	Christian Worldview	4 credits

_____

ENG-105[Δ]	English Composition I	4 credits
ENG-106[Δ]	English Composition II	4 credits
COM-210	Public Speaking	4 credits
MAT-274	Probability and Statistics	4 credits
MAT-351	Calculus for Biomedical Sciences	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
PSY-102	General Psychology	4 credits
SOC-102	Principles of Sociology	4 credits
Total Required General Education		40 credits

Pre-Pharmacy Major

BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit
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

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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BIO-202L	Human Anatomy and Physiology II Lab	1 credit
BIO-205	Microbiology	3 credits
BIO-205L	Microbiology Lab	1 credit
BIO-457≠	Genetics	4 credits
BIO-483≠	Pathophysiology	4 credits
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
CHM-451	Pharmacology I	4 credits
CHM-452	Pharmacology II	4 credits
ECN-220	Introduction to Economics	4 credits
HLT-302	Spirituality and Christian Values in Health Care and Wellness	4 credits
HLT-305	Legal and Ethical Principles in Health Care	4 credits
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
Total Pre-Pharmacy Major		72 credits

Bachelor of Science in Biology with an Emphasis in Pre-Physical Therapy

The Bachelor of Science in Biology 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	36-40 credits
Total Electives	8-12 credits
Total Pre-Physical Therapy Major	72 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Physical Therapy	120 credits

Required General Education

One of the following two courses:

UNV-103	University Success	4 credits
UNV-303	University Success	4 credits

One of the following two courses:

CWV-101	Christian Worldview	4 credits
CWV-301	Christian Worldview	4 credits
	_____	
ENG-105Δ	English Composition I	4 credits
ENG-106Δ	English Composition II	4 credits
MAT-250	College Algebra and Trigonometry	4 credits
MAT-274	Probability and Statistics	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
PSY-102	General Psychology	4 credits
SOC-102	Principles of Sociology	4 credits
Total Required General Education		36 credits

Pre-Physical Therapy Major

BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit
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-457≠	Genetics	4 credits
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
EXS-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS-214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
EXS-340≠	Physiology of Exercise	3 credits
EXS-340L≠	Physiology of Exercise Lab	1 credit
EXS-370	Pharmacology: Drug Use and Abuse	4 credits
EXS-458≠	Theory and Practice of Strength and Conditioning	4 credits
HLT-302	Spirituality and Christian Values in Health Care and Wellness	4 credits
HLT-305	Legal and Ethical Principles in Health Care	4 credits
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
PSY-352	Health Psychology	4 credits
PSY-357	Lifespan Development	4 credits
PSY-361	Attitude and Social Behavior	4 credits
Total Pre-Physical Therapy Major		72 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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Bachelor of Science in Biology with an Emphasis in 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	36-40 credits
Total Electives	8-12 credits
Total Pre-Physician's Assistant Major	72 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Physician's Assistant	120 credits

Required General Education

One of the following two courses:

UNV-103	University Success	4 credits
UNV-303	University Success	4 credits

One of the following two courses:

CWV-101	Christian Worldview	4 credits
CWV-301	Christian Worldview	4 credits

ENG-105[Δ]	English Composition I	4 credits
ENG-106[Δ]	English Composition II	4 credits
MAT-274	Probability and Statistics	4 credits
MAT-250	College Algebra and Trigonometry	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
PSY-102	General Psychology	4 credits
SOC-102	Principles of Sociology	4 credits
Total Required General Education		36 credits

Pre-Physician's Assistant Major

BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit
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
BIO-457≠	Genetics	4 credits
BIO-483≠	Pathophysiology	4 credits
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
HLT-302	Spirituality and Christian Values in Health Care and Wellness	4 credits
HLT-305	Legal and Ethical Principles in Health Care	4 credits
HLT-411	Global Health Issues	4 credits
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
PSY-352	Health Psychology	4 credits
Total Pre-Physician's Assistant Major		72 credits

Bachelor of Science in Exercise Science with an Emphasis in Health Education

The Bachelor of Science in Exercise Science with an Emphasis in Health Education program offers a blend of classroom instruction and clinical experience designed to prepare students for entry into the fitness industry as a personal trainer or strength coach, health and fitness instructor, or exercise leader. The program can lead—along with practical experience—to eligibility for certification in any of several areas with the American College of Sports Medicine and/or the National Strength and Conditioning Association (or any of the national aerobics instructor certifications). This emphasis will also provide competency in personal and group health instruction to prepare students as health and wellness educators. This career path is for anyone who wants to work directly with student/clients in the areas of disease prevention, physical fitness, wellness, and health enhancement.

Degree Requirements

Total General Education	34-40 credits
Total Exercise Science Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Health Education	120 credits

Exercise Science Major

BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
PED-200	Lifetime Personal Wellness and Teaching of Fitness	4 credits
EXS-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS-214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit

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PED-247[Δ]	Teaching Strategy in Physical Education and Exercise Science	4 credits
EXS-340≠	Physiology of Exercise	3 credits
EXS-340L≠	Physiology of Exercise Lab	1 credit
BIO-319	Applied Nutrition	4 credits
PED-251	Teaching of Team Sports and Individual Activities I	4 credits
HLT-380	Principles of Public and Environmental Health	4 credits
EXS-458≠	Theory and Practice of Strength and Conditioning	4 credits
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
HLT-302	Spirituality and Christian Values in Health Care and Wellness	4 credits
EXS-420	Management in Athletic Training, Health, and Athletics	4 credits
EXS-370	Pharmacology: Drug Use and Abuse	4 credits
HLT-485	Methods of Teaching Health and Measuring in Exercise Science	4 credits
HLT-305	Legal and Ethical Principles in Health Care	4 credits
Total Exercise Science Major		60 credits

Bachelor of Science in Exercise Science with an Emphasis in Physical Education

The Bachelor of Science in Exercise Science with an Emphasis in Physical Education program offers a blend of classroom instruction and clinical experience designed to prepare students with necessary skills in physical education, fitness instruction, and recreational leadership. The program is designed to provide methods and procedures to students through physical education knowledge and an understanding of personal wellness. The program is aligned with the standards set by the National Association for Sport and Physical Education (NASPE) and is well-suited for students interested in the field of exercise science.

Degree Requirements

Total General Education	34-40 credits
Total Exercise Science Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Physical Education	120 credits

Exercise Science Major

BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
PED-200	Lifetime Personal Wellness and Teaching of Fitness	4 credit
EXS-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS-214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
PED-247[Δ]	Teaching Strategy in Physical Education and Exercise Science	4 credits
EXS-340≠	Physiology of Exercise	3 credits
EXS-340L≠	Physiology of Exercise Lab	1 credit
BIO-319	Applied Nutrition	4 credits
PED-251	Teaching of Team Sports and Individual Activities I	4 credits
PED-263	Teaching of Team Sports and Individual Activities II	4 credits
HLT-485	Methods of Teaching Health and Measuring in Exercise Science	4 credits
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
HLT-302	Spirituality and Christian Values in Health Care and Wellness	4 credits
PED-405	Elementary School Physical Education	4 credits
PED-344	Physical Education for Special Populations	4 credits
PED-415≠	Secondary School Physical Education	4 credits
HLT-305	Legal and Ethical Principles in Health Care	4 credits
Total Exercise Science 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 forensic science. 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 government 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's or Ph.D. level.

Degree Requirements

Total General Education	34-40 credits

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Total Forensic Science Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Forensic Science	120 credits

Required General Education Coursework

One of the following two courses:

UNV-103	UNV-103	UNV-103
UNV-303	UNV-303	UNV-303

One of the following two courses:

CWV-101	CWV-101	CWV-101
CWV-301	CWV-301	CWV-301

ENG-105	English Composition I	4 credits
COM-210	Public Speaking	4 credits
MAT-274	Probability and Statistics	4 credits
MAT-351	Calculus for Biomedical Sciences	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
JUS-230	Fundamentals of Criminal Law	4 credits
Total Required General Education Coursework		36 credits

Forensic 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-457	Genetics	4 credits
BIO-440≠	Body Fluid and DNA Analysis	4 credits
BIO-460	Toxicology	4 credits
BIO-483≠	Pathophysiology	4 credits
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
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
JUS-255	Crime Scene Processing	3 credits
JUS-255L	Crime Scene Processing Lab	1 credit
JUS-265	Physical Evidence I	3 credits
JUS-265L	Physical Evidence I Lab	1 credit
JUS-275	Physical Evidence II	3 credits
JUS-275L	Physical Evidence II 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
SCI-498	Senior Capstone in Forensic Science	4 credits
Total Forensic Science Major		72 credits

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

Grand Canyon University's Bachelor of Arts in Communications program develops leaders in the fields of human communication and media. The program is built on a values-based liberal arts foundation. Students develop the knowledge, creativity, and intermodal communication skills necessary to design and deliver compelling messages.

Degree Requirements

Total General Education	34-40 credits

Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.

Total Communications Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Communications	120 credits

Communications Major

COM-126	Communications and the Media	4 credits
COM-151	History and Criticism of Visual Media	4 credits
COM-231	Persuasive Theory	4 credits
PHI-305	Ethical Thinking in the Liberal Arts	4 credits
COM-302≠	Writing for the Media	4 credits
COM-311	Principles of Public Relations	4 credits
COM-315	Intercultural Communications	4 credits
COM-321≠	Public Relations Writing and Design	4 credits
COM-331	Visual Media and Storytelling	4 credits
COM-435	Consumer Communications and Behavior	4 credits
COM-445	Communication Issues and Critical Thinking	4 credits
Total Communications Major		44 credits

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Bachelor of Arts in English Literature

Grand Canyon University's Bachelor of Arts in English Literature program is designed to provide its majors with a general knowledge of the history of English and American literature and specific knowledge of selected authors, periods, and genres. Students will acquire skills and practice in written and oral communication, critical thinking about literary and other texts, and grammar and linguistics relevant to primary and secondary teaching. Students will gain a critical appreciation for literature and recognize the broad value of literature and its potential to expand students' perspectives and transform their visions of the world.

Degree Requirements

Total General Education	34-40 credits

Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.

Total English Literature Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in English Literature	120 credits

English Literature Major

ENG-250	Analysis of World Literature	4 credits
ENG-260	English Literature I	4 credits
ENG-270≠	English Literature II	4 credits
PHI-305	Ethical Thinking in the Liberal Arts	4 credits
ENG-350	American Literature I	4 credits
ENG-353	American Literature II	4 credits
ENG-358	Introduction to English Grammar and Linguistics	4 credits
ENG-450	Shakespeare	4 credits
ENG-425	Major Author	4 credits
ENG-424	Literary Movement	4 credits
ENG-356	The Short Story	4 credits
ENG-460≠	The Novel	4 credits
Total English Literature Major		48 credits

Bachelor of Arts in History

Grand Canyon University's Bachelor of Arts in History program entails the study of diverse world cultures. The degree allows students to develop the skills and knowledge associated with a liberal arts degree, while giving graduates the analytical skills necessary to compete in a global economy. The degree also prepares students for graduate studies in history, law, and related fields.

Degree Requirements

Total General Education	34-40 credits

Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.

Total History Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in History	120 credits

History Major

HIS-221	Themes in U. S. History	4 credits
HIS-109	World Civilization	4 credits
HIS-247	History and Historians	4 credits
PHI-305	Ethical Thinking in the Liberal Arts	4 credits
HIS-310≠	Civil War and Reconstruction	4 credits
HIS-318	Near-Eastern History	4 credits
HIS-320	Modern Middle East	4 credits
HIS-331	20th Century World	4 credits
HIS-344≠	Colonial and Revolutionary America	4 credits
HIS-354	England to 1688	4 credits
HIS-460	Russian History	4 credits
HIS-465	History of Modern East Asia	4 credits
Total History Major		48 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 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

Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.

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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 Community Education in the Treatment of Addiction and Substance Use Disorders	4 credits
PCN-360	Domestic Violence and Child and Elder Abuse in Families With Addiction and Substance Use Disorders	4 credits
PCN-365≠	Advanced Counseling Theories for Addiction and Substance Use Disorder Counselors	4 credits
PCN-370Δ	Psychopathology and Advanced Treatment Issues for Special Populations With Addiction and Substance Use Disorders	4 credits
PCN-373	Spirituality and Addiction	4 credits
PCN-404≠Δ	Professional, Legal, and Ethical Issues for Addiction and Substance Use Disorder Counselors	4 credits
PCN-475	Treatment of Addiction and Substance Use Disorders in 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
Total 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-490	Practicum	4 credits
PCN-491	Practicum II	4 credits
Total Additional Practicum Coursework		4-8 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

Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.

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-110	Crime and Criminology	4 credits
JUS-250	Critical Issues in Criminal Justice	4 credits
PHI-305	Ethical Thinking in the Liberal Arts	4 credits
JUS-320	The Police Function	4 credits
JUS-325≠Δ	The Adjudication Function	4 credits
JUS-330	The Correctional Function	4 credits
JUS-430	Criminal Law	4 credits
JUS-435	Criminal Procedure	4 credits
JUS-452≠	Juvenile Delinquency and Justice	4 credits
SOC-400	Social Research and Statistics	4 credits
JUS-442	Terrorism's Impact on Emergency Management	4 credits
Total Justice Studies Major		48 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

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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
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Psychology Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Science in Psychology	120 credits

Psychology Major

PSY-102	General Psychology	4 credits
PSY-225	Human Sexuality	4 credits
PSY-255	Personality Psychology	4 credits
PHI-305	Ethical Thinking in the Liberal Arts	4 credits
PSY-357	Lifespan Development	4 credits
PSY-369≠	Social Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
PSY-356	Learning and Cognition	4 credits
PSY-352	Health Psychology	4 credits
PSY-452	Experimental Psychology	4 credits
PSY-470≠	Abnormal Psychology	4 credits
PSY-460	Fundamentals of Counseling and Guidance	4 credits
Total Psychology Major		48 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 structures upon human social behavior in its many diverse contexts.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Sociology Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Science in Sociology	120 credits

Sociology Major

SOC-102	Principles of Sociology	4 credits
SOC-220	Social Problems	4 credits
PSY-225	Human Sexuality	4 credits
PHI-305	Ethical Thinking in the Liberal Arts	4 credits
SOC-315	Cultural Anthropology	4 credits
SOC-320	Marriage and Family	4 credits
SOC-415	American Minority Peoples	4 credits
SOC-400	Social Research and Statistics	4 credits
PSY-369	Social Psychology	4 credits
SOC-417≠	Sociological Theory	4 credits
SOC-410≠	Social Inequality and Stratification	4 credits
Total Sociology Major		44 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.

UNV-502	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-622	Pre-Practicum	2 credits
PCN-662A	Practicum/Internship I	2 credits
Total Master of Science in Addiction Counseling		36 credits

Master of Science in Criminal Justice with an Emphasis in Law Enforcement

The 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

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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. This program also prepares students for work in legal foundations where in-depth issues are contended.

UNV-503	Introduction to Graduate Studies in the Liberal Arts	2 credits
JUS-505	Critical Issues in Criminal Justice	4 credits
JUS-521	Criminal Investigations	4 credits
JUS-510	Research Methods	4 credits
JUS-610	Forensic Psychology	4 credits
JUS-520	Restorative Justice	4 credits
JUS-515	Organizational Behavior and Leadership in Criminal Justice	4 credits
JUS-620	Exploration of Law and Public Policy	4 credits
JUS-524	Terrorism and Homeland Security	4 credits
JUS-618	Ethics and Liability for Policing and Corrections	4 credits
JUS-652	Capstone	2 credits
Total Master of Science in Criminal Justice with an Emphasis in Law Enforcement		40 credits

Master of Science in Criminal Justice with an Emphasis in Legal Studies

The 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 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. This program also prepares students for work in legal foundations where in-depth issues are contended.

UNV-503	Introduction to Graduate Studies in the Liberal Arts	2 credits
JUS-505	Critical Issues in Criminal Justice	4 credits
JUS-531	Constitutional Issues in Criminal Justice	4 credits
JUS-510	Research Methods	4 credits
JUS-610	Forensic Psychology	4 credits
JUS-520	Restorative Justice	4 credits
JUS-515	Organizational Behavior and Leadership in Criminal Justice	4 credits
JUS-620	Exploration of Law and Public Policy	4 credits
JUS-630	International Law	4 credits
JUS-635	Legal Research	4 credits
JUS-652	Capstone	2 credits
Total Master of Science in Criminal Justice with an Emphasis in Legal Studies		40 credits

Master of Science in Professional Counseling

The Master of Science in Professional Counseling Degree requires 62 credit hours. The program's courses were chosen to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC) and by Arizona Board of Behavioral Health Examiners. A Master's Degree in Counseling is a required step in 48 states including Arizona for individuals seeking to become licensed as counselors. Graduates from this program of study are prepared to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Counselor (LAC)
- Licensed Professional Counselor (LPC)
- Licensed Associate Substance Abuse Counselor (LASAC)
- Licensed Independent Substance Abuse Counselor (LISAC)

Additionally, graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective states.

UNV-502	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
PCN-509	Social and Cultural Diversity Issues in Counseling	3 credits
PCN-527	Psychopharmacology and Addictions	3 credits
PCN-530	Human Sexuality, Aging, and Long-Term Care	3 credits
PCN-515	Counseling Skills in the Helping Relationships	3 credits
PCN-518	Human Growth and Development	3 credits
PCN-521	Marriage and Family Therapy	3 credits
PCN-545	Spousal and Child Abuse, Crisis, and Trauma Counseling	3 credits
PCN-523	Tests and Appraisal in Counseling	3 credits
PCN-525	Career Development and Counseling	3 credits
PCN-540	Research Methods	3 credits
PCN-610	Diagnostics, Assessment, and Treatment	3 credits
PCN-605	Psychopathology and Counseling	3 credits
PCN-644	Evaulation of Mental and Emotional Status	2 credits
PCN-622	Pre-Practicum	2 credits

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PCN-662A	Practicum/Internship I	2 credits
PCN-662B	Practicum/Internship II	2 credits
PCN-662C	Practicum/Internship III	2 credits
PCN-662D	Practicum/Internship VI	2 credits
Total Master of Science in Professional Counseling		62 credits

Students who are Florida residents must complete the Florida-specific requirements to meet the standards for certification/licensure in that state, students must take the following course in place of PCN-521: Marriage and Therapy:

PCN-643	Counseling in Community Settings	3 credits
Total Additional Practicum Coursework		3 credits

Master of Science in Psychology with an Emphasis in General Psychology

The Master of Science in Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The program focuses on the development of critical thinking and leadership qualities. Graduates with these attributes impact those around them through leadership, action research, and introduction of programmatic community changes whether they are acting from the perspective of teachers, practitioners, or researchers.

UNV-503	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-692	Capstone Course	2 credits
Total Master of Science in Psychology with an Emphasis in General Psychology		36 credits

Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology

The Master of Science in Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The program focuses on the development of critical thinking and leadership qualities. Graduates with these attributes impact those around them through leadership, action research, and introduction of programmatic community changes whether they are acting from the perspective of teachers, practitioners, or researchers.

UNV-503	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-692	Capstone Course	2 credits
Total Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology		36 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.

BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
EXS-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS-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 6 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
PED-331	Coaching Wrestling: Theory and Practice	4 credits
Total Minor in Athletic Coaching		24 credits

Minor in Military Service (ROTC)

Within this minor, the EPE-105 can be taken multiple times to achieve the 38 total credits required, and the HIS-231 can be applied to the General Education requirement if it is not already specified in the student's program of study. ROTC cadets are required to take MSL-303 in lieu of MSL-205.

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EPE-105	Physical Fitness Training	1 credit
MSL-101	Introduction to Leadership and Personal Development	3 credits
MSL-102	Introduction to Tactical Leadership	3 credits
MSL-201	Innovative Team Leadership	3 credits
MSL-202	Foundation of Tactical Leadership	3 credits
Choose 1 of the following 2 courses:		
MSL-205	Leader's Training Course	4 credits
MSL-303	National Advanced Leadership CAMP	4 credits
	_____	
MSL-294	Desert Ranger	3 credits
MSL-301	Adaptive Team Leadership	3 credits
MSL-302	Applied Team Leadership	3 credits
MSL-401	Adaptive Leadership	3 credits
MSL-402	Leadership in a Complex World	3 credits
Choose 1 of the following 3 courses:		
HIS-231	American Military History	3 credits
MSL-410	American Defense Policy I	3 credits
MSL-412	American Defense Policy II	3 credits
Total Minor in Military Service (ROTC)		38 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.

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
Total Minor in Pre-Medicine		36 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.

SPA-214	Intermediate Spanish I	4 credits
SPA-224	Intermediate Spanish II	4 credits
SPA-309	Spanish Conversation	4 credits
SPA-310	Spanish Composition and Grammar	4 credits
SPA-320	Contemporary Issues	4 credits
SPA-341	Introduction to Literature in Spanish	4 credits
Total Minor in Spanish		24 credits

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The Ken Blanchard College of Business

College Description

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

College Mission

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

College Features

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

School of Business Studies

The School of Business Studies exists to serve both undergraduates who are preparing to initiate careers and working professionals who are seeking to develop their careers further. 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, Executive Master of Business Administration, and Master of Business Administration.

School of Business Studies: Undergraduate Programs

The School of Business Studies offers a Bachelor of Science (BS) degree with majors in Accounting, Business Administration, Entrepreneurial Studies, Finance and Economics, Marketing, and Sports 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 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

Grand Canyon University's Bachelor of Science in Accounting 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 prepares students for professional practice in corporate accounting, corporate finance, or public accounting. Completing the requirements for the accounting major qualifies students to sit for the Certified Management Accountant (CMA) exam and the Certified Public Accountant (CPA) exam in most states.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Accounting Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Science in Accounting Program Credits	120 credits

Accounting Major

MKT-245	Principles of Marketing	4 credits
ECN-220≠	Introduction to Economics	4 credits
ACC-250	Financial Accounting	4 credits
ACC-350	Managerial Accounting	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-352	Business Statistics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ACC-370	Intermediate Accounting I	4 credits
ACC-371	Intermediate Accounting II	4 credits
ACC-360	Cost Accounting	4 credits
ACC-460	Taxation	4 credits
ACC-485	Advanced Accounting	4 credits
MGT-455	Production/ Operations Management	4 credits

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ACC-491	Auditing	4 credits
BUS-485≠Δ	Strategic Management	4 credits
Total Accounting Major		64 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
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Business Administration Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Business Administration	120 credits

Business Administration Major

MKT-245	Principles of Marketing	4 credits
ECN-220≠	Introduction to Economics	4 credits
ACC-250	Financial Accounting	4 credits
ACC-350	Managerial Accounting	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-352	Business Statistics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ECN-360	Intermediate Economics	4 credits
FIN-450	Intermediate Finance	4 credits
ACC-486	Financial Statement Analysis	4 credits
MGT-455	Production/Operations Management	4 credits
MKT-450	Marketing Management	4 credits
BUS-485≠Δ	Strategic Management Δ	4 credits
Total Business Administration Major		56 credits

Bachelor of Science in Business Administration with an Emphasis in Business Intelligence

Grand Canyon University's Bachelor of Science in Business Administration with an Emphasis in Business Intelligence program prepares student for career options which include business analyst, project manager, quality assurance, e-business and m-business solution manager, and business intelligence. Students completing the program complete coursework that addresses the key functional areas of management, accounting, finance, and marketing. Students also apply business intelligence knowledge and skills within a real-world environment, preparing graduates for entry-level management of information systems positions in business.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Business Administration with an Emphasis in Business Intelligence Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Science in Business Administration with an Emphasis in Business Intelligence	120 credits

Business Administration Major

MKT-245	Principles of Marketing	4 credits
ECN-220≠	Introduction to Economics	4 credits
ACC-250	Financial Accounting	4 credits
MGT-240	Introduction to Management	4 credits
BIT-200	Introduction to Computer Technology	4 credits
ACC-350	Managerial Accounting	4 credits
BUS-352	Business Statistics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
SYM-400	Introduction to Database Structures	4 credits
SYM-405	Business Programming	4 credits
BIT-415	IT Project Management	4 credits
BIT-417	IT Governance and Ethics	4 credits
BIT-430	Introduction to Business Analytics	4 credits
BIT-435	Advanced Business Analytics	4 credits
BIT-440	Web Analytics	4 credits
BIT-450	Current Topics in IT and Business Intelligence	4 credits
BUS-485≠Δ	Strategic Management Δ	4 credits
Total Business Administration Major		68 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 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
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Business Management Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Business Management	120 credits

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Business Management Major

MGT-240	Introduction to Management	4 credits
ECN-220≠	Introduction to Economics	4 credits
MKT-245	Principles of Marketing	4 credits
ACC-250	Financial Accounting	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-410	Servant Leadership	4 credits
MGT-434	Human Resources	4 credits
ENT-435	Intrapreneurship and Innovation	4 credits
MGT-455	Productions/Operations Management	4 credits
MGT-492	Organizational Change and Development	4 credits
BUS-485≠Δ	Strategic Management	4 credits
Total Business Management Major		56 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
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Entrepreneurial Studies Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Entrepreneurial Studies	120 credits

Entrepreneurial Studies Major

MKT-245	Principles of Marketing	4 credits
ECN-220≠	Introduction to Economics	4 credits
ACC-250	Financial Accounting	4 credits
ACC-350	Managerial Accounting	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-352	Business Statistics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ENT-320	Public Relations and Networking Skills	4 credits
ENT-420	New Venture Financing	4 credits
ENT-435	Intrapreneurship and Innovation	4 credits
MGT-455	Production/ Operations Management	4 credits
ENT-445	Business Planning for Entrepreneurs	4 credits
BUS-485≠Δ	Strategic Management	4 credits
Total Entrepreneurial Studies Major		56 credits

Bachelor of Science in Finance and Economics

Grand Canyon University's Bachelor of Science in Finance and Economics 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 prepares students to compete for entry-level positions in corporate finance and in banking, insurance, and investment companies.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Marketing Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Finance and Economics	120 credits

Finance and Economics Major

MKT-245	Principles of Marketing	4 credits
ECN-220≠	Introduction to Economics	4 credits
ACC-250	Financial Accounting	4 credits
ACC-350	Managerial Accounting	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-352	Business Statistics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ECN-360	Intermediate Economics	4 credits
FIN-450	Intermediate Finance	4 credits
FIN-451	Investments and Portfolio Management	4 credits
MGT-455	Production/ Operations Management	4 credits
ECN-450	International Trade and Finance	4 credits
BUS-485≠Δ	Strategic Management	4 credits
Total Finance and Economics Major		56 credits

Bachelor of Science in Marketing

Grand Canyon University's Bachelor of Science in Marketing 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 prepares students to compete for entry-level management positions in corporate marketing or brand management through major coursework that addresses

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marketing principles, marketing management, and the key elements of advertising and public relations.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Marketing Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Marketing	120 credits

Marketing Major

MKT-245	Principles of Marketing	4 credits
ECN-220≠	Introduction to Economics	4 credits
ACC-250	Financial Accounting	4 credits
ACC-350	Managerial Accounting	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-352	Business Statistics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MKT-345	Buyer and Consumer Behavior	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-450	Marketing Management	4 credits
BUS-485≠Δ	Strategic Management	4 credits
Total Marketing Major		56 credits

School of Business Studies: Graduate Programs

The Ken Blanchard 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 Ken Blanchard 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.

Executive Master of Business Administration

The Ken Blanchard Executive Master of Business Administration is designed to equip competent executives and high-potential senior managers with the skills needed to lead organizations to performance excellence by creating dynamic organizations, passionate employees, devoted customers, satisfied investors, and grateful communities.

MGT-630	Leading Self	3 credits
BUS-641	Building Innovative Organizations	3 credits
BUS-640	Building Efficient Organizations	3 credits
ACC-633	Financial Intelligence and Decision Making	3 credits
FIN-638	Financial Management	3 credits
MGT-636	Leading Others	3 credits
MGT-635	Leveraging Human Capital	3 credits
BUS-637	Serving Communities	3 credits
ECN-634	Managerial Economics	3 credits
MKT-631	Customer Value and Service Excellence	3 credits
MGT-639	Strategic Advantage within the Global Economy	3 credits
MKT-632	Solutions-Based Relationship Management and Branding	3 credits
MGT-642	Leading Organizations	3 credits
Total Executive Master of Business Administration		39 credits

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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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

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MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
Total Master of Business Administration		46 credits

With regard to the ACC-502, FIN-504, and SYM-506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration 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 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 or public accounting through emphasis coursework that addresses the areas of financial accounting and reporting, management accounting and reporting, auditing, regulation, and specialized accounting and emerging topics.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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-651	Internal Auditing	4 credits
ACC-660	Advanced Financial Accounting	4 credits
Total Master of Business Administration with an Emphasis in Accounting		54 credits

With regard to the ACC-502, FIN-504, and SYM-506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration 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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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

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FIN-655	Investments	4 credits
FIN-660	Advanced Financial Strategies	4 credits
Total Master of Business Administration with an Emphasis in Finance		54 credits

With regard to the ACC-502, FIN-504, and SYM-506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration 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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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
Total Master of Business Administration with an Emphasis in Health Systems Management		54 credits

With regard to the ACC-502, FIN-504, and SYM-506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration 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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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

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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-600	Leadership Styles and Development	4 credits
LDR-615	Organizational Development and Change	4 credits
Total Master of Business Administration with an Emphasis in Leadership		54 credits

With regard to the ACC-502, FIN-504, and SYM-506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration 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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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
Total Master of Business Administration with an Emphasis in Marketing		54 credits

With regard to the ACC-502, FIN-504, and SYM-506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration 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 human resources specialists or as general managers with strong strategic HR acumen.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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
Total Master of Business Administration with an Emphasis in Strategic Human Resource Management		54 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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With regard to the ACC-502, FIN-504, and SYM-506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Science in Accounting

Grand Canyon University's Master of Science in Accounting program is designed to enhance theoretical and practical accounting skills for practitioners, researchers, and educators. The 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. The coursework focuses on advanced accounting, auditing, and taxation practices in accordance with current rules and regulations.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
ACC-616	Financial Research and Compliance	4 credits
ACC-653	Advanced Managerial and Cost Accounting	4 credits
ACC-651	Internal Auditing	4 credits
ACC-613	Taxation	4 credits
ACC-623	Business Law and Ethics for Accounting	4 credits
ACC-662	Advanced Accounting and Mergers and Acquisitions	4 credits
ACC-664	Forensic Accounting and Fraud Examination	4 credits
FIN-650	Managerial Finance	4 credits
ACC-665	Tax Planning and Business Strategy	4 credits
Total Master of Science in Accounting		50 credits

With regard to the ACC-502 and FIN-504, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be re-registered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these Master of Science in Accounting Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the Master of Science in Accounting Fundamentals courses.

School of Business Studies: Dual-Degree Programs

The Ken Blanchard College of Business offers two dual-degree graduate programs: the Master of Business Administration and Master of Science in Leadership, as well as the Master of Business Administration and Master of Science-Nursing 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.

Master of Business Administration and Master of Science in Leadership (Dual Degree)

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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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-600	Leadership Styles and Development	4 credits
LDR-610	Power, Politics, and Influence	4 credits
LDR-615	Organizational Development and Change	4 credits
LDR-630	Servant Leadership	4 credits
LDR-640	Leadership and Innovation	4 credits
Total Master of Business Administration and Master of Science in Leadership		66 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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With regard to the ACC-502, FIN-504, and SYM-506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems (Dual Degree)

The 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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
FIN-504	Finance Principles	4 credits
ACC-502	Accounting Practices	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
NUR-502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR-504	Health Care Research Analysis and Utilization	4 credits
NUR-508	Ethics, Policy, and Finance in the Health Care System	4 credits
LDR-600	Leadership Styles and Development	4 credits
LDR-615	Organizational Development and Change	4 credits
NUR-699	Evidence-Based Practice Project	4 credits
Total MBA and MSN with an Emphasis in Nursing Leadership in Health Care Systems		66 credits

With regard to the ACC-502 and FIN-504, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

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
- Bachelor of Science in Public Safety and Emergency Management
- Bachelor of Science in Public Safety Administration (available to members of the military only)

All undergraduate-level Professional Studies programs are open to students that have satisfied the basic standards for admission, regardless of credit level. Students that begin a Professional Studies program at a Freshman or Sophomore level must complete the General Education and/or elective requirements before they will be permitted to begin the core coursework. Students at a Junior level or above can go directly into the core coursework.

The School of Professional Studies also offers the following graduate-level degree 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 Disaster Preparedness and Executive Fire Leadership

In addition to its degree offerings, the Ken Blanchard 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: Undergraduate Programs

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.

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Applied Management Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Applied Management Credits	120 credits

Applied Management Major

PSC-410	Servant Leadership	4 credits
MGT-420	Organizational Behavior and Management	4 credits
AMP-434	Human Resources	4 credits
AMP-415	Financial Decision Making	4 credits
AMP-425	Marketing Environment	4 credits
ENT-435	Intrapreneurship and Innovation	4 credits
AMP-492	Organizational Change and Development	4 credits
PSC-450	Project Management	4 credits

Action Research Project must be the last course taken in this program.

PSC-495	Action Research Project	4 credits
Total Applied Management Major		36 credits

Bachelor of Science in Public Safety and Emergency Management

Grand Canyon University's Bachelor of Science in Public Safety and Emergency Management program is a bachelor's degree completion program that provides a theoretical and applied approach to the professional education of students, while ensuring relevance to the homeland security and public safety industries. The program emphasizes the fundamentals of emergency management while providing an interdisciplinary course of study in the skills and practices of emergency planning and management. Candidates for the degree include those working in or desirous of working in one of several fields, including emergency management, fire protection, emergency medical response, law enforcement, environmental health and safety, and other related fields. The program highlights the application of research methodology; the utilization of communication skills at the personal, professional, and public level; and the development of professional skills and knowledge in the fields of public safety and emergency management.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Public Safety and Emergency Management Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Public Safety and Emergency Management Credits	120 credits

Public Safety and Emergency Management Major

PSC-410	Servant Leadership	4 credits
MGT-420	Organizational Behavior and Management	4 credits
EMM-300	History and Development of Emergency Management	4 credits
EMM-305	Emergency Operations and Techniques	4 credits
EMM-310	Mitigation Planning	4 credits
EMM-415	Disaster Response and Recovery	4 credits
EMM-442	Terrorism's Impact on Emergency Management	4 credits
PSC-450	Project Management	4 credits

Action Research Project must be the last course taken in this program.

PSC-495	Action Research Project	4 credits
Total Public Safety and Emergency Management Major		36 credits

School of Professional Studies: Graduate Programs

Master of Public Administration with an Emphasis in Government and Policy

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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ADM-614	Economics for Public Administrators	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
LDR-630	Servant Leadership	4 credits
ADM-624	Public Governance	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
ADM-632	Intergovernmental Relations	4 credits
ADM-634	Policy Studies	4 credits
ADM-636	Law and Administrative Process	4 credits
Total Master of Public Administration with an Emphasis in Government and Policy		38 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ADM-614	Economics for Public Administrators	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
LDR-630	Servant Leadership	4 credits
ADM-624	Public Governance	4 credits
ADM-626	Public Budgeting and Financial Management	4 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
Total Master of Public Administration with an Emphasis in Health Care Management		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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
LDR-600	Leadership Styles and Development	4 credits
LDR-610	Power, Politics, and Influence	4 credits
LDR-615	Organizational Development and Change	4 credits
LDR-620	Leading as a General Manager	4 credits
LDR-630	Servant Leadership	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
LDR-640	Leadership and Innovation	4 credits
LDR-645	Cross-Cultural Communication	4 credits
Total Master of Science in Leadership Credits		38 credits

Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership

Grand Canyon University's Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership provides students with the skills to develop professionally and gain self-confidence in their own leadership styles. The program offers an opportunity for graduates of the National Fire Academy's Executive Fire Officer Program (NFA-EEOP) to complete a graduate degree. 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 disaster preparation and crisis management. Environmental issues directly related to leadership skills development and content required of leaders in the area of emergency public safety and disaster preparedness will also be addressed.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
LDR-600	Leadership Styles and Development	4 credits
LDR-610	Power, Politics, and Influence	4 credits
LDR-615	Organizational Development and Change	4 credits
LDR-620	Leading as a General Manager	4 credits
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-641	Understanding Terrorism's Threats	4 credits
Total Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership Credits		38 credits

School of Professional Studies: Population-Specific Program

The following program is only available to members of the military

Bachelor of Science in Public Safety Administration

Grand Canyon University's Bachelor of Science in Public Safety Administration program is an undergraduate degree

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course

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program that provides a theoretical and applied approach to the professional education of students, while ensuring relevance to the homeland security and protection industry. The program highlights the application of research methodology; the utilization of communication skills at the personal, professional, and public level; and the development of professional skills and knowledge in the field of public safety.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Public Safety Administration Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Public Safety Administration	120 credits

Public Safety Administration Major

PSA-350V	Managerial Communications	3 credits
PSA-433V[Δ]	Research Methodology	3 credits
PSA-438V	Human Resource Management	3 credits
PSA-332V	Political and Legal Systems	3 credits
PSA-360V	Information Technology and Systems	3 credits
PSA-440V	Ethics in Public Safety	3 credits
PSA-439V	Leadership in Public Safety	3 credits
PSA-351V	Public Safety and the Community	3 credits
PSA-490V	Organizational Development and Change	3 credits
PSA-460V	Project Management	3 credits
PSA-435V	Strategic Planning	3 credits
PSA-495V	Public Safety Capstone	3 credits
Total Bachelor of Science in Public Safety Administration Major		36 credits

Colangelo School of Sports Business

Bachelor of Science in Sports Management

The Bachelor of Science in Sports Management prepares students to become professional managers in areas such as sports marketing, sports media, amateur and professional athletics, and sports and entertainment event planning. Coursework focuses on key business skills with specific application to the sports industry.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Sports Management Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Sports Management	120 credits

Sports Management Major

MKT-245	Principles of Marketing	4 credits
ECN-220≠	Introduction to Economics	4 credits
ACC-250	Financial Accounting	4 credits
BUS-232	Introduction to Sports Management	4 credits
ACC-350	Managerial Accounting	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-352	Business Statistics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-455	Production/ Operations Management	4 credits
MKT-373	Sports Marketing	4 credits
BUS-364	Sports Law	4 credits
BUS-372	Sports Event Planning	4 credits
BUS-485≠[Δ]	Strategic Management	4 credits
Total Sports Management Major		56 credits

Minors

The Ken Blanchard College of Business offers minors in the following areas:

Minor in Accounting

ACC-250	Financial Accounting	4 credits
ACC-350	Managerial Accounting	4 credits
ACC-370	Intermediate Accounting I	4 credits
ACC-371	Intermediate Accounting II	4 credits
ACC-360	Cost Accounting	4 credits
Total Minor in Accounting		20 credits

Minor in Business Administration

ECN-220≠	Introduction to Economics	4 credits
ECN-360	Intermediate Economics	4 credits
ACC-250	Financial Accounting	4 credits
ACC-350	Managerial Accounting	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
FIN-450	Intermediate Finance	4 credits
MKT-245	Principles of Marketing	4 credits
MKT-450	Marketing Management	4 credits
Total Minor in Business Administration		32 credits

Minor in Business Management

MGT-410	Servant Leadership	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-434	Human Resources	4 credits
ENT-435	Intrapreneurship and Innovation	4 credits

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MGT-492	Organizational Change and Development	4 credits
Total Minor in Business Management		20 credits

Minor in Entrepreneurial Studies

ENT-320	Public Relations and Networking Skills	4 credits
ENT-420	New Venture Financing	4 credits
ENT-435	Intrapreneurship and Innovation	4 credits
ENT-445	Business Planning for Entrepreneurs	4 credits
Total Minor in Entrepreneurial Studies		16 credits

Minor in Finance and Economics

ECN-220≠	Introduction to Economics	4 credits
ECN-360	Intermediate Economics	4 credits
ACC-250	Financial Accounting	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
FIN-450	Intermediate Finance	4 credits
FIN-451	Investments and Portfolio Management	4 credits
ECN-450	International Trade and Finance	4 credits
Total Minor in Finance and Economics		28 credits

Minor in Marketing

MKT-245	Principles of Marketing	4 credits
MKT-345	Buyer and Consumer Behavior	4 credits
MKT-415	Promotion and Advertising	4 credits
MKT-445	Marketing Research and Reporting	4 credits
MKT-450	Marketing Management	4 credits
Total Minor in Marketing		20 credits

Minor in Sports Management

BUS-232	Introduction to Sports Management	4 credits
MKT-245	Principles of Marketing	4 credits
MKT-373	Sports Marketing	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
BUS-364	Sports Law	4 credits
BUS-372	Sports Event Planning	4 credits
Total Minor in Sports Management		24 credits

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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

The Bridge to the Doctor of Business Administration program is designed for learners with a master's degree in in a field other than business administration who desire to pursue a doctoral degree in business administration. Courses in the bridge program are graduate-level courses that are considered essential requisites to doctoral business study. Upon completion of bridge courses, learners enter the Doctor of Business Administration degree program.

ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
Total Bridge to Doctor of Business Adminstration		12 credits

Doctor of Business Administration with an Emphasis in Management

Grand Canyon University's Doctor of Business Administration with an Emphasis in Management program is designed for those who desire a deeper understanding of business theory and its application to their area of professional interest. Graduates learn to create, advance, and disseminate new knowledge in a business field and will be prepared to apply it as practitioners and experts in organizations. The degree also prepares graduates to be educators and administrators in institutions of higher learning.

RES-811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
DBA-805	Management Theory in a Global Economy	3 credits
DBA-810	Contemporary Issues in Marketing	3 credits
MGT-805	Designing Organizational Structures	3 credits
DBA-815	Economics for Business Decisions	3 credits
MGT-810	Intellectual Capital in a Learning Organization	3 credits
RSD-851	Residency: Dissertation	3 credits
RES-861	Analysis of Existing Research	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits
MGT-815	Managing Stakeholder Relationships	3 credits
DBA-830	Statistics for Business Research	3 credits
LDR-805	Innovation: The Last Frontier of Competitive Advantage	3 credits
MGT-820	Using Business Analytics for Competitive Advantage	3 credits
RSD-881	Residency: Presentation of Progress or Results	3 credits
RES-865	Research Design and Methods	3 credits
DBA-825	Creating Sustainable Competitive Advantage	3 credits

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RES-871	Developing the Formal Proposal	3 credits
DBA-955	Dissertation I	3 credits
DBA-960	Dissertation II	3 credits
DBA-965	Dissertation III	3 credits
Total Doctor of Business Administration with an Emphasis in Management		60 credits

Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health

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. 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.

RES-811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
RES-850	Foundations for Research	3 credits
PCN-807	Psychopathology, Behavioral Assessment, and Interventions	3 credits
PCN-812	Behavioral Health Management	3 credits
RSD-851	Residency: Dissertation	3 credits
RES-861	Analysis of Existing Research	3 credits
PCN-820	Behavioral Health Clinical Supervision	3 credits
PCN-822	Behavioral Health Entrepreneurship	3 credits
RES-866	Approaches to Research Design and Data Analysis	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-881	Residency: Presentation of Progress or Results	3 credits
RES-880	Formalizing the Research Prospectus	3 credits
PCN-805	Consultation for Behavioral Health Professionals	3 credits
RES-885	Developing the Research Proposal	3 credits
DIS-955	Dissertation I	3 credits
DIS-960	Dissertation II	3 credits
DIS-965	Dissertation III	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health		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-966	Research Continuation I	3 credits
DIS-967	Research Continuation II	3 credits
DIS-968	Research Continuation III	3 credits
DIS-969	Research Continuation IV	3 credits
DIS-970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in Christian Ministry

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. 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.

RES-811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
RES-850	Foundations for Research	3 credits
MIN-807	Disciple Making in the Leadership Context	3 credits
MIN-812	Theology of Leadership	3 credits
RSD-851	Residency: Dissertation	3 credits
RES-861	Analysis of Existing Research	3 credits
MIN-817	Christian Ministry and Culture	3 credits
MIN-822	Trends and Issues in Christian Ministry	3 credits
RES-866	Approaches to Research Design and Data Analysis	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits

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RSD-881	Residency: Presentation of Progress or Results	3 credits
RES-880	Formalizing the Research Prospectus	3 credits
MIN-827	Practical Considerations in Christian Ministry	3 credits
RES-885	Developing the Research Proposal	3 credits
DIS-955	Dissertation I	3 credits
DIS-960	Dissertation II	3 credits
DIS-965	Dissertation III	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Christian Ministry		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-966	Research Continuation I	3 credits
DIS-967	Research Continuation II	3 credits
DIS-968	Research Continuation III	3 credits
DIS-969	Research Continuation IV	3 credits
DIS-970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in Health Care Administration

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. 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.

RES-811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
RES-850	Foundations for Research	3 credits
HCA-807	Structures and Governance in Health Care	3 credits
HCA-812	Health Care Regulation	3 credits
RSD-851	Residency: Dissertation	3 credits
RES-861	Analysis of Existing Research	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-866	Approaches to Research Design and Data Analysis	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-881	Residency: Presentation of Progress or Results	3 credits
RES-880	Formalizing the Research Prospectus	3 credits
HCA-827	Sustainabilty of Health Care Organizations	3 credits
RES-885	Developing the Research Proposal	3 credits
DIS-955	Dissertation I	3 credits
DIS-960	Dissertation II	3 credits
DIS-965	Dissertation III	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Health Care Administration		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-966	Research Continuation I	3 credits
DIS-967	Research Continuation II	3 credits
DIS-968	Research Continuation III	3 credits
DIS-969	Research Continuation IV	3 credits
DIS-970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership

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. 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.

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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RES-811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
RES-850	Foundations for Research	3 credits
EDU-805	History and Politics of Higher Education	3 credits
EDU-812	Governance and Structures in Higher Education	3 credits
RSD-851	Residency: Dissertation	3 credits
RES-861	Analysis of Existing Research	3 credits
EDU-817	Building a Community of Scholars in Higher Education	3 credits
EDU-822	Fiscal Management in Higher Education	3 credits
RES-866	Approaches to Research Design and Data Analysis	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-881	Residency: Presentation of Progress or Results	3 credits
RES-880	Formalizing the Research Prospectus	3 credits
EDU-827	Strategic Planning in Higher Education	3 credits
RES-885	Developing the Research Proposal	3 credits
DIS-955	Dissertation I	3 credits
DIS-960	Dissertation II	3 credits
DIS-965	Dissertation III	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership		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-966	Research Continuation I	3 credits
DIS-967	Research Continuation II	3 credits
DIS-968	Research Continuation III	3 credits
DIS-969	Research Continuation IV	3 credits
DIS-970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in K-12 Leadership

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. 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.

RES-811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
RES-850	Foundations for Research	3 credits
EDL-807	History and Politics of K-12 Education	3 credits
EDL-812	Governance and Structures in K-12 Education	3 credits
RSD-851	Residency: Dissertation	3 credits
RES-861	Analysis of Existing Research	3 credits
EDL-817	Building a K-12 Community	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
RES-866	Approaches to Research Design and Data Analysis	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-881	Residency: Presentation of Progress or Results	3 credits
RES-880	Formalizing the Research Prospectus	3 credits
EDL-827	Strategic Planning in K-12 Education	3 credits
RES-885	Developing the Research Proposal	3 credits
DIS-955	Dissertation I	3 credits
DIS-960	Dissertation II	3 credits
DIS-965	Dissertation III	3 credits
Total Doctor of Education in Organizational With an Emphasis in K-12 Leadership		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-966	Research Continuation I	3 credits
DIS-967	Research Continuation II	3 credits
DIS-968	Research Continuation III	3 credits
DIS-969	Research Continuation IV	3 credits
DIS-970	Research Continuation V	3 credits

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Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development

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. 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.

RES-811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
RES-850	Foundations for Research	3 credits
ORG-807	Stakeholders: Roles in Organizations	3 credits
ORG-812	Organizational Theory, Structure, and Process	3 credits
RSD-851	Residency: Dissertation	3 credits
RES-861	Analysis of Existing Research	3 credits
ORG-817	Systems Thinking: Building Organizations That Last	3 credits
ORG-822	Individual Differences and Organizational Outcomes	3 credits
RES-866	Approaches to Research Design and Data Analysis	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-881	Residency: Presentation of Progress or Results	3 credits
RES-880	Formalizing the Research Prospectus	3 credits
ORG-827	Strategic Decision Making	3 credits
RES-885	Developing the Research Proposal	3 credits
DIS-955	Dissertation I	3 credits
DIS-960	Dissertation II	3 credits
DIS-965	Dissertation III	3 credits
Total Doctor of Education in Organizational With an Emphasis in Organizational Development		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-966	Research Continuation I	3 credits
DIS-967	Research Continuation II	3 credits
DIS-968	Research Continuation III	3 credits
DIS-969	Research Continuation IV	3 credits
DIS-970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in Special Education

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. 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.

RES-811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
RES-850	Foundations for Research	3 credits
SPE-807	Foundations of Special Education	3 credits
SPE-812	Special Education Law	3 credits
RSD-851	Residency: Dissertation	3 credits
RES-861	Analysis of Existing Research	3 credits
SPE-817	Supervision and Administration of Special Education	3 credits
SPE-822	Fiscal Management in Special Education	3 credits
RES-866	Approaches to Research Design and Data Analysis	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-881	Residency: Presentation of Progress or Results	3 credits
RES-880	Formalizing the Research Prospectus	3 credits
SPE-827	Perspectives in Special Education	3 credits
RES-885	Developing the Research Proposal	3 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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DIS-955	Dissertation I	3 credits
DIS-960	Dissertation II	3 credits
DIS-965	Dissertation III	3 credits
Total Doctor of Education in Organizational With an Emphasis in Special Education		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-966	Research Continuation I	3 credits
DIS-967	Research Continuation II	3 credits
DIS-968	Research Continuation III	3 credits
DIS-969	Research Continuation IV	3 credits
DIS-970	Research Continuation V	3 credits

Doctor of Philosophy in General Psychology with an Emphasis in Cognition and Instruction

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, and quantitative and qualitative statistics, as well as history and systems in psychology, personality, and social, biological, and developmental psychology. 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.

PSY-801	Doctoral Studies in Psychology	3 credits
PSY-805	Advanced Social Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-820	Cognitive Science	3 credits
PSY-812	Tests and Measurements	3 credits
PSY-845	Doctoral Statistics	3 credits
PSY-860	Human Learning and Cognition	3 credits
PSY-815	Ethical Issues in Psychology	3 credits
PSY-863	Cognition and Instruction	3 credits
PSY-870	Multivariate Statistics	3 credits
PSY-866	Social Cognition	3 credits
PSY-840	Personality Psychology	3 credits
PSY-828	Advanced Life Span Development	3 credits
PSY-850	Qualitative Research Methods	3 credits
PSY-843	Program Evaluation	3 credits
PSY-847	Biological Psychology	3 credits
PSY-825	Advanced Research Design	3 credits
PSY-955	Dissertation I	3 credits
PSY-960	Dissertation II	3 credits
PSY-965	Dissertation III	3 credits
Total Doctor of Philosophy in General Psychology with an Emphasis in Cognition and Instruction		60 credits

Doctor of Philosophy in General Psychology with an Emphasis in Industrial and Organizational Psychology

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 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.

PSY-801	Doctoral Studies in Psychology	3 credits
PSY-805	Advanced Social Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-830	Principles of Industrial/ Organizational Psychology	3 credits
PSY-832	Psychology of Leadership	3 credits
PSY-845	Doctoral Statistics	3 credits
PSY-834	Psychology of Consulting and Coaching	3 credits
PSY-815	Ethical Issues in Psychology	3 credits
PSY-836	Principles of Personnel and Human Resource Management	3 credits
PSY-870	Multivariate Statistics	3 credits
PSY-838	Testing and Assessment in the Workplace	3 credits
PSY-840	Personality Psychology	3 credits
PSY-828	Advanced Life Span Development	3 credits
PSY-850	Qualitative Research Methods	3 credits
PSY-843	Program Evaluation	3 credits
PSY-847	Biological Psychology	3 credits
PSY-825	Advanced Research Design	3 credits
PSY-955	Dissertation I	3 credits
PSY-960	Dissertation II	3 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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PSY-965	Dissertation III	3 credits
Total Doctor of Philosophy in General Psychology with an Emphasis in Industrial and Organizational Psychology		60 credits

Doctor of Philosophy in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology

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, and statistics, as well as personality, abnormal, social, multicultural, and developmental psychology. 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.

PSY-801	Doctoral Studies in Psychology	3 credits
PSY-805	Advanced Social Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-807	Theories of Cognition, Motivation, Collaboration, and Learning	3 credits
PSY-817	Technologies for Learning and Communication	3 credits
PSY-845	Doctoral Statistics	3 credits
PSY-821	Building Community and Social Networking	3 credits
PSY-815	Ethical Issues in Psychology	3 credits
PSY-823	Learning and Communication Design	3 credits
PSY-870	Multivariate Statistics	3 credits
PSY-827	Integrating for Learning and Communication	3 credits
PSY-840	Personality Psychology	3 credits
PSY-828	Advanced Life Span Development	3 credits
PSY-850	Qualitative Research Methods	3 credits
PSY-843	Program Evaluation	3 credits
PSY-847	Biological Psychology	3 credits
PSY-825	Advanced Research Design	3 credits
PSY-955	Dissertation I	3 credits
PSY-960	Dissertation II	3 credits
PSY-965	Dissertation III	3 credits
Total Doctor of Philosophy in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology		60 credits

Doctor of Philosophy in General Psychology with an Emphasis in Performance Psychology

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, and statistics, as well as personality, abnormal, social, multicultural, and developmental psychology. 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.

PSY-801	Doctoral Studies in Psychology	3 credits
PSY-805	Advanced Social Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-831	Foundations of Performance Psychology	3 credits
PSY-833	Psychomotor Performance	3 credits
PSY-845	Doctoral Statistics	3 credits
PSY-835	Principles of Behavior Modification	3 credits
PSY-815	Ethical Issues in Psychology	3 credits
PSY-837	Applied Psychology of Leadership	3 credits
PSY-870	Multivariate Statistics	3 credits
PSY-839	Performance Enhancement	3 credits
PSY-840	Personality Psychology	3 credits
PSY-828	Advanced Life Span Development	3 credits
PSY-850	Qualitative Research Methods	3 credits
PSY-843	Program Evaluation	3 credits
PSY-847	Biological Psychology	3 credits
PSY-825	Advanced Research Design	3 credits

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PSY-955	Dissertation I	3 credits
PSY-960	Dissertation II	3 credits
PSY-965	Dissertation III	3 credits
Total Doctor of Philosophy in General Psychology with an Emphasis in Performance Psychology		60 credits

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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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

Professional education programs at Grand Canyon University are designed to support and promote the university's mission to prepare learners to become global citizens, critical thinkers, effective communicators, and responsible leaders from the context of its Christian heritage. The College of Education inspires excellence in pedagogy and scholarship; advances reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promotes servant leadership in educational communities; and engages a diverse and global community of learners with purpose and passion.

The College of Education operates as a unit of Grand Canyon University. As such, its mission statement reflects the obligation of the College to support and promote the University's mission as well as to guide its own operations. Within its learners, the College inspires excellence in the art and science of teaching; within its faculty, it does so through their scholarly enterprises. Via its professional education programs, the College teaches learners that all learners can learn and that focused teaching practice can maximize that learning and achievement. The culture and Christian heritage of the University promote a spirit of servant leadership within the College's faculty, staff, and learners so they can minister to people within the broader educational community. And, finally, education is a powerful tool with which to purposefully engage a diverse, global community; the College exhorts its faculty, staff, and learners to do so with fervor.

The essence of the College's mission is embodied in three elements—learning, leading, and serving, which are defined as follows:

Learning

The University believes that all learners can learn and that highly effective, innovative, and collaborative teaching and administration maximizes best practice as well as student learning and achievement. Effective teachers and administrators are highly educated, skilled, committed, and compassionate; they ensure all learners learn to the best of their ability.

Leading

The University believes that education is a powerful tool with which to purposefully engage a diverse, global community. As the College's teacher and administrator candidates find their purpose and calling within education, they seek to lead others to reach their God-given potential that they, in turn, will influence their changing world.

Serving

The culture and Christian heritage of the University promote a spirit of servant leadership within the College of Education's faculty, staff, and learners so they can serve people within the broader educational community.

College of Education Promise

Grand Canyon University and the College of Education promise assistance to any graduates of our teacher and principal preparation programs who are experiencing difficulty in their first year of teaching or leading. Believing in the excellence of our programs, we will provide assistance to any graduate recommended by Grand Canyon University for teaching or principal certification in the state of Arizona at the elementary or secondary level.

Since 1984, Grand Canyon University and the College of Education began offering graduates of our licensure programs assistance when needed – at no expense to the school district or to the teacher/principal graduate. 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 the graduate taking a refresher course in the area of difficulty to receiving mentoring by faculty who will coach in such areas as: curriculum planning and design, classroom and time management, content presentation, and individualized instruction.

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

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course

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responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

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-523N - SEI English Language Teaching: Foundations and Methodologies
- ESL-533N - Advanced Methodologies of Structured English Immersion

Notification of NCATE Candidacy

The College of Education is a candidate for accreditation by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. Candidacy status means that the College of Education has met preconditions for accreditation but is not accredited. This candidacy covers the following initial teacher preparation programs and advanced educator preparation programs at Grand Canyon University's main campus in Phoenix, Arizona, and/or through its online modality:

- Bachelor of Science in Elementary Education (Emphases in English, Math, and Science)
- Bachelor of Science in Secondary Education (Emphases in Biology, Business Education, Chemistry, English, Math, Physical Education)
- Bachelor of Science in Elementary Education and Special Education
- Bachelor of Science in Early Childhood Education
- Bachelor of Arts in Music Education
- Bachelor of Arts in Dance Education
- Bachelor of Arts in Theater Education
- Master of Education in Early Childhood Education
- Master of Education in Elementary Education
- Master of Education in Secondary Education
- Master of Education in Special Education: Cross-Categorical
- Master of Education in Educational Administration
- Master of Arts in Teaching with Emphases in Professional Learning Communities and Teacher Leadership
- Master of Education in Curriculum and Instruction: Reading (Emphases in Elementary Education and Secondary Education)
- Master of Education in Educational Leadership
- Master of Education in Special Education for Certified Special Educators
- Master of Education in Curriculum and Instruction: Technology
- Master of Education in Teaching English to Speakers of Other Languages
- Doctor of Education in Organizational Leadership
- Doctor of Philosophy in General Psychology with Emphasis in Cognition and Instruction

However, the candidacy does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

National Program Recognition

Six of the College's programs have received National Recognition status from several specialized professional associations. National Recognition indicates that the programs have been benchmarked against national expectations for teacher or principal quality and found acceptable to the association. Information about these programs can be found at www.ncate.org.

The College's nationally recognized programs are:

- Master of Education in Teaching English to Speakers of Other Languages (AP/CPE), by Teachers of English to Speakers of Other Languages (TESOL)
- Master of Education in Early Childhood Education (IP/TL), by the National Association for the Education of Young Children (NAEYC)
- Master of Education in Educational Administration (AP/PL), by the Educational Leadership Constituents Council (ELCC)
- Bachelor of Science in Early Childhood Education (IP/TL), by the National Association for the Education of Young Children (NAEYC)
- Bachelor of Science in Secondary Education (Emphasis in Physical Education) (IP/TL), by the National Association for Sport and Physical Education (NASPE)

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These programs have undergone a rigorous program review process in alignment with the College's pursuit of national accreditation, a mechanism for establishing and ensuring highly effective P-12 teachers and administrators nationwide. Specialized professional associations review programs for alignment to their standards, quality of assessments, and excellence in teacher or principal preparation.

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 (dual major). 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)

This program is designed for students seeking knowledge and expertise in the field of early childhood development and teaching. The curriculum includes instructional strategies, teaching methodologies, assessment techniques, theories of early childhood growth and development, and the impact of family and cultural diversity on early childhood. The degree program has embedded practicum experiences throughout the coursework, requires a student teaching component, and, upon approval, will lead to teaching licensure in Arizona.

Degree Requirements

Total General Education	34-40 credits

Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.

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	125 hours

Early Childhood Education Major

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213≠	Educational Psychology	4 credits
ECH-125	Foundations of Early Childhood	4 credits
ECH-135	Child Guidance, Management, and the Environment	4 credits
ECH-225	Introduction to the Exceptional Learner	4 credits
ECH-235	Child Growth and Development: Health, Safety, Nutrition, and Fitness	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS-301	Arizona and Federal Government	2 credits
ECH-325	Child, Family, Community, and Culture	4 credits
ECH-335	Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts	4 credits
PSY-354	Child Psychology	4 credits
ECH-425	Early Literacy Development	4 credits
EDU-450≠	Classroom Engagement and Management	4 credits
ECH-435	Developmental and Functional Assessment: Birth to Age 8	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be the last course a student takes in the program.

ECH-480	Student Teaching: Birth to Pre-School	6 credits
ECH-485	Student Teaching: K-3	6 credits
Total Early Childhood Education Major		80 credits

Bachelor of Science in Elementary Education and Special Education (Dual Major) (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

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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experiences. Teacher candidates must have access to an 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 and 8 weeks are completed in a resource room, self-contained class, or in a special school for students with disabilities. These special education settings must include at least three or more of the following disability categories: intellectual disabilities, learning disabilities, emotional disabilities, physical/health impairments, and they 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. 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.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Elementary and Special Education Major	84 credits
Total Electives	0-2 credits
Bachelor of Science in Elementary Education and Special Education (Dual Major)	120 credits
Total Practicum/Field Experience	200 hours

Required General Education Course

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

EDU-230	Cultural Diversity in the Classroom	4 credits

Elementary Education and Special Education Major

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-213≠	Educational Psychology	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS-301	Arizona and Federal Government	2 credits
SPE-330	Special Education Foundations and Framework	4 credits
EED-465	Curriculum, Methods, and Assessment: Social Studies	4 credits
EED-364	Curriculum, Methods and Assessment: Science and Mathematics	4 credits
SPE-359	Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD	4 credits
SPE-357	Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD	4 credits
SPE-351	Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID	4 credits
SPE-358	Characteristics of Students with Physical and Health Impairments and Strategies to Teach Individuals With PHI	4 credits
EED-470	Curriculum, Methods, and Assessment: Literacy and Language Arts K-3	4 credits
EDU-450≠	Classroom Engagement and Management	4 credits
EED-475	Curriculum, Methods, and Assessment: Literacy and Language Arts, 4-8	4 credits
SPE-350	Special Education Litigation and Law	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be the last course a student takes in the program.

EED-480NA	Student Teaching: Elementary Session A	6 credits
SPE-448NB	Student Teaching: Cross-Categorical Session B	6 credits
Total Elementary and Special Education Major		84 credits

Bachelor of Science in Elementary Education (Emphasis in English) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in elementary and middle school and are seeking initial teacher licensure. This emphasis is offered online and on the main campus.

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 Interstate Teacher Assessment and Support Consortium (InTASC) principles and Association for Childhood International standards. Content courses are aligned to the professional standards of the National Council of Teachers of English. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 hours of practicum/field experiences prior to student teaching, and the final semester of the program includes a full-time, 16-week student teaching component. Graduates of this program are

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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prepared to become informed educators in public and private schools and other settings requiring a teaching license.

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 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
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education (Emphasis in English)	120 credits
Total Practicum/Field Experience	105 hours

Required General Education Course

(Included in General Education total credits, applied to the Effective Communication competency.)

ENG-105	English Composition I	4 credits

Elementary Education Major

(Includes 24 credits of content courses: 20 from the major and 4 from General Education.)

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213[≠]	Educational Psychology	4 credits
ENG-250	Analysis of World Literature	4 credits
ENG-260	English Literature I	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS-301	Arizona and Federal Government	2 credits
ENG-358	Introduction to English Grammar and Linguistics	4 credits
ENG-350	American Literature I	4 credits
ENG-356	The Short Story	4 credits
EED-465	Curriculum, Methods and Assessment: Social Studies	4 credits
EED-364	Curriculum, Methods, and Assessment: Science and Mathematics	4 credits
EED-470	Curriculum, Methods, and Assessment: Literacy and Language Arts, K-3	4 credits
EDU-450[≠]	Classroom Engagement and Management	4 credits
EED-475	Curriculum, Methods, and Assessment: Literacy and Language Arts, 4-8	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

EED-480NA	Student Teaching: Elementary Session A	6 credits
EED-480NB	Student Teaching: Elementary Session B	6 credits
Total Elementary Education Major		80 credits

Bachelor of Science in Elementary Education (Emphasis in Math) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in elementary and middle school and are seeking initial teacher licensure. This emphasis is offered online and on the main campus.

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 Interstate Teacher Assessment and Support Consortium (InTASC) principles and Association for Childhood International standards. Content courses are aligned to the professional standards of the National Council of Teachers of Mathematics. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 hours of practicum/field experiences prior to student teaching, and the final semester of the program includes a full-time, 16-week student teaching component. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring a teaching license.

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 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
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education (Emphasis in Math)	120 credits

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Total Practicum/Field Experience	105 hours

Required General Education Course

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

MAT-134	Applications of Algebra	4 credits

Elementary Education Major

(Includes 24 credits of content courses: 20 from the major and 4 from General Education.)

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213[≠]	Educational Psychology	4 credits
MAT-150	Mathematics for Elementary Teachers I	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
MAT-250	College Algebra and Trigonometry	4 credits
MAT-260	College Geometry	4 credits
MAT-274	Probability and Statistics	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS-301	Arizona and Federal Government	2 credits
EED-465	Curriculum, Methods and Assessment: Social Studies	4 credits
EED-364	Curriculum, Methods, and Assessment: Science and Mathematics	4 credits
EED-470	Curriculum, Methods, and Assessment: Literacy and Language Arts, K-3	4 credits
EDU-450[≠]	Classroom Engagement and Management	4 credits
EED-475	Curriculum, Methods, and Assessment: Literacy and Language Arts, 4-8	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

EED-480NA	Student Teaching: Elementary Session A	6 credits
EED-480NB	Student Teaching: Elementary Session B	6 credits
Total Elementary Education Major		80 credits

Bachelor of Science in Elementary Education (Emphasis in Science) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in elementary and middle school and are seeking initial teacher licensure. This emphasis is offered online and on the main campus.

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 Interstate Teacher Assessment and Support Consortium (InTASC) principles and Association for Childhood International standards. Content courses are aligned to the professional standards of the National Science Teachers Association. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 hours of practicum/field experiences prior to student teaching, and the final semester of the program includes a full-time, 16-week student teaching component. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring a teaching license.

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 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

Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.

Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education (Emphasis in Science)	120 credits
Total Practicum/Field Experience	105 hours

Required General Education Course

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

BIO-220	Environmental Science	4 credits

Elementary Education Major

(Includes 24 credits of content courses: 20 from the major and 4 from General Education.)

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213[≠]	Educational Psychology	4 credits
PHY-102	Introduction to Physical Science	4 credits
PHY-104	Earth and Space Science	4 credits

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BIO-130	Introduction to Life Sciences I	4 credits
BIO-250	Introduction to Life Sciences II	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS-301	Arizona and Federal Government	2 credits
BIO-319	Applied Nutrition	4 credits
EED-465	Curriculum, Methods and Assessment: Social Studies	4 credits
EED-364	Curriculum, Methods, and Assessment: Science and Mathematics	4 credits
EED-470	Curriculum, Methods, and Assessment: Literacy and Language Arts, K-3	4 credits
EDU-450≠	Classroom Engagement and Management	4 credits
EED-475	Curriculum, Methods, and Assessment: Literacy and Language Arts, 4-8	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

EED-480NA	Student Teaching: Elementary Session A	6 credits
EED-480NB	Student Teaching: Elementary Session B	6 credits
Total Elementary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Biology) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, 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 120 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 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
A number of courses in the major will satisfy General Education competencies. Students should talk with their Student Service Advisor for more specific information.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Biology)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Courses

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

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

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213≠	Educational Psychology	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
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
BIO-365	Biomedical Statistics	4 credits
SED-444	Secondary Methods and Data Driven Pedagogy	4 credits
SED-455	Secondary Curriculum Development and Assessment	4 credits
SED-435	Adolescent Literacy	4 credits
HLT-364[Δ]	Research and Communication Techniques in Health Care and Science	4 credits
POS-301	Arizona and Federal Government	2 credits
BIO-457	Genetics	4 credits
SED-483	Methods of Teaching Science in Secondary Schools	4 credits
EDU-450≠	Classroom Engagement and Management	4 credits

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ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED-480NA	Student Teaching: Secondary Session A	6 credits
SED-480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

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

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the Ken Blanchard College of Business for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, 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 requirements of the Accreditation Council for Business Schools and Programs (ACBSP). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 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 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
A number of courses in the major will satisfy General Education competencies. Students should talk with their Student Service Advisor for more specific information.	
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Business Education)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Course

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

MGT-240	Introduction to Management	4 credits

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213[♯]	Educational Psychology	4 credits
ECN-220	Introduction to Economics	4 credits
ACC-250	Financial Accounting	4 credits
MKT-245	Principles of Marketing	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS-301	Arizona and Federal Government	2 credits
FIN-350	Fundamentals of Business Finance	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
SED-444	Secondary Methods and Data Driven Pedagogy	4 credits
SED-435	Adolescent Literacy	4 credits
SED-454	Reading and Learning Strategies for Middle and Secondary Schools	4 credits
EDU-450[♯]	Classroom Engagement and Management	4 credits
SED-455	Secondary Curriculum Development and Assessment	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED-480NA	Student Teaching: Secondary Session A	6 credits
SED-480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Chemistry) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, 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

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course
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throughout the program. Assessments within many of the courses guide students through 120 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 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
A number of courses in the major will satisfy General Education competencies. Students should talk with their Student Service Advisor for more specific information.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Chemistry)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Courses

(Included in the 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
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213[≠]	Educational Psychology	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
CHM-331	Organic Chemistry I	3 credits
CHM-331L	Organic Chemistry I Lab	1 credit
CHM-332	Organic Chemistry II	3 credits
CHM-332L	Organic Chemistry II Lab	1 credit
BIO-365	Biomedical Statistics	4 credits
SED-444	Secondary Methods and Data Driven Pedagogy	4 credits
SED-482	Methods of Teaching Mathematics in Secondary Schools	4 credits
SED-435	Adolescent Literacy	4 credits
HLT-364[Δ]	Research and Communication Techniques in Health Care and Science	4 credits
POS-301	Arizona and Federal Government	2 credits
SED-455	Secondary Curriculum Development and Assessment	4 credits
SED-483	Methods of Teaching Science in Secondary Schools	4 credits
EDU-450[≠]	Classroom Engagement and Management	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED-480NA	Student Teaching: Secondary Session A	6 credits
SED-480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in English) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, 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 Council of Teachers of English (NCTE). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 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 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
A number of courses in the major will satisfy General Education competencies. Students should talk with their Student Service Advisor for more specific information.	
Students who are Minnesota residents must complete the	

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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Minnesota-specific G Education requirements.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in English)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Course

(Included in General Education total credits, applied to the Effective Communication competency.)

ENG-105[Δ]	English Composition I	4 credits

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213[≠]	Educational Psychology	4 credits
ENG-260	English Literature I	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS-301	Arizona and Federal Government	2 credits
ENG-350	American Literature I	4 credits
ENG-358	Introduction to English Grammar and Linguistics	4 credits
ENG-450	Shakespeare	4 credits
ENG-460	The Novel	4 credits
SED-444	Secondary Methods and Data Driven Pedagogy	4 credits
SED-435	Adolescent Literacy	4 credits
SED-454	Reading and Learning Strategies for Middle and Secondary Schools	4 credits
EDU-450[≠]	Classroom Engagement and Management	4 credits
SED-455	Secondary Curriculum Development and Assessment	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED-480NA	Student Teaching: Secondary Session A	6 credits
SED-480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Math) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, 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 Council of Teachers of Mathematics (NCTM). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 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 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
A number of courses in the major will satisfy General Education competencies. Students should talk with their Student Service Advisor for more specific information.	
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Math)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Course

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

MAT-134	Applications of Algebra	4 credits

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226[Δ]	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213[≠]	Educational Psychology	4 credits
MAT-250	College Algebra and Trigonometry	4 credits
MAT-274	Probability and Statistics	4 credits

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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MAT-260	College Geometry	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS-301	Arizona and Federal Government	2 credits
MAT-352	Analytic Geometry and Calculus I	4 credits
MAT-353	Analytic Geometry and Calculus II	4 credits
SED-444	Secondary Methods and Data Driven Pedagogy	4 credits
SED-435	Adolescent Literacy	4 credits
SED-482	Methods of Teaching Mathematics in Secondary Schools	4 credits
EDU-450≠	Classroom Engagement and Management	4 credits
SED-455	Secondary Curriculum Development and Assessment	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED-480NA	Student Teaching: Secondary Session A	6 credits
SED-480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Physical Education) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, 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 Association for Sport and Physical Education (NASPE). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 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 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

A number of courses in the major will satisfy General Education competencies. Students should talk with their Student Service Advisor for more specific information.

Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Physical Education)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Courses

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

EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
EXS-340	Physiology of Exercise	3 credits
EXS-340L	Physiology of Exercise Lab	1 credit

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226$^{\Delta}$	Educating the Exceptional Learner	4 credits
EDU-230	Cultural Diversity in the Classroom	4 credits
EDU-213≠	Educational Psychology	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS-301	Arizona and Federal Government	2 credits
PED-247$^{\Delta}$	Teaching Strategy in Physical Education and Exercise Science	4 credits
SED-444	Secondary Methods and Data Driven Pedagogy	4 credits
SED-455	Secondary Curriculum Development and Assessment	4 credits
SED-435	Adolescent Literacy	4 credits
PED-263	Teaching of Team Sports and Individual Activities II	4 credits
PED-344	Physical Education for Special Populations	4 credits
PED-415≠	Secondary School Physical Education	4 credits
HLT-485	Methods of Teaching Health and Measuring Exercise Science	4 credits
EDU-450≠	Classroom Engagement and Management	4 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

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*Campus/Off-site only | $^{\Delta}$ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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SED-480NA	Student Teaching: Secondary Session A	6 credits
SED-480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education 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 (cross-categorical), 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.

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 (Cross-Categorical) (IP/Non-TL); and Master of Education in Teaching English to Speakers of Other Languages (AP/CPE).

Master of Arts in Teaching with an Emphasis in Professional Learning Communities (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 program is designed for licensed teachers interested in advanced studies in education. 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 tailored to meet the needs of adult learners and to maximize strengths that students already possess. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 classroom to complete the program assignments. Graduates of this program are prepared to become informed educators who meet the needs of schools and student populations.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
TCH-517	The Engaged Mind	4 credits
TCH-536	Classroom Engagement and Management	4 credits
TCH-524	Current Classroom Methods and Strategies	4 credits
TCH-587	Educational Action Research	4 credits
TCH-535	Legal Issues in Education	4 credits
TCH-547	Data-Informed Decision-Making for School Improvement	4 credits
TCH-525	Introduction to PLC	4 credits
TCH-526	Teaching, Learning, and Collaborative Structures in a Professional Learning Community	4 credits
Total Master of Arts in Teaching with an Emphasis in Professional Learning Communities		34 credits

Master of Arts in Teaching with an Emphasis in Teacher 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.

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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This program is designed for licensed teachers interested in advanced studies in education. 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 tailored to meet the needs of adult learners and to maximize strengths that students already possess. 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 school classroom to complete the program assignments. Graduates of this program are prepared to become informed educators who meet the needs of schools and student populations.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
TCH-517	The Engaged Mind	4 credits
TCH-536	Classroom Engagement and Management	4 credits
TCH-524	Current Classroom Methods and Strategies	4 credits
TCH-587	Educational Action Research	4 credits
TCH-535	Legal Issues in Education	4 credits
TCH-547	Data-Informed Decision-Making for School Improvement	4 credits
TCH-531	Instructional Leadership	4 credits
TCH-518	Collegial Coaching	4 credits
Total Master of Arts in Teaching with an Emphasis in Teacher Leadership		34 credits

Master of Education in Curriculum and Instruction: 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.

This program is designed for educators who wish to apply theory and educational best practices to the delivery of curriculum, instruction, and assessment in order to improve the reading abilities of their students. 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 tailored to meet the needs of the adult learner 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 curriculum and instruction, cognition, emergent literature, linguistics, phonics, and developmental and corrective reading processes. Courses are aligned to the International Reading Association 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. Students must have access to an elementary school classroom to complete the practicum course and program assignments. Graduates of this program are prepared to become informed educators who meet the reading needs of schools and student populations.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
RDG-530	Foundational Theory and Research	4 credits
RDG-585	Children and Young Adult Literature	4 credits
RDG-522	Developmental Learning and Assessments	4 credits
RDG-511	Corrective Reading Assessment	4 credits
RDG-523	Instructional Leadership/Literacy Coaching	4 credits
RDG-512	Reading and Writing: Elementary	4 credits
RDG-514	Reading in the Content Areas: Elementary	4 credits
RDG-581	Elementary Practicum	4 credits
Total Master of Education in Curriculum and Instruction: Reading with an Emphasis in Elementary Education		34 credits

Master of Education in Curriculum and Instruction: Reading with an Emphasis in Secondary 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.

This program is designed for educators who wish to apply theory and educational best practices to the delivery of curriculum, instructions, and assessment in order to improve the reading abilities of their students. 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 tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of curriculum and instruction, cognition, emergent literature, linguistics, phonics, and developmental and corrective reading processes. Courses are aligned to the International Reading Association 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. Students must have access to a 7-12 classroom to complete the practicum course and program assignments. Graduates of this program are prepared to become informed educators who meet the reading needs of schools and student populations.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
RDG-530	Foundational Theory and Research	4 credits
RDG-585	Children and Young Adult Literature	4 credits

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RDG-522	Developmental Learning and Assessments	4 credits
RDG-511	Corrective Reading Assessment	4 credits
RDG-523	Instructional Leadership/Literacy Coaching	4 credits
RDG-513	Reading and Writing: Secondary	4 credits
RDG-517	Reading in the Content Areas: Secondary	4 credits
RDG-586	Secondary Practicum	4 credits
Total Master of Education in Curriculum and Instruction: Reading with an Emphasis in Secondary Education		34 credits

Master of Education in Curriculum and Instruction: 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.

This program is designed for educators who wish to learn to use technology to improve the success of students. Applicants to this program are required to submit a copy of a current license or provide evidence of a minimum of one year of teaching experience. 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 curriculum and instruction, educational applications of technology, interactive design for the classroom, and distance learning. Courses are aligned to the International Society for Technology in Education NETS for Teachers standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and hands-on experiences. It is strongly recommended that students have access to a K-12 grade environment to complete the practicum and program assignments. Graduates of this program are prepared to become informed educators who meet the technological needs of educational settings and student populations. Each course in the program requires a benchmark.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
TEC-511	Technology Foundations in Education	4 credits
TEC-537	Strategies and Integration of Productivity Software	4 credits
TEC-538	Learning in the Digital Age	4 credits
TEC-539	Digital Media in Education	4 credits
TEC-542	Development and Design of Media in Educational Settings	4 credits
TEC-551	Multimedia Instructional Strategies	4 credits
TEC-546	Assessment and Technology	4 credits
TEC-571	Distance Learning in Education	4 credits
TEC-591	Internship	4 credits
Total Master of Education in Curriculum and Instruction: Technology		38 credits

Master of Education in Early Childhood Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for students seeking knowledge and expertise in the field of early childhood development and teaching. The curriculum includes instructional strategies, teaching methodologies, assessment techniques, theories of early childhood growth and development, and the impact of family and cultural diversity on early childhood. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and/or National Association for the Education of Young Children standards. The degree program has embedded practicum experiences throughout the coursework, requires a student teaching component, and, upon approval, will lead to a teaching license in Arizona.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
ECH-515	Early Literacy Development	4 credits
ESL-523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ECH-520	Foundations of Early Childhood	4 credits
ECH-525	Child Guidance, Management, and the Environment	4 credits
ECH-530	Introduction to the Exceptional Learner	4 credits
ECH-535	Child Growth and Development: Health, Safety, Nutrition, and Fitness	4 credits
ESL-533N	Advanced Methodologies of Structured English Immersion	3 credits
ECH-640	Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts	4 credits
ECH-680	Student Teaching: Birth to Pre-School	6 credits
ECH-685	Student Teaching: K-3	6 credits
Total Master of Education in Early Childhood Education		44 credits
Total Practicum/Field Experience		125 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.

POS-301	Arizona and Federal Government	2 credits

Master of Education in Early Childhood 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

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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may lead to career advancement for those already licensed as teachers.

This program is designed for students seeking knowledge and expertise in the field of early childhood development and teaching. The curriculum includes instructional strategies, teaching methodologies, assessment techniques, theories of early childhood growth and development, and the impact of family and cultural diversity on early childhood. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and/or National Association for the Education of Young Children standards. The degree program has embedded practicum experiences throughout the coursework.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
ECH-515	Early Literacy Development	4 credits
ESL-523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ECH-520	Foundations of Early Childhood	4 credits
ECH-525	Child Guidance, Management, and the Environment	4 credits
ECH-530	Introduction to the Exceptional Learner	4 credits
ECH-535	Child Growth and Development: Health, Safety, Nutrition, and Fitness	4 credits
ESL-533N	Advanced Methodologies of Structured English Immersion	3 credits
ECH-640	Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts	4 credits
Total Master of Education in Early Childhood Education		32 credits
Total Practicum/Field Experience		125 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 K-12 setting and seeking a principal's license. Applicants for this program are required to submit a copy of a current teaching license and provide documentation of two years of certified 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 foundations, organizational theory, K-12 legal issues, public school finance, curriculum development, and instructional leadership. As an opportunity to apply theory to practice, practicum/field experience hours are embedded throughout the program. The Action Inquiry process frames these experiences. Benchmark assessments within each course guide students through observation, practice, and hands-on leadership experiences. Students must be prepared to complete a 16-week administrative internship component at the end of the program. 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.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
EDA-534	Educational Administration Foundation and Framework	4 credits
EDA-575	Educational Leadership in a Changing World	4 credits
EDA-577	Data-Driven Decisions for School Improvement	4 credits
EDA-555	Legal Issues in Education	4 credits
EDA-535	Public School Finance	4 credits
EDA-551	Supervision and Instructional Leadership	4 credits
EDA-561	Curriculum Development for School Improvement	4 credits
EDA-585	The Principalship	4 credits
EDA-586A	Internship in Educational Administration I	4 credits
EDA-586B	Internship in Educational Administration II	4 credits
Total Master of Education in Educational Administration		42 credits
Total Practicum/Field Experience		100 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-523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL-533N	Advanced Methodologies of Structured English Immersion	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.

This program is designed for individuals interested in educational administration in the PK-12 setting 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 Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituent Council (ELCC) standards form the foundation of this program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and

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experience in 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. As an opportunity to apply theory to practice, practicum/field experience hours are embedded throughout the program. The Action Inquiry process frames these experiences. Benchmark assessments within each course guide students through observation, practice, and hands-on leadership experiences. Graduates of the program are prepared to become educational leaders in the home, church, private schools, and 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 program requirements of the Master of Education in Educational Administration.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
EDA-534	Educational Administration Foundation and Framework	4 credits
EDA-575	Educational Leadership in a Changing World	4 credits
EDA-577	Data-Driven Decisions for School Improvement	4 credits
EDA-555	Legal Issues in Education	4 credits
EDA-535	Public School Finance	4 credits
EDA-551	Supervision and Instructional Leadership	4 credits
EDA-561	Curriculum Development for School Improvement	4 credits
LDR-600	Leadership Styles and Development	4 credits
LDR-625	Organizational Culture and Team Leadership	4 credits
Total Master of Education in Educational Leadership		38 credits
Total Practicum/Field Experience		80 hours

Master of Education in Elementary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for any individual interested in the education of children in elementary or middle school who is seeking initial teacher 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 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 Interstate Teacher Assessment and Support Consortium (InTASC) principles and/or Council for Exceptional Children standards, as well as to the standards of applicable specialized professional associations. 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, and the final semester of the program includes a full-time, 16-week student teaching component. These educational settings must be state-certified environments and mentor teachers must possess a valid teaching license. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, teacher candidates should consult the Academic Catalog, University Policy Handbook, and a Student Service Advisor (SSA) to obtain information regarding current policies and procedures inherent in an initial teacher licensure program. Graduates of program are prepared to become informed educators in public and private schools and other settings requiring a teaching license.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
EDU-576	Philosophical and Social Issues in Education	4 credits
EDU-536	Classroom Engagement and Management	4 credits
SPE-526	Educating Learners With Diverse Needs	4 credits
ESL-523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL-533N	Advanced Methodologies of Structured English Immersion	3 credits
EED-544	Prescriptive Reading and Assessment	4 credits
EED-525	Curriculum, Assessment, and Methods: Literacy	4 credits
EED-510	Curriculum, Assessment, and Methods: Science and Mathematics	4 credits
EED-570	Curriculum, Assessment, and Methods: Social Studies	4 credits
Student teaching must be taken as the last course in the program.		
EED-580NA	Student Teaching: Elementary Session A	6 credits
EED-580NB	Student Teaching: Elementary Session B	6 credits
Total Master of Education in Elementary Education		48 credits
Total Practicum/Field Experience		110 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.

POS-301	Arizona and Federal Government	2 credits

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

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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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.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
EDU-576	Philosophical and Social Issues in Education	4 credits
EDU-536	Classroom Engagement and Management	4 credits
SPE-526	Educating Learners With Diverse Needs	4 credits
ESL-523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL-533N	Advanced Methodologies of Structured English Immersion	3 credits
EED-544	Prescriptive Reading and Assessment	4 credits
EED-525	Curriculum, Assessment, and Methods: Literacy	4 credits
EED-510	Curriculum, Assessment, and Methods: Science and Mathematics	4 credits
EED-570	Curriculum, Assessment, and Methods: Social Studies	4 credits
Total Master of Education in Elementary Education		36 credits
Total Practicum/Field Experience		110 hours

Master of Education in Secondary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for students interested in the education of children in grades 7-12 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 student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, as well as to the standards of applicable specialized professional associations. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a grade 7-12 classroom to complete the program and practicum assignments, which guide students through 130 hours of observational experiences. The final semester of the program includes a full-time, 16-week student teaching component. Graduates of the program are prepared to become informed educators in public and private schools and other settings requiring a teaching license. Applicants are required to produce documentation for a certifiable major in secondary education content area (24 credits) or they must complete the required credits during their program of study, either through GCU or through an accredited, GCU-approved institution, but prior to completion of the program of study. This major is any course of study commonly taught in grades 7-12 in public schools. Students/applicants are responsible for contacting their state department of education for licensure requirements and program approval. Students/applicants should consult the Grand Canyon University Academic Catalog, University Policy Handbook, and an academic advisor on current policies and procedures specific to a teacher licensure program.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
EDU-576		4 credits
EDU-536	Classroom Engagement and Management	4 credits
SPE-526	Educating Learners with Diverse Needs	4 credits
ESL-523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL-533N	Advanced Methodologies of Structured English Immersion	3 credits
SED-535	Adolescent Literacy	4 credits
SED-553	Reading and Literacy Strategies for Middle and Secondary Schools	4 credits
SED-541	Secondary Theory, Methods, and Data-Driven Pedagogy	4 credits
SED-544	Secondary Curriculum Development and Assessment	4 credits

Student teaching must be taken as the last course in the program.

SED-580NA	Student Teaching: Secondary Session A	6 credits
SED-580NB	Student Teaching: Secondary Session B	6 credits
Total Master of Education in Secondary Education		48 credits
Total Practicum/Field Experience		130 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.

POS-301	Arizona and Federal Government	2 credits

Master of Education in Secondary Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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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.

This program is designed for students interested in the education of children in grades 7-12, but who must postpone student teaching or who do not choose to seek a teaching license. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods, and curriculum development. 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 each course guide students through observational and practice-based experiences. Students must have access to a grade 7-12 classroom to complete the program and practicum/field experience assignments, which guide students through 130 hours of observational experiences. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching license. Students are also prepared to move into a student teaching/licensure component with Grand Canyon University should they wish to change to the program which leads to licensure prior to the posting of their degree. Students must have a minimum of 24 units in a content area commonly taught in public grade 7-12 schools to be admitted to the program.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
EDU-576		4 credits
EDU-536	Classroom Engagement and Management	4 credits
SPE-526	Educating Learners with Diverse Needs	4 credits
ESL-523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL-533N	Advanced Methodologies of Structured English Immersion	3 credits
SED-535	Adolescent Literacy	4 credits
SED-553	Reading and Literacy Strategies for Middle and Secondary Schools	4 credits
SED-541	Secondary Theory, Methods, and Data-Driven Pedagogy	4 credits
SED-544	Secondary Curriculum Development and Assessment	4 credits
Total Master of Education in Secondary Education		36 credits
Total Practicum/Field Experience		130 hours

Master of Education in Special Education: Cross-Categorical (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This cross-categorical program is designed for any individual interested in the education of children with 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 at least three of the five following disability categories represented: 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, 16-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.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
SPE-529N	Special Education Foundation and Framework	3 credits
SPE-522	Classroom Management for Students With Special Needs	4 credits
ESL-523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL-533N	Advanced Methodologies of Structured English Immersion	3 credits
SPE-536	Diagnosis and Assessment in Special Education	4 credits
SPE-557	Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD	4 credits
SPE-558	Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD	4 credits
SPE-553	Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID	4 credits
SPE-573	Educational Implications for Students With Physical and Health Impairments	4 credits

Student teaching must be taken as the last course in the program.

SPE-548NA	Student Teaching: Cross-Categorical Session A	6 credits
SPE-548NB	Student Teaching: Cross-Categorical Session B	6 credits

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Total Master of Education in Special Education: Cross-Categorical	47 credits
Total Practicum/Field Experience	125 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.

POS-301	Arizona and Federal Government	2 credits

Master of Education in Special Education: Cross-Categorical (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.

This cross-categorical program is designed for any individual interested in the education of children with special needs in the K-12 setting who does not wish to seek initial teaching licensure. 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 teacher candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. 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 at least three of the five following disability categories represented: 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 the teacher candidates' various learning needs.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
SPE-529N	Special Education Foundation and Framework	3 credits
SPE-522	Classroom Management for Students With Special Needs	4 credits
ESL-523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL-533N	Advanced Methodologies of Structured English Immersion	3 credits
SPE-536	Diagnosis and Assessment in Special Education	4 credits
SPE-557	Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD	4 credits
SPE-558	Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD	4 credits
SPE-553	Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID	4 credits
SPE-573	Educational Implications for Students With Physical and Health Impairments	4 credits
Total Master of Education in Special Education: Cross-Categorical		35 credits
Total Practicum/Field Experience		125 hours

Master of Education in Special Education for Certified Special Educators (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 program is designed for students interested in advanced studies in special education and who possess a valid special education teaching license. Applicants are required to submit a copy of a current special education teaching license. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner 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, intellectual disabilities, emotional and physical disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program will be prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs of students with special needs.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
SPE-523	Special Education Program Development and Funding	4 credits
SPE-527	Inclusion and Collaborative Practices	4 credits
SPE-537	Assistive Technology in Special Education	4 credits
SPE-512	Assessment in Special Education for Certified Special Educators	4 credits
SPE-510	Strategies to Teach Individuals With Learning Disabilities	4 credits
SPE-513	Strategies to Teach Individuals With Emotional/Behavioral Disabilities	4 credits

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SPE-514	Strategies to Teach Individuals With Intellectual Disability	4 credits
SPE-539	Educational Implications for Students With Physical and Health Impairments	4 credits
SPE-546	Management and Strategic Instruction Practices for Students With Special Needs	4 credits
Total Master of Education in Special Education for Certified Special Educators		38 credits
Total Practicum/Field Experience		75 hours

Master of Education 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 program is designed for licensed teachers or administrators with an interest in working with ESL students in or out of the classroom. 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 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. Courses are aligned to the TESOL standards. Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in a TESOL practicum that guides students through observational and practice-based experiences. Graduates of the program are prepared to become leaders in the ESL/TESOL initiatives that districts must undertake in an ever-increasing school climate of diversity.

UNV-501	Introduction to Graduate Studies in the College of Education	2 credits
TSL-531	Foundations of Instruction for English Language Learners	4 credits
TSL-534	Methods of Teaching English and Grammar to Speakers of Other Languages	4 credits
TSL-536	English Linguistics	4 credits
TSL-537	Teaching a Second Language in the Content Areas	4 credits
TSL-545	Teaching in a Pluralistic Society	4 credits
TSL-546	Language and Reading Acquisition Theories and Research	4 credits
TSL-540	Curriculum Development and Assessment	4 credits
TSL-560	TESOL Practicum	4 credits
Total Master of Education in Teaching English to Speakers of Other Languages		34 credits

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The College of Fine Arts and Production

College Description

The College of Fine Arts and Production 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 Fine Arts and Production 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 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 Education.

The Department of Music features four degrees, a Bachelor of Arts in Music Education, a Bachelor of Arts in Music Education - Instrumental, a Bachelor of Arts in Music with an Emphasis in Piano, and a Bachelor of Arts in Music with an Emphasis in Voice. The Department of Music features four ensembles—Choral Union, Grand Canyon Chorale, Canyon Singers, and New Life.

The Department of Production offers a 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 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, students are encouraged to take part in the University Dance Series in numerous capacities, including performing and choreographing, thus allowing them to explore the creative process from rehearsal to live performance. This global approach to dance training creates a graduate who is multifaceted and prepared to succeed in today's marketplace.

Bachelor of Arts in Dance Education (IP-TL)

(Initial Program - Leads to Initial Teacher Licensure)

The Bachelor of Arts in Dance Education is a program designed to prepare and certify candidates for the instruction of Dance Arts in a K-12 environment. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) principles. The program spans 120 credit hours of instruction and practicum experience resulting in a recommendation for an Arizona initial certificate to work in the state's schools.

As part of the dance program's development, a council comprised of faculty from the College of Education, the College of Fine Arts and Production, and the College of Arts and Sciences has been instituted. The relationship between the College of Fine Arts and Production and the College of Education ensures student teachers will receive both content knowledge and the means to convey that knowledge in their classrooms. 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 dance practitioners by blending both the theory and the practice of dance education, dance performance, and related fields. In addition to regular classroom studies, Dance Education majors are required to participate in the Ethington Dance Ensemble and the University Dance Series. Students serve in numerous capacities, including onstage and offstage disciplines, thus allowing them to explore the creative process from rehearsal to live performance. This global approach to dance education training creates a graduate who is multifaceted and prepared to succeed in today's marketplace.

Degree Requirements

Total General Education	34-40 credits
Total Dance Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Dance Education	120 credits

Dance Education Major

DAN-101	Introduction to Jazz Technique	1 credit

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DAN-100	Introduction to Ballet Technique	1 credit
DAN-200	Somatics for the Dancer	2 credits
DAN-260	Jazz Technique II	1 credit
DAN-250	Ballet Technique II	1 credit
DAN-120	Introduction to Modern Technique	1 credit
DAN-130A	Dance Ensemble I-A	0.5 credit
DAN-130B	Dance Ensemble I-B	0.5 credit
EDU-213≠	Educational Psychology	4 credits
DAN-270	Modern Technique II	1 credit
DAN-350	Ballet Technique III	1 credit
DAN-360	Jazz Technique III	1 credit
POS-301	Arizona and Federal Government	2 credits
DAN-370	Modern Technique III	1 credit
DAN-355Δ	Dance Kinesiology and Injury Prevention	4 credits
DAN-385	Choreography I: Space and Time/Design and Dance	2 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
DAN-280A	Dance Ensemble II-A	0.5 credit
DAN-280B	Dance Ensemble II-B	0.5 credit
DAN-210	Improvisation for Dance	1 credit
DAN-390	Choreography II: Process	2 credits
DAN-380A	Dance Ensemble III-A	0.5 credit
DAN-380B	Dance Ensemble III-B	0.5 credit
DAN-320	Technology for Dance Educators	2 credits
DAN-335	Foundations of Dance and Culture for Diverse Learners	4 credits
DAN-315≠Δ	Dance History I	4 credits
DAN-340Δ	Dance History II	4 credits
ARE-337	Integrated Arts Methods and Assessment in the Elementary School	4 credits
DAN-470	Choreography III: Performance	2 credits
DAN-450≠	Dance Pedagogy	2 credits
DAN-395	Dance Production	4 credits
DAN-300	Alignment and Pilates for Dance	2 credits
DAN-398	Dance Methods and Assessment in the Secondary School	4 credits
DAN-480	Dance Ensemble IV	1 credit
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be the last course taken in the program.

ARE-480	Student Teaching: Arts Education	12 credits
Total Dance Education Major		80 credits
Total Practicum/Field Experience		100 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.

Bachelor of Arts in Music Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program is designed for students interested in the education of children in grades K-12, and for those who are seeking teacher certification. 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 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 over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 16-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 licensure requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and a Student Service Advisor (SSA) to obtain information regarding current policies and procedures inherent in a teacher licensure program. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring teacher licensure. Students and applicants are responsible for contacting their state department of education for licensure requirements and program approval.

The program focuses on choral music. The 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. The mission of the Music Education program is to prepare outstanding educators who can make a difference in the lives of their students. Students choose either Voice or Piano for their focus and maintain that choice throughout the program. Choral Ensemble auditions are required each semester.

Degree Requirements

Total General Education	34-40 credits
Total Music Education Major	79 credits
Total Electives	1-7 credits
Total Bachelor of Arts in Music Education	120 credits

Music Education Major

MUS-125	Music Theory I	4 credits

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One of the following two courses:

MVC-109	Class Voice I	1 credit
MPC-109	Class Piano I	1 credit

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MEN-122A	Choral Ensemble 1A	0 credits
MUS-155	Music Theory II	4 credits

One of the following two courses:

MVC-259	Class Voice II	1 credit
MPC-259	Class Piano II	1 credit

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MEN-122B	Choral Ensemble 1B	0 credits
MUS-260	Music Theory III	4 credits

One of the following two courses:

MVC-359	Class Voice III	1 credit
MPC-359	Class Piano III	1 credit

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MUS-355[Δ]	Music History I	4 credits
MEN-222A	Choral Ensemble 2A	0 credits
MUS-275	Music Theory IV	4 credits

One of the following two courses:

MVC-459	Class Voice IV	1 credit
MPC-459	Class Piano IV	1 credit

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MUS-365≠[Δ]	Music History II	4 credits
MEN-222B	Choral Ensemble 2B	0 credits
POS-301	Arizona and Federal Government	2 credits
EDU-313N	Educational Psychology	3 credits
MUS-390	Form and Analysis	4 credits
MUS-330	Foundations of Music and Culture for Diverse Learners	4 credits
MED-320	Technology for Music Educators	2 credits
MEN-322A	Choral Ensemble 3A	0 credits
MUS-380	Counterpoint	4 credits
MUS-450	Conducting	4 credits
MUS-455	Vocal Pedagogy	2 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits
MEN-322B	Choral Ensemble 3B	0 credits
MED-360	Music Methods and Assessment in the Elementary School	4 credits
MED-370	Music Methods and Assessment in the Secondary School	4 credits
MEN-422A	Choral Ensemble 4A	0 credits

Student teaching courses must be the last courses taken in the program. They can be taken in either order.

MED-480A	Student Teaching: Elementary Music	6 credits
MED-480B	Student Teaching: Secondary Music	6 credits
Total Music Education Major		79 credits
Total Practicum/Field Experience		100 hours

Bachelor of Arts in Music Education – Instrumental (IP/Non-TL)

(Initial Program-Does Not Lead to Teacher Licensure)

This program is designed for students devoted to developing their musical abilities and refining performance skills in order to teach in secondary schools. In the liberal arts setting, in addition to performance, this program will include musical components of theory, composition, history, and literature, as well as the pedagogical aspects necessary for teaching these skills and knowledge. The curriculum provides a balanced program of applied music, theoretical and historical studies, professional education studies, and fieldwork experiences. Emphasis is placed on contemporary music education with training and experiences designed to meet the needs of today's schools. 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. Instrumental and choir concerts; voice, piano, and instrumental recitals; and smaller vocal and instrumental 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. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) principles and applicable specialized professional associations.

Degree Requirements

Total General Education	34-40 credits
Total Music Education-Instrumental Major	91 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Music Education - Instrumental	131 credits

Music Education-Instrumental Major

One of the following three courses:

MBE-115	Private Applied Instruction I	2 credits
MIE-115	Private Applied Instruction I	2 credits
MSE-115	Private Applied Instruction Major I	2 credits
MWE-115	Private Applied Instruction I	2 credits

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MUS-125	Music Theory I	4 credits

One of the following three courses:

MBE-125	Private Applied Instruction II	2 credits
MIE-125	Private Applied Instruction II	2 credits
MSE-125	Private Applied Instruction Major II	2 credits
MWE-125	Private Applied Instruction II	2 credits

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MUS-155	Music Theory II	4 credits

One of the following three courses:

MBE-215	Private Applied Instruction III	2 credits
MIE-215	Private Applied Instruction III	2 credits
MSE-215	Private Applied Instruction Major III	2 credits

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MWE-215	Private Applied Instruction III	2 credits

MED-200	Instrumental Techniques: Low Brass	1 credit
MED-205	Instrumental Techniques: High Brass	1 credit
MUS-260	Music Theory III	4 credits
MED-210	Instrumental Techniques: Clarinet and Saxophone	1 credit
MED-215	Instrumental Techniques: Double Reeds and Flutes	1 credit
MUS-355[Δ]	Music History I	4 credits

One of the following three courses:

MBE-225	Private Applied Instruction IV	2 credits
MIE-225	Private Applied Instruction IV	2 credits
MSE-225	Private Applied Instruction Major IV	2 credits
MWE-225	Private Applied Instruction IV	2 credits

MED-225	Instrumental Techniques: Percussion	1 credit
MUS-275	Music Theory IV	4 credits
MED-220	Marching Band Techniques	1 credit
MUS-365♯[Δ]	Music History II	4 credits
POS-301	Arizona and Federal Government	2 credits

One of the following three courses:

MBE-315	Private Applied Instruction V	2 credits
MIE-315	Private Applied Instruction V	2 credits
MSE-315	Private Applied Instruction Major V	2 credits
MWE-315	Private Applied Instruction V	2 credits

EDU-313N	Educational Psychology	3 credits
MUS-390	Form and Analysis	4 credits
MUS-386	Instrumental Conducting	4 credits

One of the following three courses:

MBE-325	Private Applied Instruction VI	2 credits
MIE-325	Private Applied Instruction VI	2 credits
MSE-325	Private Applied Instruction Major VI	2 credits
MWE-325	Private Applied Instruction VI	2 credits

MUS-330	Foundations of Music and Culture for Diverse Learners	4 credits
MED-320	Technology for Music Educators	2 credits
MUS-406	Jazz Techniques	2 credits
MED-410	Advanced Rehearsal Techniques	2 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits

One of the following three courses:

MBE-415	Private Applied Instruction VII	2 credits
MIE-415	Private Applied Instruction VII	2 credits
MSE-415	Private Applied Instruction Major VII	2 credits
MWE-415	Private Applied Instruction VII	2 credits

ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits
MED-370	Music Methods and Assessment in the Secondary School	4 credits

One of the following three courses:

MBE-425	Private Applied Instruction VIII	2 credits
MIE-425	Private Applied Instruction VIII	2 credits
MSE-425	Private Applied Instruction Major VIII	2 credits
MWE-425	Private Applied Instruction VIII	2 credits

Student teaching courses must be the last courses taken in the program. They can be taken in either order.

MED-481A	Student Teaching: Secondary Music Session A	6 credits
MED-481B	Student Teaching: Secondary Music Session B	6 credits
Total Music Education Major-Instrumental		91 credits
Total Practicum/Field Experience		70 hours

In addition to the coursework listed above, students must perform in seven semesters of university instrumental ensembles. Placement in ensembles will be determined by the music faculty. For more information, students should consult the music handbook.

Bachelor of Arts in Music with an Emphasis in Piano

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.

Degree Requirements

Total General Education	34-40 credits
Total Music Major	52 credits
Total Electives	28-34 credits
Total Bachelor of Arts with an Emphasis in Piano	120 credits

Music Major

MUS-125	Music Theory I	4 credits
MAP-118	Private Piano Study I	1 credit
MVC-109	Class Voice I	1 credit
MUS-155	Music Theory II	4 credits
MAP-128	Private Piano Study II	1 credit
MVC-259	Class Voice II	1 credit
MUS-260	Music Theory III	4 credits
MUS-355[Δ]	Music History I	4 credits
MAP-218	Private Piano Study III	1 credit
MVC-359	Class Voice III	1 credit
MUS-365♯[Δ]	Music History II	4 credits
MUS-275	Music Theory IV	4 credits
MAP-250	Private Piano Study IV	1 credit
MVC-459	Class Voice IV	1 credit

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ♯ Honors Major Course

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MUS-390	Form and Analysis	4 credits
MUS-370	Piano Literature I	2 credits
MAP-318	Private Piano Study V	1 credit
MUS-450	Conducting	4 credits
MUS-377	Piano Literature II	2 credits
MAP-350	Private Piano Study VI	1 credits
MUS-380	Counterpoint	4 credits
MAP-450	Private Piano Study VII	1 credit
MAP-451	Private Piano Study VIII	1 credit
Total Music with an Emphasis in Piano Major		52 credits

In addition to the coursework listed above, students must perform in eight semesters of university choral ensembles. Placement in ensembles will be determined by the music faculty. For more information, students should consult the music handbook. Students will also perform public recitals in their junior and senior years, as designated in the music handbook.

Bachelor of Arts in Music with an Emphasis in Voice

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.

Degree Requirements

Total General Education	34-40 credits
Total Music Major	52 credits
Total Electives	28-34 credits
Total Bachelor of Arts with an Emphasis in Voice	120 credits

Music Major

MUS-125	Music Theory I	4 credits
MVA-119	Private Voice Study I	1 credits
MPC-109	Class Piano I	1 credit
MUS-155	Music Theory II	4 credits
MVA-129	Private Voice Study II	1 credit
MPC-259	Class Piano II	1 credit
MUS-260	Music Theory III	4 credits
MUS-355[Δ]	Music History I	4 credits
MVA-219	Private Voice Study III	1 credit
MPC-359	Class Piano III	1 credit
MUS-365[≠Δ]	Music History II	4 credits
MUS-275	Music Theory IV	4 credits
MVA-229	Private Voice Study IV	1 credit
MPC-459	Class Piano IV	1 credit
MUS-390	Form and Analysis	4 credits
MUS-375[Δ]	Song Literature I	2 credits
MVA-319	Private Voice Study V	1 credit
MUS-450	Conducting	4 credits
MUS-376[Δ]	Song Literature II	2 credits
MVA-329	Private Voice Study VI	1 credit
MUS-380	Counterpoint	4 credits
MVA-419	Private Voice Study VII	1 credit
MVA-429	Private Voice Study VIII	1 credit
Total Music with an Emphasis in Voice Major		52 credits

Department of Production: 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 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 Digital Design with an Emphasis in Animation

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 will learn to plan, analyze, and create visual solutions to communication problems for the global world. The program will focus on the development of creativity, communication, and problem-solving skills that demonstrate critical thinking and ethical leadership.

The program covers design theory and application, including color, typography, illustration, photography, and composition principles necessary to prepare print- or Web-based design. Students will also create interactive computer graphics using state-of-the-art technologies standard in the computer graphics and design industries. Students are introduced to the principles of animation and create animations demonstrating these principles for inclusion in their professional portfolio.

Courses are taught by experts in their respective fields who share knowledge and experience in areas of visual design, Web technologies, and animation. Instructors will expose students to the expanding opportunities in the field of graphic and Web design, advertising, animation, e-learning, and gaming industries. Assignments within each course guide students through historical survey, theoretical application, and

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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collaborative team-based simulations in a studio environment. Students are encouraged to participate in the student chapter of AIGA and compete in local, national, and international competitions. Graduates of this program are prepared for entry-level positions within the expanding design industry.

This program provides an opportunity for students to further explore 3D modeling and theory, application of computer graphics to various design problems and solutions, and the mechanics of motion. Students develop 3D-textured character models with suitable rigging to time the animation and include it in 3D short story applications. Environmental sets and props will be modeled with realistic texturing, lighting design, visual effects, and rendering solutions explored.

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

Digital Design with an Emphasis in Animation Major

DDN-100	Survey of the Visual Arts	4 credits
DDN-105	Drawing for the Visual Arts	4 credits
DDN-110	Design Fundamentals	4 credits
DDN-215	Digital Photography I	4 credits
DDN-210	Designing with Type	4 credits
DDN-205	Figure Drawing	4 credits
DDN-220	2D Animation Design	4 credits
DDN-230	Sculpture	4 credits
DDN-300	Web Design I	4 credits
DDN-330	3D Modeling Design I	4 credits
DDN-305	Drawing for Animation	4 credits
DDN-340≠	History of Design	4 credits
DDN-315	Digital Photography II	4 credits
DDN-360	3D Modeling Design II	4 credits
DDN-365	3D Animation and the Mechanics of Motion	4 credits
DDN-400	Business for the Design Professional	4 credits
DDN-410	3D Short Film Production	4 credits
DDN-415	3D Visual Effects and Lighting	4 credits
DDN-420	Advanced Animation	4 credits
DDN-475≠	Advanced Design Practicum	4 credits
Total 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 prepares graduates for careers in the expanding digital arts and media fields, including social media and the Web, animation, and print design industries. Students will learn to plan, analyze, and create visual solutions to communication problems for the global world. The program will focus on the development of creativity, communication, and problem-solving skills that demonstrate critical thinking and ethical leadership.

The program covers design theory and application, including color, typography, illustration, photography, and composition principles necessary to prepare print- or Web-based design. Students will also create interactive computer graphics using state-of-the-art technologies standard in the computer graphics and design industries. Students are introduced to the principles of animation and create animations demonstrating these principles for inclusion in their professional portfolio.

Courses are taught by experts in their respective fields who share knowledge and experience in areas of visual design, Web technologies, and animation. Instructors will expose students to the expanding opportunities in the field of graphic and Web design, advertising, animation, e-learning, and gaming industries. Assignments within each course guide students through historical survey, theoretical application, and collaborative team-based simulations in a studio environment. Students are encouraged to participate in the student chapter of AIGA and compete in local, national, and international competitions. Graduates of this program are prepared for entry-level positions within the expanding design industry.

This program provides an opportunity for students to further study emerging Web technologies used in e-commerce and social media sites. Students will study HTML, CSS, XML, Javascript, graphic applications, and multimedia products used in the development of interactive and multimedia components found on many dynamic Web sites. Internet theory, Web page standards and policies, usability studies, e-commerce tools, and gaming on the Web will be researched and applied.

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 Web Design Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Digital Design with an Emphasis in Web Design	120 credits

Digital Design with an Emphasis in Web Design Major

DDN-100	Survey of the Visual Arts	4 credits
DDN-105	Drawing for the Visual Arts	4 credits
DDN-110	Design Fundamentals	4 credits
DDN-215	Digital Photography I	4 credits
DDN-210	Designing with Type	4 credits
DDN-205	Figure Drawing	4 credits

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DDN-220	2D Animation Design	4 credits
DDN-230	Sculpture	4 credits
DDN-300	Web Design I	4 credits
DDN-330	3D Modeling Design I	4 credits
DDN-340≠	History of Design	4 credits
DDN-315	Digital Photography II	4 credits
DDN-350	Web Design II	4 credits
DDN-355	Content Management Systems	
DDN-335	Web Applications	4 credits
DDN-400	Business for the Design Professional	4 credits
DDN-430	Programming for the Web I	4 credits
DDN-440	Interactive Web Design	4 credits
DDN-450	Programming for the Web II	4 credits
DDN-475≠	Advanced Design Practicum	4 credits
Total Digital Design with an Emphasis in Web Design Major		80 credits

Bachelor of Arts in Digital Film with an Emphasis in Production

Grand Canyon University's Bachelor of Arts in Digital Film program develops leaders in the fields of narrative film and video production. 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
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Digital Film with an Emphasis in Production Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Arts in Digital Film with an Emphasis in Production	120 credits

Digital Film with an Emphasis in Production Major

DFP-101≠	Introduction to Cinema: History and Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
DFP-113	Film Financing, Budgeting, and Distribution	4 credits
DFP-115	Acting for the Camera	4 credits
DFP-331	Visual Storytelling	4 credits
DFP-221Δ	Screenwriting I	4 credits
DFP-223	Cinematography	4 credits
DFP-225	Nonlinear Editing	4 credits
DFP-227	Audio Production and Design	4 credits
DFP-311≠	Cinema Directing	4 credits
DFP-361	Music Video/Documentary Production	4 credits
DFP-451	Digital Production II	4 credits
DFP-455	Advanced Digital Post-Production	4 credits
DFP-480	Digital Production Practicum	4 credits
Total Digital Film with an Emphasis in Production Major		56 credits

Bachelor of Arts in Digital Film with an Emphasis in Screenwriting

Grand Canyon University's Bachelor of Arts in Digital Film program develops leaders in the fields of narrative film and video production. 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
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Digital Film with an Emphasis in Screenwriting Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Arts in Digital Film with an Emphasis in Screenwriting	120 credits

Digital Film with an Emphasis in Screenwriting Major

DFP-101≠	Introduction to Cinema: History and Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
DFP-113	Film Financing, Budgeting, and Distribution	4 credits
DFP-115	Acting for the Camera	4 credits
DFP-331	Visual Storytelling	4 credits
DFP-221Δ	Screenwriting I	4 credits
DFP-223	Cinematography	4 credits
DFP-225	Nonlinear Editing	4 credits
DFP-227	Audio Production and Design	4 credits
DFP-311≠	Cinema Directing	4 credits
DFP-346	Development and Production of TV Commericals	4 credits
DFP-457Δ	Screenwriting II	4 credits
DFP-463	Adapting Media to Screenplays	4 credits
DFP-470	Screenwriting Capstone	4 credits
Total Digital Film with an Emphasis in Screenwriting Major		56 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

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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 seeks to provide students the foundation needed to pursue careers in teaching, 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 and Drama 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. Scholarships are available by audition and interview.

Degree Requirements

Total General Education	34-40 credits
Total Theatre and Drama Major	40 credits
Total Electives	40-46 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-253	Acting II	4 credits
TRE-325≠Δ	Theatre History I: Greek to Restoration	4 credits
TRE-245	Fundamentals of Theatrical Design	4 credits
TRE-335	Dramatic Literature I	4 credits
TRE-330≠Δ	Theatre History II: 18th Century to Present	4 credits
TRE-339	Dramatic Literature II	4 credits
TRE-439≠	Stage Direction	4 credits
TRE-475	Stage Lighting and Design	4 credits
Total Arts in Theatre and Drama Major		40 credits

Bachelor of Arts in Theatre Education (IP-TL)

(Initial Program - Leads to Initial Teacher Licensure)

This program is designed for students interested in the education of children in grades K-12 and for those who are seeking teacher certification. 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 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 over 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. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and a Student Service Advisor (SSA) to obtain information regarding current policies and procedures inherent in a teacher licensure program. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring teaching licensure. Students and applicants are responsible for contacting their state department of education for licensure requirements and program approval.

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 University Theatre Series in numerous capacities including onstage and offstage disciplines, thus allowing them 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 Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Theatre Education	120 credits

Theatre Education Major

TRE-130	Stagecraft	4 credits
TRE-145	Acting I	4 credits
TRE-253	Acting II	4 credits
TRE-245	Fundamentals of Theatrical Design	4 credits
TRE-325≠Δ	Theatre History I: Greek to Restoration	4 credits
TRE-330≠Δ	Theatre History II: 18th Century to Present	4 credits
TRE-335	Dramatic Literature I	4 credits
TRE-339	Dramatic Literature II	4 credits
TRE-439≠	Stage Direction	4 credits
TRE-475	Stage Lighting and Design	4 credits
TRE-327	Theatre Pedagogy	2 credits
ARE-337	Integrated Arts Methods and Assessment in the Elementary School	4 credits
TRE-347	Theatre Methods and Assessment in the Secondary School	4 credits
TRE-421	Foundations of Theatre and Culture for Diverse Learners	4 credits
TRE-320	Technology for Theatre Educators	2 credits
EDU-213≠	Educational Psychology	4 credits
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL-433N	Advanced Methodologies of Structured English Immersion	3 credits
POS-301	Arizona and Federal Government	2 credits

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Student teaching must be the last course taken in the program.

ARE-480	Student Teaching: Arts Education	12 credits
Total Theatre Education Major		80 credits
Total Practicum/Field Experience		100 hours

Minors

Minor in Dance Education

DAN-100	Introduction to Ballet Technique	1 credit
DAN-101	Introduction to Jazz Technique	1 credit
DAN-120	Introduction to Modern Technique	1 credit
DAN-200	Somatics for the Dancer	2 credits
DAN-210	Improvisation for Dance	1 credit
DAN-385	Choreography I: Space and Time/Design and Dance	2 credits
DAN-355[Δ]	Dance Kinesiology and Injury Prevention	4 credits
DAN-315≠[Δ]	Dance History I	4 credits
DAN-310	Technology for Dance Educators	3 credits
DAN-450≠	Dance Pedagogy	2 credits
Total Minor in Dance Education		21 credits

Minor in Digital Design

DDN-110	Design Fundamentals	4 credits
DDN-210	Designing with Type	4 credits
DDN-220	2D Animation Design	4 credits
DDN-300	Web Design I	4 credits
DDN-340≠	History of Design	4 credits
DDN-400	Business for the Design Professional	4 credits
Total Minor in Digital Design		24 credits

Minor in Digital Film

DFP-101≠	Introduction to Cinema: History and Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
COM-221[Δ]	Screenwriting I	4 credits
DFP-225	Nonlinear Editing	4 credits
DFP-311≠	Cinema Directing	4 credits
Total Minor in Digital Film		20 credits

Minor in Music – Instrumental

MUS-125	Music Theory I	4 credits
MUS-155	Music Theory II	4 credits
MUS-365≠[Δ]	Music History II	4 credits
Applied Instruction (MBE, MIE, MSE or MWE)		8 credits
Four Semesters of Music Ensemble		0 credits
MED-200	Instrumental Techniques: Low Brass	1 credit
MED-205	Instrumental Techniques: High Brass	1 credit
MED-210	Instrumental Techniques: Clarinet and Saxophone	1 credit
MED-215	Instrumental Techniques: Double Reeds and Flutes	1 credit
Total Minor in Music - Instrumental		24 credits

Minor in Music – Piano

MUS-125	Music Theory I	4 credits
MUS-155	Music Theory II	4 credits
MUS-365[Δ]	Music History II	4 credits
Applied Instruction/Private Piano Study (MAP)		8 credits
Four Semesters of Music Ensemble (MEN)		0 credits
MUS-370	Piano Literature I	2 credits
MUS-377	Piano Literature II	2 credits
Total Minor in Music - Piano		24 credits

Minor in Music – Vocal

MUS-125	Music Theory I	4 credits
MUS-155	Music Theory II	4 credits
MUS-365≠[Δ]	Music History II	4 credits
Applied Instruction/Private Voice Study (MVA)		8 credits
Four Semesters of Music Ensemble		0 credits
MUS-375[Δ]	Song Literature I	2 credits
MUS-376[Δ]	Song Literature II	2 credits
Total Minor in Music - Vocal		24 credits

Minor in Theatre

TRE-130	Stagecraft	4 credits
TRE-145	Acting I	4 credits
One of the following two courses:		
TRE-325≠[Δ]	Theatre History I: Greek to Restoration	4 credits
TRE-330≠[Δ]	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
One of the following two courses:		
TRE-245	Fundamentals of Theatrical Design	4 credits
TRE-475	Stage Lighting and Design	4 credits
TRE-439≠	Stage Direction	4 credits
Total Minor in Theatre		24 credits

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The College of Nursing and Health Care Professions

College Description

The College of Nursing and Health Care Professions is dedicated to providing high quality programs with the academic rigor required to prepare health care professionals. The College offers programs that prepare registered professional nurses at both the beginning and advanced levels. The College also offers a nationally certified program in athletic training for students who are committed to caring for athletes at the highest level. For those students interested in becoming leaders in the health care field, the College provides options in the areas of public health, health care administration, and health care informatics.

College Mission

The mission of the College of Nursing and Health Care Professions is to provide an academically challenging professional nursing and health care professions education based on a liberal arts foundation to students from diverse backgrounds within an environment of Christian values and with a commitment to the enhancement of health and wellness in society.

College Features

The College of Nursing and Health Care Professions offers both quality undergraduate and graduate 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. 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. Professionalism, ethical decision making, accountability, critical thinking, and effective communication are emphasized. This is achieved through the application of liberal arts constructs, science, health and nursing theories, and the values of the Christian faith within the scope of nursing knowledge and evidence-based practice. Nursing practice promotes human dignity through compassionate caring for all human beings, without consideration of their gender, age, color, creed, lifestyle, cultural background, and other visible or invisible boundaries between students, faculty, and clients.

The faculty of the College of Nursing and Health Care Professions is accountable for the quality of the educational programs and for the promotion of safe and effective nursing through teaching, service, and collaboration with other professionals and consumers of care. The following statements reflect the philosophical beliefs of the faculty in relation to the concepts of health, environment, person, and nursing.

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 through three programs: pre-licensure (traditional and fast track) and degree completion for already licensed and registered nurses. The pre-licensure curriculum is designed to help students assess individuals, the families, and communities; utilize functional health patterns within a variety of clinical settings; formulate nursing diagnoses; plan and evaluate nursing interventions; and function as professionals within the health care team. The fast-track BSN program allows students who have fulfilled all prerequisites and co-requisites to complete a degree in approximately 20 months. Building on the baccalaureate degree, the College offers a Master of Science in Nursing (MSN) featuring seven areas of focus and a dual major: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology, Adult Clinical Nurse Specialist with an Emphasis in Adult-Gerontology, Family Nurse Practitioner, Health Care Informatics, Nursing Education, Nursing Leadership in Health Care Systems, Public Health, and Master of Business Administration/Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems.

Pre-licensure nursing students begin their supervised clinical experiences during the first semester of the nursing curriculum. Students spend up to 18 hours per week in an assigned clinical practice area learning to apply theory in direct patient care situations. Pre-licensure students complete a practicum in nursing as their last course in the curriculum. This practicum course is designed to assist students in role transition and in gaining confidence in their practice.

Grand Canyon University nursing graduates have a record of success on the National Council Licensure Examination – RN. Development of a resume and interview skills are part of senior studies. In today's rapidly changing health care environment, the student will value the opportunity to explore the trends in an individual capstone project.

In concert with the mission of the University, the College of Nursing and Health Care Professions faculty affirms the belief in educating nurses within a dedicated and supportive community of Christian values. The nursing programs prepare graduates to provide excellent, holistic care while encouraging a passion for achievement, a lifelong curiosity for knowledge, and pursuit of advanced professional degrees.

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The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice guides the curriculum for the baccalaureate program. The AACN Essentials of Master's Education for Advanced Nursing Practice, Advanced Nursing Practice: Curriculum Guidelines and Program Standards for Nurse Practitioner Education, National Organization of Nurse Practitioner Faculties (NONPF), AACN Nursing Practitioner Primary Care Competencies in Specialty Areas, NONPF Domains and Competencies of Nurse Practitioner Practice, NACNS Statement on Clinical Nurse Specialist Practice and Education, and the National League for Nursing Competencies for Nurse Educators provide structure for the curriculum content of the graduate-level programs.

Health

Health is the central focus of nursing. Health is a dynamic aspect of being which incorporates physical, emotional, intellectual, spiritual, and social dimensions.

Environment

All humans interact with the physical, emotional, intellectual, spiritual, and social environments in which they work, play, and live. The nursing role is to help provide healthy and safe environments so that persons may live in optimal health.

Person

We believe that all people are accepted and loved unconditionally, as children of God. Clients are considered to be individuals, families, groups, communities, and populations. Human diversity is cherished. Spirituality is conceived as vertical and horizontal relationships with God and with humanity. These relationships give hope and meaning in life now and in the future.

Nursing

Baccalaureate nursing practice incorporates the roles of assessing, critical thinking, communicating, providing care, teaching, and leading. The caring professional approach includes the values of autonomy, altruism, human dignity, integrity and social justice with unconditional regard for all people. Nursing practice includes health promotion, disease prevention, early detection of health deviations, prompt and adequate treatment of the human response to acute and chronic illness, and compassionate care for those experiencing death.

Masters nursing practice expands upon baccalaureate nursing concepts to include primary care practice knowledge and advanced leadership with a focus on research and quality assurance, spirituality, diversity, critical thinking, caring, and learning. The advanced professional nursing role relies on best practices and evidence-based research with a focus on evaluation of health outcomes and process.

Nursing Education

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

Athletic Training

The Bachelor of Science in Athletic Training is an entry-level athletic training program accredited by the Commission on Accreditation of Athletic Training Education (CAATE). This allied health profession program challenges students to apply theories and skills as they relate to a physically active population and utilizes the National Athletic Trainer's Association Educational Competencies as the framework for student learning in didactic, laboratory, and clinical courses. Athletic training students are assessed following the five domains of the athletic training profession, including:

- Injury/Illness prevention and wellness protection
- Clinical evaluation and diagnosis
- Immediate and emergency care
- Treatment and rehabilitation
- Organization and professional health and well-being

Upon degree completion, students are eligible to take the Board of Certification exam for athletic training which is necessary to practice in the profession. Many states also require licensure, certification, or registration in addition to passing the Board of Certification Exam. Certified athletic trainers work in various settings including colleges and universities, secondary schools, professional sports, orthopedic rehabilitation clinics, hospitals, the military, public safety, and the performing arts, and as physician extenders and practice administrators.

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

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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 Care Administration, Master of Public Health, and Master of Business Administration programs.

The Master of Science in Health Care 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 Care 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 Care Informatics

Health care informatics is a rapidly emerging discipline. The Master of Science in Health Care Informatics program is designed to 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 Care 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: Professional Development and Advanced Patient Care

The Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care 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

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*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course

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interdisciplinary and multifaceted approach to care in order to maximize their ability to meet the specific medical needs of the patient.

Nursing: Undergraduate Programs

Bachelor of Science in Nursing (BSN) Pre-Licensure

The Bachelor of Science in Nursing (BSN) Pre-Licensure degree prepares students to function as professionals within the health care team. The program prepares students to provide evidence-based, holistic, safe, quality care for individuals and families in diverse local and global communities. Current standards of nursing practice provide a framework for the entire curriculum. The program emphasizes spirituality, communication, informatics, health promotion, direct care, and disease prevention throughout the life span.

Degree Requirements

Total General Education	40 credits
Total Program Prerequisites	24 credits
Total Nursing: Pre-Licensure Major	59 credits
Total Bachelor of Science in Nursing (BSN) Pre-Licensure	123 credits

Required General Education

UNV-103	University Success	4 credits
ENG-105[Δ]	English Composition I	4 credits
MAT-134	Applications of Algebra	4 credits
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I Lab	1 credit
ENG-106	English Composition II	4 credits
PSY-102	General Psychology	4 credits
MAT-274	Probability and Statistics	4 credits
CWV-101	Christian Worldview	4 credits
SOC-102	Principles of Sociology	4 credits
PSY-357	Lifespan Development	4 credits
Total Required General Education		40 credits

Program 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-483≠	Pathophysiology	4 credits
BIO-319	Applied Nutrition	4 credits
HLT-411	Global Health Issues	4 credits
Total Program Prerequisites		24 credits

Nursing: Pre-Licensure Major

NSG-301≠	Nursing Foundations	4 credits
NSG-303	Therapeutic Communication and Informatics	4 credits
NSG-305	Health Assessment	4 credits
NSG-307	Introduction to Pharmacology	4 credits
NSG-321	Nursing Practice: Theory	5 credits
NSG-321C	Nursing Practice: Clinical	5 credits
NSG-323	Psychiatric Mental Health Nursing: Theory	2 credits
NSG-323C	Psychiatric Mental Health Nursing: Clinical	2 credits
NSG-325≠	Evidence-Based Practice	3 credits
NSG-401	Family-Centered Nursing: Theory	3 credits
NSG-401C	Family-Centered Nursing: Clinical	3 credits
NSG-403	Community Nursing: Theory	3 credits
NSG-403C	Community Nursing: Clinical	3 credits
NSG-421	Transition to Professional Nursing Practice: Theory	6 credits
NSG-421C	Transition to Professional Nursing Practice: Clinical	6 credits
NSG-423≠	Evidence-Based Capstone Project	2 credits
Total Bachelor of Science in Nursing: Pre-Licensure Major		59 credits

Registered Nurse to 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 lifespan, which provides students the opportunity to achieve baccalaureate competencies.

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*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ≠ Honors Major Course
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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 Core	36 credits
Total Other Transfer, Elective, or Certification Credits	84 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
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-430V	Professional Dynamics	3 credits
NRS-429V	Family-Centered Health Promotion	3 credits
NRS-434V	Health Assessment	3 credits
NRS-427V	Concepts in Community and Public Health	3 credits
HLT-362V	Applied Statistics for Health Care Professionals	3 credits
NRS-433V[Δ]	Introduction to Nursing Research	3 credits
NRS-437V	Ethical Decision Making in Health Care	3 credits
HLT-310V	Spirituality in Health Care	3 credits
NRS-451V	Nursing Leadership and Management	3 credits
NRS-410V	Pathophysiology and Nursing Management of Clients' Health	3 credits
NRS-440V	Trends and Issues in Health Care	3 credits
NRS-441V[Δ]	Professional Capstone Project	3 credits
Total RN to BSN Core		36 credits

Bridge to Master of Science in Nursing

The Bridge to Master of Science in Nursing program is designed for registered nurses with a bachelor's degree in health sciences or other related fields. The program 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. Courses in the bridge program 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 (Dual-Degree).

NRS-430V	Professional Dynamics	3 credits
NRS-434V	Health Assessment	3 credits
HLT-362V	Applied Statistics for Health Care Professionals	3 credits
NRS-433V[Δ]	Introduction to Nursing Research	3 credits
NRS-427V	Concepts in Community and Public Health	3 credits
NRS-410V	Pathophysiology and Nursing Management of Clients' Health	3 credits
Total Bridge to Master of Science in Nursing		18 credits

Nursing: Graduate Programs

Master of Science in Nursing (MSN)

The seven emphases offered for the Master of Science in Nursing are the following:

- Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP-AG)
- Clinical Nurse Specialist with an Emphasis in Adult-Gerontology (CNS-AG)
- Family Nurse Practitioner (FNP)
- Health Care Informatics
- Nursing Education (NEd)
- Nursing Leadership in Health Care Systems (NL)
- Public Health (PH)

The following dual degree is also offered:

- Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems

Please refer to the University Policy Handbook, the Graduate Student Handbook, and program-specific manuals for additional policies and information.

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 to provide competent advanced practice nursing care in complex, acute, and critical care settings through an evidence-based program of study. Graduates are eligible for certification as adult-gerontology acute care nurse practitioners (ACNP-AG) from the American Nurses Credentialing Center (ANCC) or the American Association of Critical Care Nurses (AACN). The program combines courses in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adults. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on the patient, family, and community, and prepare the ACNP-AG in the diagnosis and management of acute and life-threatening health problems. The 53-credit hour program includes 550 hours of directly supervised clinical practice with qualified preceptors.

A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

NUR-502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR-504	Health Care Research Analysis and Utilization	4 credits
NUR-508	Ethics, Policy, and Finance in the Health Care System	4 credits

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NUR-658	Scope of Practice, Documentation, and Billing	2 credits
NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-633	Advanced Pharmacology for Acute Care	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
NUR-636	ACNP-AG Didactic I	3 credits
NUR-636C	ACNP-AG Practicum I	4 credits
NUR-637	ACNP-AG Didactic II	4 credits
NUR-637C	ACNP-AG Practicum II	4 credits
NUR-638	ACNP-AG Didactic III	4 credits
NUR-638C	ACNP-AG Practicum III	4 credits
NUR-699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology		53 credits
Total Clinical Hours		550 hours

Master of Science in Nursing: Clinical Nurse Specialist with an Emphasis in Adult-Gerontology

The Master of Science in Nursing: Clinical Nurse Specialist with an Emphasis in Adult-Gerontology program incorporates the advanced roles of clinician, researcher, learner/educator/coach, leader, community advocate, manager of systems, collaborator, and consultant as described by the National Association of Clinical Nurse Specialist's Adult-Gerontology Competencies. This program prepares the nurse with advanced clinical and organizational decision-making skills based on critical thinking, evidence-based research, and diagnostic reasoning. The adult-gerontology clinical nurse specialist (CNS-AG) synthesizes elements of caring into the nurse-client relationship for adults, elders, and the frail elderly within practice based on advocacy, as well as ethical, social, legal, political, and historical perspectives. The clinical nurse specialist (CNS) is involved in nursing leadership, nursing education, and in conducting research within the clinical setting.

A culminating practicum experience is a part of this CNS-AG degree program. The advanced practice role includes a clinical component that applies theory to practice in all three spheres of CNS-AG influence (patients, nursing, organizations). This clinical practice affords students the opportunity to refine their clinical decision making and to develop their CNS-AG roles of clinical expert, leader, collaborator, consultant, educator, researcher, and change agent. In addition, students explore how their professional attributes, ethical conduct, and professional citizenship are integrated into CNS-AG practice to affect outcomes within the spheres.

A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

NUR-502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR-504	Health Care Research Analysis and Utilization	4 credits
NUR-508	Ethics, Policy, and Finance in the Health Care System	4 credits
NUR-647E	Nursing Education Seminar I	4 credits
NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-633	Advanced Pharmacology for Acute Care	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
NUR-655	CNS I: Theoretical Foundations	6 credits
NUR-657	CNS II: Influence Change in Health Care Systems	6 credits
NUR-663	CNS Clinical Internship	4 credits
NUR-699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing: Clinical Nurse Specialist with an Emphasis in Adult-Gerontology		48 credits
Total Clinical Hours		500 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 (FNP) makes independent critical judgments in all levels of prevention, including health promotion; illness prevention; and diagnosis and management for individuals, families, communities, and populations. The FNP performs comprehensive health assessments, diagnoses illness, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic health problems to achieve quality cost-effective outcomes in a culturally sensitive context. The role of the nurse practitioner includes educating, consulting and collaborating, using research to make practice decisions, and influencing professional and public policies. Within various practice settings, the FNP provides health care for clients across the life span.

A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

NUR-502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR-504	Health Care Research Analysis and Utilization	4 credits
NUR-508	Ethics, Policy, and Finance in the Health Care System	4 credits
NUR-654	Diverse Application of Advanced Practice Concepts	3 credits
NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-632	Advanced Pharmacology for Primary Care	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits

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NUR-675	Advanced Practice Management of Adult Health Care Problems in Primary Care	3 credits
NUR-675C	Advanced Practice Management of Adult Health Care Problems in Primary Care Clinical	3 credits
NUR-668	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care	3 credits
NUR-668C	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care Clinical	3 credits
NUR-667	Advanced Practice Management of Women's Health Care Issues in Primary Care	1.5 credits
NUR-667C	Advanced Practice Management of Women's Health Care Issues in Primary Care Clinical	1.5 credits
NUR-669	Advance Practice Management of Geriatric Issues in Primary Care	1.5 credits
NUR-669C	Advance Practice Management of Geriatric Issues in Primary Care Clinical	1.5 credits
NUR-682C	Advanced Practice Clinical Practicum	4 credits
NUR-699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing: Family Nurse Practitioner		53 credits
Total Clinical Hours		650 hours

Master of Science in Nursing with an Emphasis 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 to health care, 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 of the Master of Science in Nursing with an Emphasis in Health Care Informatics program 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, doctor's offices, insurance companies, pharmacies, technology suppliers, consulting firms, and more. Potential employers for graduates of this program 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 organizations, and informational technology vendors.

NUR-502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR-504	Health Care Research Analysis and Utilization	4 credits
NUR-508	Ethics, Policy, and Finance in the Health Care System	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-620	Business/Project Plan Evaluation and Development	4 credits
HCA-675	Health Care Innovation	4 credits
NUR-699	Evidence-Based Research Project	4 credits
Total Master of Science in Nursing with an Emphasis in Health Care Informatics		36 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 provides an educational experience to prepare advanced-professional nurses to address the ever changing and expanding educational needs of the nursing profession. The track is designed for those students in the Master of Science in Nursing program who are interested in pursuing or advancing in a position in nursing education. Graduates of this track will be prepared for a variety of roles in nursing education, either as clinical educators or academic educators in both traditional and nontraditional settings in nursing education. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

NUR-502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR-504	Health Care Research Analysis and Utilization	4 credits
NUR-508	Ethics, Policy, and Finance in the Health Care System	4 credits
NUR-641E	Advanced Pathophysiology and Pharmacology for Nurse Educators	4 credits
NUR-645E	Advanced Health Assessment for Nurse Educators	4 credits
NUR-647E	Nursing Education Seminar I	4 credits
NUR-649E	Nursing Education Seminar II	4 credits
NUR-665E	Nursing Education Practicum	4 credits
NUR-699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing with an Emphasis in Nursing Education		36 credits

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Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems

The Nursing 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 courses and leadership courses taken with the Master of Science Leadership (MSL) program. From the graduate nursing core courses, students gain the knowledge, values, and skills needed for advanced generalist practice in an evolving health care system. The coursework in leadership provides an overview of leadership styles and the functioning of organizations with an emphasis on communication skills required to establish and maintain effective relationships.

NUR-502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR-504	Health Care Research Analysis and Utilization	4 credits
NUR-508	Ethics, Policy, and Finance in the Health Care System	4 credits
LDR-600	Leadership Styles and Development	4 credits
LDR-615	Organizational Development and Change	4 credits
LDR-620	Leading as a General Manager	4 credits
LDR-630	Servant Leadership	4 credits
NUR-670	Leadership in Health Care Organizations Practicum	4 credits
NUR-699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems		36 credits

Master of Science in Nursing with an Emphasis in Public Health

The demand for public health professionals is rapidly increasing as a result of health care reform, environmental health concerns, emerging and re-emerging diseases, sociopolitical factors affecting our nation's health, and expansion of health issues that are global in scope. Professionals who graduate from the Master of Science in Nursing with an Emphasis in Public Health program may hold positions of responsibility in a variety of settings, including health care facilities, county and state health departments, social service agencies, health policy and planning organizations, universities, nongovernmental organizations, governmental agencies, international health organizations, community-based health education and health promotion settings, and the corporate world. Graduates of Grand Canyon University's Master of Science in Nursing with an Emphasis in Public Health program can be actively involved in the coordination, planning, development, implementation, and evaluation of health programs and services.

The Master of Science in Nursing with an Emphasis in Public Health program is designed for nurses interested in disease prevention and community health. Public health professionals 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 the nursing core and 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 nursing. The Master of Science in Nursing with an Emphasis in Public Health program culminates with a practicum and capstone project that students are able to design to best fit their area of specific interest.

NUR-502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR-504	Health Care Research Analysis and Utilization	4 credits
NUR-508	Ethics, Policy, and Finance in the Health Care System	4 credits
BIO-500	Biostatistics	4 credits
BIO-550	Epidemiology	4 credits
HLT-555	Environmental Health	4 credits
HLT-515	Social, Behavioral, and Cultural Factors in Public Health	4 credits
HLT-605	Public Health Administration	4 credits
HLT-665	Public Health Practicum	4 credits
NUR-699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing with an Emphasis in Public Health		40 credits
Total Clinical/Practicum Hours		150 hours

Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems (Dual-Degree)

Refer to the Ken Blanchard 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 with an Emphasis in Nursing Leadership in Health Care Systems Dual-Degree.

Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate

The Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate program prepares experienced registered nurses to provide competent advanced practice nursing care in complex, acute, and critical care settings through an evidence-based program of study. Graduates are eligible for certification as an acute care nurse practitioner (ACNP) from the American Nurses Credentialing Center (ANCC) or the American Association of Critical Care Nurses (AACN). The program combines courses in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adults. Clinical

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experiences emphasize the physiological and psychosocial impact of acute and critical illness on the patient, family, and community, and prepare the ACNP in the diagnosis and management of acute and life-threatening health problems. The ACNP certificate program includes 500 hours of directly supervised clinical practice with ACNP and/or physician preceptors in nationally known care facilities. The post-master's certificate program is available to those nurses who already have a Master of Science in Nursing (MS or MSN) degree, who also meet the specific admission criteria.

NUR-642	Advanced Physiology and Pathophysiology	3 credits
NUR-644	Advanced Pharmacology	3 credits
NUR-640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR-653	Diagnosis and Management of Acutely Ill Patients	3 credits
NUR-656	Diagnosis and Management of Acutely Ill Patients II	4 credits
NUR-658	Scope of Practice, Documentation, and Billing	2 credits
NUR-659	Diagnosis and Management of Acutely Ill Patients III	4 credits
NUR-671	Practicum I	4 credits
NUR-672	Practicum II	4 credits
NUR-673	Practicum III	4 credits
Total Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate		34 credits
Total Clinical Hours		500 hours

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate (Beginning Summer 2014)

The Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate program prepares experienced registered nurses to provide competent advanced practice nursing care in complex, acute, and critical care settings through an evidence-based program of study. The program combines courses in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acutely and chronically ill adult and geriatric patients. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on the patient, family, and community, and prepare the ACNP-AG in the diagnosis and management of acute and life-threatening health problems. The 37-credit hour program includes 550 hours of directly supervised clinical practice with qualified preceptors.

NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-633	Advanced Pharmacology for Acute Care	4 credits
NUR-658	Scope of Practice, Documentation, and Billing	2 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
NUR-636	ACNP-AG Didactic I	3 credits
NUR-636C	ACNP-AG Practicum I	4 credits
NUR-637	ACNP-AG Didactic II	4 credits
NUR-637C	ACNP-AG Practicum II	4 credits
NUR-638	ACNP-AG Didactic III	4 credits
NUR-638C	ACNP-AG Practicum III	4 credits
Total Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate		37 credits
Total Clinical Hours		550 hours

Post-Master of Science in Nursing: Adult Clinical Nurse Specialist Certificate

The Post-Master of Science in Nursing: Adult Clinical Nurse Specialist Certificate prepares the advanced professional nurse as an advanced practice nurse. The CNS addresses health care needs in the three CNS spheres of influence – the patient/client, nurses and nursing practice, and systems and organizations. The dimensions of the CNS role include clinical judgment, clinical inquiry, facilitator of learning, collaboration, systems thinking, advocacy/moral agency, caring practices and response to diversity.

NUR-642	Advanced Physiology and Pathophysiology	3 credits
NUR-644	Advanced Pharmacology	3 credits
NUR-640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR-647E	Nursing Education Seminar I	4 credits
NUR-655	CNS I: Theoretical Foundations	6 credits
NUR-657	CNS II: Influence Change in Health Care Systems	6 credits
NUR-663	CNS Clinical Internship	4 credits
Total Post-Master of Science in Nursing: Adult Clinical Nurse Specialist (CNS) Certificate		29 credits
Total Clinical Hours		500 hours

Post-Master of Science in Nursing: Clinical Nurse Specialist with an Emphasis in Adult-Gerontology Certificate (Beginning Summer 2014)

The Post-Master of Science in Nursing: Clinical Nurse Specialist with an Emphasis in Adult-Gerontology Certificate program incorporates the advanced roles of clinician, researcher, learner/educator/coach, leader, community advocate, manager of systems, collaborator, and consultant as described by the National Association of Clinical Nurse Specialist's Adult-Gerontology Competencies. This program prepares the nurse with advanced clinical and organizational decision-making skills based on critical thinking, evidence-based research, and diagnostic reasoning. The adult-gerontology clinical nurse specialist (CNS-AG) synthesizes

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elements of caring into the nurse-client relationship for adults, elders, and the frail elderly within practice based on advocacy, as well as ethical, social, legal, political, and historical perspectives. The clinical nurse specialist (CNS) is involved in nursing leadership, nursing education, and in conducting research within the clinical setting.

A culminating practicum experience is a part of this post-master certificate program. The advanced practice role includes a clinical component that applies theory to practice in all three spheres of CNS-AG influence (patients, nursing, organizations). This clinical practice affords students the opportunity to refine their clinical decision making and to develop their CNS-AG roles of clinical expert, leader, collaborator, consultant, educator, researcher, and change agent. In addition, students explore how their professional attributes, ethical conduct, and professional citizenship are integrated into CNS-AG practice to affect outcomes within the spheres.

NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-633	Advanced Pharmacology for Acute Care	4 credits
NUR-647E	Nursing Education Seminar I	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
NUR-655	CNS I: Theoretical Foundations	6 credits
NUR-657	CNS II: Influence Change in Health Care Systems	6 credits
NUR-663	CNS Clinical Internship	4 credits
Total Post-Master of Science in Nursing: Clinical Nurse Specialist with an Emphasis in Adult-Gerontology Certificate		32 credits
Total Clinical Hours		500 hours

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

The Post-Master of Science in Nursing: Family Nurse Practitioner Certificate program prepares the professional nurse for advanced practice as a primary care provider. The family nurse practitioner (FNP) makes independent critical judgments in all levels of prevention, including health promotion; illness prevention; and diagnosis and management for individuals, families, communities, and populations. The FNP performs comprehensive health assessments, diagnoses illness, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic health problems to achieve quality cost-effective outcomes in a culturally sensitive context. The role of the nurse practitioner includes educating, consulting and collaborating, using research to make practice decisions, and influencing professional and public policies. Within various practice settings, the FNP provides health care for clients across the lifespan. Note: Certain courses may be waived for the Post-Master of Science in Nursing: FNP Certificate program if they have been taken previously.

NUR-642	Advanced Physiology and Pathophysiology	3 credits
NUR-644	Advanced Pharmacology	3 credits
NUR-640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR-646	Health Promotion in Advanced Practice Nursing	3 credits
NUR-675	Advanced Practice Management of Adult Health Care Problems in Primary Care	3 credits
NUR-675C	Advanced Practice Management of Adult Health Care Problems in Primary Care Clinical	3 credits
NUR-668	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care	3 credits
NUR-668C	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care Clinical	3 credits
NUR-667	Advanced Practice Management of Women's Health Issues in Primary Care	1.5 credits
NUR-667C	Advanced Practice Management of Women's Health Issues in Primary Care Clinical	1.5 credits
NUR-664T	Advanced Practice Management of Geriatric Issues in Primary Care	1.5 credits
NUR-664C	Advanced Practice Management of Geriatric Issues in Primary Care Clinical	1.5 credits
NUR-654	Diverse Application of Advanced Practice Concepts	3 credits
NUR-682C	Advanced Practice Clinical Practicum	4 credits
Total Post-Master of Science in Nursing: Family Nurse Practitioner Certificate		37 credits
Total Clinical Hours		650 hours

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate (Beginning Summer 2014)

The Post-Master of Science in Nursing: Family Nurse Practitioner Certificate program prepares the professional nurse for advanced practice as a primary care provider. The family nurse practitioner (FNP) makes independent critical judgments in all levels of prevention, including health promotion; illness prevention; and diagnosis and management for individuals, families, communities, and populations. The FNP performs comprehensive health assessments, diagnosis illness, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic health problems to achieve quality cost-effective outcomes in a culturally sensitive context. The role of the nurse practitioner includes educating, consulting and collaborating, using research to make practice decisions, and influencing professional and public policies. Within various practice settings, the FNP provides health care for clients across the life span. Note: Certain courses may be waived for the Post-Master of Science in Nursing: Family Nurse Practitioner Certificate program if they have been taken previously.

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NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-632	Advanced Pharmacology for Primary Care	4 credits
NUR-654	Diverse Application of Advanced Practice Concepts	3 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
NUR-675	Advanced Practice Management of Adult Health Care Problems in Primary Care	3 credits
NUR-675C	Advanced Practice Management of Adult Health Care Problems in Primary Care Clinical	3 credits
NUR-668	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care	3 credits
NUR-668C	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care Clinical	3 credits
NUR-667	Advanced Practice Management of Women's Health Care Issues in Primary Care	1.5 credits
NUR-667C	Advanced Practice Management of Women's Health Care Issues in Primary Care Clinical	1.5 credits
NUR-669	Advance Practice Management of Geriatric Issues in Primary Care	1.5 credits
NUR-669C	Advance Practice Management of Geriatric Issues in Primary Care Clinical	1.5 credits
NUR-682C	Advanced Practice Clinical Practicum	4 credits
Total Post-Master of Science in Nursing: Family Nurse Practitioner Certificate		37 credits
Total Clinical Hours		650 hours

Post-Master of Science in Nursing: Nursing Education Certificate

The Post-Master of Science in Nursing: Nursing Education (MS-NEd) Certificate prepares advanced professional nurses in the nursing role specialty of nursing education. The NEd track addresses the expanding educational needs of the nursing profession. The Nurse Educator may practice in a variety of settings. The Nurse Educator will be prepared to practice in acute or chronic care settings as a staff-educator or in a role that is responsible for planning implementing and evaluating continuing education programs. The 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 utilizing assessing educational needs, planning programs to meet those needs, and evaluating the outcomes of their programs. This is accomplished in the context of an evidence-based practice model.

NUR-641E	Advanced Pathophysiology and Pharmacology for Nurse Educators	4 credits
NUR-645E	Advanced Health Assessment for Nurse Educators	4 credits
NUR-647E	Nursing Education Seminar I	4 credits
NUR-649E	Nursing Education Seminar II	4 credits
NUR-665E	Nursing Education Practicum	4 credits
Total Post-Master of Science in Nursing: Nursing Education Certificate		20 credits

Health Care Professions: Undergraduate Programs

Bachelor of Science in Athletic Training

Athletic training, as defined by the National Athletic Trainer's Association, is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Students who want to become certified athletic trainers must earn a degree from an accredited athletic training curriculum. Accredited programs include formal instruction in areas such as injury/illness prevention, first aid and emergency care, assessment of injury/illness, human anatomy and physiology, therapeutic modalities, and nutrition. Classroom learning is enhanced through clinical education experiences. Certified athletic trainers (ATC) are qualified to work in a variety of settings, including high schools, colleges and universities, professional sports, clinics, and other areas as an integral part of the health care team. The education requires that 750 hours of clinical rotations on- and off-campus be completed before graduation. Students must provide their own transportation to clinical rotations.

Degree Requirements

Total General Education	34-40 credits
All Athletic Training Preclinical Coursework will apply to the General Education requirement.	
Total Athletic Training Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Science in Athletic Training	120 credits

Athletic Training Preclinical Coursework

BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
EXS-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS-214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
BIO-253	Emergency Care for Acute Injuries and Illnesses	4 credits
Total Athletic Training Preclinical Coursework		12 credits

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Athletic Training Major

EXS-322	Clinical Instruction: Emergency, Taping, Bracing	4 credits
EXS-356	Recognition and Evaluation of Athletic Injuries I	4 credits
EXS-340≠	Physiology of Exercise	3 credits
EXS-340L≠	Physiology of Exercise Lab	1 credit
BIO-356	Health Promotion and Wellness Protection	4 credits
EXS-352	Clinical Instruction: Health and Wellness Plans	4 credits
EXS-357	Recognition and Evaluation of Athletic Injuries II	4 credits
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
EXS-354	Clinical Instruction: Evaluation Techniques	4 credits
EXS-387	Therapeutic Modalities	3 credits
EXS-387L	Therapeutic Modalities Lab	1 credit
EXS-426≠	Theory of Prescribing Exercise	3 credits
EXS-426L≠	Theory of Prescribing Exercise Lab	1 credit
EXS-355	Clinical Instruction: Rehabilitation Plans	4 credits
EXS-420	Management in Athletic Training, Health, and Athletics	4 credits
EXS-366	General Medical Conditions	4 credits
EXS-358	Clinical Instruction: General Medical Conditions	4 credits
EXS-458	Theory and Practice of Strength and Conditioning	4 credits
EXS-370	Pharmacology: Drug Use and Abuse	4 credits
EXS-415[Δ]	Advanced Athletic Training	4 credits
Total Athletic Training Major		68 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. 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

Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.

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
HCA-255	Health Policy and Economic Analysis	4 credits
HCA-240	Health Care Accounting and Billing	4 credits
HLT-305	Legal and Ethical Principles in Health Care	4 credits
HLT-302	Spirituality and Christian Values in Health Care and Wellness	4 credits
HCA-360	Health Information Technology and Management	4 credits
HCA-450	Quality in Health Care	4 credits
HCA-455≠	Organizational Behavior and Leadership in Health Care	4 credits
HCA-460	Operations and Risk Management in Health Care	4 credits
HCA-465	Health Care Administration and Management	4 credits
MAT-274	Probability and Statistics	4 credits
HLT-364[Δ]	Research and Communication Techniques in Health Care and Science[Δ]	4 credits
HCA-470≠[Δ]	Strategic Planning and Implementation in Health Care	4 credits

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HLT-494[Δ]	Professional Capstone Project	4 credits
Total Health Care Administration Major		56 credits

Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care

The Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care 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 health care professional issues.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Student Service Advisor for more specific information.	
Health Sciences: Professional Development and Advanced Patient Care Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care	120 credits

Health Sciences: Professional Development and Advanced Patient Care Core

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
HLT-310V	Spirituality 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-317V[Δ]	Communication and Application of Research in Practice	3 credits
AMP-450V	Leadership and Vocation	3 credits
HLT-490V	Professional Capstone Project	3 credits
Total Professional Development and Advanced Patient Care Core		36 credits

Health Care Professions: Graduate Programs

Master of Public Health

The demand for public health professionals is rapidly increasing as a result of health care reform, environmental health concerns, emerging and re-emerging diseases, sociopolitical factors affecting our nation's health, and expansion of health issues that are global in scope. Professionals with the Master of Public Health (MPH) degree may hold positions of responsibility in a variety of settings, including health care facilities, county and state health departments, social service agencies, health policy and planning organizations, universities, nongovernmental organizations, governmental agencies, international health organizations, community-based health education and health promotion settings, and the corporate world. Individuals with an MPH degree are often actively involved in the coordination, planning, development, implementation, and evaluation of health programs and services.

The MPH program is designed for people interested in disease prevention and community health, and is the most widely recognized professional credential for leadership positions in public health. Public health professionals 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 MPH program culminates with a practicum and capstone project that students are able to design to best fit their area of specific interest.

UNV-506	Introduction to Graduate Studies in the Health Care Professions	2 credits
HLT-515	Social, Behavioral, and Cultural Factors in Public Health	4 credits
BIO-500	Biostatistics	4 credits
HLT-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HLT-555	Environmental Health	4 credits
BIO-550	Epidemiology	4 credits
HLT-600	Public Health Policy	4 credits
HLT-605	Public Health Administration	4 credits
HLT-610	Networking and Professional Readiness	2 credits
HCA-620	Business/Project Plan Evaluation and Development	4 credits
HLT-665	Public Health Practicum	4 credits
HCA-675	Health Care Innovation	4 credits
HCA-699	Evidence-Based Research Project	4 credits
Total Master of Public Health		48 credits

Master of Science in Health Care Administration

The Master of Science in Health Care Administration (MSHCA) provides the skills and experience necessary to perform as middle- and upper-level managers in a variety of health care organizations, and to serve as innovative change

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agents and leaders of organizational improvement and adaptation within the health care industry. The MSHCA 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 organizations.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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
HCA-545	Organizational Structure, Dynamics, and Effectiveness	4 credits
HCA-615	Human Resource Management and Marketing Communication Strategies	4 credits
LDR-600	Leadership Styles and Development	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-699	Evidence-Based Research Project	4 credits
Total Master of Science in Health Care Administration Major		48 credits

Students who have taken courses with equivalent content at the undergraduate level may waive one or more of these MSHCA Foundational courses in the program of study (HLT-520, HCA-525, and HCA-530) upon evaluation of their official transcripts.

Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MSHCA Foundational courses.

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.

UNV-504	Introduction to Graduate Studies in the Ken Blanchard 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-699	Evidence-Based Research Project	4 credits
Total Master of Science in Health Care Informatics		48 credits

Students who have taken courses with equivalent content at the undergraduate level may waive one or more of the MHCI foundational courses (HLT-520, HCA-525, and HCA-530) in the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MHCI foundational courses.

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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.

Undergraduate Programs

Bachelor of Arts in Christian Studies

Graduates of Grand Canyon University's Bachelor of Arts in Christian Studies program will utilize biblical studies as the foundation, and an understanding of theology, philosophy, and Christian history as the framework, for communicating Christ to various audiences. In addition to spiritual formation and exegetical skills essential to Christian studies, graduates will be able to employ communication, leadership, and organizational skills necessary for effective ministry.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Christian Studies Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in Christian Studies	120 credits

Christian Studies Major

BIB-104	Old Testament Historical Perspectives	4 credits
BIB-105	New Testament Historical Perspectives	4 credits
INT-244	World Religions	4 credits
PHI-305	Ethical Thinking in the Liberal Arts	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
BIB-351	Moses and the Prophets	4 credits
BIB-354	Jesus and His Interpreters	4 credits
MIN-350[Δ]	Spiritual Formation for Christian Leaders	4 credits
HTH-359	Systematic Theology	4 credits
HTH-379[≠]	History of Christianity	4 credits
HTH-469[≠]	Contemporary Theology	4 credits
CHL-465	Christian Leadership in the 21st Century	4 credits
Total Christian Studies Major		48 credits

Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies

Graduates of Grand Canyon University's Bachelor of Arts in Christian Studies program will utilize biblical studies as the foundation, and an understanding of theology, philosophy, and Christian history as the framework, for communicating Christ to various audiences. In addition to spiritual formation and exegetical skills essential to Christian studies, graduates will be able to employ communication, leadership, and organizational skills necessary for effective ministry.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Christian Studies Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies	120 credits

Christian Studies Major

BIB-104	Old Testament Historical Perspectives	4 credits
BIB-105	New Testament Historical Perspectives	4 credits
INT-244	World Religions	4 credits
PHI-305	Ethical Thinking in the Liberal Arts	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
BIB-351	Moses and the Prophets	4 credits
BIB-354	Jesus and His Interpreters	4 credits
MIN-350[Δ]	Spiritual Formation for Christian Leaders	4 credits
BIB-365	Old Testament Writings	4 credits
BIB-370	Hebrew Poetical and Wisdom Literature	4 credits
HTH-359	Systematic Theology	4 credits
HTH-379[≠]	History of Christianity	4 credits
HTH-469[≠]	Contemporary Theology	4 credits
CHL-465	Christian Leadership in the 21st Century	4 credits
BIB-380	Pauline Epistles	4 credits
BIB-455	Hebrew Prophets	4 credits
BIB-465	The General Epistles	4 credits

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BIB-475	Johannine Literature	4 credits
Total Christian Studies Major		72 credits

Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry

Graduates of Grand Canyon University's Bachelor of Arts in Christian Studies program will utilize biblical studies as the foundation, and an understanding of theology, philosophy, and Christian history as the framework, for communicating Christ to various audiences. In addition to spiritual formation and exegetical skills essential to Christian studies, graduates will be able to employ communication, leadership, and organizational skills necessary for effective ministry.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Christian Studies Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry	120 credits

Christian Studies Major

BIB-104	Old Testament Historical Perspectives	4 credits
BIB-105	New Testament Historical Perspectives	4 credits
INT-244	World Religions	4 credits
PHI-305	Ethical Thinking in the Liberal Arts	4 credits
BIB-355[Δ]	Biblical Interpretation and Application	4 credits
BIB-351	Moses and the Prophets	4 credits
BIB-354	Jesus and His Interpreters	4 credits
MIN-350[Δ]	Spiritual Formation for Christian Leaders	4 credits
YMN-305	Philosophy and Theology of Youth Ministry	4 credits
YMN-350	Leadership and Administration in Youth Ministry	4 credits
HTH-359	Systematic Theology	4 credits
HTH-379≠	History of Christianity	4 credits
HTH-469≠	Contemporary Theology	4 credits
CHL-465	Christian Leadership in the 21st Century	4 credits
YMN-355	Adolescent Development and Faith Formation	4 credits
MIN-360	Communication in Ministry	4 credits
YMN-450	Adolescent Culture and Evangelism	4 credits
YMN-455	Adolescent Issues and Intervention	4 credits
Total Christian Studies Major		72 credits

Graduate Programs

Master of Arts in Christian Studies with an Emphasis in Christian Leadership

The Master of Arts in Christian Studies with an Emphasis in Christian Leadership is a program designed for individuals who desire to lead as Christians in their arenas of influence, be they secular, religious, professional, or personal. The program focuses on the preparation of leaders in biblical and theological knowledge, practical application of that knowledge in leadership settings, and the development of character and integrity in all aspects of life. Emphases include urban ministry, youth ministry, Christian leadership, and pastoral ministry.

UNV-505	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN-505	Spiritual Formation and Mentoring	4 credits
CHL-520	Theories of Leadership	4 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-655	Christian Worldview and Contextualization	4 credits
BIB-650	Biblical Hermeneutics	4 credits
CHL-650	Leading Through Crisis, Conflict, and Change	4 credits
Total Master of Arts in Christian Studies with an Emphasis in Christian Leadership		38 credits

Master of Arts in Christian Studies with an Emphasis in Pastoral Ministry

The Master of Arts in Christian Studies with an Emphasis in Pastoral Ministry is a program designed for individuals who desire to lead as Christians in their arenas of influence, be they secular, religious, professional, or personal. The program focuses on the preparation of leaders in biblical and theological knowledge, practical application of that knowledge in leadership settings, and the development of character and integrity in all aspects of life. Emphases include urban ministry, youth ministry, Christian leadership, and pastoral ministry.

UNV-505	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN-505	Spiritual Formation and Mentoring	4 credits
MIN-520	The Work of the Pastor	4 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-655	Christian Worldview and Contextualization	4 credits
BIB-650	Biblical Hermeneutics	4 credits

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MIN-670	Homiletics	4 credits
Total Master of Arts in Christian Studies with an Emphasis in Pastoral Ministry		38 credits

Master of Arts in Christian Studies with an Emphasis in Urban Ministry

The Master of Arts in Christian Studies with an Emphasis in Urban Ministry is a program designed for individuals who desire to lead as Christians in their arenas of influence, be they secular, religious, professional, or personal. The program focuses on the preparation of leaders in biblical and theological knowledge, practical application of that knowledge in leadership settings, and the development of character and integrity in all aspects of life. Emphases include urban ministry, youth ministry, Christian leadership, and pastoral ministry.

UNV-505	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN-505	Spiritual Formation and Mentoring	4 credits
INT-520	Cross-Cultural and Multicultural Ministry	4 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-655	Christian Worldview and Contextualization	4 credits
BIB-650	Biblical Hermeneutics	4 credits
INT-630	Issues in Urban Ministry	4 credits
Total Master of Arts in Christian Studies with an Emphasis in Urban Ministry		38 credits

Master of Arts in Christian Studies with an Emphasis in Youth Ministry

The Master of Arts in Christian Studies with an Emphasis in Youth Ministry is a program designed for individuals who desire to lead as Christians in their arenas of influence, be they secular, religious, professional, or personal. The program focuses on the preparation of leaders in biblical and theological knowledge, practical application of that knowledge in leadership settings, and the development of character and integrity in all aspects of life. Emphases include urban ministry, youth ministry, Christian leadership, and pastoral ministry.

UNV-505	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN-505	Spiritual Formation and Mentoring	4 credits
MIN-530	Youth Issues and Crises	4 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-655	Christian Worldview and Contextualization	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-630	Mentoring and Counseling Youth	4 credits
Total Master of Arts in Christian Studies with an Emphasis in Youth Ministry		38 credits

Minors

Minor in Biblical Studies

The Minor in Biblical Studies provides a solid foundation to students who are interested in studying and teaching the Bible or who are considering attending seminary without a bachelor's degree in Bible or Christian Studies.

BIB-104	Old Testament Foundations	4 credits
BIB-105	New Testament Foundations	4 credits
BIB-351	Moses and the Prophets	4 credits
BIB-354	Jesus and His Interpreters	4 credits
BIB-355	Biblical Interpretation	4 credits
HTH-359	Systematic Theology	4 credits
Total Minor in Biblical Studies		24 credits

Minor in Christian Studies

The Minor in Christian Studies provides a solid foundation for graduates of any major that also want to serve as Christian leaders working in bi-vocational settings especially in the areas of cross-cultural, urban, or social ministry.

BIB-104	Old Testament Foundations	4 credits
BIB-105	New Testament Foundations	4 credits
INT-244	World Religions	4 credits
MIN-350	Spiritual Formation for Christian Leaders	4 credits
HTH-379≠	History of Christianity	4 credits
Total Minor in Christian Studies		20 credits

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University Administration and Faculty

Academic Administration

Brian Mueller

President; Chief Executive Officer

B.A.Ed., M.A.Ed., Concordia University

Dr. Hank Radda

Provost; Dean, College of Doctoral Studies

B.A., M.S., College of New Rochelle; Ph.D., The Union Institute

Dr. Kathleen Nosal Player

Associate Provost

B.S.N., St. Joseph's College; M.S., Nova Southeastern University; M.B.A., M.S.N., Grand Canyon University; Ed.D., University of Sarasota

Mark Alexander

Vice President, Curriculum and Content Services

B.Mus., Colorado State University; M.Ed., Arizona State University

Jennifer Lech

Vice President of Academic Affairs and University Registrar

B.A., Washington State University; M.B.A., University of Phoenix

Kelly Sanderson

Vice President, Academic Operations

B.S., Southern Illinois University; M.A.Ed., University of Phoenix

Dr. Antoinette Farmer

Assistant Vice President of Institutional Effectiveness

B.S., Arizona State University; M.A.Ed., University of Phoenix; DHEd, A.T. Still University

College of Arts and Sciences

Dr. K. Mark Wooden

Dean, College of Arts and Sciences; Professor

B.S., M.S., Ph.D., Arizona State University

Dr. Sherman Elliott

Assistant Dean; 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. Mark Wireman

Assistant Dean; Assistant Professor

B.S., Graceland University; D.C., Palmer College of Chiropractic

Ken Blanchard College of Business

Dr. Robert K. McClean

Interim Dean of the Ken Blanchard College of Business; Professor

B.A., King's College; M.B.A., St. John's University; D.P.S., Pace University – New York City

Tom Skochinski

Assistant Dean of the Ken Blanchard College of Business; Assistant Professor

B.S., Illinois Institute of Technology; M.S., Northwestern University; M.B.A., J. L. Kellogg Graduate School of Management at Northwestern University; Ph.D. Candidate, Northcentral University

College of Doctoral Studies

Dr. Hank Radda

Provost; Dean, College of Doctoral Studies

B.A., M.S., College of New Rochelle; Ph.D., The Union Institute

Dr. Michael Berger

Associate Dean, College of Doctoral Studies

B.A., M.A., University of Dayton; Ed.D., Grand Canyon University

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College of Education

Dr. Kimberly LaPrade

Dean, College of Education; Professor

B.A., M.Ed., Grand Canyon University; Ph.D., Capella University

Dr. Ted Coe

Assistant Dean, College of Education

B.A, M.A., Ph.D., Arizona State University

Dr. Debbie Rickey

Assistant Dean, College of Education

B.A., George Fox University; M.S., Portland State University; Ph.D., Capella University

College of Fine Arts and Production

Claude N. Pensis

Dean, College of Fine Arts and Production; Professor

B.S., University of Wisconsin Oshkosh; M.F.A., University of Wisconsin Madison

Dr. Juan de Dios Hernandez

Assistant Dean of Music

B.A., The Masters College; M.M., A.D., Yale University; D.M.A. University of Arizona

William H. Symington V

Assistant Dean of Theatre and Dance

B.A., Grand View College; M.F.A., Arizona State University

College of Nursing and Health Care Professions

Dr. Anne McNamara

Dean, College of Nursing and Health Care Professions; Professor

B.S.N., Worcester State College; M.S., Arizona State University, Ph.D., University of Arizona

Dr. Cheryl Roat

Associate Dean, College of Nursing and Health Care Professions

B.S.N., Olivet Nazarene University; M.S.N., University of Missouri-Columbia; Ed.D., University of Nebraska-Lincoln

Dr. Priscilla Steffen

Associate Dean of Graduate Programs; Assistant Professor; Lead ACNP Faculty

B.S.N., University of Texas; M.S.N., University of Texas; A.C.N.P. Certificate, St. Louis University; D.N.P., University of Arizona

Maria Quimba

Assistant Dean, Professional Studies Programs

B.S.N., University of Arizona; M.A., Midwestern University; M.S.N., M.B.A., Grand Canyon University

College of Theology

Dr. Jason Hiles

Dean, College of Theology; Professor

B.F.A., Milwaukee Institute of Arts and Design; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary

Anna Faith Smith

Assistant Dean, College of Theology; Associate Professor

B.A., Grand Canyon University; M.Div., Southwestern Baptist Theological Seminary

Faculty

For a current list GCU faculty, please visit the Faculty Directory.

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Course Descriptions

Accounting (ACC)

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 or equivalent college algebra course.

ACC-350: Managerial 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-355: Intermediate Accounting **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 will explore accounting for assets, liabilities, and equity items, the specific rules for accounting for pensions, postretirement benefits, leases, and accounting changes, and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). Prerequisite: ACC-350.

ACC-360: Cost Accounting **4 credits**

This course provides a study of principles of internal accounting, including job order systems, process costing, activity-based costing, and budgeting. Prerequisite: ACC-350.

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 will explore accounting for assets, liabilities, and equity items, the specific rules for accounting for pensions, postretirement benefits, leases, and accounting changes, and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). Prerequisite: ACC-350.

ACC-460: Taxation **4 credits**

This course provides a study of the theory and practices of accounting for income taxes of corporations, partnerships, estates, trusts, and individuals. Other taxes covered include payroll and sales taxes. Prerequisite: ACC-250.

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 pensions; postretirement benefits, leases, and accounting changes; and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). This course also includes an analysis and interpretation of a firm's three principal financial statements and their uses from a managerial perspective. Prerequisites: ACC-370 and FIN-350.

ACC-485: Advanced Accounting **4 credits**

This course provides a study of accounting theory as it applies to partnerships and business combinations, international accounting, and governmental accounting. Prerequisites: One of the following: 1) ACC-355, or 2) ACC-370 and 371.

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-350 and FIN-350.

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. Prerequisite: ACC-350.

ACC-502: Accounting Practices **4 credits**

This course is designed for individuals who are preparing for more advanced coursework in accounting and for students who have not had accounting in undergraduate work. Topics covered include the principles and practices of financial accounting and the fundamentals of managerial accounting, such as cost behavior and budgeting. The course covers accounting theories using computational examples, and homework is problem solving.

ACC-613: Taxation **4 credits**

This course is a study of the theory and practices of accounting for income taxes of corporations, partnerships, estates, trusts, and individuals.

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.

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ACC-623: Business Law and Ethics for Accounting 4 credits

This course gives students a robust legal and ethical framework that is crucial for accountants and managers under Sarbanes-Oxley. Using case studies that incorporate the principles of business law, the AICPA code, and other systems of ethics, students learn how a commitment to ethics can enable accounting professionals to meet their ethical obligations to all stakeholders.

ACC-633: Financial Intelligence and Decision Making 3 credits

This course focuses on understanding, interpreting, and using financial information for the purposes of making sound financial decisions. The concept of financial intelligence is introduced as it relates to effectively analyzing and assessing financial performance to understand what numbers really mean and when or how to appropriately challenge them.

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. Prerequisite: ACC-502.

ACC-651: Internal Auditing 4 credits

This course is a study of the principles involved in auditing. Topics include financial statement audits, the responsibilities of the external auditor, internal controls, the responsibilities and authority of the internal audit function, the types of audits and other attestation engagements, and accounting ethics. The effects of the Sarbanes-Oxley Act of 2002 are also covered. Prerequisite: One of the following: 1) ACC-650, or 2) ACC-653.

ACC-653: Advanced Managerial and Cost Accounting 4 credits

This course is focused on key managerial and cost accounting concepts and methods. Students examine why, when, and how cost information is used to make effective decisions that lead a firm to success. Prerequisite: ACC-502

ACC-655: Compliance in Financial Reporting 4 credits

This course focuses on building an understanding of the U.S. and international regulatory framework of financial reporting. Students learn to apply GAAP, IASs, and IFRSs to practical situations and train to prepare financial statements in accordance with GAAP, IASs, IFRSs, and pronouncements of the Standing Interpretation Committee. Prerequisites: ACC-502 and BUS-611.

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 corporations, partnerships, consolidated entities, not-for-profits, government, and international operations. Prerequisite: ACC-650.

ACC-662: Advanced Accounting and Mergers and Acquisitions 4 credits

This course is an exploration of advanced topics in financial accounting and reporting, including governmental, nonprofits, partnerships, and the preparation of consolidated financial statements affected by mergers and acquisitions. The financial and economic aspects of merger and acquisition activities are examined in both a domestic and international context. Prerequisite: ACC-616.

ACC-664: Forensic Accounting and Fraud Examination 4 credits

This course is focused on fraudulent financial reporting and the prevention and detection of irregularities. Students become familiar with fraudulent reporting practices and the misappropriation of assets. Prerequisites: ACC-616, ACC-651, and ACC-623.

ACC-665: Tax Planning and Business Strategy 4 credits

This course provides the practical and theoretical framework for recognizing tax planning opportunities and applying basic principles of tax strategy in various contexts, including investments, capital expenditures, organizational form, compensation, regulation, financial instruments, and family wealth planning. Prerequisite: ACC-613.

Administration (ADM)

ADM-611: Public Organizational Theory 4 credits

Fundamental approaches to organizational theory are examined in this course within the context of public administration. Both traditional and emerging paradigms in public organization theory are also explored. The relevance of these theories is applied to the practical management and decision-making processes inherent in public organizations.

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-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. In accordance with UN guidelines on public governance, issues related to transparency, participation, and accountability are also 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-632: Intergovernmental Relations 4 credits

This course examines in detail the relationships among the federal, state, and municipal levels of government in the United States. The history of U.S. federalism is briefly covered, followed by a more in-depth focus on such issues as competition among levels and branches of government, the challenge of institutional fragmentation, and the role of

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governmental interest groups. Specific policy issues (education, health care, social services) are used to examine and analyze the dynamics of these relationships.

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-636: Law and Administrative Process **4 credits**

An introduction to law relevant to public administration, this course covers selected topics in administrative and constitutional law, including the exercise of governmental power, legislative and executive oversight, rule making, adjudication, and judicial review.

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-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: 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. Leadership Laboratory (AES-104) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Prerequisite: AES-101 or department approval.

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. 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: The Evolution of USAF Air and Space Power I **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.

AES-202: 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-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-203: The Evolution of USAF Air and Space Power II **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. Leadership Laboratory (AES-204) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

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.

AES-294 (A-E): 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. Prerequisites: None. Co-requisite: AES-101 or 103, AES-201 or 203, AES-301 or 303 and AES-401 or 403.

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AES-301: Air Force Leadership Studies I **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. Leadership Laboratory (AES-302) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES-203 or department approval.

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. Leadership Laboratory (AES-304) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES-203 or department approval.

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. Leadership Laboratory (AES-402) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES-303 or department approval.

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. Leadership Laboratory (AES-404) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES-401 or department approval.

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.

Applied Management (AMP)

AMP-415: Financial Decision Making **4 credits**

This course is a study of the components of primary financial statements and the use of these statements to analyze the performance of a business entity, including selected managerial accounting topics that assist in internal decision making.

AMP-425: Marketing Environment **4 credits**

This course surveys the marketing mix and marketing concept; markets and buyer behavior; product, service, and relationship marketing for global competition; creating and keeping customers in an e-commerce world; branding and positioning; distribution strategies; integrated marketing communications; and pricing strategies.

AMP-434: Human Resources **4 credits**

This course is a study of the human resource management function in organizations, including detailed coverage of staffing, organizational development, compensation and benefits administration, and employee relations. Emphasis is placed on how human resource management as a whole enhances organizational performance and success. Prerequisites: PSC-420.

AMP-435: Intrapreneurship and Innovation (Retired) **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 ENT-435.

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AMP-450V: Leadership and Vocation **3 credits**

This course emphasizes major behavior patterns that effective leaders use to influence followers, including Ken Blanchard's leadership model. Topics include what effective leaders really do and how leaders can diagnose and modify situations to make their leadership a more positive and productive endeavor.

AMP-492: Organizational Change and Development **4 credits**

This course provides an overview of approaches to organizational development with an emphasis on the practical aspects of changing organizations to improve effectiveness.

Arts Education (ARE)

ARE-337: Integrated Arts Methods and Assessment in the Elementary School **4 credits**

This course explores an integrative arts model, using methods and assessments for teaching theatre and dance in elementary curriculum. Lesson planning and curriculum design are tied to state standards for theatre and dance education. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ARE-480: Student Teaching: Arts Education **12 credits**

This course is consists of a K-12 classroom-based student teaching experience. The teacher candidate is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a student teaching course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that support the compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in program of study 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 are required to take the Arizona Educator Proficiency Assessments. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

Bible (BIB)

BIB-104: Old Testament Historical Perspectives **4 credits**

This course is an introductory historical survey of the Old Testament. Attention is given to the study of the Bible itself, its institutions, its literature, and the history of the national life of the Hebrew people from earliest times to the close of the Old Testament period. The course also explores the impact of the Old Testament on the development of Christianity and Christian values.

BIB-105: New Testament Historical Perspectives **4 credits**

This course is an introductory historical survey of the New Testament, beginning with the interbiblical period. The main emphasis of this course is the Gospels and Acts, and the development of Christian faith and perspectives throughout this historical period.

BIB-351: Moses and the Prophets **4 credits**

This course examines the tradition of the Pentateuch tradition and its elaboration in the prophetic tradition. The scriptural record of beginnings and of early Hebrew history, religion, and law is the foundation for the study, with corresponding attention given to Old Testament prophetic writings. Aspects of the prophetic study include the messianic element, the occasion of writing, authorship, content, and interpretation. Prerequisite: BIB-104.

BIB-354: Jesus and His Interpreters **4 credits**

This course focuses on the teachings and major events in the life of Jesus and the elaboration on those teachings in Paul's writings. Special attention is given to the person, teachings, and work of Jesus. Some pertinent issues in Pauline studies, such as the Judaizer conflict, the effect of Paul's conversion on his thinking and writing, and the sequence of his letters will be examined for their role in the development of the Gospel tradition. Prerequisite: BIB-105.

BIB-355[Δ]: 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. Prerequisites: ENG-105, BIB-104, and BIB-105.

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. Prerequisites: BIB-355 and BIB-365.

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. Prerequisites: BIB-355 and 365.

BIB-465: The General Epistles **4 credits**

This course covers Hebrews, James, 1 and 2 Peter, 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

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addressed; and how these texts are relevant for faithful Christian living. Prerequisite: BIB-355.

BIB-501: Old Testament Foundations **4 credits**

This course is a survey of the historical and theological structures and themes of the Old Testament historical and literary documents.

BIB-502: New Testament Foundations **4 credits**

This course is a survey of the historical and theological structures and themes of the New Testament historical and literary documents.

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. Prerequisites: BIB-501 and BIB-502.

Biology (BIO)

BIO-100: Biology Concepts **3 credits**

This course is a complete overview of the science of biology from a human perspective. Topics include cells, energetics, ecology, inheritance, evolution, embryology, anatomy, and physiology. This course does not apply toward Biology majors. Co-requisite: BIO-100L.

BIO-100L: Biology Concepts Lab **1 credit**

This lab course is designed to complement and support the principles being learned in Biology 100 lecture. Co-requisite: BIO-100.

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 credit**

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 credit**

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-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. Prerequisite: BIO-181. Co-requisite: BIO-182L.

BIO-182L: General Biology II Lab **1 credit**

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. Co-requisite: BIO-182.

BIO-201: 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-201L: Human Anatomy and Physiology I Lab **1 credit**

This course involves a study of the gross anatomy and functions of the skeletal, muscular, and nervous systems. This experiential lab involves gaining basic knowledge of the use of human cadavers, animal demonstrations, and computer-assisted instruction. Co-requisite: BIO-201.

BIO-202: Human Anatomy and Physiology II **3 credits**

This course is the second of a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of immunity; metabolism; energetics; fluid, electrolyte

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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 credit

This course is a study of the gross anatomy and functions of the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. The experiential lab involves an advanced exploration of concepts using human cadavers, animal demonstrations, and computer-assisted instruction. Prerequisites: BIO-201 and BIO-201L. Co-requisite: BIO-202.

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 credit

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-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 and Illnesses 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: One of the following combinations: 1) BIO-155 and BIO-155L; or 2) BIO-201 and BIO-202.

BIO-308: Pathophysiology 3 credits

Pathophysiology - A study of manifestations of altered human physiology and disease. Systems theory is used to analyze the relationship between disease and physiology. Prerequisites: BIO-201 and BIO-202, or BIO-360.

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[Δ]◆: Science Communication and 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-356: 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 client/patient's level of general health and use this data to design a program specific to the performance and health goals of the client/patient. In addition, this course reviews the basics of evidence-based practice in athletic training. Prerequisites: BIO-155 and BIO-155L.

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: One of the following combinations: 1) BIO-182; or 2) BIO-181 and BIO-181L. Co-requisite: BIO-360L.

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BIO-360L: Medical Physiology Lab **1 credit**

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: One of the following combinations: 1) BIO-182; or 2) BIO-181 and BIO-181L. Co-requisite: BIO-360.

BIO-365: Biomedical Statistics **4 credits**

This course is an introduction to basic concepts of descriptive and inferential statistics, experimental design, and an exploration of chronic and infectious disease epidemiology. Students explore study and sampling designs by reviewing the steps of experiment design. Statistical methodologies include graphing, probability theory, estimation, confidence intervals, hypothesis testing, correlation and regression, and analysis of variance. One-, two-, and multi-group parametric and nonparametric methods are introduced, requiring use of Z, t, F, and Chi-squared distributions. Epidemiology techniques include basic measures of disease frequency, exposure-disease associations, prevalence, and incidence relationships. Measures of effect, sources of bias, estimation, and hypothesis testing in epidemiology are discussed, along with estimation of risk and odds.

BIO-440≠: Body Fluid and DNA Analysis **4 credits**

The content of this course is designed to equip learners with a strong background in molecular biology as it applies to serology and forensic DNA analysis. Theories, methods, and techniques used in the analysis and study of gene function, structure, and organization are addressed. The identification of body fluids pertinent to forensics, including saliva, blood, and semen, is introduced. DNA profiling of these fluids and other tissues of forensic interest is included. Key components of QC/QA are featured with reference to FBI, ASCLD, and ISO guidelines. Prerequisites: BIO-457 and completion of concurrent enrollment of the following combinations: 1) CHM-365 and CHM-365L or 2) CHM-465 and CHM-465L.

BIO-457≠: Genetics **4 credits**

This 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.

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: One of the following combinations: 1) CHM-365 and CHM-365L or 2) CHM-465 and CHM-465L.

BIO-474: Human Gross Anatomy and Dissection **4 credits**

This in-depth course covers the structure of the human body from an applied anatomical perspective. It prepares students for graduate-level gross cadaver anatomy coursework by applying critical thinking skills to anatomical studies and emphasizing proper cadaver dissection technique and respect and dignity for the human cadaver. Small groups work collaboratively to explore, locate, expose, identify, and demonstrate various muscles and associated osteologic landmarks, nerves, and blood vessels of the human body. Prerequisites: BIO-181 and BIO-181L.

BIO-483≠: 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, BIO-201L, BIO-202, and BIO-202L; or 2) BIO-360.

BIO-484: Human Anatomy **4 credits**

This course introduces advanced anatomy concepts and examines structures and functions of the human body. Upon successful completion of this course, students demonstrate knowledge and/or skill in six levels of structural organization of the human body and how they interact, metabolism, negative and positive feedback mechanisms and their effect on the body, and mechanisms for maintaining homeostasis. Prerequisite: BIO-181.

BIO-492: Gross Dissection Internship **4 credits**

This internship provides an opportunity for students to study the structure of the human body from an applied anatomical perspective and prepares students for graduate-level gross cadaver anatomy coursework through the application of critical thinking skills to anatomical studies with an emphasis on proper cadaver dissection technique and respect and dignity for the human cadaver. Students explore, locate, expose, identify, and demonstrate various muscles and associated osteologic landmarks, nerves, and blood vessels of the human body. Prerequisites: Grade of A- in BIO-201L and BIO-202L, enrollment in the Pre-Med program, and college approval.

BIO-500: Biostatistics **4 credits**

This course is designed to provide students with knowledge and skills in application, evaluation, analysis, and interpretation of biostatistical data used to inform public health programs, policy, and practice. Students learn to complete statistical analysis using both qualitative and quantitative methodological approaches commonly used in public health practice.

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BIO-550: Epidemiology **4 credits**

This course applies epidemiological approaches to explore patterns of disease and injury in the human population. Emphasis is placed on health indicators, concepts, principles, and methods of chronic and infectious disease epidemiology. Students learn to conduct their own statistical analysis of basic epidemiological measures used for evidence-based decision making using data and reports.

Business Intelligence (BIT)

BIT-200: Introduction to Computer Technology **4 credits**

This course provides the foundation of core knowledge within the field of information technology. Topics include technology-centric organizations, the type and role of fundamental information technology systems, data management to include privacy and security, e-business and m-business, hardware, software, and computer networks.

BIT-415: 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.

BIT-417: IT Governance and Ethics **4 credits**

This 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-430: IT 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-435: 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-440: Web Analytics **4 credits**

This course examines how to leverage web analytics to ascertain website effectiveness with a specific focus on how to track, capture, analyze, and decipher website traffic. Topics related to SEI (search engine optimization) are also covered. Prerequisites: BIT-200 and BIT-430.

BIT-450: Current Topics in IT and Business Intelligence **4 credits**

This course examines current IT and business intelligence topics in order to assist students in their development as IT professionals. Concepts are taught in the context of project management, database structures, programming, business analytics, and IT governance and ethics. Prerequisites: BIT-200, SYM-400, SYM-405, BIT-415, BIT-417, BIT-430, BIT-435, and senior status.

Business (BUS)

BUS-232: Introduction to Sports Management **4 credits**

This course is an overview of the business of sports, including career opportunities, as well as a study of the value of professional management to sports organizations.

BUS-340: Ethical and Legal Issues in Business **4 credits**

This 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: 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 or equivalent college algebra course.

BUS-364: Sports Law **4 credits**

This course is a presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sports organizations. Prerequisites: BUS-340 or BUS-316.

BUS-372: Sports Event Planning **4 credits**

This course provides an introduction to event planning for athletic, recreational, entertainment, and special events. An emphasis is placed on budgeting, site selection, sponsorship, and facility management.

BUS-411A: Business Internship **1 credit**

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. Prerequisites: Permission of the Director of the Internship Program.

BUS-411B: Business 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. Prerequisites: Permission of the Director of the Internship Program.

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BUS-411C: Business Internship **3 credits**

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. Prerequisites: Permission of the Director of the Internship Program.

BUS-485≠Δ: Strategic Management **4 credits**

This is a capstone course 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 **1–4 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-611: Financial Research and Business Modeling **4 credits**

This course provides students with applied knowledge in using electronic databases to find accounting information and financial reports. 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.

BUS-630: Building Innovative Organizations **4 credits**

This course introduces the challenge of balancing efficiency with the ability to innovate successfully. It examines steps to achieving successful innovation, including understanding what customers really want and having the right structure, processes, and resources to support innovation.

BUS-637: Serving Communities **3 credits**

This course brings a unique societal perspective to the decision-making process within organizations. The concept of "enlightened self-interest" is considered within the context of short- versus long-term business results. Societal business costs are defined and examined, including analysis of both sustainable environmental resources and human quality-of-life issues, which center on social responsibility and community outreach. Case studies will be used to profile and examine organizations considered as exemplary corporate citizens.

BUS-640: Building Efficient Organizations **3 credits**

This course examines how to streamline and drive inefficiencies out of a firm's internal processes in order to build a super lean, highly efficient organization. It also covers management structures required to support internally integrated processes, examining how to break down silos and build structures that support cross-functional coordination. The course also focuses on external processes by examining ways to achieve greater supply chain integration with suppliers and customers.

BUS-641: Building Innovative Organizations **3 credits**

This course introduces the challenge of balancing efficiency with the ability to innovate successfully. It examines three steps to achieving successful innovation, including understanding what customers really want and having the right structure, processes, and resources to support innovation.

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. Prerequisite: SYM-506.

BUS-697: Internship **1 credit**

The internship is the culminating course in an academic program of study. The internship provides students the opportunity to work as independent practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. Internships are strongly recommended for all academically qualified students for any discipline taught in the Ken Blanchard College of Business (KBCOB). The College's desire is to promote an environment where students and organizations benefit from real-world application of classroom instruction. In order to arrange an internship, students should consult the KBCOB Director of the Internships.

Christian Leadership (CHL)

CHL-465: Christian Leadership in the 21st Century **4 credits**

This course is an examination of Christian leadership with an emphasis on ethics, community, the environment, and the intricacies of cross-cultural leadership. The course helps students identify administrative skills necessary for leading a successful organization, examine how their Christian values influence their actions and decisions as they live out their faith in their vocations and positions, develop a framework for practicing global citizenship, and initiate an informed dialogue concerning the nature of leadership in other cultures and in diverse situations. Prerequisites: BIB-351, BIB-354, MIN-350, and HTH-469.

CHL-520: Theories of Leadership **4 credits**

This course is a survey of current models, methods, and skills of leadership, and their application in a variety of settings.

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 ministry. Prerequisite: CHL-520.

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

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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 credit**

This lab course is designed to complement 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-113: General Chemistry I **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. Prerequisites: MAT-250 or college algebra. Co-requisite: CHM-113L.

CHM-113L: General Chemistry I Lab **1 credit**

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. Prerequisite: MAT-250 or college algebra. Co-requisite: CHM-113.

CHM-115: General Chemistry II **3 credits**

This is the second 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. Upon successful completion of this course, students 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 fundamentals and applications of nuclear chemistry and organic chemistry. Prerequisites: CHM-113 and CHM-113L. Co-requisite: CHM-115L.

CHM-115L: General Chemistry II Lab **1 credit**

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-113 and CHM-113L. Co-requisites: 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 credit**

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-232: 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. The final assignment for the course is a paper that describes the synthesis of a popular pharmaceutical agent. Prerequisites: CHM-231 and CHM-231L. Co-requisite: CHM-232L.

CHM-232L: Organic Chemistry II Lab **1 credit**

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-232. 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, Benzimidizole synthesis, and a Diazonium coupling reaction. Prerequisites: CHM-231 and CHM-231L. Co-requisite: CHM-232.

CHM-331: 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

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determination are also covered. Instruction includes lecture and in-class problem solving. Prerequisite: CHM-115. Co-requisite: CHM-331L.

CHM-331L: Organic Chemistry I Lab **1 credit**

The laboratory section of CHM-331 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-331 is applied to unknown compounds. Prerequisite: CHM-115L. Co-requisite: CHM-331.

CHM-332: 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. The final assignment for the course is a paper that describes the synthesis of a popular pharmaceutical agent. Prerequisites: CHM-331 and 331L. Co-requisite: CHM-332L.

CHM-332L: Organic Chemistry II: Lab **1 credit**

The laboratory section of CHM-332 supports and extends principles learned in the lecture course. Students carry out various organic syntheses using techniques taught in CHM-332. 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, Benzimidizole synthesis, and a Diazonium coupling reaction. Prerequisites: CHM-331 and CHM-331L. Co-requisite: CHM-332.

CHM-360: 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. 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-360L.

CHM-360L: Principles of Biochemistry Lab **1 credit**

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: CHM-360 and CHM-360L and one of the following combinations: 1) CHM-231 and CHM-231L, or 2) CHM-331 and CHM-331L. Co-requisite: CHM-365L.

CHM-365L: Instrumental Analysis Lab **1 credit**

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: CHM-360 and CHM-360L and one of the following combinations: 1) CHM-231 and CHM-231L, or 2) CHM-331 and CHM-331L. Co-requisite: CHM-365.

CHM-451: 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, CHM-232L, CHM-360, and CHM-360L.

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-465: Forensic Chemistry **3 credits**

This course introduces students to the quantitative, qualitative, and instrumental analysis of forensic samples. 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

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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. Prerequisite: CHM-360 and CHM-360L and one of the following combinations: 1) CHM-231 and CHM-231L, or 2) CHM-331 and CHM-331L. Co-requisite: CHM-465L.

CHM-465L: Forensic Chemistry Lab 1 credits

The laboratory section of CHM-465 reinforces and expands learning of principles introduced in the lecture course. This course allows students to apply quantitative, qualitative, and instrumental analysis to forensic samples. 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 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. Prerequisite: CHM-360 and CHM-360L and one of the following combinations: 1) CHM-231 and CHM-231L, or 2) CHM-331 and CHM-331L. Co-requisite: CHM-465.

Communications (COM)

COM-126: Communications and the Media 4 credits

This course is a study of media history and theory with an emphasis on the implications and impact of mass messages on meaning, culture, and society.

COM-151: History and Criticism of Visual Media 4 credits

This course presents the history of visual art and its connection and influence on modern media. Students gain an artistic vocabulary by becoming familiar with many kinds of visual art, developing their skills in visual analysis, increasing their understanding of aesthetic theory, and applying that understanding in presentations. Prerequisite: COM-126.

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-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.

COM-231: Persuasive Theory 4 credits

This course is a study of the theory and practice of communication as it relates to influencing attitude and behavioral change. The course begins by presenting a historical overview of persuasive theory from its classical beginnings and progresses to analyzing persuasive strategies and their use by contemporary practitioners. Examples for analysis are taken from advertising, public relations, religion, sales, politics, and propaganda.

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.

COM-302≠: Writing for the Media 4 credits

This course is a study of the content, styles, and formats of media writing, with an emphasis on the differences in writing across diverse media modalities.

COM-311: Principles of Public Relations 4 credits

This course presents an overview of the theory and practice of public relations, media relations, promotion, research, and campaigns, as well as an application of theory, through problem solving and case study.

COM-315: Intercultural Communications 4 credits

This course creates an awareness of the skills necessary to promote positive communication and relationships across cultural differences. Students explore verbal and nonverbal communication behaviors. Other cultures are explored through an examination of demographics, family structure, religion, politics, education, social life, art, and literature.

COM-321≠: Public Relations Writing and Design 4 credits

This course is a study of planning, producing, and evaluating written public relations messages for and from a variety of media, including print, broadcast, and the Web. Student writing assignments include news releases, newsletters, public service announcements, coverage memos, position papers, background papers, reports, and proposals.

COM-331: Visual Media and 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.

COM-435: Consumer Communications and Behavior 4 credits

This course provides an integrated marketing communications perspective for today's changing world as well as a behavioral science approach that studies distinct buyer strategies and decision-making processes of purchase by consumers. Topics include external and internal influences on today's buyers, purchase and postpurchase processes, customer satisfaction, customer commitment, branding and positioning, creative strategies, media strategies, distribution strategies, and integrated marketing communications.

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COM-445: Communication Issues and Critical Thinking **4 credits**

This course provides a capstone, or practicum, for the communications student that facilitates the practical application of historical and modern communications styles across modalities in language that is industry-specific. The course emphasizes the ethical and social responsibility of communications in real-world situations.

COM-470: Production Management **3 credits**

This course explains how a movie is transformed from a screenplay to the screen. Students will learn how to break down a screenplay, organize a shooting schedule, create a budget, secure locations, find actors, hire crews, and communicate with unions. Students will also learn the art of storyboards by conceptualizing and rendering the drawings that will communicate continuity. Lab fee required.

Christian Worldview (CWV)

CWV-101: 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-106HON≠: 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 in the honors program.

CWV-301: 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.

Dance (DAN)

DAN-100: Introduction to Ballet Technique **1 credit**

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 credit**

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 credit**

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-130: Dance Ensemble I **1 credit**

This course is designed to prepare the student for a performance tour. Through rehearsal, performance, and discussion, students gain proficiency in dance by learning choreography for performance in various dance styles. Prerequisite: Audition.

DAN-130A: Dance Ensemble I-A **0.5 credit**

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-130B: Dance Ensemble I-B **0.5 credit**

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-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-210: Improvisation for Dance **1 credit**

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.

DAN-250: Ballet Technique II **1 credit**

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 credit**

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 credit**

This course is a refinement of beginning skills with an emphasis on development of technical abilities and performance qualities. It includes intermediate concepts, skills,

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movement vocabulary, and artistic expression specific to modern dance. Prerequisite: DAN-120.

DAN-280: Dance Ensemble II **1 credit**

This course is designed to prepare the student for a performance tour. Through rehearsal, performance, and discussion, students gain proficiency in dance by learning choreography for performance in various dance styles. Prerequisite: Audition.

DAN-280A: Dance Ensemble II-A **0.5 credit**

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-B **0.5 credit**

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-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-315≠[Δ]: 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-320: 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 in order to meet the needs of a diverse 21st century student population.

DAN-335: Foundations of Dance and Culture for Diverse Learners **4 credits**

Students study the historical, philosophical, and sociological influences that have shaped dance, ethno/world 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. Prerequisite: Fingerprint Clearance.

DAN-340[Δ]: Dance History II **4 credits**

This writing-intensive course is a comprehensive comparative study of dance in the 20th and 21st centuries. The focus is on significant trends and individuals who shaped the development of modern dance, ballet, jazz, and vernacular dance in the modern era.

DAN-350: Ballet Technique III **1 credit**

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-355[Δ◆]: 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. Prerequisite: DAN-200.

DAN-360: Jazz Technique III **1 credit**

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-370: Modern Technique III **1 credit**

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-380: Dance Ensemble III **1 credit**

This course is designed to prepare the student for a performance tour. Through rehearsal, performance, and discussion, students gain proficiency in dance by learning choreography for performance in various dance styles. Prerequisite: Audition.

DAN-380A: Dance Ensemble III-A **0.5 credit**

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-B **0.5 credit**

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal

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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 the elements' intrinsic artistic significance and their significance in organized forms of meaning in 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. Prerequisite: DAN-210.

DAN-390: Choreography II: Process **2 credits**

This experiential course investigates various approaches to the choreographic process as related to the philosophies of various traditional and contemporary dance artists. Prerequisite: DAN-385.

DAN-395: 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. Prerequisite: DAN-390.

DAN-397: Dance 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. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum hours: 30. Prerequisite: DAN-390.

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: 25. Prerequisites: Fingerprint Clearance and DAN-390.

DAN-450≠: Dance Pedagogy **2 credits**

This course educates the student in methods of teaching dance in elementary school, secondary school, community college, university, and dance studio settings. It encompasses the basic objectives of dance education, and the components of excellence in teaching, physical training, fitness, and art. Practicum hours: 10. Prerequisite: DAN-355.

DAN-460≠: Choreography Practicum **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. Practicum hours: 10. Prerequisite: DAN-390.

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-480: Dance Ensemble IV **1 credit**

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-480NA: Student Teaching: Elementary Dance **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: 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.

DAN-480NB: Student Teaching: Secondary Dance **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, professional preparation, and curriculum development, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. Prerequisites: One of the following combinations: 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); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

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

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from current business practice. Students focus on understanding the application of management theories to support organizational sustainability in a global economy.

DBA-810: Contemporary Issues in Marketing **3 credits**

This course examines issues, emerging practices, and problems facing marketing executives, researchers, and decision makers. Topics include marketing philosophy and strategy, marketing research, consumer behavior, product development and brand management, pricing, promotion and integrated marketing communications, distribution and supply chain management, services marketing, and global marketing issues and models. Marketing ethics is an integrated topic throughout the curriculum. The course utilizes text, peer-reviewed research, and practitioner articles as a basis for discussion and presentation.

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-825: Creating Sustainable Competitive Advantage **3 credits**

This course examines the evolution of strategic management theories and practices with a particular emphasis on competitive advantage rather than a comprehensive review of the literature relevant to strategic management. It focuses on ideas and perspectives that continue to shape thought, research, and practice in strategic management today, paying particular attention to resource-based, dynamic capabilities and competence-based perspectives.

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-955: Dissertation I **3 credits**

One of the most essential aspects of bringing research findings to the scholarly community is mastering the discipline of approaching this task in an unbiased, benign manner. This course emphasizes the steps scholars must take in taking their findings and establishing a reporting mechanism that presents the outcomes of the research in a way that clearly articulates the fruits of the researcher's labors without distracting or misinforming the audience. This work is typically done in chapter 4 of a dissertation. Also included in this content is the organization of data sets and the application of tables, charts, and graphs.

DBA-960: Dissertation II **3 credits**

While chapter 4 focuses on the benign presentation of results, chapter 5 of the dissertation seeks to make sense of these findings in relationship to the overarching body of work that currently exists. Reflections include the synthesis of findings, comparing those findings to previous work done in the area; consideration of issues related to the research process used and the potential challenges and advantages of the approaches used; and thoughts on implications of these findings on the current body of work. In addition to this course content, students learn to present the opportunities for further research that might have emerged as a result of this work and the potential that lies ahead for others to follow. Prerequisite: DBA-955.

DBA-965: Dissertation III **3 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 includes 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 and preparing to present scholarly papers, as well as other publication venues. Prerequisite: DBA-960.

Digital Design (DDN)

DDN-100: Survey of the Visual Arts **4 credits**

This survey course introduces majors to theoretical foundations of the visual arts and cultures. Modes of cultural production are explored—including art, photography, film, and design—with focus on influential artists, critics, and theoreticians. Students begin to identify, form, and critically support their own visual interests and opinions in relation to the diverse and changing nature of contemporary culture.

DDN-105: Drawing for the Visual Arts **4 credits**

Drawing, sketching for clients, and preparing storyboards are essential skills in a visual world that communicates through pictures. This beginning drawing course teaches students about rendering spatial relationships, perspective, light, shadow, texture, and forms. This foundational course includes lectures, drawing, critiques, and discussions and does not require that students have an art background.

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.

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,

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critiques, and drawing exercises using a variety of media and subject matter.

DDN-210: Designing with Type **4 credits**

This course explores fundamentals and traditions for creating, setting, and designing with type, as well as corporate design with an emphasis on typography and 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. Prerequisite: DDN-110.

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. Digital photo editing and compositing techniques are introduced and explored using digital darkroom software. Students are required to provide their own digital camera for this class. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student photography.

DDN-220: 2D Animation Design **4 credits**

This course introduces the principles of animation, bringing objects to life using established principles of squash and stretch, key framing, and basic timing techniques. Vector-based design tools are used to create moving design. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Prerequisite: DDN-110.

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.

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. Prerequisite: DDN-110 or instructor permission.

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. Prerequisite: DDN-105.

DDN-315: Digital Photography II **4 credits**

In this course, students shoot RAW and apply advanced photography techniques (e.g., corrections, masks, blends, filters and composites) to create visual art. Studio lighting and high dynamic range imaging are explored to create styles and various uses of photography. This course requires Web-based presentations, competitions, and the creation and exhibition of student artwork. Students must provide their own digital SLR camera for this class. Prerequisite: DDN-215.

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; game environment designs; and beginning character designs. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork.

DDN-335: Web Applications **4 credits**

This course examines the use of the Web for e-commerce, social media, and information sharing. Information architecture, content management systems, and navigational structures are explored. In addition, Web analytic tools are studied to determine the effectiveness of Web site design, traffic, and data collection for business and marketing research. Various forms of Web media are optimized for delivery via the Web.

DDN-340≠Δ: 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.

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 interactives. 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 apply a variety of Web design tools for Web site production and usability, as well as to conduct accessibility testing. Prerequisite: DDN-300.

DDN-355: Content Management Systems **4 credits**

This course focuses on Web design for e-commerce; dynamic and user-generated content; backend design including database-driven sites, advanced HTML, XHTML, JavaScript for designers, and advanced CSS; and templates for reusable content. Prerequisite: DDN-350.

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. Prerequisite: DDN-330.

DDN-365: 3D 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

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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-400: Business for the Design Professional 4 credits

This 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.

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.

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.

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.

DDN-430: Programming for the Web I 4 credits

This course is an introduction to Web programming, Web server technologies, HTTP/HTTPS servers, Web security, PHP and ASP.net, and Unix/Linux open-source-based applications.

DDN-440: Interactive Web Design 4 credits

This course explores the use of interactive Web tools, rich Internet applications, and interactive Web games. The integration of music, sound, video, and animation is considered in design. Students use object-oriented scripting language and standard Web tools to create dynamic Web sites.

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, providing “work-arounds,” and improving Web design. Prerequisite: DDN-430.

DDN-475≠: 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. Prerequisite: This course is taken the final semester before graduation.

Digital Film and Production (DFP)

DFP-101≠: Introduction to Cinema: History and 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-113: Film Financing, Budgeting, and Distribution 4 credits

This course is an intense overview of the entire process beyond the creation of a production. Students review film financing, contracting, budgeting, insurance, etc.

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-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 will be 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

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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. Lab fee required.

DFP-227: Audio Production and Design 4 credits

This course is an interactive exploration and implementation of audio production for cinema, including multimodal and theoretical approaches.

DFP-311≠: 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.

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-345: Entertainment Union and Guilds 4 credits

Students learn the impact, use, and history of entertainment guilds and unions. The course also covers value, membership requirements, and alternative opportunities outside of the union system.

DFP-346: Development and Production of TV Commericals 4 credits

In this course, students learn the entire process of creating television and Internet commercials. Students learn the skills of writing copy, developing ideas, researching the marketplace, working with client needs, pitching, and production of television commercials.

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-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. Prerequisite: DFP-111.

DFP-455: 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. Prerequisite: DFP-225.

DFP-457[Δ]: 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 or COM-221.

DFP-463: Adapting Media to Screenplays 4 credits

Students learn to adapt various forms of media to screenplays. Prerequisite: DFP-457.

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-480: Digital Production Practicum 4 credits

This practicum provides students with the foundation and practice in digital production. Students learn how to use different media forms to express creativity and ideas. The course goal is to teach students to analyze a script by identifying character objectives, through-lines, key facts, circumstances, and emotional events while transferring that to an on-set production experience. The course focuses on the process and completion of a short production piece. Prerequisite: DFP-451.

Design Studio (DGN)

DGN-210: Introduction to 3D Animation 4 credits

This is an introductory course exploring 3D computer graphics using industry standard Maya software. Students research the history of computer graphics and the different media formats where 3D characters, objects, and sets are used. Students are introduced to the entire production pipeline of 3D animation, including modeling, texturing, rigging, lighting, and rendering. Coursework is a combination of lecture, critique, and lab work. Maya software is required for the online course.

DGN-220: Graphic Design I 4 credits

This is an introductory course in the study of the primary elements and principles of design, type, and imagery, and their application to graphic design problems. The course includes the development of logos, type, poster, and book design using page layout. Coursework is a combination of lecture and lab work. Students complete work both by hand and with technology. Adobe Creative Suite (Photoshop, Illustrator, and InDesign) or equivalent is required for the online course.

DGN-230: Web Design 4 credits

This course focuses on the development of students' ability to plan a Web site and develop multiple design solutions for the needs of this media. Students learn the technical and aesthetic skills necessary for basic site creation and maintenance. Students critique other sites for design appeal, efficiency, and ease of use. Emphasis is placed on the student's ability to keep themselves current with the tools as they change over time. Adobe Dreamweaver and Photoshop (or equivalents) are required for the online course.

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Dissertation (DIS)

DIS-955: Dissertation I **3 credits**

This course provides learners with individualized support in their dissertation journey. Learners work directly with their dissertation chair and committee members to continue their research endeavors as aligned with their individual progress plan. Prerequisite: RES-871 or RES-885.

DIS-960: Dissertation II **3 credits**

This course continues to provide learners with individualized support in their dissertation journey. Learners work directly with their dissertation chair and committee members to continue their research endeavors as aligned with their individual progress plan. Prerequisite: DIS-955.

DIS-965: Dissertation III **3 credits**

This course continues to provide learners with individualized support in their dissertation journey. Learners work directly with their dissertation chair and committee members to continue their research endeavors as aligned with their individual progress plan. Prerequisite: DIS-960.

DIS-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: DIS-965.

DIS-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: DIS-966.

DIS-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: DIS-967.

DIS-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: DIS-968.

DIS-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: DIS-969.

DIS-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: DIS-970.

Early Childhood Education (ECH)

ECH-125: Foundations of Early Childhood **4 credits**

This course focuses on the fundamental basis of the field of early childhood education, including historical and philosophical foundations, current practices, ethics, models of teaching, and application in early childhood settings. Professional preparation requirements and professional development opportunities for early childhood educators will be explored. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH-130: Educational Psychology in Early Childhood **4 credits**

This course focuses on theories of learning and motivation, including young children's physical, cognitive, and social-cultural development from Birth to Age 5/Pre-K and K to Age 8/Grade 3. Students apply the theories to the early childhood classroom and examine their contemporary usefulness in supporting children's academic achievement and emotional development through the early childhood years. No practicum/field experience required. No Fingerprint Clearance required.

ECH-135: Child Guidance, Management, and the Environment **4 credits**

This course focuses on analyzing theories of child development as they relate to positive classroom environments and classroom management approaches, including the framework for the Guidance Approach. Research is utilized to investigate the social, cultural, and familial contexts that influence learning and development. The Birth to Age 5/Pre-K and K to Age 8/Grade 3 populations are addressed. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH-140: Technology in the Early Childhood Classroom **4 credits**

This course provides future teachers the opportunity to examine and use technology in the 21st century for Birth to Age 5/Pre-K and K to Age 8/Grade 3 classrooms. Students develop a classroom technology plan designed to enhance and shape their teaching skills and knowledge to better utilize emerging technology. No practicum/field experience required. No Fingerprint Clearance required.

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ECH-220: Characteristics and Quality Practices for Typical and Atypical Behaviors of Young Children **4 credits**

This course explores characteristics and quality practices for typical and atypical behaviors of young children. Differentiated instruction and evaluation measures are examined in relation to meeting the needs of all learners in Birth to Age 5/Pre-K and K to Age 8/Grade 3 classrooms. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH-225: Introduction to the Exceptional Learner **4 credits**

This course explores characteristics and quality practices for typical and atypical behaviors of young children. Differentiated instruction and evaluation measures will be examined in relation to meeting the needs of all learners. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH-235: Child Growth and Development: Health, Safety, Nutrition, and Fitness **4 credits**

This course explores child growth and development—including physical, cognitive, and social-emotional development with an emphasis on health, safety, nutrition, and fitness—by examining the theories and domains associated with early childhood growth. Child, family, cultural, and community relationships are also investigated. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH-325: Child, Family, Community, and Culture **4 credits**

This course covers historical foundations, theories, and models of child development for the Birth to Age 5/Pre-K and K to Age 8/Grade 3 populations that specifically address diversity, multicultural assimilations, and human change. No practicum/field experience required. No Fingerprint Clearance required.

ECH-335: 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. Prerequisite: Fingerprint Clearance.

ECH-340: Developmentally Appropriate Instructional Methodologies for Teaching: Language 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 literacy development and instruction. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

ECH-345: Developmentally Appropriate Instructional Methodologies for Teaching: Math **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 math development and instruction. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

ECH-350: Developmentally Appropriate Instructional Methodologies for Teaching: Science **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 science concepts. Practicum/field experience hours: 5. Prerequisite: Fingerprint Clearance.

ECH-355: Developmentally Appropriate Instructional Methodologies for Teaching: Social Studies **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 science concepts. Practicum/field experience hours: 5. Prerequisite: Fingerprint Clearance.

ECH-360: Developmentally Appropriate 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: 5. Prerequisite: Fingerprint Clearance.

ECH-425: Early Literacy Development **4 credits**

This course looks at research in language and literacy development, with an emphasis on effective instructional 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 are the focus of study. No practicum/field experience required. No Fingerprint Clearance required.

ECH-430: Early Childhood Literature **4 credits**

This course is a study of literature written for children Birth to Age 5/Pre-K and K to Age 8/Grade 3. There is an emphasis on the different genres, examining each one's characteristics and contexts for use. Relevant teaching strategies and learning activities pertaining to each genre are also explored. Other topics covered in this course include criteria for evaluating, analyzing, and selecting children's literature, the integration of literature across the curriculum, and the involvement of families. No practicum/field experience required. No Fingerprint Clearance required.

ECH-435: Developmental and Functional Assessment: Birth to Age 8 **4 credits**

This course provides the learner with a robust view of assessment, evaluation, and testing. The processes of assessing, monitoring, and reporting the progress of young children are investigated. Areas of focus include the history and challenges of testing and the role of technology in assessment. No Fingerprint Clearance necessary.

ECH-440: Assessing, Monitoring, and Reporting Progress of Young Children **4 credits**

This course provides the learner with a robust view of assessment, evaluation, and testing for Birth to Age 5/Pre-K and K to Age 8/Grade 3. The processes of assessing, monitoring, and reporting the progress of young children's performance are investigated as well as educated projections of how students are proceeding based on age/grade level standards. Areas of focus include the history and challenges of testing and the role of technology in assessment. No practicum/field experience required. No Fingerprint Clearance required.

ECH-480: Student Teaching: Birth to Pre-School **6 credits**

This course is the first of two 8-week sessions of student teaching experience in a classroom. The teacher candidate is

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assigned to an approved school with a certified cooperating teacher, a faculty supervisor, and a student teaching course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). The teacher candidates are required to complete their internship experiences in a birth to pre-school classroom. Prerequisites: Fingerprint Clearance; 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH-482: Student Teaching: Birth to Age 5/Pre-K 4 credits

This course is the first of two 8-week sessions of student teaching experience in a classroom. The teacher candidate is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a student teaching course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). In this session, teacher candidates are required to complete their internship experiences in a Birth to Age 5/Pre-K classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in the program of study 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH-485: 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 student teacher is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a Grand Canyon University course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). The teacher candidates are required to complete their internship experiences in a K-3 classroom. Prerequisites: Fingerprint Clearance; 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH-486: Student Teaching: K to Age 8/Grade 3 4 credits

This course is the second of two 8-week sessions of the student teaching experience in a classroom. The teacher candidate is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a student teaching course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). In this session, teacher candidates are required to complete their internship experiences in a K to Age 8/Grade 3 classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in the program of study 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH-510: Child, Family, Community, and Culture 4 credits

This course covers historical foundations, theories, and models of child development that specifically address diversity, multicultural assimilations, and human change. No Fingerprint Clearance necessary.

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 ages Birth-PK and K-3. NAEYC Standards 1-5 will be the focus of study. No practicum/field experience required. No Fingerprint Clearance necessary.

ECH-520: Foundations of Early Childhood 4 credits

This course investigates the fundamental basis of the early childhood field, Birth-PK and K-3, including historical and philosophical foundations, current practices, ethics, models of teaching, and application in early childhood settings. Professional preparation requirements and professional development opportunities for early childhood educators will be explored. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH-522TE: Foundations of Early Childhood for Current Practitioners 3 credits

This course covers foundations of the early childhood field, including research on how children learn, laws and policies governing the field, current practices, and application in early childhood settings.

ECH-523TE: Instructional Teaching Methodologies for EarlyChildhoof for Current Practitioners 3 credits

This course examines instructional methodologies for teaching young children with a specific emphasis on language, math, science, social studies, and the arts. The course supports educators in designing developmentally appropriate lessons that integrate multiple standards and subject areas.

ECH-525: Child Guidance, Management, and the Environment 4 credits

This course focuses on analyzing theories of child development, Birth-PK and K-3, the components of positive classroom environments, and classroom management programs, including the framework for the Guidance Approach. Research will be utilized to investigate the social, cultural and familial contexts which influence learning and development. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

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ECH-530: Introduction to the Exceptional Learner 4 credits

This course explores characteristics and quality practices for typical and atypical behaviors of young children in the Birth-PK and K-3 populations. Differentiated instruction and evaluation measures will be examined in relation to meeting the needs of all learners. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH-535: Child Growth and Development: Health, Safety, Nutrition, and Fitness 4 credits

This course explores child growth and development including health, safety, nutrition and fitness by examining the theories and domains associated with early childhood growth. Both Birth-PK and K-3 populations will be addressed. Child, family, cultural and community relationships are also investigated. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH-635: Developmental and Functional Assessment: Birth to Age 8 4 credits

This course leads the teacher through the process of assessing, monitoring, and reporting the progress of young children.

ECH-640: Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts 4 credits

This course examines instructional methodologies for teaching young children, Birth-PK and K-3, with a specific emphasis on language, math, science, social studies, and the arts. Lesson plan models and national/state standards will be reviewed. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH-680: Student Teaching: Birth to Pre-School 6 credits

This course is the first of two 8-week sessions of student teaching experience in a classroom. The student teacher is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a Grand Canyon University course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). The teacher candidates are required to complete their internship experiences in a birth to pre-school classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH-685: 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 student teacher is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a Grand Canyon University course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). The teacher candidates are required to complete their internship experiences in a K-3 classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

Economics (ECN)

ECN-220≠: Introduction to Economics 4 credits

The course covers microeconomic topics, macroeconomic topics, and international economics topics. Microeconomic topics include the nature and method of economics, supply and demand, utility, and supply and demand elasticities. Macroeconomic topics include the measurement of national output, factors that impact output, other means of measuring national wealth and economic well-being, unemployment, inflation, GDP accounting, and business cycles. While the focus of this course is primarily on the U.S. economy, some comparative economic analysis will be covered. In addition, select topics related to international trade and finance are introduced.

ECN-360: Intermediate Economics 4 credits

This course focuses on microeconomic principles and techniques of analysis from the perspective of the firm and the study of the national economy. Topics include the costs of production, market structures, profit maximization, regulation and deregulation of business, labor markets, GDP and measures of economic well-being, national income accounting, the effects of business cycles, an overview of fiscal, monetary and supply side policies, and role of money, banks, and the Federal Reserve System in the United States. Prerequisite: ECN-220.

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 ECN-360.

ECN-601: Economics 4 credits

The first half of this course covers those aspects of economics that are particularly applicable to business decision making. Topics include demand and cost estimation, production decisions, pricing, analysis at competitive market structures, and antitrust. The second half of this course focuses on the world economy and the global environment within which business must operate. Topics include currency markets and exchange rates, balance of payments accounts, international monetary regimes, and international banking.

ECN-630: Growth Strategy Through Merger and Acquisition 4 credits

This course examines the opportunities and challenges inherent in mergers, acquisitions, partnerships, and other types of strategic alliances. There is a focus on financial viability and

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integration issues involved in merger and acquisition activities. Students learn to critically analyze costs, risks, and potential gains of such growth strategies. Organic growth strategies are presented along with a framework for determining when and where to pursue organic versus external growth options. Predatory versus collaborative growth strategies are also examined.

ECN-634: Managerial Economics **3 credits**

This course examines the application of economic analysis to real-world business problems. The first half of this course covers those aspects of economics that are particularly applicable to business decision making. Topics include demand and cost estimation, production decisions, pricing, analysis of competitive market structures, and antitrust. The second half of this course focuses on the world economy and the global environment within which business must operate. Topics include currency markets and exchange rates, balance of payments accounts, international monetary regimes, and international banking.

ECN-638: Growth Strategies **3 credits**

This course examines the opportunities and challenges inherent in mergers, acquisitions, partnerships, and other types of strategic alliances. There is a focus on financial viability and integration issues involved in merger and acquisition activities. Students learn to critically analyze costs, risks, and potential gains of such growth strategies. Organic growth strategies will be presented along with a framework for determining when and where to pursue organic versus external growth options. Predatory versus collaborative growth strategies are also examined.

Education Administration (EDA)

EDA-534: Educational Administration Foundation and Framework **4 credits**

This course orients students to the program, the field, and the six Interstate School Leaders Licensure Consortium standards guiding them. It includes an introduction to creating a professional portfolio. This course does not require embedded field experience/practicum hours.

EDA-535: Public School Finance **4 credits**

Upon completion of this course, students possess knowledge and understanding of the application of school finance topics related to education at the federal, state, and local levels. The students explore basic administrative theories, processes, and techniques, as well as discuss the major challenges facing them in the daily operation of local schools. In addition, students gain an understanding for the application of financial, organizational, and implementation challenges of integrating technology into the educational community. This course focuses on ISLLC Standards 3 and 6, and requires 15 embedded field experience/practicum hours. Prerequisite: EDA-577.

EDA-536TE: School Finance for Current Practitioners **3 credits**

This course addresses issues of school finance. Concepts of taxation, sources of revenue, basic budget designs, processes, and techniques are studied. Additionally, consideration is given to the major challenges in the daily operation of local schools.

EDA-537TE: Supervision and Instructional Leadership for Current Practitioners **3 credits**

This course addresses the topic of supervising instruction within several arenas of the educational environment. Students will gain knowledge and understanding for the application of the models and theories of supervision and instructional leadership.

EDA-551: Supervision and Instructional Leadership **4 credits**

Because of the pervasive nature of supervision and instructional leadership, this course approaches the topic within several arenas of the educational environment. Upon completion of this course, students possess knowledge and understanding for the application of the models and theories of supervision and instructional leadership, the interpersonal and technical skills needed for supervision, and the tasks and functions of the supervisor. In addition, students possess an understanding for the application of financial, organizational, and implementation challenges of integrating technology into the educational community, as well as leadership strategies to integrate technology into the educational community. This course focuses primarily on ISLLC Standard 2 and requires 15 embedded field experience/practicum hours. Prerequisite: EDA-577.

EDA-555: Legal Issues in Education **4 credits**

The 21st century school is a complex, ever-changing environment that poses a myriad of challenges to school leadership on a daily basis. This course explores important critical issues currently facing school principals and discusses possible strategies for meeting those issues. Upon completion of this course, educational leaders are able to apply the federal and state laws that govern the operation and conduct of their organization, so that they can achieve their vision and mission without treading upon the constitutional rights and personal freedoms of students and staff. This course addresses the Interstate Leaders Licensure Consortium (ISLLC) Standard 6 and requires 15 embedded field experience/practicum hours. Prerequisite: EDA-577.

EDA-561: Curriculum Development for School Improvement **4 credits**

Upon completion of this course, educational leaders possess the skills to examine existing curriculum for gaps, strengths, and weaknesses. They also understand the variety of components necessary to build a rigorous curriculum that is also flexible enough to adapt to a constantly changing world and can withstand personal and community bias. The essential elements of curriculum development for school—including improvement by examining goals, beliefs, and current outcomes—are also examined and discussed. In addition, students explore leadership strategies designed to integrate technology into both teaching and learning. This course responds to the Interstate Leaders Licensure Consortium (ISLLC) Standard 2 and requires 20 embedded field experience/practicum hours. Prerequisite: EDA-577.

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EDA-575: Educational Leadership in a Changing World **4 credits**

This course provides a new paradigm for the school leader. Students examine the fundamental concepts of organizational theories and leadership models on a macro level and relate those theories and models to the educational enterprises. Upon completion of this course, educational leaders possess an understanding of the complexity of being a school leader, with experiences ranging from the development of a vision for systemic change to the demonstration of practical skills that work to ensure smooth day-to-day operations of a school. This course is primarily germane to the Interstate School Leaders Licensure Consortium (ISLLC) Standards 1 and 3. This course does not require embedded field experience/practicum hours. Prerequisite: EDA-534.

EDA-577: Data-Driven Decisions for School Improvement **4 credits**

This course provides participants with a wide range of strategies to facilitate the process of school improvement through evidence-based inquiry. Students utilize systematic processes to describe the existing environment and areas of weaknesses in order to facilitate and promote continuous and sustainable school improvement through innovation and change. This course focuses primarily on ISLLC Standards 1 and 3, and requires 15 embedded field experience/practicum hours. Prerequisites: EDA-534 and EDA-575.

EDA-585: The Principalship **4 credits**

The job of a principal in today's PK-12 environment is both complex and demanding. It requires that a person be skilled in the recruitment, selection, orientation, development, compensation, and evaluation of a highly qualified staff, while also seeing to the leadership and management of the educational organization. This course will explore important critical issues currently facing school principals, including the challenge of attracting and retaining a quality work force in education, while also meeting the myriad of district and state policies and laws. This course focuses on all six of the Interstate School Leaders Licensure Consortium (ISLLC) standards and requires 20 embedded field experience/practicum hours. Prerequisites: EDA-534, EDA-575, EDA-577, EDA-555, EDA-535, EDA-551, and EDA-561.

EDA-586A: Internship in Educational Administration I **4 credits**

This is the first part of a supervised, clinical, 16-week internship that encourages a cooperative arrangement among the key stakeholders. Upon completion, students possess an understanding of the complexity of being leaders, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. All six ISLLC standards are reviewed. The two parts of this internship require a total of 270 internship hours, split between the A and B sections of the course.

EDA-586B: Internship in Educational Administration II **4 credits**

This is the second part of a supervised, clinical, 16-week internship that encourages a cooperative arrangement among the key stakeholders. Upon completion, students possess an understanding of the complexity of being leaders, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. All six ISLLC standards are reviewed. The two parts of this internship require a total of 270 internship hours, split between the A and B sections of the course.

EDA-805: Effective Schools Research **3 credits**

The aim of this course is to assure that students know and understand the philosophy, core beliefs and values, and findings of the effective school beginning in the late 1960s to the present. In addition, the students will explore the effective schools research, focusing on the correlates of effective schools as they have evolved over the years. Students will learn how this large and growing body of research has come to serve as the foundational work for most of the current models for school improvement as well as most state standards and accountability programs.

EDA-810: Case Studies of Effective Schools **3 credits**

Students will conduct critical reviews of various case studies of individual schools and school districts that have used the effective schools philosophy and research findings as their framework for school improvement. The course will provide students with the opportunity to examine the research and practice implications of the effective schools research in the context of different school and district types (elementary, middle, secondary, rural, and urban). Prerequisite: EDA-805.

EDA-815: Leadership for Continuous School Improvement **3 credits**

Educational leaders explore a proven theory of action that will give them the knowledge and skills needed to initiate and sustain a continuous school improvement effort based on the effective schools framework. The course will present and illustrate the steps and stages necessary to design and deploy a process of continuous school improvement that is research-based and data-driven. The tools needed to support this theory of action will be provided and discussed. Prerequisite: EDA-810.

EDA-820: Leadership and Sustainable Educational Change **3 credits**

Schools exist within a nested system that includes the school district and the state in which it resides. The course will focus primarily on the traditional central office roles and functions as well as school board policies that must change in order to support ongoing and continuous school improvement at the individual school level. This course will consider the various change forces that schools and districts are currently confronting. Prerequisite: EDA-815.

EDA-820: Leadership and Sustainable Educational Change **3 credits**

Schools exist within a nested system that includes the school district and the state in which it resides. The course will focus primarily on the traditional central office roles and functions as well as school board policies that must change in order to support ongoing and continuous school improvement at the individual school level. This course will consider the various change forces that schools and districts are currently confronting. Prerequisite: EDA-815.

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Instructional Leadership (EDL)

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. Prerequisite: RES-850.

EDL-810: Staff Development and Deep Organizational Learning 3 credits

Leaders today must be comprehensively cognizant of the steps they can take to lead deep organizational learning. Specifically, the evolution of brain research, adult learning theory, and the exploration of contemporary conventions on leading learning organizations have given us new insights into the tools we need to help adult learners make their learning organization as thoughtful and forward-thinking as possible. This course will, therefore, explore contemporary leadership strategies associated with adult learning theory and talk about the steps leaders can take to ensure that their school is leading the learning in the most effective way possible.

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. Prerequisite: RES-850.

EDL-815: Systematic Structures for Innovation and Change 3 credits

This course will specifically examine the change process from a systemic standpoint. Clearly, there are a number of sources for innovation, change, and growth in any school. Included in this exploration will be topics related to teacher leadership, the use of collaboration in Professional Learning Communities, and the connection between district-level strategic planning processes and the steps schools can take to lead innovation and change from the building level. Examining the points wherein these systems connect and ultimately emerge represents a major focal point of the course.

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. Prerequisite: RES-861.

EDL-820: The Systematic Use of Data for Innovation and Change 3 credits

Data today clearly drives how we think about school improvement and change. The strategic and appropriate use of data allows us to be much more thoughtful about where we have been, our current levels of progress, and the steps we should take moving forward to continue to influence these most essential results. This course will focus on the leader's role in identifying the appropriate data sets and the mechanisms that can be put into place to consistently evaluate data streams and be thoughtful about their exploration and deep-level analysis.

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. Prerequisite: RES-861.

EDL-825: Prevention and Intervention Strategies 3 credits

Throughout the instructional leadership program, learners will examine the steps leaders can take to be thoughtful about their instructional planning processes and the influencers on that process. This course focuses on what leaders must do when they identify learning challenges in the system and the steps they must take from an instructional planning standpoint to both prevent learning failure and, at times, intervene in response to failure that is happening within the delivery of the instructional plan. This is an often neglected step in the instructional process, in that schools may develop change initiatives without being thoughtful as to what they will do when a cadre of students are not successful in the process. Preventing learning failure and intervening when those failures emerge is an essential aspect of instructional leadership and will be explored in this course.

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.

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. No practicum/field experience required. No Fingerprint Clearance necessary.

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EDU-213≠: Educational Psychology 4 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. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU-215[Δ]: Education Foundations and Framework 4 credits

This writing-intensive course provides a study of the historical, philosophical, and sociological influences that have shaped American education; the issues faced by educators today; and the challenges of the future that await people now entering the teaching profession. No Fingerprint Clearance necessary.

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. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU-230: Cultural Diversity in the Classroom 4 credits

This course examines the relationship of cultural values to the formation of self-concept and learning styles. The roles of prejudice, stereotyping, and cultural incompatibilities in education are also evaluated. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU-310: Exploring Education as a Profession 4 credits

This course is designed to provide an overview of the education profession for students who are inspired to be teachers. Students explore a variety of the common issues, trends, and opportunities that professional educators face in the field. No Fingerprint Clearance necessary.

EDU-313N: Educational Psychology 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. Prerequisite: No Fingerprint Clearance required.

EDU-450≠: Classroom Engagement and Management 4 credits

This course is designed to allow prospective teachers the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is given 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. No practicum/field experience required. No Fingerprint Clearance necessary. Prerequisites: EDU-230 and one of the following: 1) EDU-215; or 2) EDU-210.

EDU-460N: Dynamics of Data-Driven Pedagogy 3 credits

This course will provide participants with a wide range of assessment strategies based on instructional outcomes. Emphasis will be given to alignment of educational objectives to standards and building both formative and summative assessments including rubrics to analyze student learning. Course content is strategically planned to enable participants to make informed educational decisions about student learning based on data. This course focuses on the principles and practices involved in various models of educational assessment, evaluation, and testing. Participants will develop and implement their own authentic assessments and evaluate results. Practicum hours – 15. Prerequisites: SED-420N, SED-430N, Fingerprint Clearance.

EDU-536: Classroom Engagement and Management 4 credits

This course is designed to allow the prospective teacher the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is given 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.

EDU-576: Philosophical and Social Issues in 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.

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. Prerequisite: RES-811 or RES-850.

EDU-810: Funding and Budgetary Challenges in Higher Education 3 credits

This course examines the complex world of funding in higher education. Higher education leaders in private and public institutions must be able to strategically evaluate funding and budgetary challenges and be able to establish systemic responses to the ongoing challenge of comprehensively supporting the needs of the organization. Funding sources in higher education today include Federal Title grants, income from tuition, and the support of alumni groups and various benefactors, just to name a few. Acknowledging the management of these funding resources in relationship to annual budget goals, while simultaneously being faithful to organizational values and beliefs, are the challenges this course will explore.

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. Prerequisite: RES-850.

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EDU-815: Curriculum Leadership and Development in Higher Education **3 credits**

Clearly, higher education leadership is defined to a great extent by the influence on the academic programming. Being cognizant of those factors that influence the instructional program is essential in this process, and this course examines how leaders think about these challenges and the steps they must take to consistently and strategically lead state-of-the-art teaching and learning experiences for the higher education students the leader serves. Consideration for national curriculum standards, labor needs, and other demographic issues that influence this process will also be explored.

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-820: Supervision and Staff Development in Higher Education **3 credits**

This course examines the responsibilities a higher education leader has in supervising and developing the staff connected with the work associated with higher education. Supervision is a process that is made increasingly complex by the legal parameters associated with human resources and the steps that are required in order to provide appropriate levels of feedback throughout the supervisory process. The research has made it clear that staff development is an extremely essential aspect to helping an employee be successful on the job, and this course will explore the leader's role in creating a systemic response to the need to develop the talents and skills of those working in institutions of higher education.

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. Prerequisite: RES-861.

EDU-825: Facilities Management and Continuous Renewal **3 credits**

Leaders in higher education must be cognizant of the facility needs that are germane to the work of the institutions they serve. Those facility needs could include the management of the virtual networking hardware and software applications that are the lifeblood of the organization. Leaders must also consider various space options in which to conduct their business, including the maintenance of a campus learning environment and/or consideration of other satellite learning spaces. This course will comprehensively evaluate these challenges and examine the steps a higher education leader must consider in order to thoughtfully meet the needs of the learners and to plan strategically for future programming and administrative applications.

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-323N: Curriculum and Methods: Science **3 credits**

This course is designed to acquaint the elementary teacher with the curriculum and effective techniques for the teaching of science. The student is involved in planning instruction, employing science programs that are currently being used in the public schools, and using instructional models. This course includes laboratory experiences. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

EED-364: Curriculum, Methods, and Assessment: Science and Mathematics **4 credits**

This course is designed to acquaint elementary teachers with the curriculum, theory, and effective techniques for the teaching and assessment of science and mathematics. Students are involved in formulation of programs, planning instruction, employing science and mathematics resources and materials that are currently being used in the public schools, and using instructional models. This course includes laboratory experiences. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, an undergraduate science course, and one of the following combinations: 1) EDU-215 and EDU-313N; or 2) EDU-210 and EDU-213.

EED-465: Curriculum, Methods, and Assessment: Social Studies **4 credits**

This course is designed to assist elementary teachers with methods of instruction, unit and daily lesson plan construction, use of literary materials and resources, and developing a coherent, assessment-based, data-driven program fostering social studies in the classroom. Laboratory experiences include multicultural classrooms. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, an undergraduate history course, and one of the following combinations: 1) EDU-215 and EDU-313N; or 2) EDU-210 and EDU-213.

EED-470: Curriculum, Methods, and Assessment: Literacy and Language Arts K-3 **4 credits**

This course includes a wide range of literacy and assessment strategies based on instructional outcomes. Course content is strategically planned to enable participants to make informed decisions based on data in literacy and language instruction. This course includes reading diagnostics, assessments, and strategies implemented with a single elementary student in a site-based reading lab. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and one of the following: 1) EDU-215; or 2) EDU-210.

EED-475: Curriculum, Methods, and Assessment: Literacy and Language Arts 4-8 **4 credits**

This course is designed to develop a coherent, assessment-based, data-driven program fostering literacy in the classroom. Course content is strategically planned to enable participants to make informed decisions based on assessment data in literacy and language instruction. The course includes discourse theory as it pertains to the teaching of reading and writing. Emphasis is placed on planning and delivery of lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning. Practicum/field

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experience hours: 20. Prerequisites: Fingerprint Clearance and one of the following: 1) EDU-215; or 2) EDU-210.

EED-480NA: Student Teaching: Elementary 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 and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

EED-480NB: Student Teaching: Elementary Session B **6 credits**

This session is a continuation of Session A. Prerequisite for B: EED-480NA.

EED-510: Curriculum, Assessment, and Methods: Science and Mathematics **4 credits**

This course is designed to acquaint elementary teachers with curriculum and effective techniques for the teaching of science and mathematics. Students are involved in planning instruction, assessment, and employment of science and mathematics programs that are currently being used in public schools and in using instructional models. This course includes laboratory experiences. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

EED-515TE: Curriculum, Assessment, and Methods for Elementary Math & Science for Current Practitioners **3 credits**

This course is designed to provide practicing teachers with curriculum and effective techniques for the teaching of science and mathematics. Students are involved in planning instruction and assessment for combined curriculum lesson plans.

EED-517TE: Methods of Teaching Social Studies in Elementary Schools for Current Practitioners **3 credits**

This course offers students an opportunity to develop an authentic performance activity informed by social studies state and national standards. The course focuses on meaningful instruction and assessment of learning in the social studies, along with effective practice and integrated instruction and methodology.

EED-525: Curriculum, Assessment, and Methods: Literacy **4 credits**

This course is designed to develop a coherent, research-based program fostering literacy in the classroom. The course includes discourse theory as it pertains to the teaching of reading and writing. Emphasis is placed on planning, assessment, management, and delivery of lessons in reading comprehension, children and adolescent literature, phonics, writing, oral language, vocabulary, and evaluation of learning. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

EED-544: Prescriptive Reading and Assessment **4 credits**

The focus of this course is on reading diagnostics, assessments, and strategies implemented with elementary students. Emphasis is also given to research-based systematic phonics instruction, as well as assessment and management methods. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

EED-570: Curriculum, Assessment, and Methods: Social Studies **4 credits**

This course presents the current research-based curriculum developments and models of effective instruction and of assessment and management used in the field. Emphasis is placed on the construction of unit and daily lesson plans, materials, and resources with implementation in the elementary classroom. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

EED-580NA: Student Teaching: Elementary 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 and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

EED-580NB: Student Teaching: Elementary Session B **6 credits**

This session is a continuation of Session A. Prerequisite for B: EED-580NA.

Emergency Management (EMM)

EMM-300: History and Development of Emergency Management **4 credits**

This course provides students with insight into the profession of emergency management, its history, principles, participants, functions, structure, and future. This course includes concepts related to accreditation of emergency management programs, professional associations, and professional credentials.

EMM-305: Emergency Operations and Techniques **4 credits**

The knowledge and practice gained in this course will provide the emergency manager and first responder with management and supervision skills and techniques that are specific to emergency management and to the agencies employing emergency managers. These skills and techniques of management are necessary for success in the emergency services environment.

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EMM-310: Mitigation Planning **4 credits**

This course examines the processes and principles of mitigation planning for emergency management, the benefits of mitigation, and the development and implementation of appropriate mitigation measures.

EMM-415: Disaster Response and Recovery **4 credits**

This course addresses disaster recovery and business continuity in public agencies and private companies, an explanation of federal guidelines for government continuity planning, and professional practices for business continuity planning in private companies, as well as how to address and respond to special emergency management issues in disasters, including animal care, special needs populations, and evacuations.

EMM-435: Health, Shelter, and Evacuation Issues in Emergency Management **3 credits**

This course examines how to address and respond to special emergency management issues in disasters including animal care, special needs populations, and evacuations.

EMM-442: Terrorism's Impact on Emergency Management **4 credits**

This course examines the historical and political impact of terrorism on emergency management, including examples of terrorist activity, a summary of federal government efforts, and media coverage of terrorism. Equivalent to JUS-442.

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: Economic 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.

EMM-641: Understanding Terrorism's Threats **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.

English (ENG)

ENG-105$^{\Delta}$: English Composition I **4 credits**

This is a course in writing academic prose, including various types of essays, arguments, and constructions. A writing-intensive course.

ENG-106$^{\Delta}$: English Composition II **4 credits**

This course explores various types of research writing, with a focus on constructing essays, arguments, and research reports based on primary and secondary sources. A writing-intensive course. Prerequisite: ENG-105.

ENG-206HON$^{\neq\Delta}$: 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 honor 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 in the honors program.

ENG-135: Life Learning Assessment **4 credits**

This course enables qualifying adult learners to translate their real-life learning experiences (owning a business, parenting, coping with addiction or chronic illness, mourning, childbirth, etc.) into credits that can be applied toward general education and elective course requirements. Students who pass this writing-intensive 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.

Lifelong Learning Assessment papers are written using Kolb's Experiential Learning Theory (ELT). Using the Kolb model, students evaluate and reflect on personal experiences that involved college-level learning, form generalizations and theories about that experience, and apply the lessons they have learned to new situations. Students progress systematically through the Kolb process to complete a five- to seven-page draft that serves as the foundation for their full-length LLA papers.

ENG-250: Analysis of World Literature **4 credits**

This 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-260: English Literature I **4 credits**

This course is a survey of English Literature from the Old English period through the Enlightenment. Prerequisites: ENG-105 and ENG-106; and ENG-250 for English majors.

ENG-270$^{\neq}$: English Literature II **4 credits**

This course is a continuation of ENG-260, covering the Romantic period through the Modern period. Prerequisites: ENG-105 and ENG-106; and ENG-250 for English majors.

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ENG-300: English Practicum **2 credits**

Guided practical experience in tutoring and evaluating writing. Prerequisite: English Teaching majors only or instructor's approval.

ENG-350: American Literature I **4 credits**

This course is a study of outstanding authors, their works, and the literary movements from the Colonial Age to Romanticism (1850). Prerequisites: ENG-105 and ENG-106; and ENG-250 for English majors.

ENG-353: American Literature II **4 credits**

This course is a survey of realism, naturalism, modernism, and postmodernism in American fiction, drama, and poetry of the 19th and 20th centuries. Prerequisites: ENG-105 and ENG-106; and ENG-250 for English majors.

ENG-356: The Short Story **4 credits**

This course is a study of the short story in English and in translation, its development, the different types, and an analysis of technique. Prerequisites: ENG-105 and ENG-106; and ENG-250 for English majors.

ENG-358: Introduction to English Grammar and Linguistics **4 credits**

This course is a review of basic English syntax, form, and mechanics. It also introduces principles of grammar and linguistics and explores the historical development of English and its variations across social contexts. Prerequisites: Grade of 2.00 or higher in ENG-105 and ENG-106.

ENG-424: Literary Movement **4 credits**

This 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-450: 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. Prerequisite for English majors only: ENG-260.

ENG-460≠: 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; and ENG-250 for English majors.

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.

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.

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-445: Business Planning for Entrepreneurs **4 credits**

This course explores the development of business plans; the preparation of financial packages; and the evaluation of opportunities, risks, and problems associated with business development. The course will culminate with the preparation of a comprehensive business plan for a new venture.

Physical Education–Army (EPE)

EPE-105: Physical Fitness Training **1 credit**

Every Fall and Spring, every semester. Instruction in Army physical fitness and conditioning. Students will demonstrate their ability to participate in fitness training, improve their health through diet and exercise, and improve their leadership skills by motivating and leading others during the training. May be repeated for credit. Three hours of physical fitness per week: Monday, Wednesday, and Friday from 6 a.m. to 7 a.m.

English as a Second Language (ESL)

ESL-223N: SEI English Language Teaching: Foundations and Methodologies **3 credits**

The historical, legal, theoretical, and sociological foundations of programs of instruction for students with non-English language backgrounds are presented. The study of models, prototypes, and methodologies for ESL instruction is included. Practicum/field experience hours: 10. Prerequisite: Fingerprint Clearance.

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

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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.

ESL-433N: Advanced Methodologies of Structured English Immersion 3 credits

In this course, students 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. Students 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. Prerequisites: Fingerprint Clearance and ESL-423N or ESL-223N.

ESL-434: Advanced Principles of SEI Instruction and Assessment 4 credits

Students assess the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English language learners. Theoretical principles and methods of language acquisition are applied and analyzed. The value and methods of using various types of assessments are considered, including the use of language proficiency and standardized testing as strategies for monitoring student progress. The use of diagnostic, formative, and summative assessment is analyzed. Students identify strategies to promote English language development and improve student achievement. Students plan, deliver, and evaluate instruction for English language learners according to English Language Proficiency Standards. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance and ESL-423N or ESL-223N.

ESL-480: Internship in ESL 3 credits

The student is assigned to an approved, experienced teacher or coordinator of programs for ESL for four weeks. The internship is individualized, and arrangements can be made based on student needs. Prerequisites: ESL-414, ESL-420, and ESL-423.

ESL-5000: SEI English Language Teaching: Foundations and 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. Students will be instructed in immersion strategies and the use of assessment data. The content of this course correlates with the NBPTS English as a New Language Standards, Standard I: Knowledge of Students; Standard III: Knowledge of Culture and Diversity; Standard VIII: Learning Environment; Standard IX: Assessment; Standard XI: Linkages with Families. This course meets the AZ Provisional SEI Endorsement Standards.

ESL-5001: Advanced Methodologies of Structured English Instruction 3 credits

In this course, students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Instruction (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. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners.

ESL-500TE: SEI English Language Teaching: Foundations and 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. Students will be instructed in immersion strategies and the use of assessment data. The content of this course correlates with the NBPTS English as a New Language Standards, Standard I: Knowledge of Students; Standard III: Knowledge of Culture and Diversity; Standard VIII: Learning Environment; Standard IX: Assessment; Standard XI: Linkages with Families. This course meets the AZ Provisional SEI Endorsement Standards.

ESL-501TE: Advanced Methodologies of Structured English Instruction 3 credits

In this course, students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Instruction (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. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners.

ESL-505: SEI Foundations and Methodologies 1 or 3 credits

This course familiarizes students with the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners.

ESL-523N: SEI English Language Teaching: Foundations and 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. Students are instructed in immersion strategies and the use of assessment data. The content of this course correlates with the following NBPTS

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English as a New Language Standards: Standard 1: Knowledge of Students; Standard 3: Knowledge of Culture and Diversity; Standard 8: Learning Environment; Standard 9: Assessment; and Standard 11: Linkages with Families. Practicum/field experience hours: 10. Prerequisite: Fingerprint Clearance.

ESL-533N: Advanced Methodologies of Structured English Immersion **3 credits**

In this course, students 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. Students 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. Prerequisite: Fingerprint Clearance and ESL-523N.

ESL-534: Advanced Teaching and Assessment Practices for Structured English Immersion **4 credits**

This course introduces advanced teaching and assessment practices for Structured English Immersion (SEI). Students reflect upon and evaluate the rationale of the historical, legal, and educational foundations of Structured English Immersion and other educational programs for English language learners. Students also examine SEI theoretical principles and approaches and identify strategies that promote success in the classroom. Students consider how proficiency assessments and standardized testing may be used as a means of determining learner progress, and review SEI-related diagnostic, formative, and summative assessments. Students apply course concepts through planning, delivering, and evaluating instruction for English language learners in accordance with English Language Proficiency Standards. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance and ESL-523N.

Exercise Science (EXS)

EXS-214: Care, Treatment, and Prevention of Athletic Injuries **3 credits**

This course is designed to provide 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: One of the following combinations: 1) BIO-155 and BIO-155L; or 2) BIO-201, BIO-201L, BIO-202, and BIO-202L; or 3) BIO-360, BIO-360L, and either BIO-474 or BIO-484. Co-requisite: EXS-214L.

EXS-214L: Care, Treatment, and Prevention of Athletic Injuries Lab **1 credit**

This lab is designed to complement and support the principles taught in EXS-214. The course is designed to provide 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 of the prevention of injury. Prerequisites: One of the following combinations: 1) BIO-155 and BIO-155L; or 2) BIO-201, BIO-201L, BIO-202, and BIO-202L; or 3) BIO-360, BIO-360L, and either BIO-474 or BIO-484. Co-requisite: EXS-214.

EXS-322: Clinical Instruction: Emergency, Taping, Bracing **4 credits**

This course is designed to provide 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 client/patient. 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 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. Prerequisite: Acceptance into Athletic Training Clinical phase.

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 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: One of the following combinations: 1) BIO-155 and BIO-155L; or 2) BIO-201, BIO-201L, BIO-202, and BIO-202L; or 3) BIO-360, BIO-360L, and either BIO-474 or BIO-484. Co-requisite: EXS-335L. Recommended: PHY-101 or PHY-111 (may be taken concurrently).

EXS-335L: Kinesiology Lab **1 credit**

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: One of the following combinations: 1) BIO-155 and BIO-155L; or 2) BIO-201, BIO-201L, BIO-202, and BIO-202L; or 3) BIO-360, BIO-360L, and either BIO-474 or BIO-484. Co-requisite: EXS-335.

EXS-340≠: Physiology of Exercise **3 credits**

This 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,

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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: One of the following combinations: 1) BIO-155 and BIO-155L; or 2) BIO-201, BIO-201L, BIO-202, and BIO-202L; or 3) BIO-360, BIO-360L, and either BIO-474 or BIO-484. Co-requisite: EXS-340L.

EXS-340L≠: Physiology of Exercise Lab **1 credit**

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: One of the following combinations: 1) BIO-155 and BIO-155L; or 2) BIO-201, BIO-201L, BIO-202, and BIO-202L; or 3) BIO-360, BIO-360L, and either BIO-474 or BIO-484. Co-requisite: EXS-340.

EXS-350: Clinical Instruction in Athletic Training II **4 credits**

This 16-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-321.

EXS-351: Clinical Instruction in Athletic Training III **4 credits**

This 16-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-350.

EXS-352: Clinical Instruction: Health and Wellness Plans **4 credits**

This course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this course, students administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition) then use this 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 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. Prerequisite: EXS-322.

EXS-353: Clinical Instruction in Athletic Training IV **4 credits**

This 16-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-354: Clinical Instruction: Evaluation Techniques **4 credits**

This course is designed to provide 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, lower 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 differential diagnosis and/or 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. Students are assigned to a preceptor 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. Prerequisite: EXS-352.

EXS-355: Clinical Instruction: Rehabilitation Plans **4 credits**

This course is designed to provide 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, lower extremity, head, neck, thorax, and spine injury or condition. 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, and maximize patient outcomes and

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progress in the treatment plan. Students are assigned to a preceptor 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. Prerequisite: EXS-354.

EXS-356: Recognition and Evaluation of Athletic Injuries I **4 credits**

This course is designed to provide students with 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: EXS-214 and EXS-214L.

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-358: Clinical Instruction: General Medical Conditions **4 credits**

This course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students develop, implement, and monitor prevention strategies for at-risk individuals (e.g., persons with asthma or diabetes, persons with a previous history of heat illness, persons with 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. The student will also demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. Students are assigned to a preceptor 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. Prerequisite: EXS-355.

EXS-366: General Medical Conditions **4 credits**

This course provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as applicable information to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment, coverage of all body systems and conditions, as well as special populations. Prerequisites: EXS-214 and EXS-214L.

EXS-370: Pharmacology: Drug Use and Abuse **4 credits**

This course examines current theories and practices of pharmacology and epidemiology of drug use as related to athletic training and sports medicine. Additional topics include drug abuse issues, such as: performance-enhancing substances; psychological, legal, social, and cultural implications; and approaches to solving drug abuse problems. Prerequisites: EXS-214 and EXS-214L.

EXS-387: 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 with laboratory experience. Prerequisites: EXS-214 and EXS-214L. Co-requisite: EXS-387L.

EXS-387L: Therapeutic Modalities Lab **1 credit**

This course is designed to complement and support principles being taught in EXS-387. Practical applications of therapeutic modality application techniques are learned. Prerequisites: EXS-214 and EXS-214L. Co-requisite: EXS-387.

EXS-415[Δ]: Advanced Athletic Training **4 credits**

This capstone course acts 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. This course focuses the student for preparation for the Board of Certification (BOC) examination and fulfills the writing-intensive course requirement. Prerequisite: Successful completion of all previous coursework in the program of study.

EXS-420: Management in Athletic Training, Health, and Athletics **4 credits**

This course deals with the organization and administration tasks and techniques required in an athletic training program, the commercial health industry, and interscholastic and intercollegiate athletics. Topics include program and human resource management; budgeting; inventory and finance management; insurance; organizing and promoting health; and legal considerations, ethics, decision making, and communication in athletic training, health, and athletic settings.

EXS-421: Clinical Instruction in Athletic Training V **4 credits**

This 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 a preceptor 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-353.

EXS-426≠: 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. Included are specific

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exercise routines, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: EXS-340 and EXS-340L, and one of the following combinations: 1) BIO-155 and BIO-155L, or 2) BIO-201 and BIO-201L. Co-requisite: EXS-426L.

EXS-426L♯: Theory of Prescribing Exercise Lab 1 credit

This course reinforces and expands learning gained in the lecture course. Practical applications and experiments include exercise prescription and rehabilitation techniques. Prerequisites: EXS-340 and EXS-340L, and one of the following combinations: 1) BIO-155 and BIO-155L, or 2) BIO-201 and BIO-201L. Co-requisite: EXS-426.

EXS-458♯: Theory and Practice of Strength and Conditioning 4 credits

This course is the study of the physiological responses to exercise, exercise technique, program design for anaerobic and aerobic exercise, exercise prescription principles, and organization and administration of strength and conditioning facilities. This course provides students information on the design and implementation of a successful strength and conditioning program. Emphasis is placed on assessment, description, and analysis of sport movement, and designing weight training programs to enhance performance variables. Workshops reinforce these goals, focusing on assessment of athletic performance, as well as the development of musculoskeletal flexibility, speed, agility, quickness, strength, and power. This course assists those students who desire to take the National Strength and Conditioning Association's Certified Strength and Conditioning (CSCS) Exam. Prerequisites: EXS-340 and EXS-340L.

Finance (FIN)

FIN-350: Fundamentals of Business Finance 4 credits

This course is a general survey of financial institutions, the Federal Reserve System, the qualities of a sound monetary system, the theory and value of money, deposit insurance, and foreign exchange. Prerequisites: ECN-220, ACC-250, and MAT-134 or equivalent college algebra course.

FIN-450: Intermediate Finance 4 credits

This course is a study of the finance function within the modern corporation. Topics covered include financial analysis and planning, the valuation of financial assets, capital budgeting, capital structure, and working capital management. Prerequisites: ACC-350 and FIN-350.

FIN-451: Investments and Portfolio Management 4 credits

This course studies stocks, bonds, and other investment vehicles, and their application in investment portfolio management. The securities market and trading procedures are discussed. 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. Prerequisite: FIN-450.

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.

FIN-638: Financial Management 3 credits

This course discusses elements of business financial decisions, including financial forecasting, management of working capital, capital budgeting, capital structure, and raising funds in capital markets. The role of mergers and acquisitions in growth strategies and understanding the various stakeholders of the corporation are also examined topics.

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. Prerequisite: FIN-504.

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.

Geography (GEO)

GEO-234: World Geography 4 credits

This course is a study of the physical environment and of the relationship of human cultures to each of the major geographic areas of the world, with special attention given to the United States.

Health Care Administration (HCA)

HCA-240: Health Care Accounting and Billing 4 credits

This course introduces students to the management and analysis of financial information in health care environments, as well as the fundamental principles of finance, accounting, and budgeting. It includes an overview of revenue sources for various health care entities and the Diagnosis-Related Group (DRG) system of service classification that is used to determine payment for providers and organizations. Students are also introduced to the fundamentals of strategic planning, cost concepts, and capital budgeting, and analyze issues surrounding the development and management of budgets.

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HCA-255: Health Policy and Economic Analysis 4 credits

Through the application of basic economic principles, this course examines the impact of government, private sector, and special interest groups on the determination of health care policy. Prerequisite: HLT-205.

HCA-360: Health Information Technology and Management 4 credits

This course provides information and skills necessary for managing information technology and systems with which the health care administrator must be familiar. In addition to understanding the various input systems that may be utilized, emphasis is placed on the efficiency, effectiveness, obstacles, and outcomes of integrating such systems into health care operations. Students also consider issues surrounding privacy and security of information, work within current laws affecting privacy and security, and evaluate the impact of IT on people and organizations. Prerequisite: HLT-205.

HCA-450: Quality in Health Care 4 credits

This course focuses on the knowledge and skills necessary to understand aspects of "quality" as they apply to patient care. Emphasis is on the development of quality and performance improvement activities designed to achieve desired outcomes, and the ability to analyze and interpret data for quality management purposes. Studies include general theory; practical applications; legal and regulatory issues in quality improvement, methodologies, and techniques that form the basis of patient safety; and quality management in medicine, such as group processes, process orientation, statistical process control, and statistical techniques. Throughout the course, students are exposed to real-life scenarios in which they demonstrate the ability to develop strategies for quality improvement that focus on the implementation of activities and tools necessary to evaluate and improve efforts related to quality of care. Prerequisites: HLT-205 and HLT-305.

HCA-455≠: Organizational Behavior and Leadership in Health Care 4 credits

This course introduces students to some basic behavioral science concepts, as they apply to health care settings and organizations such as content and process theories of motivation; attribution theory and motivation; and behavioral, contingency, and contemporary leadership theories. Students have the opportunity to explore the manager's role in relation to individuals, teams, and the overall health care organization system, and to analyze organization structures and design in order to develop strategies for improvement in operations and increase efficiency. Throughout the course, students are exposed to real-life scenarios in which they are asked to demonstrate the skills of motivation, workplace communication, conflict management, teamwork, decision making, and negotiation as they might be needed in a health care organizational framework to implement structural improvements. Prerequisites: HLT-305 and HLT-205.

HCA-460: 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 today. Throughout the course, students are asked to demonstrate understanding regarding legal responsibility, workplace safety, and the health care facility's obligation to provide protection from injury for patients, their families, and staff. Additionally, students are exposed to real-life scenarios in which they are asked to demonstrate the ability to develop strategic plans around risk management issues that would protect the health care organization from accidental injury costs or violations of safe health care regulations. Prerequisites: HCA-450.

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 as well as 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. Prerequisite: HCA-460.

HCA-470≠Δ: Strategic Planning and Implementation in Health Care 4 credits

This course introduces students to the strategic environment that exists in health care and the models for planning effective programs, implementing programs, and program evaluation in health care settings. The course introduces special procedures and options available to health care organizations and provides methods for identifying, gathering, and utilizing data for decision making. Students are presented with the theory of health care administration using a strategic management framework and study the role played by the key business functions (finance, marketing, human resources, information technology, and law) as well as specific strategic options (merger/acquisition, reorganization, joint venture) and some of the popular tools for analyzing strategic situations (balanced scorecard, Six Sigma, SWOT). The culmination of efforts in the course is to complete the multistep process of creating strategic and implementation plans related to the work done in HLT-364 and the upcoming capstone project. A writing-intensive course. Prerequisites: HLT-364.

HCA-515: Analysis of Contemporary Health Care Delivery Models 4 credits

This course allows students 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 students begin defining their role and perspective as administrators within the health care system. Students 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-525: Analysis of Contemporary Health Care Delivery Models 4 credits

This course allows students 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

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that drive and support them. It is from this broad, integrative, and comparative perspective that students begin defining their role and perspective as administrators within the health care system. This knowledge also provides a foundation from which students can begin to investigate their options and define their potential to serve as leaders of systematic improvement based on changes in these driving factors.

HCA-530: Health Care Policies and Economics 4 credits

This course focuses on the practical financial-analysis skills that have immediate application within the health care industry, as well as managerial decision-making processes based on cost, service, and economic variables that influence market performance and outcome.

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-610: Essential Health Care Business Analyses 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. Marketing topics include interdepartmental, cross discipline, external partner, and consumer communication and collaboration techniques.

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: Successful completion of all previous coursework in the program of study.

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-699: Evidence-Based Research Project 4 credits

This capstone course provides an opportunity for students 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. Prerequisite: RES-850.

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. Prerequisite: RES-861.

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-

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professional teaming are presented as strategies for building a collaborative community. Prerequisite: RES-861.

HCA-827: Sustainabiliy of Health Care Operations **3 credits**

The course addresses how continuous improvement guides organizations to promote change and innovation as a means of being viable and sustainable. Prerequisite: RES-866.

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.

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.

Health Care Informatics (HIM)

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. Students 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 and HIM-615.

History/Social Science (HIS)

HIS-109: World Civilization **4 credits**

This course is a survey of the major events, trends, personalities, movements, and ideas that have shaped world history from the beginnings of civilization to the present.

HIS-221: Themes in United States History **4 credits**

This course is a survey of U.S. history from the Colonial era to the present. Topics include the American Revolution, the early national period, Jeffersonian and Jacksonian America, the Civil War and the Reconstruction, industrialization, the World Wars, the Great Depression, and the Cold War and the post-Cold War eras.

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-247: History and Historians **4 credits**

This course is an examination of the meaning and interpretation of history and its methodology. This course is required for history majors.

HIS-310≠: Civil War and Reconstruction **4 credits**

This course examines the causes, conduct, and consequences of the Civil War and the Reconstruction.

HIS-318: Near-Eastern History **4 credits**

The course presents students with a survey of the history of Ancient Greece and Rome, covering more than 2,500 years of civilization in Southern Europe and the Near East. The initial part of the course discusses the Ancient Greeks, beginning with the early Greek civilizations of the Minoans and Mycenaeans during the Bronze Age and concluding with the Age of Alexander and the Hellenistic Empires of Greece and the Near East. The remainder of the course then examines Ancient Rome, beginning with the Etruscans and concluding with the collapse of the Western Roman Empire and the continuation of the Eastern Empire/Byzantine Empire.

HIS-320: Modern Middle East **4 credits**

This course provides a political, cultural, and economic history of the Middle East since 1914.

HIS-331: 20th Century World **4 credits**

This course is a study of the 20th century world, focusing on major trends, events, and personalities of the era.

HIS-344≠: Colonial and Revolutionary America **4 credits**

This course is a study of the social, political, intellectual, and cultural life of the American republic from 1607 to 1783.

HIS-354: England to 1688 **4 credits**

This course is a study of the political, social, cultural, economic, and religious history of England from prehistoric

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times to the Glorious Revolution of 1688. Prerequisite: HIS-247 for History majors.

HIS-460: Russian History **4 credits**

This course is a study of the Russian nation and people, emphasizing the Soviet era of Russian history. Prerequisite: HIS-247 for History majors.

HIS-465: History of Modern East Asia **4 credits**

This course focuses on the major themes that have influenced the history of East Asia from 1644 to the present, with an emphasis on the history of modern China and Japan. Topics will include imperialism, colonialism, nationalism, revolution, the world wars, and the Cold War in Asia. Prerequisite: HIS-247 for History majors.

Health Education (HLT)

HLT-100: Health Care Roles and Integration of Patient Care **4 credits**

This course is an introduction to the health care system and the structure, roles, and responsibilities of medical and allied health care professionals. Focus is placed on the teamwork necessary to effectively provide the highest quality patient care.

HLT-205: Health Care Systems and Transcultural Health Care **4 credits**

This course introduces the student to the complex organizational dynamics and structures that dictate the interaction among major components of the U.S. health care system along with the cultural beliefs and values, social factors, science and technology, economic forces, and political factors that have shaped the health care delivery system.

This course also considers the ever growing global and diverse perspective of health care and introduces students to a multicultural perspective as it relates to 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. Students will develop a vocabulary for understanding diversity as a concept that includes many different types of racial, ethnic, religious, and socioeconomic categories. 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.

Throughout the course, students are exposed to real-life scenarios dealing with the various competing goals, priorities, and perspectives of the many participants in the health care arena, including financing entities, regulators, health care professionals, and patients, thereby developing the critical thinking skills needed to discuss and shape organizational policy related to systematic processes around health care delivery to a culturally diverse population.

HLT-302◆: Spirituality and Christian Values in Health Care and Wellness **4 credits**

This course explores the concepts of spirituality and Christian values as they relate to the role of the hospital or health care facility, the health care provider, and the patient. Since illness and stress can amplify spiritual concerns and needs, health care professionals are in a unique position to assist the patient/client in meeting those needs. Students explore and document the spiritual components of health care and wellness that permeate both the Old and New Testaments of the Bible as a foundation of understanding pain, suffering, health care, and wellness. From this foundation, students evaluate and reflect upon concepts such as a healing hospital/health care facility, the caregiver's role in giving care, the caregiver's need to care for self, dealing with grief, the role of prayer in health care, and the spiritual needs of patients and families dealing with chronic and acute illnesses.

HLT-305: Legal and Ethical Principles in Health Care **4 credits**

This course provides a broad understanding of professional ethics, legal standards, and responsibilities as they relate to health care administration. The course introduces students to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health occupations. This course also includes a review of classic cases in health care ethics and how they have shaped health policy. Students learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Throughout the course, students are given the opportunity to evaluate real-life scenarios and arrive at calculated decisions, thereby developing the critical thinking skills needed for the moral decisions encountered in the health care environment.

In addition to learning about the ethical principles in health care, students are introduced to the relationship between law and ethics, and the consequences and impact on individuals and the health care field. This course addresses the concerns of every health care professional regarding legal responsibility, workplace safety, and the health care facility's obligation to provide protection from injury for patients, their families, and staff. Through the use of case studies, students are exposed to real-life scenarios dealing with the development, understanding, and execution of the law; employee rights and responsibilities; and patient rights and responsibilities, thereby developing the critical thinking skills needed to evaluate the right and wrong courses of action when faced with complicated legal problems.

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**

Allied health professionals are involved with all aspects of health care delivery and are integral members of the collaborative health care team. This course 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.

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HLT-308V: Risk Management and Health Care Regulations **3 credits**

This course addresses the concerns of every health care professional regarding legal responsibility, workplace safety, and the health care facility's obligation to provide protection from injury for patients, their families, and staff. The institution must also be protected from accidental injury costs. This is the purpose of a risk management department. Federal, state, county, and city statutes that regulate the administration of safe health care are discussed. At the end of this course, students should be able to explain their part as health care professionals in the ethical and legal responsibilities of risk management.

HLT-310V◆: Spirituality in Health Care **3 credits**

This course explores the concept of spirituality as it relates to the person who is involved in the health care system. Since illness and stress can amplify spiritual concerns and needs, health care professionals are in a unique position to assist the patient/client in meeting those needs. This course explores the relationship between health care professionals and those they serve. Topics include performing spiritual assessment, identifying those experiencing spiritual well-being as well as those experiencing a threat to spiritual well-being, and planning and evaluating care related to spiritual wellness. A spiritual care framework is used to apply these concepts to a variety of populations in diverse clinical settings.

HLT-312V◆: Ethics for Health Care Professionals **3 credits**

This course, designed for health care professionals (providers, educators, and managers), introduces the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health care practice. Students learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Through the use of case studies, students are introduced to health topics such as patients' rights (paternalism, informed consent to therapy, participation in research); dilemmas of life and death (euthanasia, abortion, transplants, gene therapy, care for the dying); allocation of health care resources; and special dilemmas of health care professionals. This course also includes a review of classic cases in health care ethics and how they have shaped health policy. An overview of patient education and ethics and a discussion on the professional codes of ethics and standards are also part of this course.

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 student 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. Students 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 is designed to impart an understanding of the forces shaping the present and future health care delivery system.

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-335V◆: Polysomnography/Sleep Disorders **3 credits**

This course provides an overview of the history of sleep medicine, normal sleep physiology, effects of the sleep-wake stage, sleep disorders and abnormal sleep physiology, an introduction to polysomnography (including patient interation, sensor and lead placements, and instrumentation), application of respiratory care treatment modalities, patient testing and sleep staging, arrhythmia recognition and other physiologic events, and data acquisition.

HLT-340V: Quality Improvement in Respiratory Health Care **3 credits**

This course provides an introduction and evaluation of current approaches to assessing risk and improving health care quality through the practice of continuous quality improvement. It focuses on conceptual understanding and experiential learning.

HLT-362V◆: Applied Statistics for Health Care Professionals **3 credits**

This introductory course on statistical concepts emphasizes applications to health care professions. The course is designed to prepare students to interpret and evaluate statistics and statistical methods used in published research papers and to make decisions about the appropriateness of specific statistical methods in a variety of settings. Areas of emphasis include introduction to analysis of variance, regression, and graphical presentation; experimental design; descriptive statistics; sampling methods; and *z*, *t*, and chi-square.

HLT-364Δ: Research and Communication Techniques in Health Care and Science **4 credits**

This writing-intensive course introduces students to the principles and processes of research and common types of communication utilized in health care and science. The course allows students to begin developing skills and acquiring the preliminary background information necessary to complete a well-developed (evidence-based) capstone project, the focus of which is the resolution of an issue or problem currently significant to health care administration. Within this course,

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students conduct a preliminary literature review on a topic of interest and relevance to their major. They create an annotated bibliography; investigate appropriate research design, data collection techniques, and statistical analysis; and practice professional writing skills. Writing focus in this course is on the essential strategy and skills required for written communication in the health care industry and science disciplines. The primary writing focus at this stage is the ability to effectively communicate clearly organized thoughts across a wide array of platforms and to do so with appropriate documentation and reporting style. Prerequisite: BIO-365.

HLT-380: Principles of Public and Environmental Health 4 credits

This course is a study of the public agencies and their contribution to the health of the community and health risks related to the environment on personal, community, regional, national and global levels. Topics include fundamentals, philosophy, history, and functions of public health services, air, water, waste, disease, toxicology, and occupational health and environmental health planning. Emphasis is placed on the student's personal health and how it is affected by public and environmental health factors. Prerequisites: One of the following combinations: 1) BIO-155 and BIO-155L; or 2) BIO-201, BIO-201L, BIO-202, and BIO-202L; or 3) BIO-360, BIO-360L, and either BIO-474 or BIO-484.

HLT-410V: Respiratory Care of the Critically Ill 3 credits

This course is focused on the advanced medical and respiratory care of the critically ill adult patient. Emphasis is placed on cardiopulmonary assessment and treatment of trauma, postsurgical, cardiac, and renal patients.

HLT-411: Global Health Issues 4 credits

This course introduces global health and health-related challenges of developed, developing, and resource-limited nations, and explores the social, behavioral, economic, biomedical, and environmental determinants of health. The global epidemiology of major diseases and threats to the populations of the world are examined, as well as the current organizational structures that have been established to respond to them. Topics include communicable diseases, noncommunicable diseases, unintentional injury and violence, health promotion, reproductive health, maternal and child health, and disaster preparedness. Students gain an understanding of the diverse determinants associated with major diseases and issues such as poverty, education, gender imbalance, culture, and poor environmental conditions. Global health involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration. Perspectives from a wide variety of disciplines, such as epidemiology, biology, environment, human rights, nursing, psychology, public policy, technology, and economics, are explored. Students acquire an understanding of the relationship between health and socio-cultural-economic development, and the impact of policy on health care.

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; 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 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: One of the following combinations: 1) BIO-155 and BIO-155L; or 2) BIO-201, BIO-201L, BIO-202, and BIO-202L; or 3) BIO-360, BIO-360L, and either BIO-474 or BIO-484, and PED-247.

HLT-490V: Professional Capstone Project 3 credits

This writing-intensive course is designed to aid in the development of inquiry and research skills. Learning research skills and conducting research projects benefit the individual and the profession—the individual by learning new knowledge and skills, and the profession by adding to the professional body of knowledge.

HLT-494Δ: Professional Capstone Project 4 credits

This capstone project is the culmination of the learning experiences of students in the Health Care Administration program at Grand Canyon University. Students prepare written proposals for evidence-based projects focusing on the resolution of issues or problems significant to health care administration. Proposals include problem description, resolution, strategic and implementation plans, evaluation plans, and proposed dissemination of findings. Professional capstone project proposals need to reflect synthesis and integration of course content and professional practice. Capstone projects are guided by the baccalaureate program student learner outcomes and are intended to be presented to a senior-level administrator at a current or potential place of employment. A writing-intensive course. Prerequisites: HCA-470.

HLT-515: Social, Behavioral, and Cultural Factors in Public Health 4 credits

This course is designed to provide an overview of the history of public health, system infrastructure, and its key role in health care. Students explore social, behavioral, and cultural factors that impact health populations based on demographic information such as gender, age, race, ethnicity, socioeconomic status, behavioral risks, and community. Focus is placed on research, theories, and models not exclusively designed for, but applied to, public health issues that help to minimize health disparities through community engagement, education, and empowerment.

HLT-520: Legal and Ethical Principles in Health Care 4 credits

Topics covered in this course include principles and models for the recognition, analysis, and resolution of ethical dilemmas in health occupations; legal responsibility; workplace safety; and the health care facility's obligation to provide protection from injury for patients, their families, and staff.

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HLT-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. Students 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.

HLT-555: Environmental Health **4 credits**

This course is designed to examine environmental dynamics that impact community health and safety. Emphasis is placed on determining relationships between chemical, biological, and physical factors and environmental threats that produce inferior health outcomes. Topics include historical and current approaches for assessing, preventing, and controlling environmental hazards, human health and safety, impact of environmental and occupational agents, environmental justice and equity, and the influence of biological information on public health laws, policies, and regulations.

HLT-600: Public Health Policy **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 policies and public health, social justice and human rights principles, public law and regulations quality, global issues; and views of public health, access, disparities, and finance. The various roles of the master's prepared public health professional in the health care system are explored.

HLT-605: Public Health Administration **4 credits**

This course provides an overview of public health system components and competing factors that have historically impeded the delivery of public health services. Students employ systems thinking processes to determine the most effective approach to strategic implementation of programs. Topics include utilization of collaborative partnerships, global trends analysis, evidence-based decisions regarding improved health outcomes for individuals and communities, root cause analysis, public health financing, systems theory, and application to organizational problem solving. This course prepares learners to apply knowledge in an effort to address future health care challenges as well as goals set forth within the Healthy People initiative.

HLT-610: Networking and Professional Readiness **2 credits**

This course is designed to provide students 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. Students apply learned face-to-face and electronic networking techniques and tactics to ensure professional readiness along with gaining knowledge of professional standards. Students 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-660: 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 80 hours of on-site work under close supervision of a faculty member and an on-site preceptor approved by the college or university. Prerequisites: HLT-605 and a release by the college's Office of Field Experience documenting that the following requirements have been completed: Programmatic GPA of 3.0 or higher, site approval, and site supervisor approval.

HLT-665: 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. Prerequisites: HLT-605 and a release by the college's Office of Field Experience.

Honors (HON)

HON-106≠: Freshman Symposium on Ethics: Culture, Perception, and Action **0 credits**

This honors symposium takes place during the freshman year, builds upon the discussion of ethics from other first-year courses in the honors program, and looks at divergent texts by great thinkers and philosophers. This symposium investigates great questions that pertain to ethics and culture. Prerequisite: Acceptance in the honors program.

HON-206≠: Sophomore Symposium on Research: Ways of Thinking and Knowing **0 credits**

This honors symposium takes place during the sophomore year, builds upon the discussion of critical thinking and research from previous honors courses, and examines the topics of research and knowledge. This symposium investigates great questions that examine ways of perceiving the world. Prerequisite: Acceptance in the honors program.

HON-306≠: Junior Symposium on Service: Human Connections **0 credits**

This honors symposium takes place during the junior year, builds upon discussion regarding service from prior honors courses, and examines the idea of service through religious and historical texts. This symposium investigates the great philosophical questions as they relate to the impact of service on the human condition. Prerequisite: Acceptance in the honors program.

HON-406≠: Senior Symposium on Leadership: The Last Shall Be First **0 credits**

This honors symposium takes place during the senior year, examines the qualities of leadership through readings and presentations, and investigates the great philosophical questions as they relate to the concept of leadership. Prerequisite: Acceptance in the honors program.

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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 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. Also LDR-635.

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-359: Systematic Theology **4 credits**

This course is a systematic study of the major doctrines of the Christian religion, including revelation and the Bible, the Trinity, the doctrine of man, the atonement, salvation and Christian growth, the church and it ordinances, and eschatology, examining the biblical foundation for these teachings and their development over time. The course also discusses the relationship between Christianity and other world religions and the relationship between Christian theology and philosophy. Prerequisites: BIB-351 and BIB-354.

HTH-379≠: History of Christianity **4 credits**

This course addresses the significant movements and turning points within the church from New Testament times through the Reformation and into modern day America and the world. Special emphasis is given to the ancient Christian church, the church fathers, heresies, monasticism, the Papacy, the practices and problems of the church, the Protestant Reformation, the Catholic Counter-Reformation, and the mission movement—both Catholic and Protestant. Attention is also given to the relationship between Christianity and culture, as Christianity in its geographical expansion through the course of history has interfaced with various cultures ranging from the Jewish world, to the Greco-Roman world, to the barbarian cultures of northern Europe, to the varying cultures encountered as Christianity spread to the New World and then to African and Asian cultures. Prerequisites: BIB-104 and BIB-105.

HTH-469≠: Contemporary Theology **4 credits**

This course begins with a brief background of the development of Protestant liberal theology starting with Schleiermacher. Then attention is given to the 20th century schools of theological thought: neo-Orthodox, existential, process, theology of hope, Latin American liberation theology, African-American liberation theology, feminist liberation theology, new Catholic theology, theological expressions of Christianity in Africa and Asia, narrative/postmodern approaches to theology, and variations and popular expressions in Protestant theology particularly in America. Even as Christianity must be clothed in various cultures, so the various contemporary theologies attempt to relate theological truth in ways that are relevant to particular cultures or subcultures. In the process of studying each contemporary theology, attention will also be given to how that theology is expressed in cultural clothing. Prerequisite: HTH-359.

HTH-505: Systematic Theology I **4 credits**

This course is an introduction to the study of theological method and the doctrines of revelation, God, humanity, and the world.

HTH-550: Systematic Theology II **4 credits**

This course is a continuation of the study of theology focusing on the doctrines of soteriology, Christology, ecclesiology, and eschatology. Prerequisite: HTH-505.

HTH-655: Christian Worldview and Contextualization **4 credits**

This course is a study of the Christian worldview and other dominant worldviews—religious and secular—and their role in the contextualization of the Christian message and mission. Prerequisites: HTH-505 and HTH-550.

Intercultural Ministries (INT)

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-454: Christianity and Culture **4 credits**

This course leads students through a cross-cultural study to critically examine the essentials of Christianity as opposed to cultural values that might be considered Christian. Special emphasis is given to comparisons between Western and non-Western cultures, syncretism, and Christianity's expression in cultures other than the United States. Some aspects of cross-cultural communication are also included. Prerequisite: INT-244.

INT-520: Cross-Cultural and Multicultural Ministry **4 credits**

This course is a study of the opportunities and challenges of ministering cross-culturally and multiculturally. Students will consider domestic and international settings.

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.

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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-110: Crime and Criminology **4 credits**

This course provides an examination of classic and contemporary theories of crime causation, including psychological and social causes of crime and theories of punishment.

JUS-230: Fundamentals of Criminal Law **4 credits**

This course provides an introduction to the fundamentals of 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-250: Critical Issues in Criminal Justice **4 credits**

This course provides an examination of issues relating to justice policies, perspectives, techniques, roles, institutional arrangement, management and administration, use of research, and innovative patterns. Prerequisites: JUS-104 and JUS-110.

JUS-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. Co-requisite: JUS-255L.

JUS-255L: Crime Scene Processing Lab **1 credit**

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. Co-requisite: JUS-255.

JUS-265: Physical Evidence I **3 credits**

Students explore the fundamental applications of forensic science essentials for recovering evidence at the crime scene, methods for analysis of evidence at the scene and in the crime laboratory, maintaining a chain of custody, and quality assurance with an emphasis on comparative analysis. Prerequisite: JUS-255. Co-requisite: JUS-265L.

JUS-265L: Physical Evidence I Lab **1 credit**

The laboratory section of JUS-265 reinforces and expands learning of principles introduced in the lecture course. The laboratory focuses on collection and analysis of trace evidence, arson and explosive evidence, firearms, and fingerprints. Prerequisite: JUS-255L. Co-requisite: JUS-265.

JUS-275: Physical Evidence II **3 credits**

This course continues the exploration 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 with an emphasis on analytical analysis. Prerequisite: JUS-265. Co-requisite: JUS-275L.

JUS-275L: Physical Evidence II Lab **1 credit**

The laboratory section of JUS-275 reinforces and expands learning of principles introduced in the lecture course. The laboratory exercise focuses on collection and analysis of tool-mark evidence, impression evidence, questioned documentary evidence, blood spatter, odontology, entomology, DNA, and toxicology evidence. Prerequisite: JUS-265L. Co-requisite: JUS-275.

JUS-320: 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-325≠Δ: 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-351*: Practical Criminalistics II **2 credits**

This course continues the exploration of evidentiary recovery of materials at crime scenes. Prerequisites: JUS-321 and JUS-321L. Co-requisite: JUS-351L.

JUS-351L*: Practical Criminalistics II Lab **1 credit**

Students collect and analyze tool-mark evidence, impression evidence, questioned documentary evidence, blood spatter, and toxicology evidence. Co-requisite: JUS-351.

JUS-355: Physical Evidence I **3 credits**

Students explore the fundamental applications of forensic science essentials for recovering evidence at the crime scene, methods for analysis of evidence at the scene and in the crime laboratory, maintaining a chain of custody, and quality assurance with an emphasis on comparative analysis. Prerequisite: JUS-375. Co-requisite: JUS-355L.

JUS-355L: Physical Evidence I Lab **1 credit**

The laboratory section of JUS-355 reinforces and expands learning of principles introduced in the lecture course. The laboratory focuses on collection and analysis of trace evidence, arson and explosive evidence, firearms, and fingerprints. Prerequisite: JUS-375L. Co-requisite: JUS-355.

JUS-365: Physical Evidence II **3 credits**

This course continues the exploration 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 with an emphasis on analytical analysis. Prerequisite: JUS-355. Co-requisite: JUS-365L.

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JUS-365L: Physical Evidence II Lab **1 credit**

The laboratory section of JUS-365 reinforces and expands learning of principles introduced in the lecture course. The laboratory exercise focuses on collection and analysis of tool-mark evidence, impression evidence, questioned documentary evidence, blood spatter, odontology, entomology, DNA, and toxicology evidence. Prerequisite: JUS-355L. Co-requisite: JUS-365.

JUS-375: Crime Scene Processing and Evidence **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. Co-requisite: JUS-375L.

JUS-375L: Crime Scene Processing and Evidence Lab **1 credit**

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. Co-requisite: JUS-375.

JUS-430: 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-435: Criminal Procedure **4 credits**

This course is a study of the procedural process from a constitutional perspective as it relates to due process in the context of crime control.

JUS-442: Terrorism's Impact on Emergency Management **4 credits**

This course examines the historical and political impact of terrorism on emergency management, including examples of terrorist activity, a summary of federal government efforts, and media coverage of terrorism. Equivalent to EMM-442.

JUS-452≠: Juvenile Delinquency and Justice **4 credits**

This course is an exploration of causes and responses to juvenile crime viewed through the prism of evolving societal perspectives on the criminal culpability of youth. Prerequisite: JUS-250.

JUS-460: Ethics in the Criminal Justice System **4 credits**

This course conducts an in-depth examination of the subculture created in the American justice system. Police subculture, corrections subculture, and the culture of the courtroom workgroup are explored from the perspective of a participant. Prerequisite: JUS-250.

JUS-499: Independent Study **1–4 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-505: Critical Issues in Criminal Justice **4 credits**

This course expands the student's understanding of the scope of criminological theories focused through contemporary peer-reviewed resources.

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. Additionally, coverage is provided for use of research design in community action.

JUS-515: Organizational Behavior and Leadership in Criminal Justice **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-520: Restorative Justice **4 credits**

This course compares and contrasts traditional goals of punishment (rehabilitation, incapacitation, retribution, and deterrence) with the concepts of restorative justice. Topics include community service, victim assistance, victim-offender mediation, and restitution. Restorative justice seeks a balance between the need to rehabilitate offenders while executing a duty to protect the public.

JUS-521: Criminal Investigations **4 credits**

This course enhances students' understanding of criminal investigative procedure, collection and preservation of evidence, chain of custody concerns, computer forensics, investigative jurisdiction, administration, and use of information gathering techniques.

JUS-524: Terrorism and Homeland Security **4 credits**

This course provides insight into the historical causes, strategies, and tactics of terrorism, as well as counterterrorism planning and utilization of law enforcement assets to prevent, detect, and deter acts of terrorism. Also covered are constitutional issues regarding terrorism suspects, long-term detention, financial embargoes of private funds, and other issues pertinent to the modern political climate.

JUS-531: Constitutional Issues in Criminal Justice **4 credits**

This course conducts an in-depth analysis of both historic and contemporary questions of constitutional rights. Provided is an understanding of the powers of the federal courts, Congress, and the president; an examination of the doctrines of separation of power and federalism; and discussion regarding some of the limitations that the Constitution imposes on state powers. Topical coverage also includes the takings and contracts

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clauses, due process, freedom of speech, freedom of religion, and equal protection.

JUS-610: Forensic Psychology **4 credits**

This course provides an objective study of the many roles psychology plays in the legal system, including expert witnesses, criminal profilers, and trial consultants for jury selection and child custody hearings.

JUS-618: Ethics and Liability for Policing and Corrections **4 credits**

This course explores the subcultures created by police and correctional officers. Topics include the need for building a subculture of mutual support and survival in a dangerous profession, dilemmas of new officers entering corrupt departments, and ways administrators can help police and correctional officers rediscover their community.

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-630: International Law **4 credits**

This course addresses the issue of international law in an increasingly interconnected world. The course explores the procedural workings of various international and regional organizations regarding public international law.

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-652: Capstone **2 credits**

This course is taken in the final term of the graduate program. It focuses on professional portfolio development and a final written proposal by the graduate. The portfolio will contain the graduate's curriculum vitae, exemplars of writing from graduate courses, a statement of criminal justice philosophy, a 5-year plan for professional goals, and a research topic paper/written proposal.

A final written proposal must focus on how the graduate will use the totality of the learning experience to examine and improve the criminal justice system at the federal, state, county, or city level. The proposal must exhibit adequate research, coordination within the extant layers of justice policy, realistic consideration of available resources, and a reasonable timeline of benchmarks.

Latin (LAT)

LAT-101: Elementary Latin I **3 credits**

This course builds a foundation in grammar, syntax, reading, translation, and prose composition through the use of a textbook and classroom practice.

LAT-101L: Elementary Latin I Lab **1 credit**

A lab course designed to complement and support the principles learned in LAT-101 through listening, pronunciation, and group discussion.

LAT-102: Elementary Latin II **3 credits**

This course continues to build upon a foundation in grammar, syntax, reading, translation, and prose composition through the use of a textbook and classroom practice. Prerequisite: LAT-101, LAT-101L

LAT-102L: Elementary Latin II Lab **1 credit**

A lab course designed to complement and support the principles learned in LAT-102 through listening, pronunciation, and group discussion. Prerequisite: LAT-101, LAT-101L

Leadership (LDR)

LDR-461: Professional Applications in Service Learning I **1 credit**

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-610: Power, Politics, and Influence **4 credits**

This course focuses on sources and types of power and specific tactics for becoming an empowering leader. Issues include organizational politics, influence tactics, and succession planning. Students learn how transactional leaders can become transformational leaders.

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. Topics include the study of intervention strategy and application skills.

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LDR-620: Leading as a General Manager **4 credits**

This course is designed to prepare leaders for the cross-functional complexities inherent in organizational life. Students develop an advanced skill set enabling effective leadership in each of the major organizational functions (marketing, finance, human resource management, information systems, and operations management). The course explores methods of evaluating alternatives to make effective decisions.

LDR-625: Organizational Culture and Team Leadership **4 credits**

This course equips students to fully understand the complexities of organizational systems and cultures, the ways in which these forces manifest themselves, and the means by which leaders intentionally impact the shape that these forces take in their organizations. Additionally, this course covers team dynamics, group processes, and strategies for designing and supporting teams in the workplace.

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-635: Acquiring, Developing, and Leveraging Human Capital (Retired) **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 HR acumen provided by this course, students become well-prepared for positions as senior human resources specialists or as general managers. Also HRM-635.

LDR-640: Leadership and Innovation **4 credits**

This course provides students with an understanding of various models of problem solving and the ability to apply them, as well as knowledge of various techniques, strategies, and skills appropriate for creative and innovative thinking.

LDR-645: Cross-Cultural Communication **4 credits**

This course examines leadership communication in a cross-cultural setting and seeks to increase participants' overall communication skills. The importance of understanding key audiences is analyzed, including connecting and communicating with important stakeholders, communicating change, communicating during a crisis, and framing a leadership message.

LDR-661: Professional Applications in Service Learning I **1 credit**

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.

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-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 is addressed from the perspective of ethical decision making. Prerequisite: RES-811.

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. Prerequisite: RES-811.

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. Prerequisite: RES-861 or RES-866.

LDR-805: Innovation: The Last Frontier of Competitive Advantage **3 credits**

In the face of rapidly changing customer needs, the importance of innovation to the survival of businesses cannot be overemphasized. Innovation has become the fundamental source of competitive advantage and new value for companies facing the threat of extinction. The purpose of this course is to develop an understanding of the leadership skills and capabilities required to foster, lead, and sustain innovation in organizations operating under either the "steady state" or change environment. The fundamental role of leadership in the innovation process is explored by evaluating the relationship between key leadership and innovation theories.

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. Prerequisite: RES-861 or RES-866.

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Music Applied Piano (MAP)

MAP-118: Private Piano Study I **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

MAP-128: Private Piano Study II **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

MAP-218: Private Piano Study III **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's 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. Prerequisite: Instructor's approval.

MAP-250: Private Piano Study IV **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MAP-318: Private Piano Study V **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

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. Prerequisite: Instructor's approval.

MAP-350: Private Piano Study VI **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MAP-390: Junior Recital **0 credits**

This course consists of a formal, public recitial, sponsored by the music department, in which the student presents a solo recital approximately 25-40 minutes in length. The recital would normally be given in the second semester of the junior year. For vocalists and pianists, the recital must be performed from memory, but one work, especially a chamber piece, may be played with the score. Students must concurrently be enrolled in the appropriate level of private instruction.

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. Prerequisite: Instructor's 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. Prerequisite: Instructor's approval.

MAP-450: Private Piano Study VII **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MAP-451: Private Piano Study VIII **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

Mathematics (MAT)

MAT-110: Basics of Algebra **4 credits**

This course begins with a review of basic mathematical concepts such as operations with fractions, decimals, percents, and real numbers; exponents; order of operations; and simplifying expressions. It then continues with an introduction to algebraic concepts such as solving linear equations and inequalities; graphing linear equations and inequalities; system of linear equations; operations on, factoring, and solving polynomials; and basics of functions. The course is meant to serve as a foundation for further studies in applications of algebra.

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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 or 2 years of high school algebra with a grade of C or better.

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-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. Prerequisites: Grade of C or better in MAT-134 or 3 years of high school algebra with a grade of C or better.

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-250: College Algebra and Trigonometry 4 credits

This course is a unified study of fundamental concepts from algebra and trigonometry that provide the necessary background for the study of calculus. Topics include modeling linear equations and inequalities; functions and their graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; systems of equations and inequalities; matrices and determinants; and conic sections. There is an emphasis on developing both a fundamental understanding of these concepts as well as their application to real-world problem solving. Prerequisites: Grade of C or better in MAT-134 or 3 years of high school algebra with a grade of C or better.

MAT-252: Calculus and Analytic Geometry I 4 credits

This course provides a rigorous treatment of the concepts, methods, and applications of elementary calculus and is the first calculus course in a three-course sequence. 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.

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-254: Calculus and Analytic Geometry III 4 credits

This course provides a rigorous treatment of the concepts, methods, and applications of multivariable calculus and is the final course in a three-course sequence. Topics include vector arithmetic, dot and cross product, projections, parametric curves and vector functions, velocity and acceleration, arc length and curvature; functions of several variables; partial differentiation; maximum and minimum problems; Lagrange multipliers; double and triple integrals in polar, rectangular, cylindrical, and spherical coordinates; vectors fields and line integrals; and conservative vector fields and fundamental theorem for line integrals, Green's theorem, curl and divergence, parametric surfaces, surface integrals, Stokes' theorem, and divergence theorem. Prerequisite: Grade of C or better in MAT-253.

MAT-260: College Geometry 4 credits

This course is an introduction to Euclidean geometry and mathematical proofs, including theorems and proofs, set theory, logic, congruent and similar polygons, circles, geometric constructions, areas, volumes, geometric loci, elementary logic, and deductive reasoning. Prerequisite: Grade of C or better in MAT-134 or 3 years of high school algebra with a grade of C or better.

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.

MAT-351: Calculus for Biomedical Sciences 4 credits

This course is intended for health science majors and develops the concepts of calculus through a wide variety of biological and medical applications. Topics include an in-depth study of limits, continuity, the derivative and its applications, integrals, techniques of integration, and applications of integration. These concepts are examined through algebraic and transcendental functions of a single variable. An introduction to algebraic functions of several variables and a qualitative analysis of

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solutions of first-order differential equations are also provided. Application areas include mathematical physiology, pharmacology, cell biology, and population biology. Prerequisites: Grade of C or better in MAT-250 or college algebra.

MAT-352: Calculus and Analytic Geometry I 4 credits

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, and derivatives of algebraic, transcendental, and inverse functions; applications of the derivative; and integrals of algebraic and transcendental functions of one variable, with applications. Prerequisite: MAT-250.

MAT-353: Calculus and Analytic Geometry II 4 credits

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, further techniques of integration, indeterminate forms, L'Hopital's Rule, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Prerequisite: MAT-352.

Brass Instruments (MBE)

MBE-113: Private Applied Instruction Secondary I 1 credit

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 credit

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-125: Private Applied Instruction II 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-213: Private Applied Instruction Secondary III 1 credit

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-215: Private Applied Instruction III 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-223: Private Applied Instruction Secondary IV 1 credit

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-225: Private Applied Instruction IV 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-313: Private Applied Instruction Secondary V 1 credit

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-315: Private Applied Instruction V 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-323: Private Applied Instruction Secondary VI 1 credit

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-325: Private Applied Instruction VI 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-413: Private Applied Instruction Secondary VII 1 credit

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-415: Private Applied Instruction VII 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-423: Private Applied Instruction Secondary VIII 1 credit

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-425: Private Applied Instruction VIII 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.

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Medical Imaging (MDI)

MDI-304V: Medical Imaging in the Digital Environment **3 credits**

This course presents an introduction to medical imaging in the digital environment. Included is the history of computers in radiography and a look into the future of digital imaging. Subjects covered are equipment, interface standards, networking and interfacing, RIS, computed radiography, PACS, image processing and quality, functions and parameters, and practical experiences. At the end of this course, the student should be able to discuss the subject of digital medical imaging and continue on to advanced imaging modality studies.

MDI-410V: Critical Patient Care in Medical Imaging **3 credits**

In this course, critical procedures such as advanced cardiac life saving skills, treatment of reactions to contrast media, and physiological monitoring and recording are presented.

MDI-424V: Quality Management in Medical Imaging **3 credits**

This course is designed to provide the basics of imaging system selection and architectural design of an advanced imaging facility. Discussions regarding staffing needs and staff education are included.

Music Education (MED)

MED-003: Music Educator's National Conference **0 credits**

The Music Educator's National Conference Collegiate Membership gives the students an opportunity for professional development while still in school. It is expected the benefits will accrue both to the students and to the professional organization as the students gain an understanding of the practices of the professional music educator.

MED-200: Instrumental Techniques: Low Brass **1 credit**

This course is a practical study of low brass instruments in which students learn to play, care for, and teach each instrument.

MED-205: Instrumental Techniques: High Brass **1 credit**

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 credit**

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 credit**

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 credit**

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 credit**

This course is a practical study of percussion instruments in which students learn to play, care for, and teach each instrument.

MED-232: Woodwind Instrument Class **1 credit**

A practical study of the high and low woodwind instruments. The student learns to play, care for, and teach each instrument. Prerequisite: Sophomore status.

MED-241: Brass Instrument Class **1 credit**

A practical study of the high and low brass instruments. The student learns to play, care for and teach each instrument. Prerequisite: Sophomore status.

MED-251: Percussion Instrument Class **1 credit**

Same format as MED-241, except pertaining to percussion instruments. Prerequisite: Sophomore status.

MED-252: String Instrument Class **1 credit**

A practical study of the high and low string instruments. The student learns to play, care for, and teach each instrument. Prerequisite: Sophomore status.

MED-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-360: Music 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. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum hours: 30. Prerequisite: MUS-275.

MED-370: Music Methods and Assessment in the Secondary School **4 credits**

This course is a study of methods for developing and conducting the music program in junior and senior high schools. Methods, materials, topics, and issues in music education will be used to prepare music education majors to enter the teaching profession. Practicum hours: 30. Prerequisite: MUS-450.

MED-410: Advanced Rehearsal Techniques **2 credits**

This course is a study of advanced problems in rehearsing and conducting at the high school level and an examination and analysis of the prevailing instrumental philosophies, including performance techniques and score preparation.

MED-480A: 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

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student teaching must be submitted by the due date the semester prior to student teaching. Prerequisites for A: 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: 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: 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-481A: Student Teaching: Secondary Music Session A 6 credits

Teacher candidates are required to fulfill a 16-week internship experience in a secondary classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, professional preparation, and curriculum development, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. Prerequisites for A: Fingerprint Clearance; 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 Assessments (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

MED-481B: Student Teaching: Secondary Music Session B 6 credits

This session is a continuation of Session A. Prerequisite for B: MED-481A.

Music Ensemble (MEN)

MEN-111: Canyon Singers 1 credit

A vocal ensemble open to all students at Grand Canyon University with the conductor's approval. Choral literature from all stylistic periods will be performed. This ensemble is designed to provide a quality performance experience for music majors and non-majors alike. Strong emphasis is placed on individual commitment to the ensemble.

MEN-120: Gospel Choir 1 credit

Every semester. Vocal ensemble drawn from the student body. Music includes a broad range of Christian Gospel literature. Strong emphasis is placed on individual commitment to the ensemble. Performances required. Does not fulfill General Education Fine Arts requirement.

MEN-122A: Choral Ensemble 1A 0 credits

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN-122B: Choral Ensemble 1B 0 credits

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN-139A: Wind Ensemble 1A 0 credits

Wind Ensemble is made up 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. Wind Ensemble also offers nonmusic 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. Prerequisite: Instructor's permission/audition.

MEN-139B: Wind Ensemble 1B 0 credits

Wind Ensemble is made up 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. Wind Ensemble also offers nonmusic 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. Prerequisite: Instructor's permission/audition.

MEN-222A: Choral Ensemble 2A 0 credits

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN-222B: Choral Ensemble 2B 0 credits

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

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MEN-239A: Wind Ensemble 2A **0 credits**

Wind Ensemble is made up 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. Wind Ensemble also offers nonmusic 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. Prerequisite: Instructor's permission/audition.

MEN-239B: Wind Ensemble 2B **0 credits**

Wind Ensemble is made up 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. Wind Ensemble also offers nonmusic 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. Prerequisite: Instructor's permission/audition.

MEN-322A: Choral Ensemble 3A **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN-322B: Choral Ensemble 3B **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN-339A: Wind Ensemble 3A **0 credits**

Wind Ensemble is made up 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. Wind Ensemble also offers nonmusic 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. Prerequisite: Instructor's permission/audition.

MEN-339B: Wind Ensemble 3B **0 credits**

Wind Ensemble is made up 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. Wind Ensemble also offers nonmusic 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. Prerequisite: Instructor's permission/audition.

MEN-422A: Choral Ensemble 4A **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN-439A: Wind Ensemble 4A **0 credits**

Wind Ensemble is made up 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. Wind Ensemble also offers nonmusic 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. Prerequisite: Instructor's permission/audition.

MEN-439B: Wind Ensemble 4B **0 credits**

Wind Ensemble is made up 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. Wind Ensemble also offers nonmusic 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. Prerequisite: Instructor's permission/audition.

Marriage and Family Therapy (MFT)

MFT-519: Human Sexuality **3 credits**

This course examines human sexuality and systems of sexual therapy. Psychological, biological, social, and moral perspectives on sexual development and functioning will be examined.

Management (MGT)

MGT-240: Introduction to Management **4 credits**

This introductory course deals with management and the basic management processes and functions. It focuses on real-world management situations concerned with planning, organizing, leading, and controlling, the work of the organization.

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. Also PSC-410.

MGT-420: 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. Also PSC-420.

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MGT-434: Human Resources **4 credits**

This course is a study of the human resource management function in organizations, including detailed coverage of staffing, organizational development, compensation and benefits administration, and employee relations. Emphasis is placed on how human resource management as a whole enhances organizational performance and success. Prerequisite: MGT-420. Also AMP-434.

MGT-455: 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.

MGT-492: Organizational Change and Development **4 credits**

This course provides an overview of approaches to organizational development with an emphasis on the practical aspects of changing organizations to improve effectiveness. Also AMP-492.

MGT-605: Leadership and Organizations **4 credits**

The purpose of this course is to introduce students to the Ken Blanchard College of Business, key concepts of leadership, and an overview of how the science of organizational behavior contributes to effective leaders and managers.

MGT-615: Organizational Change **4 credits**

Organizational leaders are, by default, change agents. As such, contemporary leaders must proactively lead change throughout their organizations to ensure long-term organizational development, viability, and success. This course involves detailed study of various change management and organizational development models, theories, and methodologies. Students explore applications of the various theories to case studies, as well as their current professional settings.

MGT-630: Leading Self **3 credits**

This course is designed to prepare EMBA students as they strengthen important leadership skills and develop a personal leadership vision. The course combines knowledge and application by examining the results of leadership research and how it can be used to develop a clear sense of purpose of leadership, increase leadership communication skills, and deepen awareness of personal leadership styles. Case studies, discussions, exercises, guest speakers, and videos are used to address the challenges of leadership. The disciplines covered in this course include leadership, visioning, emotional and cultural intelligence, and communications.

MGT-635: Leveraging Human Capital **3 credits**

This course presents the perspective that management of human capital is the responsibility of every manager/leader throughout the organization. Talent management, succession planning, employee development and motivation, and performance management and metrics are examined. Additional topics include workforce diversity, contracting within the global 21st century environment, and the challenges inherent in virtual and cross-functional teams. Methods for building and sustaining human capacity and knowledge assets to increase corporate value are examined.

MGT-636: Leading Others **3 credits**

This course provides the structure and direction for teams to remain focused on a common goal to achieve a common result. Using research-validated evaluation methods, the course documents how to accomplish the team's purpose by creating buy-in and increasing commitment for task accomplishment. The concepts and methods of promoting partnership and trust among team members are explored and a solid foundation for building high-performing teams is constructed. The concept of servant leadership is also explored through the study of role models throughout history and today.

MGT-639: Strategic Advantage Within the Global Economy **3 credits**

This course examines the global competitive landscape in which firms operate. An examination of CEOs and how they have successfully seized growth opportunities in unexpected ways provides an actuarial perspective. The international political and economic environment is also examined to ensure familiarity with larger scale shifts occurring within the global economy that impact growth strategies.

MGT-642: Leading Organizations **3 credits**

This course focuses on transformational leadership and the themes of organizational culture and leading change. Transformational leaders must be able to grasp the need for change and effectively define and communicate that change to their stakeholder groups. This course examines how and why change efforts get derailed, why people resist change, and how leaders can overcome these challenges. Specifically, the real-life lessons learned by a number of CEOs are examined and discussed. The course also introduces strategies on how to build and sustain a resilient corporate culture that thrives on change and supports the ongoing implementation of change efforts.

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. Prerequisite: SYM-506.

MGT-660: Strategic Management **4 credits**

This course emphasizes the definition, formulation, and execution of strategy within organizations. It analyzes the effects on corporate strategy of the rapid shift to a multipolar and complex global marketplace. This course focuses on innovative strategy and leadership and its impact on the quest for customers and key stakeholders. This course also stresses the growing importance of management of intangible assets and organizational alignment with the view to gaining a sustainable competitive advantage over global rivals. Finally, this course integrates the creation of a very structured and comprehensive assignment (creation of a market entry or

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market expansion or diversification, or M&A plan) that address competencies such as Critical Thinking, Leadership, Effective Communication and Global Awareness, and Business Domains such as Marketing, Management, HR, Operations, Finance and Accounting. Prerequisites: ACC-650, FIN-650, MGT-605, and MKT-607.

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.

MGT-810: Intellectual Capital in a Learning Organization 3 credits

This course explores the need to leverage intellectual capital and the human relations movement. Students focus on ways to manage knowledge and intellectual capital.

MGT-815: Managing Stakeholder Relationships 3 credits

In this course, students explore the needs of internal and external stakeholders and their interdependence. They focus on balancing stakeholders' interests while cultivating a mindset that is sensitive to cultural, legal, and ethical differences as well as social responsibility.

MGT-820: Using Business Analytics for Competitive Advantage 3 credits

Students research the emerging use of business analytics in organizations. Through exploration of the available tools and models, this course demonstrates how analytics can be used for competitive advantage.

Percussion Instruments (MIE)

MIE-113: Private Applied Instruction Secondary I 1 credit

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 includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MIE-123: Private Applied Instruction Secondary II 1 credit

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-125: Private Applied Instruction II 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.

MIE-213: Private Applied Instruction Secondary III 1 credit

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-215: Private Applied Instruction III 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.

MIE-223: Private Applied Instruction Secondary IV 1 credit

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-225: Private Applied Instruction IV 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.

MIE-313: Private Applied Instruction Secondary V 1 credit

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-315: Private Applied Instruction V 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.

MIE-323: Private Applied Instruction Secondary VI 1 credit

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-325: Private Applied Instruction VI 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.

MIE-413: Private Applied Instruction Secondary VII 1 credit

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-415: Private Applied Instruction VII 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.

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MIE-423: Private Applied Instruction Secondary VIII **1 credit**

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-425: Private Applied Instruction VIII **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.

Christian Studies (MIN)

MIN-350[Δ]: Spiritual Formation for Christian Leaders **4 credits**

This writing-intensive course is a study of the basic disciplines of Christian discipleship, focusing on the formation of character, values, disciplines, and habits, especially related to the inner development of spirituality. The study makes use of some of the Christian devotional classics. Beyond personal spiritual development, this course addresses students' preparation for being spiritual leaders, encouragers, and/or disciplers of others. Prerequisites: BIB-104 and BIB-105.

MIN-360: Communication in Ministry **4 credits**

This course helps students gain skills in biblical exegesis and the teaching of biblical principles. Emphasis is placed upon developing students' ability to teach the Bible, use technology in communication, and apply effective interpersonal communication skills within various settings. Prerequisite: BIB-355.

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-520: The Work of the Pastor **4 credits**

This course is a study of the daily practice of pastoral ministry and the ethical issues that arise in the context of leading in ministry.

MIN-530: Youth Issues and Crises **4 credits**

This course provides a holistic approach to youth ministry within the larger context of families, schools, etc., including the ethical implications to be considered in youth ministry.

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-670: Homiletics **4 credits**

This course is a study of the techniques involved in preaching, including techniques for appropriate contextualization of the Christian message and preparation and delivery of sermons. Prerequisite: BIB-650.

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. Prerequisite: RES-850.

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. Prerequisite: RES-861.

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. Prerequisite: RES-861.

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 to continue developing components of their research prospectus.

Military Science (MIS)

MIS-101: Introduction to Leadership and Personal Development **3 credits**

Every Fall. Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leader attributes and core leader competencies while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise.

MIS-102: Introduction to Tactical Leadership **3 credits**

Every Spring. Overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, and competencies in the context of practical, hands-on, and interactive exercises. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise.

MIS-201: Innovative Team Leadership **3 credits**

Every Fall. Explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team

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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. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise.

MIS-202: Foundation of Tactical Leadership 3 credits

Every Spring. Examine the challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). The course highlights dimensions terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise.

MIS-205: Leader's Training Course 4 credits

Every Summer and Fall. A 4-week, summer training program held at Fort Knox, KY. The Leader's Training Course (LTC) consists of intense classroom and field training emphasizing practical hands-on skills, the value of teamwork, and how to be an effective small team leader. This course is an accelerated version of the first 2 years of leadership development training students receive in the ROTC Basic Course (MIS-101, MIS-102, MIS-201, and MIS-202). Students who attend this course will receive a stipend, transportation to and from Fort Knox, KY, housing, and meals. Attendees may be eligible for a 1.5- to 2.5-year scholarship upon course completion. Prerequisites: Instructor's approval, meet with the on-campus Army ROTC Enrollment/Scholarship Officer to apply, and have 2- or 2.5-years of college remaining (undergraduate or graduate).

MIS-294: Ranger Fitness 3 credits

Every Fall and Spring. Covers topics of immediate or special interest to a faculty member and students. Must attend at the ASU Campus, Wednesdays, 5-8 p.m. Prerequisite: Instructor approval.

MIS-301: Adaptive Team Leadership 3 credits

Every Fall. Study, practice, and evaluate 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. Three hours of lecture/conference; 2-hour lab of practical application, and one 2-day field training exercise. Prerequisites: MIS-101, MIS-102, MIS-201, and MIS-202; MIS-205; or prior military service and commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component.

MIS-302: Applied Team Leadership 3 credits

Every Spring. Continuation of MIS-301. Integrate the principles and practices of effective leadership, military operations, and personal development in preparation for the summer Leader Development and Assessment Course (LDAC). Students will be capable of planning, coordinating, navigating, motivating, and leading teams in situational training exercises. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise. Prerequisite: MIS-301 and commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component.

MIS-303: National Advanced Leadership CAMP 4 credits

Every Summer and Fall. A summer Leadership Development and Assessment Course (LDAC) designed to evaluate and train all Army ROTC cadets. This 6-week training program emphasizes leadership development and advanced military skills, including tactics, land navigation, and physical training. ROTC cadets normally attend LDAC at Fort Lewis, Washington, between their junior and senior year. Students who attend this course will receive a stipend, transportation to and from camp, housing, and meals. Prerequisites: MIS-301 and MIS-302.

MIS-305: Nurse Summer Training Program 4 credits

Every Summer and Fall. A 3- or 4-week Nurse Summer Training Program (NSTP) at a major Army hospital either in the United States or Germany. NSTP provides Army ROTC nurse cadets with clinical experience in a hospital setting while introducing them to the duties, roles, responsibilities, and expectations of an Army Nurse Corps (AN) officer. The nurse cadet will exercise leadership skills in a hospital environment by planning, organizing, decision-making, implementing, and being accountable for the outcome of nursing care. The overall goal is to encourage students to develop leadership strategies through learning experiences throughout the clinical elective. Nurse cadets will collaborate with health care professionals on decisions related to patient care, management, unit issues and strategies used in the provision of medical care to a select population. Students who attend this program will receive a stipend, transportation to and from the hospital location, housing, and meals. Prerequisites: MIS-301, MIS-302, Level 2 nursing, and instructor approval.

MIS-401: Adaptive Leadership 3 credits

Every Fall. 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. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise. Prerequisites: MIS-301, MIS-302, and commit 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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MIS-402: Leadership in a Complex World **3 credits**

Every Spring. Continuation of MIS-401. Explore the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Students will complete exercises to prepare them for the complex ethical and practical demands of leading as a commissioned officer in the United States Army. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise. Prerequisites: MIS-301, MIS-302, MIS-401 (or instructor approval), and commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component.

MIS-410: American Defense Policy I **3 credits**

Every Fall. Evolution, organization, and execution of U.S. national security policy. Must attend at the ASU campus. Optional in lieu of HIS-231, American Military History. Prerequisite: Commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component and instructor approval.

MIS-412: American Defense Policy II **3 credits**

Contemporary problems and analytical issues in the formation and implementation of U.S. national security. Must attend at the ASU campus. Optional in lieu of HIS-231, American Military History. Prerequisites: Instructor approval, MIS-410, and commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component.

MIS-499: Independent Study **1-3 credits**

Work closely with the Professor of Military Science on a special topic that may include research, readings, and presentations. May be repeated once. Prerequisite: Instructor approval.

Marketing (MKT)

MKT-245: Principles of Marketing **4 credits**

This course surveys the marketing mix and marketing concept; markets and buyer behavior; product, service, and relationship marketing for global competition; creating and keeping customers in an e-commerce world; branding and positioning; distribution strategies, integrated marketing communications, and pricing strategies.

MKT-345: Buyer and Consumer Behavior **4 credits**

This course focuses on a behavioral science approach that studies distinct buyer strategies and decision-making processes of purchase by organizational buyers and consumers. Topics include cross-cultural variations in behavior, external and internal influences on today's buyers, purchase and post-purchase processes, customer satisfaction, and customer commitment.

MKT-373: Sports Marketing **4 credits**

This course is a study of basic marketing concepts with applications to sports organizations, both amateur and professional. Topics include promotions and public relations, sports consumer behavior, strategic market planning, marketing information management, marketing communications, and sponsorship. Prerequisites: MKT-301 or MKT-245.

MKT-415: Promotion and Advertising **4 credits**

This course provides an integrated marketing communications perspective for today's changing world. Topics include the promotional mix, determining and developing advertising and promotional objectives, ethical issues in advertising campaigns, budgeting, positioning, creative strategies, media strategies, services advertising strategies, personal selling, e-marketing, public relations, publicity, corporate advertising, and evaluating the promotional program.

MKT-445: Marketing Research and Reporting **4 credits**

This course is an introduction to business research processes and the research documents used as tools to aid in managerial decision making. Topics include designing research projects, collecting primary and secondary data, conducting ethical research, applying statistical tools and measurement techniques, developing a marketing plan, and reporting the research in both written and oral presentation formats.

MKT-450: Marketing Management **4 credits**

This course provides a manager's view of applying the marketing mix in today's and tomorrow's business worlds, using various approaches and tools for analyzing marketing opportunities, integrating traditional and new techniques in promotion and pricing, managing the marketing concept, developing marketing plans, and controlling marketing activities. Prerequisite: MKT-245.

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-631: Customer Value and Service Excellence **3 credits**

The course is designed to focus on what customers really want, building customer loyalty, and becoming a service excellence leader. Insights are drawn from various fields, including management, innovation, information technology, and cross-cultural communications. The service profit chain provides a framework for linking employee engagement with customer satisfaction and retention.

MKT-632: Solutions-Based Relationship Management and Branding **3 credits**

The course examines the role of corporate brands in creating a competitive advantage and focuses on the critical issues facing senior leaders today, including measuring marketing performance, managing customer information, building cross-cultural customer relationships, and leveraging the Internet.

MKT-650: Services Marketing **4 credits**

This course introduces students to the state-of-the-art research and practice 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.

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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.

Music Piano Class (MPC)

MPC-109: Class Piano I **1 credit**

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. The piano proficiency requirements are identified in the music handbook.

MPC-259: Class Piano II **1 credit**

This course is a continuation of MPC-109. It includes passing Part II of the Piano Proficiency Examination. Prerequisite: MPC-109.

MPC-359: Class Piano III **1 credit**

This course is a continuation of MPC-259. It includes passing Part III of the Piano Proficiency Examination. Prerequisite: MPC-259.

MPC-459: Class Piano IV **1 credit**

This course is a continuation of MPC-359. It includes passing Part IV of the Piano Proficiency Examination. Prerequisite: MPC-359.

String Instruments (MSE)

MSE-113: Private Applied Instruction Secondary I **1 credit**

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.

MSE-115: Private Applied Instruction Major I **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE-123: Private Applied Instruction Secondary II **1 credit**

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.

MSE-125: Private Applied Instruction Major II **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE-213: Private Applied Instruction Secondary III **1 credit**

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.

MSE-215: Private Applied Instruction Major III **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE-223: Private Applied Instruction Secondary IV **1 credit**

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.

MSE-225: Private Applied Instruction Major IV **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE-313: Private Applied Instruction Secondary V **1 credit**

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.

MSE-315: Private Applied Instruction Major V **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE-323: Private Applied Instruction Secondary VI **1 credit**

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.

MSE-325: Private Applied Instruction Major VI **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE-413: Private Applied Instruction Secondary VII **1 credit**

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.

MSE-415: Private Applied Instruction Major VII **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE-423: Private Applied Instruction Secondary VIII **1 credit**

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.

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MSE-425: Private Applied Instruction Major VIII 2 credits

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

Military Science Leadership (MSL)

MSL-101: Introduction to Leadership and Personal Development 3 credits

This course introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leader attributes and core leader competencies while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. The course includes 3 hours of lecture/conference, one 2-hour lab of practical application, and one 2-day field training exercise.

MSL-102: Introduction to Tactical Development 3 credits

This course provides an overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, and competencies in the context of practical, hands-on, and interactive exercises. The course includes 3 hours of lecture/conference, one 2-hour lab of practical application, and one 2-day field training exercise.

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.

MSL-202: Foundations of Tactical Leadership 3 credits

Every Spring. This course examines the challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). The course highlights dimensions terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. Case studies from the contemporary operating environment (COE) provide insight into the importance and practice of teamwork and tactics in real-world scenarios. The course includes 3 hours of lecture/conference, one 2-hour lab of practical application, and one 2-day field training exercise.

MSL-205: Leader's Training Course 4 credits

This course is a 4-week, summer training program held at Fort Knox, KY. The Leader's Training Course (LTC) consists of intense classroom and field training emphasizing practical hands-on skills, the value of teamwork, and how to be an effective small team leader. This course is an accelerated version of the first 2 years of leadership development training students receive in the ROTC Basic Course (MSL-101, MSL-102, MSL-201, and MSL-202). Students who attend this course receive a stipend, transportation to and from Fort Knox, KY, housing, and meals. Attendees may be eligible for a 1.5- to 2.5-year scholarship upon course completion. Prerequisites: Instructor's approval, meeting with the on-campus Army ROTC Enrollment/Scholarship Officer to apply, and 2 or 2.5 years of college remaining (undergraduate or graduate).

MSL-294: Desert Rangers 3 credits

This course covers topics of immediate or special interest to an instructor and students. Must attend at the ASU Campus, Wednesdays, 5-8 p.m. Prerequisite: Instructor approval.

MSL-301: Adaptative Team Leadership 3 credits

This course covers topics of immediate or special interest to an instructor and students. Must attend at the ASU Campus, Wednesdays, 5-8 p.m. Prerequisite: Instructor approval.

MSL-302: Applied Team Leadership 3 credits

A continuation of MSL-301, this course integrates the principles and practices of effective leadership, military operations, and personal development in preparation for the summer Leader Development and Assessment Course (LDAC). Students become capable of planning, coordinating, navigating, motivating, and leading teams in situational training exercises. 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 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-303: National Advanced Leadership CAMP 4 credits

This is a summer Leadership Development and Assessment Course (LDAC) designed to evaluate and train all Army ROTC cadets. This 6-week training program emphasizes leadership development and advanced military skills, including tactics, land navigation, and physical training. ROTC cadets normally attend LDAC at Fort Lewis, WA, between their junior and senior year. Students who attend this course receive a stipend, transportation to and from camp, housing, and meals. Prerequisites: MSL-301 and MSL-302.

MSL-305: Nurse Summer Training Program 3 credits

This course is a 3- or 4-week Nurse Summer Training Program (NSTP) at a major Army hospital in either the United States or Germany. NSTP provides Army ROTC nurse cadets with clinical experience in a hospital setting while introducing them to the duties, roles, responsibilities, and expectations of an Army Nurse Corps (AN) officer. Nurse cadets exercise leadership skills in a hospital environment by planning, organizing, decision making, implementing, and being accountable for the outcome of nursing care. The overall goal is

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to encourage students to develop leadership strategies through learning experiences throughout the clinical elective. Nurse cadets collaborate with health care professionals on decisions related to patient care, management, unit issues and strategies used in the provision of medical care to a select population. Students who attend this program receive a stipend, transportation to and from the hospital location, housing, and meals. Prerequisites: MSL-301, MSL-302, Level 2 nursing, and instructor approval.

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.

MSL-402: Leadership in a Complex World **3 credits**

A continuation of MSL-401, this course explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Students complete exercises to prepare them for the complex ethical and practical demands of leading as a commissioned officer in the United States Army. 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, MSL-401 (or instructor approval), 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-410: American Defense Policy I **3 credits**

This course examines the evolution, organization, and execution of U.S. national security policy. Students must attend at the ASU campus. This course is optional in lieu of HIS-231, American Military History. Prerequisite: Instructor approval 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-412: American Defense Policy II **3 credits**

This course examines contemporary problems and analytical issues in the formation and implementation of U.S. national security. Students must attend at the ASU campus. This course is optional in lieu of HIS-231, American Military History. Prerequisites: Instructor approval, MSL-410, 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-499: Independent Study **1 credit**

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.

MSL-499C: Independent Study **1 credit**

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.

Music (MUS)

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. Prerequisite: Theory Placement Examination.

MUS-155: Music Theory II **4 credits**

This course emphasizes skill development through analysis and composition. Prerequisite: MUS-125.

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.

MUS-260: 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-275: Music Theory IV **4 credits**

This course emphasizes ear training material and includes music from the 20th century. It also includes an analysis and composition of music of the late 19th through the 20th century. Prerequisite: MUS-260.

MUS-330: Foundations of Music and Culture for Diverse Learners **4 credits**

Students study the historical, philosophical, and sociological influences which have shaped music, ethnomusicology, music education, and the issues faced by educators today, as well as the challenges of the future which await people 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, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the music classroom. Practicum hours: 15. Prerequisites: Fingerprint Clearance.

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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-365≠[Δ]: Music History II **4 credits**

This writing-intensive course is a survey of music from the mid-l8th 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-370: 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. Prerequisite: MUS-355.

MUS-375[Δ]: Song Literature I **2 credits**

This writing-intensive course is a survey study of the composers, their styles, and literature from the beginning of solo song through the early romantic period. Prerequisite: MUS-355.

MUS-376[Δ]: Song Literature II **2 credits**

This writing-intensive 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. Prerequisite: MUS-355.

MUS-377: 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. Prerequisite: MUS-355.

MUS-380: Counterpoint **4 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. Prerequisite: MUS-275.

MUS-386: Instrumental Conducting **4 credits**

This course is a study of the fundamentals and techniques of instrumental conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques are explored. Prerequisite: MUS-390.

MUS-390: Form and Analysis **4 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. Prerequisite: MUS-275.

MUS-406: Jazz Techniques **2 credits**

This course is a study of major jazz techniques and styles, including repertoire, instrumentation, improvisation, innovations, and major jazz ensembles.

MUS-450: Conducting **4 credits**

This course is a study of the fundamentals and techniques of conducting. Special emphasis is placed on conducting choral music and the special techniques required to conduct vocal groups. Prerequisite: MUS-390.

MUS-455: Vocal Pedagogy **2 credits**

This course is a study of skills for the teaching of voice to individuals or groups. The physical voice is studied, potential vocal problems are analyzed, and historical methods of correction are presented. Rehearsal and conducting techniques, score reading, and artistic interpretation are covered. Prerequisite: MUS-450.

Music Applied Voice (MVA)

MVA-119: Private Voice Study I **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

MVA-129: Private Voice Study II **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

MVA-219: Private Voice Study III **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

MVA-229: Private Voice Study IV **1 credit**

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. Prerequisite: For music majors,

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instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

MVA-319: Private Voice Study V **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

MVA-329: Private Voice Study VI **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

MVA-419: Private Voice Study VII **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

MVA-429: Private Voice Study VIII **1 credit**

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. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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. Prerequisite: Instructor's approval.

Music Voice Class (MVC)

MVC-109: Class Voice I **1 credit**

This course is designed as class instruction for students with limited or no previous voice training. Instruction includes the study of vocal technique and literature designed to pass Part I of the Voice Proficiency Examination. The voice proficiency requirements are identified in the music handbook.

MVC-259: Class Voice II **1 credit**

This course is a continuation of MVC-109. It includes passing Part II of the Voice Proficiency Examination. Prerequisite: MVC-109.

MVC-359: Class Voice III **1 credit**

This course is a continuation of MVC-259. It includes passing Part III of the Voice Proficiency Examination. Prerequisite: MVC-259.

MVC-459: Class Voice IV **1 credit**

This course is a continuation of MVC-359. It includes passing Part IV of the Voice Proficiency Examination. Prerequisite: MVC-359.

Woodwind Instruments (MWE)

MWE-113: Private Applied Instruction Secondary I **1 credit**

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 includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MWE-123: Private Applied Instruction Secondary II **1 credit**

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-125: Private Applied Instruction II **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.

MWE-213: Private Applied Instruction Secondary III **1 credit**

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-215: Private Applied Instruction III **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.

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MWE-223: Private Applied Instruction Secondary IV **1 credit**

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-225: Private Applied Instruction IV **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.

MWE-313: Private Applied Instruction Secondary V **1 credit**

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-315: Private Applied Instruction V **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.

MWE-323: Private Applied Instruction Secondary VI **1 credit**

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-325: Private Applied Instruction VI **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.

MWE-413: Private Applied Instruction Secondary VII **1 credit**

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-415: Private Applied Instruction VII **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.

MWE-423: Private Applied Instruction Secondary VIII **1 credit**

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-425: Private Applied Instruction VIII **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.

Nursing (NRS)

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.

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-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-430V: 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. Emphasis is also placed on writing and oral presentation skills.

NRS-433V$^{\Delta}$: 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: PSY-363, BIO-363, or HLT-362V.

NRS-434V: Health Assessment **3 credits**

This course focuses on methods of health history taking, physical examination skills, documentation, and health screening. The course emphasizes the individual as the client,

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functional health patterns, community resources, and the teaching learning process.

NRS-437V: Ethical Decision Making in Health Care **3 credits**

This course is a general introduction to the field of biomedical ethics. Students study the application of ethics and moral theories to concepts and issues arising in the health care professions. The course provides students—both as consumers and providers—an opportunity to study ethical decision making, health care situations with implications for ethical decision making, and analysis of ethical behavior of individuals involved in health care. Topics include exploration of major ethical theories and principles, informed consent, confidentiality, and ethical implications of selected issues such as abortion, euthanasia, assisted suicide, and allocation of scarce resources.

NRS-440V: Trends and Issues in 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-441V: Professional Capstone Project **3 credits**

The capstone project is a culmination of the learning experiences while a student in the nursing program at Grand Canyon University's College of Nursing. The student will prepare a written proposal for a project whose focus is the resolution of an issue or problem significant to professional nursing practice. The proposal includes 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-451V: 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.

Nursing (NSG)

NSG-301≠: Nursing Foundations **4 credits**

This foundational course provides an understanding of the unique societal roles of the professional nurse both locally and globally. This course examines the historical roots of nursing along with current theories and the value of evidence-based practice to the future of health care. Focus is given to ethical and legal standards of the nursing profession. Also addressed are concepts of health, wellness, and human development across the life span. Current standards of nursing practice are introduced as a framework for the nursing program. Prerequisite: Admission into the nursing program.

NSG-303: Therapeutic Communication and Informatics **4 credits**

The purpose of the course is to provide students with an understanding of effective communication and the role of information technology in promoting patient-centered care, managing knowledge in diverse settings, diminishing the risk for error, and supporting decision making through analysis of relevant data. Attention is given to therapeutic communication, information management, health care technology, and the use of data. The course improves interpersonal communication, technical skills, and their relationship to client outcomes. The role of the nurse in regards to effective communication with other members of the health care team is addressed. Students need basic interpersonal and computer skills before enrolling in this course. Prerequisite: Admission into the nursing program.

NSG-305: Health Assessment **4 credits**

This course provides the systematic collection, validation, and communication framework for data that professional nurses use to make decisions about how to intervene, promote, maintain, or restore the health of clients. It emphasizes methods of data collection, clinical reasoning, and the nursing process, along with supervised laboratory practice and selected diagnostic and screening tests. Upon completion, students demonstrate beginning knowledge and competence in the performance of health history taking and physical assessment across the life span based on current standards of nursing practice. Prerequisite: Admission into the nursing program.

NSG-307: Introduction to Pharmacology **4 credits**

This course has a twofold purpose, the first of which is to explore pharmacokinetics and pharmacodynamics of common drug classifications and their prototypes within a physiological and pathophysiological base. Physiological, psychological, developmental, legal, and sociocultural concepts related to drug therapy are presented. The second purpose of the course is to provide the pharmacological foundation necessary for safe administration of drugs, including medication math and medication administration skills, monitoring the effects of therapy, and teaching clients about medications. Prerequisites: Admission into the nursing program.

NSG-321: Nursing Practice: Theory **5 credits**

This course emphasizes nursing interventions for the client experiencing a variety of alterations in health and comorbidities, using physiological concepts and functional health patterns. Students plan and prioritize nursing care based on assessments and diagnostic data for clients with various social and cultural backgrounds across the life span. The course continues to develop the professional role, clinical reasoning, the concept of caring, and competence in current standards of nursing practice as the holistic foundational framework. Health promotion, health risks, and safety issues are reinforced with emphasis on preventable complications. Prerequisite: Successful completion of Year 3/Semester 1 Nursing (NSG) courses. Co-requisite: NSG-321C.

NSG 321C: Nursing Practice: Clinical **5 credits**

This course incorporates current standards of nursing practice in the clinical and simulated settings. The student plans and

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prioritizes nursing care based on assessments and diagnostic data for clients with various social and cultural backgrounds across the life span. Prerequisite: Successful completion of Year 3/Semester 1 Nursing (NSG) courses. Co-requisite: NSG-321.

NSG-323: Psychiatric Mental Health Nursing: Theory 2 credits

This course is focused on utilizing the nursing process in providing psychiatric mental health nursing care in various psychiatric settings with individuals, families, and community groups across the life span. Emphasis is placed on therapeutic communications and therapeutic use of self in providing safe nursing care. Concepts of environment, group process, family therapy, interdisciplinary collaboration, and affective skills are integrated with the biopsychosocial, spiritual, and cultural aspects of psychiatric mental health nursing practice. Prerequisite: Successful completion of Year 3/Semester 1 Nursing (NSG) courses. Co-requisite: NSG-323C.

NSG-323C: Psychiatric Mental Health Nursing: Clinical 2 credits

This clinical experience applies theoretical psychiatric mental health concepts to the care of patients from various sociocultural backgrounds across the life span. Students develop skills of collaboration, accountability, and clinical judgment. Students develop and maintain a safe, therapeutic patient care environment. Prerequisite: Successful completion of Year 3/Semester 1 Nursing (NSG) courses. Co-requisite: NSG-323.

NSG-325≠: Evidence-Based Practice 3 credits

This writing-intensive course provides the use of research findings as a basis for improving clinical practice. The student is introduced to the research process and various research methodologies using qualitative and quantitative data. This course builds on the foundation and steps of evidence-based practice. The PICOT format is used to promote a spirit of inquiry in guiding students when formulating clinical questions. To answer a clinical question, the focus is on differentiating kinds/levels of evidence and identifying appropriate databases to obtain the best evidence for practice. Evidence is critically appraised to determine application to clinical practice. Ethical implications in regards to patients' rights, preferences, and values are considered. Strategies for implementation, methods of evaluation, and dissemination of evidenced outcomes are discussed to ensure integration of best nursing practice. Prerequisite: Successful completion of Year 3/Semester 1 Nursing (NSG) courses.

NSG 401: Family-Centered Nursing: Theory 3 credits

This course examines a variety of theoretical perspectives with an emphasis on family theory from conception through childbearing. Students gain a broader understanding of health promotion and screening, client education, illness and injury prevention, cultural practices, and holistic care in specific populations such as newborns, children, adolescents, childbearing women, and families. Topics include nursing care of the childbearing family and the well child, as well as the acute and chronically ill pediatric and adolescent population and family. Students acquire an understanding of socioeconomic status, educational level, culture, environmental factors, epidemiological issues, and the impact on various populations. This course enhances critical analysis and uses current standards of nursing practice as a framework for assessment to plan nursing care. Prerequisite: Successful completion of Year 3/Semester 2 Nursing (NSG) courses. Co-requisite: NSG-401C.

NSG-401C: Family-Centered Nursing: Clinical 3 credits

This course focuses on application of nursing principles related to health promotion and screening, client education, illness and injury prevention, cultural practices, and holistic care in specific populations such as newborns, children, adolescents, childbearing women, and families. Family theory content, pertinent to the clinical site, is applied in a variety of acute care, community, and simulated settings. Using a holistic approach, students implement nursing care including wellness, acute, and chronic care for the above populations in a variety of settings. Prerequisite: Successful completion of Year 3/Semester 2 Nursing (NSG) courses. Co-requisite: NSG-401.

NSG-403: Community Nursing: Theory 3 credits

Students examine public health theory, community-oriented concepts, and community-based principles to provide nursing care for individuals, families, specific aggregates, and communities. The students gain a broader understanding of health promotion and disease prevention, client education, advocacy, ethical issues, environmental impact, safety concerns, holistic care, socioeconomic factors, and cultural sensitivity. This course addresses health coaching, chronic disease management, transitional care, rehabilitation, caregiver role strain, care coordination, and palliative/end-of-life care across the life span in a variety of community and home settings. Topics also include disaster management and public and private health policy. This course uses current standards of nursing practice to enhance critical analysis and use of epidemiological data. Prerequisite: Successful completion of Year 3/Semester 2 Nursing (NSG) courses. Co-requisite: NSG-403C.

NSG-403C: Community Nursing: Clinical 3 credits

This course focuses on application of nursing principles related to health promotion and disease prevention, client education, advocacy, ethical issues, environmental impact, safety concerns, holistic care, socioeconomic factors, and cultural sensitivity for individuals, families, specific aggregates, and communities. Community theory content, pertinent to the clinical site, is applied across the life span in a variety of community, home, and simulated settings. Using a holistic approach, students implement wellness, acute, chronic, and end-of-life nursing care in a variety of settings. Prerequisite: Successful completion of Year 3/Semester 2 Nursing (NSG) courses. Co-requisite: NSG-403.

NSG-421: Transition to Professional Nursing Practice: Theory 6 credits

This course is designed as a culminating experience in the professional role development of the student nurse. Emphasis is on integrating qualities of accountability, advocacy, integrity, lifelong learning, clinical reasoning, competence, caring, and compassion, towards building confidence as the student transitions into the role of the novice nurse. The interdisciplinary approach to the safe and ethical management of quality patient-centered care across the life span is stressed while other topics include economic, legal, political, and social

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issues impacting health care. Opportunities are provided to synthesize theory, clinical practice, leadership, and management concepts. This course continues to develop the professional role, clinical reasoning, concept of caring, and competence in nursing skills using current standards of nursing practice as the holistic foundational framework. Health promotion/disease prevention, health risks, and safety concepts are mastered with emphasis on complex health issues. Clients with complex health problems and multiple comorbidities are managed using a case study approach. Prerequisite: Successful completion of Year 4/Semester 1 Nursing (NSG) courses. Co-requisite: NSG-421C.

NSG-421C: Transition to Professional Nursing Practice: Clinical **6 credits**

This course is designed as a culminating experience in the professional clinical development of the student nurse incorporating current standards of nursing practice. Emphasis is on applying evidenced-based practice in the clinical setting. The student assumes responsibility for delegating, evaluating, planning, and supervising culturally sensitive nursing care in diverse environments. Clients with complex health issues and multiple comorbidities are assessed and cared for in simulated and actual clinical settings. The student builds confidence and develops competence while practicing safe, quality, patient-centered holistic care across the life span. Students analyze the assessment findings for management of patient care outcomes. Students use increasingly higher levels of clinical reasoning in patient-centered care. Prerequisite: Successful completion of Year 4/Semester 1 Nursing (NSG) courses. Co-requisite: NSG-421.

NSG-423≠: Evidence-Based Capstone Project **2 credits**

This course provides the learner with a means to synthesize skills and resources gained while in the nursing program. The use of evidence-based practice to improve clinical practice is discussed and a change project is proposed. Creating a capstone change project provides the student with opportunities to master the skills to assess, implement, evaluate, and integrate evidence-based practice to be an effective change agent in nursing practice. Prerequisite: Successful completion of Year 4/Semester 1 Nursing (NSG) courses.

Nursing (NUR)

NUR-203: Introduction to Pharmacology **3 credits**

This course has a twofold purpose, the first of which is to introduce basic pharmacological concepts and drug groups. These concepts include drug action, legal considerations, and evaluation of drug therapy. Physiological, psychological, and sociocultural concepts related to drug therapy are also presented. The second purpose of the course is to provide the pharmacological foundation necessary for safely administering drugs, monitoring the effects of therapy, and teaching clients about medications. This course is open to non-nursing majors with faculty signature. Co-requisite: One of the following: 1) NUR-206B; or 2) none.

NUR-206A: Introduction to Nursing and Gerontology I **3 credits**

This course emphasizes competence in nursing skills. Functional health patterns are used as the basis for assessment and nursing care of adult clients with emphasis on the aged. Communication, teaching, helping, problem solving, and leadership skills are introduced and applied as a framework for clinical practice. Prerequisite: One of the following: 1) Admission to the College of Nursing and NUR-207; or 2) none. Co-requisite: One of the following: 1) none; or 2) NUR-209.

NUR-206B: Introduction to Nursing and Gerontology II **3 credits**

This course emphasizes competence in nursing skills. Functional health patterns are used as the basis for assessment and nursing care of adult clients with emphasis on the aged. Communication, teaching, helping, problem solving, and leadership skills are introduced and applied as a framework for clinical practice. Prerequisite: One of the following: 1) NUR-206A; or 2) none. Co-requisite: One of the following: 1) none; or 2) NUR-203.

NUR-207: Therapeutic and Professional Communication **3 credits**

This course focuses on the development of introductory theoretical knowledge and interpersonal skills needed to interact effectively with adult clients in a variety of health care settings. Prerequisite: One of the following: 1) Admission to the College of Nursing; or 2) None.

NUR-209: Health Assessment **3 credits**

This course provides the systematic collection, validation, and communication framework for data that professional nurses use to make decisions about how to intervene, promote, maintain, or restore health of adult and aged clients. It emphasizes methods of data collection, clinical reasoning, and the nursing process, along with supervised laboratory practice and selected diagnostic and screening tests. Upon completion, students demonstrate beginning knowledge and competence in the performance of adult health history taking and physical assessment by utilizing Gordon's Functional Health Patterns Framework. Prerequisite: Admission to the College of Nursing, or special permission from faculty. Co-requisite: NUR-206A.

NUR-311: Adult Health Nursing I **6 credits**

This course focuses on nursing care of adult hospitalized clients. Emphasis is placed on the analysis of assessment and the identification of nursing diagnoses and interventions for clients with acute, chronic, or terminal illnesses. Prerequisites: One of the following combinations: 1) NUR-206B; or 2) NUR-203 and NUR-206B.

NUR-312: Adult Health Nursing II **6 credits**

This course focuses on nursing care of clients in the acute and critical care setting in collaboration with health team members. Emphasis is placed on the identification of nursing diagnoses and intervention for clients with acute, chronic, or terminal illnesses. Prerequisite: NUR-311.

NUR-313: Nursing Care of the Childbearing Family **6 credits**

This course focuses on planning for health promotion in the normal and high-risk childbearing family. Emphasis is placed on family education, use of community resources, and alternatives to promote positive outcomes during the childbearing phase of family development. Prerequisite: NUR-312.

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NUR-314: Family-Centered Child Health Nursing 6 credits

This course integrates theories from nursing, child development, and family development. These concepts are related to the planning of care for children, adolescents, and their families who are well or experiencing acute or chronic illnesses. Emphasis is placed on teaching and on community resources related to the child-rearing family. Prerequisite: Prerequisite: NUR-312.

NUR-398[Δ]: Introduction to Nursing Research 3 credits

This writing-intensive course provides 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. Prerequisites: PSY-363 and NUR-206B, or permission of instructor.

NUR-411: Community Health Nursing 5 credits

This course focuses on community assessment and intervention with vulnerable groups and communities. Emphasis is placed on critical analysis and use of epidemiological data and functional health patterns to plan and intervene in areas of health promotion, screening, and rehabilitation with community groups. Prerequisites: NUR-313 and NUR-314.

NUR-412: Home Health Care Nursing 3 credits

This course focuses on the nursing care of acutely, chronically, and terminally ill clients of all ages and their families. Emphasis is placed on the integration of environmental, psychosocial, economic, cultural, personal, and family health concepts in the home setting. Creative problem solving, which enables a family to care for their family member's health needs, is a significant element of this fundamental course. Prerequisites: NUR-313 and NUR-314.

NUR-413: Community Mental Health Nursing 5 credits

This course is focused on utilizing the nursing process in providing mental health care in the community setting and inpatient psychiatric setting with individuals, families, and community groups. Emphasis is placed on therapeutic communication and nursing care at primary, secondary, and tertiary levels of mental health intervention. Concepts of environment, group process, family therapy, interdisciplinary collaboration, and affective skills of critical thinking are integrated with the bio-psychosocial, spiritual, and cultural aspects of mental health nursing practice. Prerequisites: NUR-313 and NUR-314.

NUR-443: Management Concepts and Leadership Behaviors in Nursing 2 credits

Nursing management and leadership roles are expected in today's changing health care agencies. Emphasis is placed on the interdisciplinary approach to planning nursing care for groups using selected standards. The course includes a critical examination of professional development and peer collaboration as well as the economic, legal, and political factors influencing health care. Prerequisite: NUR-456.

NUR-456: Complex Care 6 credits

The focus of this course is the acute care and collaborative management of critically ill clients. Emphasis is placed on the recognition of subtle changes in assessment findings, the development of a plan of care in response to immediate and impending needs, the application of advanced nursing skills, and the nurturing of sound clinical judgment. Prerequisites: NUR-411, NUR-412, and NUR-413.

NUR-498A[Δ]: Capstone 1 credit

This writing-intensive course integrates theories and concepts from liberal arts education into nursing practice through the formation of a clinical change project. Emphasis is on applying evidenced-based practice into the clinical setting. Prerequisites: NUR-411, NUR-412, and NUR-413.

NUR-498B[Δ]: Practicum in Nursing 3 credits

The practicum in nursing provides a selected clinical experience to optimize the transition to a professional career. Nursing care areas are chosen according to preceptor availability and student focus. A faculty member assists in planning, implementing, and evaluating the learning experience. A writing-intensive course. Prerequisite: NUR-456.

NUR-502: 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.

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-658: Scope of Practice, Documentation, and Billing 2 credits

This course focuses on professional and legal issues related to advanced practice nursing and includes adult-gerontology acute care nurse practitioner (ACNP-AG) scope of practice, inpatient and outpatient documentation, and billing. Managing the adult-gerontology patient who is highly vulnerable to complications, physiologically unstable, technologically dependent during periods of transition, such as admitting, transferring, and discharging, is also covered. This course provides a review of concepts related to collegial practice, including interprofessional and intraprofessional relationships within the health care delivery system.

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NUR-631: Advanced Physiology and Pathophysiology **4 credits**

This course focuses on advanced physiology and pathophysiology principles. This course is used to guide the advanced nursing practice student 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: Admission to the graduate nursing program or college approval.

NUR-632: Advanced Pharmacology for Primary Care **4 credits**

This course focuses on the basic concepts and principles of pharmacokinetics and pharmacodynamics and their practical implication in clinical practice. 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; principles of pediatric and geriatric pharmacotherapy; clinical toxicology; and pathology and pharmacotherapy of cardiovascular, psychiatric, endocrine, respiratory, gastrointestinal, bone and joint, infectious, reproductive, and dermatological disorders. Prerequisite: NUR-631.

NUR-633: Advanced Pharmacology for Acute Care **4 credits**

This course focuses on the advanced pharmacology and therapeutic principles needed for the adult-gerontology acute care nurse practitioner (ACNP-AG) and the adult-gerontology clinical nurse specialist (CNS-AG) to safely prescribe medication therapy. Pharmacokinetic and pharmacodynamic principles of drug action are emphasized, with a focus on prescribing in a diverse patient population. Appropriate monitoring for efficacy and toxicity of prescribed therapies is highlighted. Evidence-based trials and clinical guidelines provide the basis for selecting safe, effective, and cost-efficient pharmacotherapeutic regimens for all patients. Appropriate patient education regarding prescription and nonprescription therapies is incorporated. This course covers principles of drug action, treatment of endocrine, cardiovascular disorders, gastrointestinal disorders, neurological, infectious diseases, and respiratory disorders. In addition, pain management, the patient in the intensive care unit, toxicology, medication error prevention, and medication management during transitions of care are addressed. Prerequisite: NUR-631.

NUR-634: Advanced Health Assessment and Diagnostic Reasoning With Skills Lab **4 credits**

This course builds upon the student's undergraduate and clinical assessment skills, offering advanced health assessment content to provide the foundation for the advanced practice nursing role. 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 diverse populations and across age groups. Students learn a systematic method of diagnostic reasoning and clinical decision making to establish a differential diagnosis. An overview of appropriate protocols for performing health screenings and interpreting lab and other diagnostic data is included based on best practice consistent with resource allocations. Topics from effective communication and client teaching/counseling to eliciting clients' interpretation of their health status and perceived barriers are incorporated throughout the course. This course includes components of a SOAP note and effective interview techniques. Body systems covered include HEENT, Chest, Cardiovascular, Blood Vessels and Lymphatic, Pulmonary, Abdomen, Skin, Neurological, Musculoskeletal, Male and Female Genitalia, Psychological, and Lab and Diagnostic Findings. Corresponding assessment skills are practiced in the skills lab. This course includes a mandatory residency at the Grand Canyon University Phoenix campus. Prerequisites: NUR-631, and either NUR 632 or NUR-633.

NUR-636: ACNP-AG Didactic I **3 credits**

This course focuses on evidenced-based theory and research related to adult-gerontology patients experiencing acute illnesses. Students synthesize data from a variety of health resources related to the care of the acutely ill adult-gerontology patient. Concepts involving Clinical Practice Guidelines are introduced and evaluated. Students analyze common problems seen in the acute care setting as they relate to the development of a prioritized differential diagnosis list. Students focus on ways to make clinical judgments and decisions regarding appropriate recommendations and treatments related to acute alterations in health. Prerequisites: NUR-631, NUR-633, and NUR-634. Co-requisite: NUR-636C.

NUR-636C: ACNP-AG Practicum I **4 credits**

This course focuses on integration of adult-gerontology acute care nurse practitioner didactic learning competencies with application to clinical competencies for adult-gerontology populations seen in acute care settings. Clinical hours: 150. Prerequisites: NUR-631, NUR-633, and NUR-634. Co-requisite: NUR-636.

NUR-637: ACNP-AG Didactic II **4 credits**

This course continues the focus on evidenced-based theory and research related to acute illnesses in the adult-gerontology population in the acute care setting. Students 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, students continue work on clinical judgment and decision making regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care. Prerequisites: NUR-636 and NUR-636C. Co-requisite: NUR-637C.

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NUR-637C: ACNP-AG Practicum II **4 credits**

This preceptored practicum experience provides comprehensive 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 acute and life-threatening health problems. Clinical hours: 200. Prerequisites: NUR-636 and NUR-636C. Co-requisite: NUR-637.

NUR-638: ACNP-AG Didactic III **4 credits**

This course continues the focus on evidenced-based theory and research related to care during acute, chronic, and exacerbated illnesses. Students 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, students continue developing 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-gerontology patients. Prerequisites: NUR-637 and NUR-637C. Co-requisite: NUR-638C.

NUR-638C: 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-640: Advanced Health Assessment and Diagnostic Reasoning with Skills Lab **3 credits**

This course builds upon the student's previous assessment skills, offering more advanced health assessment content to provide the foundation for the advanced practice nursing role. This course also gives emphasis to focused assessments for a chief complaint that include physical, psychosocial, and spiritual health assessment; risk assessment; functional assessment; and physical examination in diverse populations. Students use a systematic method of diagnostic reasoning and clinical decision making to establish a differential diagnosis. An overview of appropriate protocols for performing health screening and for ordering, performing, and interpreting lab, radiographic, and other diagnostic data is included based on best practice consistent with resource allocations. Topics—from effective communication and client teaching/counseling to eliciting clients' 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. Effective documentation and medical recordkeeping are required. Prerequisites: One of the following combinations: 1) Undergraduate Health Assessment course; or 2) NUR-642 and NUR-644.

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 student 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-508.

NUR-642: Advanced Physiology and Pathophysiology **3 credits**

This Web-enhanced course focuses on the advanced physiology and pathophysiology principles. This course is used to guide the family nurse practitioner (FNP), clinical nurse specialist (CNS), and clinical nurse specialist education (CNS-ED) student in interpreting changes in normal function that result in symptoms indicative of illness. The emphasis is placed on the genetic, molecular, cellular, and organ system levels. Co-requisite: NUR-644.

NUR-643: Advanced Practice Management of Adult Healthcare Problems in Primary Care **6 credits**

This course focuses on the three levels of prevention and comprehensive primary care management of adult health care problems of individuals and their families within a culturally and spiritually diverse environment, contextually within the health care delivery system. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care guidelines for adult health care problems. These guidelines are to include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. A professional interpersonal relationship is to be learned between practitioner and patient. A collegial relationship is to be learned between practitioner and other allied-health professionals. Leadership opportunities in health economics and negotiating within the health care delivery system are provided. Students collaborate with faculty to select a community-based, adult health-focused, clinical site for completion of 150 clinical hours. Prerequisites: NUR-640, NUR-642, NUR-644, and NUR-646.

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NUR-644: Advanced Pharmacology **3 credits**

This Web-enhanced course focuses on the advanced pharmacotherapy principles and practices to enable the family nurse practitioner (FNP), clinical nurse specialist (CNS), and the clinical nurse specialist education (CNS-ED) student to prescribe and monitor the effects of medications and selected herbal therapy. Emphasis is on the pharmacodynamics of clients with common, acute, and chronic health problems in various stages of the lifecycle in diverse populations. Evidence-based research provides the basis for selecting effective, safe, and cost-efficient pharmacologic or integrative regimens. Appropriate client education as to various prescribed pharmacologic agents is incorporated. Legal requirements for prescriptive writing and dispensing authority are covered. Prerequisite: One of the following: 1) NUR-640; or 2) none. Co-requisite: NUR-642.

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-646: Health Promotion in Advanced Practice Nursing **3 credits**

This course focuses on the advanced health promotion strategies of the nation's priority lifestyle concerns throughout the lifespan as presented in the Healthy People 2010 National Health Objectives. Detailed evidence-based health promotion information and services—such as age, development, lifestyle, geography location, spirituality and culture—are considered. Professional and client community resources and referrals are examined. Emphasis is placed on development of the advanced practice nurse-client relationship to enhance the effectiveness of client education and counseling to promote healthy lifestyle changes. The use of integrative healing (nonpharmacological) strategies in assisting clients to achieve goals of health promotion are introduced and evaluated based on evidence-based research. The course has a community-focused perspective, addressing roles in delivering care to improve the health of the entire community. Students consider the relationship between community/public health issues and social problems as they impact the health care of their clients. Prerequisite: NUR-640.

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.

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-651: Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care **6 credits**

This course focuses on the three levels of prevention and comprehensive primary care management of pediatric and adolescent health care problems of individuals, and their families within a culturally and spiritually diverse environment, contextually within the health care delivery system. Advanced health assessment, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care guidelines for pediatric and adolescent health care problems. These guidelines are to include health promotion counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. A professional interpersonal relationship is to be learned between practitioner and patient. A collegial relationship is to be learned between practitioner and other allied-health professionals. Leadership opportunities in health economics and negotiating within the health care delivery system are provided. The student will collaborate with faculty members to select a community-based, pediatric/adolescent health-focused, clinical site for completion of 150 clinical hours. Prerequisite: NUR-643.

NUR-653: Diagnosis and Management of Acutely Ill Patients I **3 credits**

This course focuses on evidenced-based theory and research related to adult -gerontology patients experiencing acute illnesses. Students synthesize data from a variety of health resources related to the care of the acutely ill adult or geriatric patient. Concepts involving Clinical Practice Guidelines are introduced and evaluated. Students analyze common problems seen in the acute care setting as they relate to the development of a prioritized differential diagnosis list. Students will focus on ways to make clinical judgments and decisions regarding appropriate recommendations and treatments related to acute

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alterations in health. Prerequisites: NUR-640, NUR-642, and NUR-644.

NUR-654: Diverse Application of Advanced Practice Concepts **3 credits**

This course presents practice concepts that blend the function of the clinical nurse specialist with the family nurse practitioner (FNP) role for a futuristic vision for integration of these roles to include assessing and addressing the needs of client populations and nursing personnel across the continuum of care. Management concepts include case management, teaching of professionals, program planning, evaluation, peer review, broad-based consultation, marketing, business management, resource management, cost-effective use of formularies, and payment for services, including processing insurance claims..

NUR-655: CNS I: Theoretical Foundations **6 credits**

This course focuses on the theories, conceptual models, and research that are the basis of the adult-gerontology CNS practice. Building on advanced practice nursing theory, students engage in discussion of theoretical and empirical knowledge of illness and wellness—both of disease and nondisease etiologies—from the three spheres of influence, particularly the patient/client sphere. Advanced health assessment, advanced pharmacology, and advanced physiology and pathology principles across the adult-gerontology continuum are integrated with developmental/life stage transitions, professional/legal issues, and spirituality concepts. Content includes (1) theoretical foundations of adult-gerontology CNS practice; (2) phenomena of nursing concern; (3) design and development of integrating health promotion for the adult-gerontology patient/client; (4) design and development of innovative nursing interventions; (5) clinical inquiry/critical thinking, using advanced knowledge; (6) consultation, teaching, and coaching with focus on the individual/family/groups; (7) measurement and outcome evaluation, including cost-effectiveness and evidence-based research focused on the patient/client sphere; (8) examination of age-related genetics and genomics in terms of adult-gerontology patient/family-associated disorders. The clinical experience takes place in the student's chosen specialty area, providing experiences with a variety of adult-gerontology patients/clients and integrates the theoretical concepts covered in the didactic portion of the course. Clinical component: 3 clinical credits. Clinical hours: 150.

NUR-656: Diagnosis and Management of Acutely Ill Patients II **4 credits**

This course continues the focus on evidenced-based theory and research related to acute illnesses in the adult and geriatric population in the acute care-setting. Students 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, students continue work on clinical judgment and decision making regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care. Prerequisite: NUR-653.

NUR-657: CNS II: Influence Change in Health Care Systems **6 credits**

This course focuses on the theories, conceptual models, and research that are the basis of the adult-gerontology CNS practice. Building on advanced practice nursing theory, students engage in discussion of theoretical and empirical knowledge of illness and wellness—both of disease and nondisease etiologies—from the three spheres of influence, particularly the patient/client and organization/system spheres. Advanced health assessment, advanced pharmacology, and advanced physiology and pathology principles across the adult-gerontology continuum are integrated with developmental/life-stage transitions, professional/legal issues, and spirituality concepts. Content includes (1) theoretical foundations of adult-gerontology CNS practice; (2) phenomena of nursing concern; (3) design and development of integrating health promotion for the adult-gerontology patient/client; (4) design and development of innovative nursing interventions; (5) clinical inquiry/critical thinking, using advanced knowledge; (6) consultation, teaching, and coaching with focus on the individual/family/groups; (7) measurement and outcome evaluation, including cost-effectiveness and evidence-based research focused on patient/client, nurses and nursing practice, and organization/system; (8) explanation of age-related genetics and genomics in terms of adult-gerontology patient/family-associated disorders. The clinical experience takes place in the student's chosen specialty area, providing experiences with a variety of adult-gerontology patients/clients, and integrates the theoretical concepts covered in the didactic portion of the course. Clinical component: 3 clinical credits. Clinical hours: 150. Prerequisite: NUR-655.

NUR-658: Scope of Practice, Documentation, and Billing **2 credits**

This course focuses on professional and legal issues related to advanced practice nursing and includes adult-gerontology acute care nurse practitioner (ACNP-AG) scope of practice, inpatient and outpatient documentation, and billing. Managing the adult-gerontology patient who is highly vulnerable to complications, physiologically unstable, technologically dependent during periods of transition, such as admitting, transferring, and discharging, is also covered. This course provides a review of concepts related to collegial practice, including interprofessional and intraprofessional relationships within the health care delivery system.

NUR-659: Diagnosis and Management of Acutely Ill Patients III **4 credits**

This course continues the focus on evidenced-based theory and research related to acute illnesses. Students 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, students continue developing 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 the adult-gerontology patient. Prerequisite: NUR-656.

NUR-661: Advanced Practice Clinical Practicum **4 credits**

In this culminating practicum experience, completed in person with a preceptor, students provide comprehensive health care to diverse clients across the life span. This clinical practice will afford students opportunity to refine their clinical decision management of common, acute, and chronic health problems. The course includes the application of clinical nurse specialist concepts such as case management, teaching of professionals, peer reviews, cost-effective use of formularies, coding for

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reimbursement. Online case study discussions analyzed by evidence-based practice guidelines using the SOAP format are required. Clinical requirement for this course: 4 clinical credits = 200 contact credits.

NUR-662: Advanced Practice Management of Geriatric and Women's Health Care Issues in Primary Care 3 credits

This course focuses on the three levels of prevention and comprehensive primary care management of geriatric and women's health care issues (including care of the pregnant patient) of individuals and their families within a culturally and spiritually diverse environment, contextually within the health care delivery system. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care guidelines for geriatric and women's health care problems. These guidelines are to include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. A professional interpersonal relationship is to be learned between practitioner and patient. A collegial relationship is to be learned between practitioner and other allied-health professionals. Leadership opportunities in health economics and negotiating within the health care delivery system are provided. The student will collaborate with faculty members to select a community-based, geriatric and women's health-focused, clinical site for completion of 150 clinical hours. Prerequisite: NUR-651.

NUR-663: CNS Clinical Internship 4 credits

A cumulating practicum experience, completed in person with a preceptor, provides students with experiences in the three spheres of the adult-gerontology CNS practice: patient/client, nurses and nursing practice, and organization/system within a specialty area. This clinical practice affords students the opportunity to refine their clinical decision-making skills related to developmental, life-stage, wellness, and illness needs that may impact patient/clients and their significant others across the entire adult-gerontology age continuum. The practicum experience also provides students an opportunity to increase their understanding of those patient/client and family needs involved in transitioning to various care settings. Additionally, students develop the CNS roles of clinical expert, leader, collaborator, consultant, educator, researcher, and change agent, and explore how their professional attributes, ethical conduct, and professional citizenship are integrated in CNS practice to affect outcomes within the spheres. This course includes the application of core content specific to CNS practice introduced in previous courses. Online case study discussions analyzed by evidence-based practice guidelines are utilized with patient/client scenarios across the adult-gerontology age continuum. Clinical component: 4 clinical credits. Clinical hours: 200. Prerequisite: NUR-657.

NUR-664C: Advanced Practice Management of Geriatric Issues in Primary Care Clinical 1.5 credits

The student will collaborate with faculty members to select a community-based, gerontological health-focused, clinical site for completion of 75 clinical hours. The clinical component for NUR-664T allows the student an opportunity to provide comprehensive health care to diverse clients in late age. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Prerequisite: NUR-675. Co-requisite: NUR-664T.

NUR-664T: Advanced Practice Management of Geriatric Issues in Primary Care 1.5 credits

This course focuses on the three levels of prevention and comprehensive primary care management of geriatric health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for geriatric clients. Care will include health promotion counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisite: NUR-675. Co-requisite: NUR-664C.

NUR-665E: Nursing Education Practicum 4 credits

This is a culminating practicum experience completed with a nurse educator preceptor in a selected setting. This clinical practicum affords students the opportunity to refine educational expertise 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 students to begin integrating the role of the nurse educator into their professional behaviors. Prerequisite: NUR-649E. This course may be taken concurrently with NUR-699.

NUR-667: Advanced Practice Management of Women's Health Issues in Primary Care 1.5 credits

This course focuses on the three levels of prevention and comprehensive primary care management of women's health care issues (including care of the pregnant patient) for individuals and their families within a culturally and spiritually diverse environment, contextually within the health care delivery system. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health

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care for women. Care includes health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisites: NUR-675 and NUR-675C. Co-requisite: NUR-667C.

NUR-667C: Advanced Practice Management of Women's Health Issues in Primary Care Clinical 1.5 credits

Students collaborate with faculty members to select a community-based, women's health-focused, clinical site for completion of 75 clinical hours. The clinical component for NUR-667 allows the student an opportunity to provide comprehensive health care to diverse clients across the life span. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Clinical hours: 75. Co-requisite NUR-667.

NUR-668: Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care 3 credits

This course focuses on the three levels of prevention and comprehensive primary care management of pediatric and adolescent health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for pediatric and adolescent health care problems. Care includes health promotion counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisites: NUR-675 and NUR-675C. Co-requisite NUR-668C.

NUR-668C: Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care Clinical 3 credits

Students collaborate with faculty members to select a community-based pediatric or adolescent clinical site for completion of 150 clinical hours. The clinical component for NUR-668 allows the student an opportunity to provide comprehensive health care to diverse clients across the life span. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Clinical hours: 150. Co-requisite NUR-668.

NUR-669: Advance Practice Management of Geriatric Issues in Primary Care 1.5 credits

This course focuses on the three levels of prevention and comprehensive primary care management of geriatric health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, health promotion and disease prevention counseling, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for geriatric clients. Care includes health promotion and disease prevention counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisite: NUR-675. Co-requisite: NUR-669C.

NUR-669C: Advance Practice Management of Geriatric Issues in Primary Care Clinical 1.5 credits

Students collaborate with faculty members to select a community-based, geriatric health-focused, clinical site for completion of 75 clinical hours. The clinical component for NUR-669 allows the student an opportunity to provide comprehensive health care to diverse clients in late age. Clinical hours are completed in collaboration with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, institute health promotion and disease prevention interventions, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. Clinical hours: 75. Prerequisite: NUR-675. Co-requisite: NUR-669.

NUR-670: Leadership in Health Care Organizations Practicum 4 credits

This course promotes the synthesis and application of knowledge and skills from the nursing core course and the leadership courses. Students identify a mentor and develop a relationship through which they examine the connection between theory and practice. Students engage in leadership activities (e.g., committees, projects, staff education, and quality improvement) and, through reflection and writing, analyze and evaluate leadership behaviors and processes. Prerequisites: LDR 600, LDR 615, and LDR 620.

NUR-671: Practicum I 4 credits

This course focuses on integration of adult-gerontology acute care nurse practitioner didactic learning competencies with application to clinical competencies for adult-gerontology populations seen in acute care settings. This course includes time in the skills lab. Students begin work on their capstone

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paper. Clinical hours: 100. Prerequisites: NUR-653, NUR-656, and NUR-658.

NUR-672: Practicum II **4 credits**

This practicum experience provides comprehensive 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 work with a qualified preceptor to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adults and geriatric patients. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the ACNP in the diagnosis and management of acute and life-threatening health problems. Students complete the second portion of the capstone paper. Clinical hours: 200. Prerequisite: NUR-671.

NUR-673: Practicum III **4 credits**

This culminating 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 work with a qualified preceptor 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 ACNP in the diagnosis and management of acute and life-threatening health problems. Students complete the capstone paper. Clinical hours: 200. Prerequisite: NUR-672.

NUR-675: Advanced Practice Management of Adult Health Care Problems in Primary Care **3 credits**

This course focuses on the three levels of prevention and comprehensive primary care management of adult health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for adult health care problems. Care will include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisites: One of the following combinations: 1) NUR-631, NUR-632, and NUR-634; or 2) NUR-640, NUR-642, and NUR-644. Co-requisite: NUR 675C.

NUR-675C: Advanced Practice Management of Adult Health Care Problems in Primary Care Clinical **3 credits**

The student will collaborate with faculty members to select a community-based, adult or primary care clinical site for completion of 150 clinical hours. The clinical component for NUR-675 allows the student an opportunity to provide comprehensive health care to diverse clients across the life span. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Clinical hours: 150. Prerequisites: One of the following combinations: 1) NUR-631, NUR-632, and NUR-634; or 2) NUR-640, NUR-642, and NUR-644. Co-requisite: NUR-675.

NUR-681: Advanced Practice Practicum **2 credits**

In this culminating practicum experience, students provide comprehensive health care to diverse clients across the lifespan. The course includes the application concepts such as case management, teaching of professionals, peer reviews, cost-effective use of formularies, and coding for reimbursement. Online case study discussions analyzed by evidence-based practice guidelines using the SOAP format are required. Prerequisite: NUR-664T, NUR-667, NUR-668, and NUR-675. Co-requisite: NUR-681C.

NUR-681C: Advanced Practice Clinical Practicum **2 credits**

Students collaborate with faculty members to select a community-based primary or family health-focused clinical site for completion of 200 clinical hours. This clinical practice will afford students opportunity to refine their clinical decision management of primary health problems for diverse clients across the lifespan. Prerequisite: All prior coursework. Co-requisites: NUR-681 and NUR-699.

NUR-682C: Advanced Practice Clinical Practicum **4 credits**

In this culminating practicum experience, students collaborate with faculty members to select a community-based primary or family health-focused clinical site for completion of 200 clinical hours. This clinical practice affords students the opportunity to refine their clinical-decision management of primary health problems for diverse clients across the life span. Students use the SOAP method to analyze case studies in accordance with the guidelines of evidence-based practice and current standards of care. Clinical hours: 200.

NUR-698: Evidence-Based Practice Project **3 credits**

This course provides an opportunity to prepare an evidence-based practice (EBP) project proposal that addresses a problem, issue, or concern in professional practice. Students will identify a problem focus, propose a research-based solution, search for evidence using the evidence-based databases that support their solutions, and develop implementation, evaluation, and dissemination plans. Students will focus on developing an EBP project that is appropriate for their educational track: nursing leadership, adult clinical nurse specialist, nursing education, or family nurse practitioner.

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NUR-699: Evidence-Based Practice Project 4 credits

This capstone 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-805: The Nature and Dynamics of Organizations 3 credits

This course provides a broad overview of the major theoretical frameworks of organizational theory and organizational behavior. Topics include organizational structure, culture, organizational design and effectiveness, learning organizations, motivation, communication, and decision making.

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. Prerequisite: RES-850.

ORG-810: Leading the New Organization 3 credits

Leadership styles and organizational challenges faced by 21st century leaders are largely unparalleled and radically different from what we have known. A major contributory factor is the rate of change in the environment, and there are no signs of abating. Leadership styles and organizational methods developed for use under stable conditions are no longer as effective; hence, there have emerged different and newer ways of organizing, and a resultant revolution and redefinition of the competencies, skills, and abilities needed for successful leadership in the new era.

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. Prerequisite: RES-850.

ORG-815: Understanding Toxic Leadership 3 credits

This course analyzes why we are attracted to leaders who do not have the best interests of their followers (or organizations) at heart. These leaders often display a charisma and style that mask their real intentions, which are ultimately about creating dependency and promoting their own careers and agendas. The consequences of this dysfunctional leadership style can be devastating to both the organization and its stakeholders.

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. Prerequisite: RES-861.

ORG-820: Organizational Governance and Accountability 3 credits

This course analyses the reasons for the growing importance of organizational governance and accountability in both for-profit and not-for-profit organizations. Technology (Web 2.0), recent ethical scandals, financial debacles, and globalization have shifted the paradigm of governance. This course covers the new ways to build organizational governance and accountability.

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. Prerequisite: RES-861.

ORG-825: Leading Value-Driven Organizations 3 credits

This course examines the rise of the value-driven organization, where the workplace is defined as something more than just a business contract between employer and employee. The phenomena of putting meaning into work and how this can support a responsive and adaptive organizational culture while driving competitive advantage is explored.

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.

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, individual, existential, Gestalt, person-centered, cognitive and behavioral therapy, rational emotive behavioral therapy, family systems, and narrative- and solution-focused therapies.

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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.

PCN-162: Group Interventions and Community Resources for Addiction and 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 will 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 and Community Education in the Treatment of Addiction and 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-303: Professional Readiness: Legal, Ethical, Personal, and Professional Responsibilities in Counseling 4 credits

This course investigates legal practice and regulations, ethical reasoning, and ethical frameworks as they are applied to the professional practice of counseling. An awareness of one's own values and performance measures related to counseling standards, professional development, personal well-being, professional practice, educational advancement, and professional codes of ethics is explored.

PCN-306: Culture and Diversity in Counseling Service and Practice 4 credits

This course examines the impact of cultural diversity on counseling, encourages the acknowledgement of diverse biases and beliefs, and provides an opportunity for students to demonstrate an appreciation of the contributions of diverse populations. Special attention is given to the treatment of diverse populations, including the poor, the mentally ill, the developmentally disabled, the traumatized or abused, the elderly, and persons with HIV/AIDS. Prerequisite: PCN-303.

PCN-308: Group Counseling and Community Education 4 credits

This course is an introduction to the theory and dynamics of group interaction, including psycho-educational, support, and therapeutic context. The various stages and processes of group development are studied using both a conceptual and experimental approach. The course is intended to assist persons who will function as leaders in a variety of small group situations. Support and self-help groups are covered along with the ethical issues unique to group settings.

PCN-309: Case Management and Interventions in Counseling 4 credits

This course presents models and theories of case management, intake assessment, service planning and coordination, monitoring, documentation and use of technology, and termination of services. A continuum of interventions (i.e., prevention, treatment, maintenance, and aftercare) is addressed within the context of a spectrum of service settings and ethical and culturally appropriate responses. The course also presents a comprehensive introduction to crisis intervention. Models for assessing and responding to crises are presented. Topics such as medical and psychological traumas, post-traumatic stress disorder, and professional burnout are part of the curriculum. Special emphasis is given to disaster psychology, natural disasters, terrorism, school violence, and suicidology.

PCN-315: Medical and Physiological Aspects of Chemical Dependence and Substance Abuse for Counselors 4 credits

This course introduces the student to the relative aspects of anatomy, physiology, pharmacology, and diseases related to substance abuse and chemical dependency. Topics include examination of the major classes of psychoactive drugs, including those commonly subject to abuse, differences

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between psychoactive and psychotropic drugs, and identification of mental disorders that necessitate the need for psychotropics. The course also covers side effects of psychotropics; the mechanisms of antidepressants, neuroleptics, and antimanic drugs; and the pros and cons of adjunctive psychotherapies, including the addictive properties of some classes of prescribed medications.

PCN-360: Domestic Violence and Child and Elder Abuse in Families With Addiction and 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. Prerequisites: PCN-100 and PCN-107.

PCN-365≠: Advanced Counseling Theories for Addiction and 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-370Δ: Psychopathology and Advanced Treatment Issues for Special Populations With Addiction and Substance Use Disorders 4 credits

This writing-intensive course focuses on assessment, treatment, risk factors, prevention, and aftercare issues as they apply to women, elderly, severely mentally ill, homeless, disabled, and HIV-positive populations. Prerequisites: PCN-100 and PCN-107.

PCN-373: Spirituality and Addiction 4 credits

This course focuses on the implications of spirituality in the examination of addiction. Legal, ethical, and spiritual aspects related to death and dying as well as grief and loss are explored. Prerequisites: PCN-100 and PCN-107.

PCN-404≠Δ: 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-430: Chemical Dependency and Substance Abuse: Evaluation, Documentation, and Comprehensive Treatment Planning 4 credits

This course addresses the methodologies associated with comprehensive screening, assessing, and documentation procedures along with the development and implementation of a comprehensive treatment plan that includes any necessary referrals or consultation for individuals with chemical dependency and substance abuse disorders. In addition to the processes described, students develop interpersonal communication skills necessary to address and discuss sensitive and confidential issues with the client, family members, and other service personnel required to fill any service gaps.

PCN-435: Chemical Dependency and Substance Abuse: Psychopathology and Psychotherapy Models 4 credits

This course is foundational for the addiction counselor. It provides a comparative examination of the major accepted approaches to alcohol and drug abuse counseling. The course bridges the gap between research and practice incorporating best practices into its curriculum. Case studies and role plays are used to help students develop primary counseling skills. In addition, this course provides foundation and experience specific to treating special populations (e.g., adolescents, GLBT, ethnic classes, and diversity groups).

PCN-438: Addiction Counseling: Psychopathology, Evaluation, Counseling, and Treatment Planning 4 credits

The origins and trends of addictive behavior are covered, including substances, gambling, Internet, relationship addiction, and others. Understanding the origins of addictions, treatment options, and barriers to treatment is explored. Students also learn about addiction co-morbidity with mental health issues, as well as addictive patterns in minority and culturally diverse communities.

PCN-440: Family Therapy and Education in Addiction, Chemical Dependency, and Substance Abuse Counseling 4 credits

This course provides an overview of the field of family therapy with specific focus on the major models of family intervention, counseling skills and theoretical techniques, and application of counseling principles to the family setting. In addition to the various theories of family structure and process, guiding principles and strategies for assessing are presented, as are other techniques for engaging, connecting with, and educating families.

PCN-445: Psychopathology, Co-Occurring Disorders, and Dual Diagnoses in Counseling 4 credits

The course introduces the biological, psychosocial, and sociocultural etiological perspectives of psychopathology. Topics range from phobic disorder in children to psychological care for cancer patients to eating disorders in athletes. This course also explores concepts, definitions, and features of co-occurring mental disorders and substance-related disorders and addresses the intake process, diagnosis, counseling, and treatment planning as part of a team providing services to dual-diagnosed clients.

PCN-475: Treatment of Addiction and Substance Use Disorders in 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. Students demonstrate and apply 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.

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PCN-481: 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 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-490: 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. Prerequisites: GPA of 2.0 or better and maintenance of student professional liability insurance in the amount of $1 million and $3 million.

PCN-491: 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. 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: Practicum Continuation I **1 credit**

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: Practicum Continuation II **1 credit**

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: Practicum Continuation III **1 credit**

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 addiction and substance abuse, social and psychological dynamics of addiction and substance abuse, and the professional's role in prevention, intervention, and aftercare. This course also explores theories of addiction, drug classification, assessment, and treatment. 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 professional counseling ethics, legal standards, and responsibilities. An important goal of this course is to help students develop a high standard of ethical performance in their careers as professional counselors.

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 citizens 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; consulting; diagnosing and identifying the problem; formulating a preventative, treatment, or rehabilitative plan; facilitating appropriate interventions; and successfully terminating the counseling relationship.

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PCN-518: Human Growth and Development 3 credits

This course provides an understanding of the nature and needs of individuals at all developmental levels. Theories of individual and family development, transitions across the life span, theories of learning, theories of personality development, and strategies for facilitating optimum development over the life span 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. The course also addresses group process components, appropriate selection criteria, developmental stage theories, group members' roles and behaviors, and group leadership styles and approaches. Prerequisites: PCN-500, PCN-501, and PCN-505.

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 will be addressed. The following statistical concepts will also be addressed: scales of measurement, measures of central tendency, and indices of variability, shapes and types of distributions, correlations, reliability, and validity.

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 provides a broad understanding of psychopharmacology theories of drug abuse, addiction, and treatment. The student is introduced to the basic principles of pharmacology, anatomy, and physiology as applied to the major classes of psychoactive drugs of abuse/addiction. It also examines the effects of various drugs on human behavior. The course introduces drugs that are being developed to support drug treatment such as methadone, suboxone and naloxone. Emphasis is placed on basic principles of drug ingestion, distribution, elimination, dose response relationships, neurotransmitter chemicals, and synaptic activity.

PCN-529: Co-Occurring Disorders 3 credits

This course introduces students to psychiatric disorders in combination with an alcohol and/or drug abuse disorder or co-occurring disorder. This course will examine how the treatment needs of persons with a co-occurring disorder differ significantly from the treatment needs of persons with only an alcohol and/or drug abuse disorder or a psychiatric disorder.

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. Elder abuse, dependent adult abuse, and neglect of the aging and elderly are explored. Sexuality, mental health, physical health, the role of drug/alcohol addiction, and family issues are also addressed.

PCN-531: Family Issues and Addictive Disorders 3 credits

This course examines the role of alcohol and/or drug addiction in family systems. Various modalities designed to intervene in the alcohol and/or drug addicted family system are discussed. The treatment roles and responsibilities of addicted persons and their families are also examined.

PCN-535: Counseling Chemical Dependency Adolescents 3 credits

This course provides an introduction to adolescent alcohol and drug abuse prevention and treatment techniques and interventions. Signs, symptoms, and patterns of adolescent alcohol and drug abuse/addiction will be examined. Students will also explore adolescent screening methods, and assessment tools.

PCN-540: Research Methods 3 credits

This course introduces research methods and basic statistical analysis, including the following: the importance of research, opportunities, and difficulties in conducting research. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research will be addressed.

PCN-545: Spousal and Child Abuse, Crisis, and Trauma Counseling 3 credits

This eight module course is divided into three distinct and separate sections. The first three modules examine crisis intervention and trauma counseling; Theories and strategies of trauma counseling and facilitating crisis interventions are also addressed. The second three modules examine spousal or partner abuse assessment, detection, and intervention strategies. The legal and ethical issues, the role of drug and/or alcohol addiction and/or abuse, and children in families where domestic violence and abuse occur are also addressed. The last two modules 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.

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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 disorders. Included is an introduction to the use of the diagnostic tools including the DSM-IV-TR, and the integration of diagnostic and assessment information, in the development of treatment plans.

PCN-615: Pre-Practicum **3 credits**

This is a pre-practicum or supervised field work experience under the supervision of a faculty member, which includes 100 total hours of pre-practicum activities, of which a minimum of 40 hours are direct client contact hours. 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-622: Pre-Practicum **2 credits**

This is a pre-practicum or supervised field work experience under the supervision of a faculty member, which includes 100 total hours of pre-practicum activities, of which a minimum of 40 hours are direct client contact hours. 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-622B: Pre-Practicum II **1 credit**

This is a continuation of the pre-practicum or supervised field work experience under the supervision of a faculty member. Prerequisites: PCN-622 and a GPA of 3.0 or better.

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. 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.

PCN-660A: Practicum/Internship I **3 credits**

Each supervised internship provides an opportunity to accumulate 150 contact hours of required practicum experience. Students will use this 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 internship will be performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Documentation of completed contact hours will be submitted directly to the college's office of field experience for verification and tracking. Prerequisites: Completion of PCN-615; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660B: Practicum/Internship II **3 credits**

Each supervised internship provides an opportunity to accumulate 150 contact hours of required practicum experience. Students will use this 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 internship will be performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Documentation of completed contact hours will be submitted directly to the college's office of field experience for verification and tracking. Prerequisites: Completion of PCN-615; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660C: Practicum/Internship III **3 credits**

Each supervised internship provides an opportunity to accumulate 150 contact hours of required practicum experience. Students will use this 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 internship will be performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Documentation of completed contact hours will be submitted directly to the college's office of field experience for verification and tracking. Prerequisites: Completion of PCN-615; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660D: Practicum/Internship IV **3 credits**

Each supervised internship provides an opportunity to accumulate 150 contact hours of required practicum experience. Students will use this 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 internship will be performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Documentation of completed contact hours will be submitted directly to the college's office of field experience for verification and tracking. Prerequisites: Completion of PCN-615; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660E: Practicum/Internship V **1 credit**

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-660 A, B, C, and D for Professional Counseling students. Completion of PCN-660A for Addiction Counseling students. A GPA of 3.0 or better and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

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PCN-660F: Practicum/Internship VI **1 credit**

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: PCN-660E, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660G: Practicum/Internship VII **1 credit**

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: PCN-660F, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660H: Practicum/Internship VIII **1 credit**

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: PCN-660G, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660I: Practicum/Internship IX **1 credit**

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: PCN-660H, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660J: Practicum/Internship X **1 credit**

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: PCN-660I, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660K: Practicum/Internship XI **1 credit**

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: PCN-660J, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-660L: Practicum/Internship XII **1 credit**

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: PCN-660K, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662A: 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 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 supervisor approved by the college or university. Documentation of completed contact hours is submitted directly to the college's office of field experience for verification and tracking. This course provides an opportunity to accumulate contact hours of required practicum experience, not all of which may be accomplished in this course. If students do not satisfy this requirement through this course, they must take additional practicum courses until the requirement is met. Practicum hours: Addiction Counseling students, 150 total hours; Professional Counseling students, 600 total hours. Prerequisites: PCN-622; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662B: Practicum/Internship II **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662A; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662C: Practicum/Internship III **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662B; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662D: Practicum/Internship IV **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662C; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662E: Practicum/Internship V **1 credit**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662A for Addiction Counseling students; PCN-662D for Professional Counseling students; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662F: Practicum/Internship VI **1 credit**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662E; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662G: Practicum/Internship VII **1 credit**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662F; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

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PCN-662H: Practicum/Internship VIII **1 credit**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662G; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-805: 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.

PCN-807: Psychopathology, Behavioral Assessment, and Interventions **3 credits**

This course provides a broad understanding of psychopathology and clinical pathophysiology, behavioral assessment, common medical treatments, evidence-based interventions, and best practices. The integration of medical psychology and behavioral medicine is discussed. Prerequisite: RES-850.

PCN-810: Organizational Psychology **3 credits**

This course provides an overview of the effects of human behaviors, personalities, and group dynamics on relationships in various organizational settings. The focus will be on the application of organizational psychology strategies and interventions to resolve organizational issues and/or problems.

PCN-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. Prerequisite: RES-850.

PCN-815: Psychology of Motivation **3 credits**

This course provides a broad understanding of theories of human motivation, including the motivations that underlie both maladaptive and adaptive behaviors. The focus will be on the understanding and application of motivation strategies and intervention with diverse populations.

PCN-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. Prerequisite: RES-861.

PCN-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. Prerequisite: RES-861.

PCN-825: Ethics and Behavioral Health Leadership **3 credits**

This course provides a broad understanding of professional codes of ethics, the ethics of supervision, the legal standards, and responsibilities as they relate to leadership and supervision in behavioral health settings. An important goal of this course is to help the leaders develop a high standard of ethical performance in their careers.

Physical Education (PED)

PED-103: Varsity Athletics—Fall/Winter **1 credit**

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 credit**

For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

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-247[Δ]: 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 outdoor sports. Students learn how to plan and organize the team sports of soccer, flag football, and speedball for educational settings; conduct classes while ensuring participants' health and safety; and work with a variety of age and skill levels. This course is also designed to acquaint students with knowledge and experience of outdoor living and outdoor leadership skills. The individual/group activities of camping, backpacking, orienteering, and desert survival skills are discussed and practiced. Field trips to outdoor facilities are taken. Prerequisite: PED-247.

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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.

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.

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-331: Coaching Wrestling: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching wrestling 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 wrestling, 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-344: Physical Education for Special Populations **4 credits**

This course is designed to develop methods and techniques of teaching the exceptional child in motor activities. Special topics include legislation that affects children with special needs, inclusiveness, the IEP, characteristics of motor functioning and development, behavior management techniques, and an overview of the types of special populations and their specific needs. Emphasis is also placed on the activities and programs to be included in curriculum and practice in leading activities and implementing programs. Prerequisite: PED-247.

PED-405: Elementary School Physical Education **4 credits**

This course prepares students to teach physical education to elementary school students. Emphasis is placed on establishing the need for physical education in the schools, how to instruct elementary school children in the psychomotor domain, the subtleties of implementing a physical education program, and the teaching of the objectives of physical education to the school situation and to the individual needs of the child. Experiential teaching and peer review are included in the course. Prerequisite: PED-247.

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PED-415≠: Secondary School Physical Education 4 credits

This course prepares students who desire to teach at the middle school or high school level. Topics include classifications of students, organization of classes, choice and selection of appropriate activities and materials, progression, and testing. The course also examines teaching styles, techniques of effective instruction, and implementing instructional activities that meet NASPE standards in areas such as promoting an active lifestyle, lifetime activity, inclusiveness, responsibility, cooperation, and diversity. Experiential teaching and peer review are included in the course. Prerequisite: PED-247.

Philosophy (PHI)

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-305: Ethical Thinking in the Liberal Arts 4 credits

This course considers the role that ethical thinking plays in the liberal arts. Topics are set in historic, literary, artistic, political, philosophical, religious, social, and scientific perspectives. The impact and contributions of leaders in these fields are also considered.

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-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-111: General Physics I 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. Prerequisites: MAT-250 or college algebra. Co-requisite: PHY-111L.

PHY-111L: General Physics I Lab 1 credit

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-250 or college algebra. Co-requisite: PHY-111.

PHY-112: General Physics II 3 credits

This 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-111 and PHY-111L. Co-requisite: PHY-112L.

PHY-112L: General Physics II Lab 1 credit

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.

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-335: Introduction to Political Thought 4 credits

This course explores the issues and concepts that are used to develop and critique political theories. Students are introduced to the classics of political thought as well as the more contemporary expressions of political thought.

POS-345: Comparative Government 4 credits

In this course, students compare and contrast the various systems of government in Western and non-Western countries, while demonstrating a comprehension of political and diplomatic processes and how they affect localities, regions, and nations.

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POS-499: Independent Study **1–4 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.

POS-530TE: Arizona and Federal Government for Current Practitioners **1 credit**

This course is a survey of Arizona history and government as well as of American government. It meets the teacher certification requirement for the study of Arizona government and American government.

Public Safety Administration (PSA)

PSA-332V: Political and Legal Systems **3 credits**

Students will analyze and apply the legal system's model for understanding governmental, legal, and operational problems via the application of systems theory.

PSA-350V: Managerial Communications **3 credits**

This course examines personal and professional relationships through the use of effective verbal and non-verbal skills.

PSA-351V: Public Safety and the Community **3 credits**

This course examines the human and community services, in particular, law enforcement, fire protection, and emergency medical services, from theoretical and practical positions. A major focus will be the underlying philosophies, values, mission, planning, and development of programs and systems, as well as evaluating and altering them. The process of anticipating current and future challenges and the impacts of public policy, public opinion, and customer dynamics will also be explored.

PSA-360V: Information Technology and Systems **3 credits**

This course focuses on the organizational, management, and technology dimensions of information systems. Although many technologies are covered, it is not intended to be a technology class.

PSA-433V$^{\Delta}$: Research Methodology **3 credits**

This course helps students identify problems, review related literature, collect data, and measure objectives in the public safety environment. Students will apply analytical skills to public safety related research projects. A Writing-Intensive course.

PSA-435V: Strategic Planning **3 credits**

This course deals with the fundamentals and application of strategic analysis and planning in public safety.

PSA-438V: Human Resource Management **3 credits**

This course explores values and perceptions of groups that affect recruiting, training, retention, evaluation, and current legal issues in human resources.

PSA-439V: Leadership in Public Safety **3 credits**

This course focuses on motivation theory relating to individual and group functioning in public safety organizations. Leadership styles and their impact on performance are examined.

PSA-440V: Ethics in Public Safety **3 credits**

This course explores case issues and philosophies as they relate to accountability in the public safety environment.

PSA-460V: Project Management **3 credits**

This course addresses basic concepts in project management, emphasizing a balance between the technical aspects of project work. Topics include the emerging importance of project management, tools, and techniques to plan and schedule projects, the manager's role in coordinating projects, and how managers need to be aware of cultural influences.

PSA-490V: Organizational Development and Change **3 credits**

The course provides an overview of approaches to organizational development with emphasis on the practical aspects of changing public safety organizations to improve effectiveness.

PSA-495V: Public Safety Capstone **3 credits**

This course provides a structured way to organize facts, information, and ideas from the academic major. Theoretical concepts from the major will be discussed by critically analyzing and evaluating ideas relating to a practical application process. Students will examine concepts of faith, belief systems, and sets of values and examine moral and ethical issues, including responsibility to individuals and communities.

Professional Studies Core (PSC)

PSC-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.

PSC-420: Organizational Behavior and Management (Retired) **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. Also MGT-420.

PSC-450: Project Management **4 credits**

This course is a study of the unique challenges associated with managing projects as related to the overarching management framework of planning, organizing, leading, and controlling. Emphasis is placed on balancing competing priorities related to human resources, time constraints, and physical

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resources/materials. Additional focus is placed on managing and controlling project scope. Prerequisite: PSC-420.

PSC-495: Action Research Project **4 credits**

This course provides a structured way for managers to take an overview and general management perspective. Emphasis is on a research project that synthesizes major elements of the professional studies program.

Psychology (PSY)

PSY-100: Psychology in Everyday Life **4 credits**

This course explores the practical application of psychology in social learning theory, personality types, relationships, emotions, learning and memory, and other psychological factors that impact human behavior and everyday life.

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-225: Human Sexuality **4 credits**

This course focuses on the topic of human sexuality from a Christian perspective. Themes center on the biological, contextual, and socio-emotional aspects of sexuality. Topics include biological development, sexual communication, sexual morality, sexual behavior, cultural differences in sexual expression, sexual problems, sexually transmitted infections, contraception, conception and childbirth, research on sexuality, dating and mate selection, sexual coercion, sexuality in childhood/adolescence, and sexuality in the later years. By the end of this course, students should be able to demonstrate knowledge about the major themes, theories, and influences in the study of sexuality, and be able to apply course theory to real-world situations. Also SOC-225.

PSY-255: Personality Psychology **4 credits**

This 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 and factor, cognitive, and behavioral theories. The Christian perspective on the nature of human personality is also explored. Prerequisite: PSY-102.

PSY-333: Psychology of Religion **3 credits**

Designed to help the student understand and relate to the mental processes involved in individual religious experience, this course gives special attention to the conversion experience, religious motivation, religious development, and the impact of group dynamics. Prerequisite: PSY-101.

PSY-352: Health Psychology **4 credits**

This course reflects psychology's growing interest in health-related issues. Topics include physician adherence; stress and pain management; cardiovascular disease; cancer; chronic illnesses; using tobacco, alcohol, and other drugs; proper nutrition; and exercise, among others. Prerequisite: PSY-102.

PSY-354: Child Psychology **4 credits**

An analysis of prenatal, infant, and child development, this course reviews the physical, social, language, and emotional development of children. The synthesis and integration of personality, motivation, attachment, and play styles are also discussed. Prerequisite: PSY-102.

PSY-356: Learning and Cognition **4 credits**

This course is designed to give students a basic understanding of thinking and learning, including problem solving, language and memory, intelligence and assessment, conditioning, motivation, and emotion. Practical applications in educational and other settings are discussed. Prerequisite: PSY-102.

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. Prerequisite: PSY-102.

PSY-361: Attitude and Social Behavior 4 credits

This course provides students with an in-depth look at social influences on human behavior. It is intended for students who are interested in theory and research on how attitudes influence and are influenced by behavior. Emphasis will be placed on biological explanations of social behaviors in animals, group processes, observational learning, helping others, attachment, social support, modeling, and the factors that affect attitude change. Prerequisites: PSY-102 and SOC-102.

PSY-369≠: Social Psychology **4 credits**

This course provides a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. Also SOC-369. Prerequisite: PSY-102 or SOC-102.

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: Any MAT-course 120 level or above.

PSY-452: 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-460: Fundamentals of Counseling and Guidance **4 credits**

This course, which is designed for teachers, ministers, business personnel, and community agency workers, emphasizes the effective use of psychology as a tool for guidance by persons in various occupations. Prerequisite: PSY-102.

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PSY-470≠: Abnormal Psychology **4 credits**

This course is designed to help students recognize and understand mental illness through a better awareness of the emotional, functional, and physiological factors influencing mental health. This is a foundation course in the science of behavior and includes a study of the origin and development of abnormal behavior patterns and disorders. This course includes the symptoms, diagnoses, etiology, epidemiology, and treatment of various psychological disorders and syndromes. Prerequisite: PSY-102.

PSY-499: Independent Study **1–4 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.

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.

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. 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.

PSY-570: Psychopathology **4 credits**

This course offers students a deeper understanding of current issues in adult psychopathology, including axis 2 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-575: Organizational Behavior and Development **4 credits**

This course examines the theoretical foundations for organizational development and explores how organizations function. Topics include decision-making and group processes in organizations; conflict management; nature and design of effective organizations; power, influence, and politics; and organizational development.

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. Topics include trait, behavior, contingency, and contemporary theories of leadership; gender, cultural, and emotional issues in leadership; critical incidents, including stress, burnout, workplace violence, and work-family conflict; strategic planning; and group dynamics.

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-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. Topics include personnel selection; performance appraisal; selection, affirmative action and equal opportunity decision making; design and evaluation of training programs; training methods and management development; the work environment; and psychological testing.

PSY-692: Capstone Course **2 credits**

In this course, students complete a master's research proposal by choosing an original topic and creating a proposal that addresses the literature review, the hypothesis, a method section, and discussion of hypothetical results.

PSY-695: Capstone Course **4 credits**

In this course, students complete a master's research proposal by choosing an original topic and creating a proposal that

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addresses the literature review, the hypothesis, a method section, and discussion of hypothetical results.

PSY-801: Doctoral Studies in Psychology 3 credits

This course serves as the foundation for advanced graduate study in the field of psychology. Professional development of skills such as critical thinking, scholarly writing, and literature reviewing is covered, and students are encouraged to formulate their own goals and objectives for their doctoral study in psychology.

PSY-805: Advanced Social Psychology 3 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-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-812: Tests and Measurements 3 credits

This course is a study of the purposes and uses of tests. Topics include writing and measuring objectives and learned outcomes, analyzing and interpreting tests and marking systems, and understanding statistics as applied to standardized and computerized tests.

PSY-815: Ethical Issues In Psychology 3 credits

This course serves as the foundation for ethical study in the field of psychology. Ethical issues in research, writing, psychotherapy, forensic psychology, and animal research are covered. The origins of ethical practices—including the philosophical theories of ethics, the Christian worldview, and the APA code of ethics—are also addressed.

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-821: Building Community and Social Networking 3 credits

This course enables the learner to create strategies for building communities and social networks. The areas of psychology relevant to collaboration, communities, mass communications, and social networking are discussed. The psychology of change at the organization, community, and social network levels is also addressed.

PSY-823: Learning and Communication Design 3 credits

This course enables the learner to use a systematic design process to develop learning and communication solutions. The psychologies of creativity and innovation are discussed in the contexts of the design process and their influences on scholarly research.

PSY-825: Advanced Research Design 3 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.

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-828: Advanced Life Span Development 3 credits

This course examines advanced topics in the field of human development. Students increase their knowledge across the life span by examining the current research in physical, social, cognitive, personality, and moral development across the life span.

PSY-830: Principles of Industrial/ 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.

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-832: Psychology of Leadership 3 credits

This course provides an extensive consideration of leadership theories, models, styles, and best practices.

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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-835: Principles of Behavior Modification 3 credits

This course examines theoretical and empirical approaches to learning theory and behavior modification. The course focuses on the fundamental approaches and applications of learning theory and applied behavioral analysis to modify behavior.

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 to performance enhancement. Business and consulting skills are also addressed.

PSY-840: Personality Psychology 3 credits

This 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 and factor, cognitive, and behavioral theories. The Christian perspective on the nature of human personality is also explored.

PSY-843: Program Evaluation 3 credits

This course is an introduction to the logic and methods of modern social program evaluation. Program evaluation derives from the idea that social programs should have demonstrable effects, and those effects should in some way outweigh the costs of the program. This course focuses on theoretical and strategic issues in designing and implementing formative or summative evaluations, including assessment of fidelity to a model and assessment of impact, with special attention to the effects of the sociocultural context in which the intervention takes place.

PSY-845: Doctoral 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.

PSY-847: Biological Psychology 3 credits

This course emphasizes the relationship between brain and behavior. The role of genetic, neural, and hormonal physiological processes in sensation, perception, motivation, and learning are discussed in the context of recent research.

PSY-850: 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.

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. Prerequisite: PSY-860.

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-870: Multivariate Statistics 3 credits

This course furthers students' knowledge in statistics through the use of multivariate statistics. A wide variety of multivariate statistical methods is covered, including their process, analysis, and appropriateness to given research questions. Prerequisite: PSY-845.

PSY-955: Dissertation I 3 credits

This course introduces students to the final phase of the doctoral study in psychology: the doctoral dissertation. Students plan, conduct, analyze, and interpret original research, and submit their final product for approval during an oral defense. This course offers students the opportunity to select an appropriate topic, and draft the first three sections of their dissertation (introduction, literature review, and methods).

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PSY-960: Dissertation II **3 credits**

Following successful completion of PSY-955, students continue their work toward the completion of their dissertation by gaining both committee and IRB approval for their proposal, conducting their data collection in accordance with the methods selected in their proposal, and analyzing the results. By the end of this course, students should have the fourth chapter of their dissertation completed. Prerequisite: PSY-955.

PSY-965: Dissertation III **3 credits**

Following successful completion of the two preceding dissertation courses, students finish their work on their doctoral dissertation and submit it for final approval during the oral defense. This course affords students the opportunity to draft a discussion section that interprets their findings, as well as an abstract that summarizes their findings. Students also draft their front and back matter, including appendices, tables, and a reference section. The final step in this course is to defend the doctoral dissertation, obtain final committee approval, and submit the document for publication. Prerequisite: PSY-960.

Reading Education (RDG)

RDG-511: Corrective Reading Assessment **4 credits**

This course introduces participants to the barriers that prohibit students from learning to read. The course provides participants with a working knowledge of common reading difficulties. Participants are provided with informal diagnostic tools to diagnose common reading problems. They also investigate how to identify and implement a corrective action plan, as well as analyze and reflect on its results. Research-based intervention programs and guidelines for accessing appropriate resources to provide instructional support for students with reading difficulties are investigated in this process. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, and 3.2.

RDG-512: Reading and Writing: Elementary **4 credits**

This course is designed for students to acquire foundational knowledge related to elementary linguistic principles of the English language—the basics of phonetics, phonology, morphology, syntax, and new vocabulary—while addressing the issues related to the usage of standard and nonstandard varieties of English. That knowledge is then practically used as students investigate the assessment of elementary reading and writing problems. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, and 5.2.

RDG-513: Reading and Writing: Secondary **4 credits**

This course helps students to acquire foundational knowledge related to secondary linguistic principles of the English language—the basics of phonetics, phonology, morphology, syntax, and new vocabulary—while addressing the issues related to the usage of standard and nonstandard varieties of English. That knowledge will be practically used as students investigate the assessment of secondary reading and writing problems. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.3, 2, 2.2, 2.3, 3, 3.1, 3.2, 3.4, and 5.

RDG-514: Reading in the Content Areas: Elementary **4 credits**

This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, literature, and electronic texts is explored with a focus on strategies that are relevant in every elementary content area. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, and 5.4.

RDG-517: Reading in the Content Areas: Secondary **4 credits**

This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, literature, and electronic texts are explored with a focus on strategies that are relevant in every secondary content area. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, and 5.4.

RDG-522: Developmental Learning and Assessments **4 credits**

This course combines a study of learning (including both cognitive and behavioral perspectives), human development (childhood through adolescence), and assessment (traditional and performance, teacher-made and standardized). Course participants apply course information practically to reading assessment and instruction. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.4, and 5.

RDG-523: Instructional Leadership/Literacy Coaching **4 credits**

Students acquire a repertoire of skills that enable them to function comfortably and effectively in a changing learning environment. The course provides teachers with an understanding of the complexity of being a leader in times of change. Students develop a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their school.

RDG-528TE: Reading Diagnosis: The Application of and Rationale for Assessment for Current Practitioners **3 credits**

Learners explore informal and formal reading assessments and analyze specific literary measures given at their schools. An opportunity to administer an informal reading inventory is provided. This course meets the following International Reading Association (IRA) Standards: 1 and 2.

RDG-529TE: Remediation of Reading Difficulties For Current Practitioners **3 credits**

In this course, learners analyze data generated from an informal reading inventory. Learners select strategies for reading remediation based on data analysis. The course lays the foundation for the creation of a plan of action for reading intervention.

RDG-530: Foundational Theory and Research **4 credits**

This course examines the past trends in reading instruction in America and addresses the effects of historical studies that impacted the evolution of reading instruction over the past half-century. Attention is focused on determining the core findings of important research studies and applying that knowledge to

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the reading profession, as well as examining effective research techniques that are used in those processes. Students conduct action research related to their job roles and evaluate and interpret research literature. Students evaluate theory, techniques, and design of scientific research. The national standards for the International Reading Association are incorporated as well, with students ultimately creating an electronic portfolio based on those standards. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 1.4, 3.1, 3.3, 5.2.

RDG-534TE: Secondary Education Literacy and Writing for Current Practitioners 3 credits

This course is designed for students to acquire knowledge related to principles of balanced literacy (teaching of reading and writing together). Learners study reading and writing strategies to implement within the secondary classroom.

RDG-537TE: Elementary Reading in the Content Areas for Current Practitioners 3 credits

This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, and literature is explored, with a focus on strategies that are relevant in every elementary content area.

RDG-539TE: Developmental Learning and Assessments for Current Practitioners 3 credits

This course combines the study of learning, human development, and assessment, providing participants with the opportunity to apply course information practically to reading assessment and instruction.

RDG-542TE: Instructional Leadership and Literacy Coaching for Current Practitioners 3 credits

The course provides teachers with an understanding of the complexity of being a leader in times of change and affords them the opportunity to develop a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their schools.

RDG-543TE: Foundational Reading Theory and Research for Current Practitioners 3 credits

.Learners reflect upon personal experience with reading programs and strategies, assess real-world reading programs, and make recommendations for school/student improvement.

RDG-581: Elementary Practicum 4 credits

This course provides an in-depth study of the International Reading Association (IRA) Standards by examining research-based approaches linking assessment and instruction for elementary teachers. Teachers learn to use a wide range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, instruction, and assessment. Students develop individual case studies. This course meets the following IRA Standards: 1.3, 1.4, 2.2, 3.1, 3.2, and 3.4.

RDG-585: Children and Young Adult Literature 4 credits

The course focuses on using literature within a complete developmental literacy program from the emergent stage to the adult proficiency level. 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. Knowledge and skills are developed to assist students with applying the components of balanced literature-based literacy programs within their classroom or school setting. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 4.1, 4.2, 5.3.

RDG-586: Secondary Practicum 4 credits

This course provides an in-depth study of the International Reading Association (IRA) Standards by examining research-based approaches linking assessment and instruction for secondary teachers. Teachers learn to use a wide range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, instruction, and assessment. Students develop individual case studies. This course meets the following IRA Standards: 1.3, 1.4, 2.2, 3.1, 3.2, and 3.4.

Research (RES)

RES-811: 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-850: 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-861: 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: ORG-810, EDA-810, EDL-810, EDU-810, PCN-810, or RES-850.

RES-862: Understanding Research and Methodology 3 credits

In order to explore research findings, scholars must be clear in their explanation of the steps that were taken to gather the data. This course will examine the choices a scholar must make when choosing a methodology and the impact those approaches will have on the study and the results. The course will also review research methods and will discuss criteria to be considered in the choice of data collection methods, including

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the consideration of interactive methods for the collection of qualitative data (interview and focus groups), quantitative data (survey, experiment), and mixed methods. This course will provide exposure to the basic concepts and tools that leadership students and practitioners need in order to understand and analyze data and to utilize research findings in decision making and problem solving. Prerequisite: RES-861.

RES-865: Research Design and Methods 3 credits

In order to explore research findings, scholars must be clear in their explanation of the steps that were taken to gather the data. This course examines the choices a scholar must make when choosing a methodology and the impact those approaches have on the study and the results. The course also reviews research methods and discusses criteria to be considered in the choice of data collection methods, including the consideration of interactive methods for the collection of qualitative data (interview and focus groups), quantitative data (survey, experiment), and mixed methods. This course provides exposure to the basic concepts and tools that leadership students and practitioners need in order to understand and analyze data and to utilize research findings in decision making and problem solving. Prerequisite: RES-861.

RES-866: 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-871: Developing the Formal Proposal 3 credits

The best researchers know how to strategically define their research agenda with the necessary clarity to inform the scholarly community and to establish a blueprint for analysis and replication. In this course, learners focus on these issues by exploring development of chapter 1 of their dissertation proposal. Learners are asked to create a problem statement; identify research questions and/or hypotheses; identify the data required to answer those questions; summarize the methodology they will use to investigate the problem; and provide a discussion of the study's significance and purpose, limitations/delimitations and assumptions, operational definitions, and an introduction to the problem as well as a summary of the chapter in order to demonstrate their understanding of effective research application. The development of this knowledge will result in the formation of the learner's dissertation proposal. Prerequisites: One of the following combinations: 1) RES-862; or 2) RES-861 and RES-865.

RES-880: 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. The prospectus is formally approved by the College of Doctoral Studies. Prerequisite: RES-866.

RES-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.

Residency (RSD)

RSD-851: Residency: Dissertation 3 credits

This residency allows students to begin developing their skills as academic researchers. Residency sessions address topics such as research question development, design, item generation, subscale development and analysis, and basic hypothesis testing. Students have hands-on experience with quantitative and qualitative analysis software.

RSD-881: 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.

Science (SCI)

SCI-103: Safety in the Science Laboratory 2 credits

This course is designed to develop students' knowledge of safety standards as determined by OSHA, EPA, NSTA, and local agencies in preparation for performing duties and/or teaching in a science laboratory. Topics include establishing and maintaining safety standards and appropriate safety equipment, the necessity of ongoing safety training, and understanding liabilities. Emphasis is placed on providing students with opportunities to demonstrate leadership in a science laboratory and competence in all areas of safety through the practical application of safety standards.

SCI-492A: Internship I 2 credits

This internship provides an opportunity for students to practice principles learned in their science major, functional area, or field of study, or to observe in an area being considered for graduate or professional school. Prerequisite: College approval.

SCI-492B: Internship II 2 credits

This internship provides an opportunity for students to practice principles learned in their science major, functional area, or field of study, or to observe in an area being considered for graduate or professional school. Prerequisites: SCI-492A and college approval.

SCI-498: Senior Capstone in Forensic Science 4 credits

The 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

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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. Prerequisite: Senior status.

Secondary Education (SED)

SED-430N: Critical Issues in Secondary Education 3 credits

This course will focus on contemporary issues that are hot topics in the field of secondary education. Students will explore various educational issues and will self-analyze their own positions as they develop a personal belief system about their role as a secondary education teacher. Practicum hours - 10. Prerequisites: Fingerprint Clearance, EDU-430N, and SED-452N.

SED-435: Adolescent Literacy 4 credits

This course is designed to assist teacher candidates in understanding, evaluating, and implementing effective pedagogy in adolescent literacy. A graduate in adolescent literacy should be able to recognize and assess the defining elements of literacy, from decoding skills to higher level critical thinking applications. Subsequently, teachers should be able to understand, evaluate, and promote effective literacy pedagogy as it relates to the adolescent learner. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED-444: Secondary Methods and Data Driven Pedagogy 4 credits

This course is designed to help teachers and prospective teachers of young adults find their own teaching styles and recognize the different learning styles of their students in order to make appropriate decisions about all aspects of the teaching profession. Emphasis is given to teaching methodology that encourages problem solving, active participation, and assessment. Course content is strategically planned to enable participants to make informed educational decisions about student learning based on data. This course focuses on the principles and practices involved in various models of educational assessment, evaluation, and testing. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED-454: Reading and Learning Strategies for Middle and Secondary Schools 4 credits

This course develops a broad range of reading (from decoding skills to higher level critical thinking applications), teaching, and learning strategies to effectively enhance the learning of middle and secondary school students. A major emphasis is given to utilization of these strategies in the midst of today's socially and culturally diverse classrooms. Subsequently, teachers should be able to understand, evaluate, and promote effective adolescent literacy pedagogy. Practicum/field experience hours: 30. Prerequisites: Fingerprint Clearance, EDU-230, and one of the following: 1) EDU-215; or 2) EDU-210.

SED-455: Secondary Curriculum Development and Assessment 4 credits

In this study of secondary school curriculum development, major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing a model curriculum. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SED-444.

SED-480NA: Student Teaching: Secondary 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 and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SED-480NB: Student Teaching: Secondary Session B 6 credits

This session is a continuation of Session A. Prerequisite for B: SED-480NA.

SED-482: 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 design and deliver effective lessons that are aligned to standards and increase student achievement. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance and SED-444.

SED-483: 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. Prerequisite: Fingerprint Clearance.

SED-485: Methods of Teaching Social Studies in Secondary Schools 4 credits

This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective social studies lessons that are aligned to standards and increase student achievement. Adolescent-based literacy and pedagogy are used to promote social studies content knowledge. Practicum/field experience hours: 30. Prerequisites: Fingerprint Clearance and SED-444.

SED-533TE: Early Adolescent Psychology in Middle School Teaching for Current Practitioners 3 credits

This course explores the physical, psychological, and socio-emotional development of adolescents in the middle-school setting. Also discussed are strategies for promoting positive habits for adolescents to enrich the health of body, mind, and emotions.

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SED-535: Adolescent Literacy **4 credits**

This course is designed to assist teacher candidates in understanding, evaluating, and implementing effective pedagogy in adolescent literacy. A graduate in adolescent literacy should be able to recognize and assess the defining elements of literacy, from decoding skills to higher-level critical thinking applications. Subsequently, teachers should be able to understand, evaluate, and promote effective literacy pedagogy as it relates to the adolescent learner. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED-536TE: Methods of Teaching Mathematics in Secondary Schools for Current Practitioners **3 credits**

This course is designed to develop teachers' understanding of and ability to apply the methods and principles of effective instruction in the secondary mathematics classroom. Topics discussed include the importance of planning for instruction, national principles and standards for school mathematics instruction, instructional strategies, and the integration of technology and Web resources to enhance mathematics instruction and increase student achievement.

SED-537TE: Methods of Teaching Science in Secondary Schools for Current Practitioners **3 credits**

This course covers the methods of instruction, organization, and presentation of scientific content to secondary school students. Topics include curriculum, stockroom organization, lab safety and liability, visual aid preparation, computer use in the classroom, and research issues in education.

SED-538TE: Methods of Teaching Social Studies in Secondary Schools for Current Practitioners **3 credits**

This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective social studies lessons that are aligned to standards and increase student achievement. Major themes, philosophical frameworks, instructional techniques, and the creation of informal, formal, and formative assessments are reviewed.

SED-541: Secondary Theory, Methods, and Data-Driven Pedagogy **4 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 given to planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem solving, active participation, and assessment. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SED-544: Secondary Curriculum Development and Assessment **4 credits**

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined. Emphasis is given to 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. Participants develop their own curriculum unit. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SED-553: Reading and Literacy Strategies for Middle and Secondary Schools **4 credits**

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. A major emphasis is given to the use of reading strategies for culturally and socially diverse classrooms, including the use of literacy-based instruction in all content areas and the understanding, evaluating, and promoting of effective pedagogy in adolescent literacy. The development and use of integrated and thematic approaches of instruction are addressed. Students are expected to observe and assist in a grade 7-12 classroom while taking this course. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED-580NA: Student Teaching: Secondary 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 and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SED-580NB: Student Teaching: Secondary Session B **6 credits**

This session is a continuation of Session A. Prerequisite for B: SED-580NA.

SED-5341: Early Adolescent Psychology in Middle School Teaching **3 credits**

This course explores the physical, psychological, and socioemotional development of adolescents in the middle-school setting. Also discussed are strategies for promoting positive habits for adolescents to enrich the health of body, mind, and emotions.

Sociology (SOC)

SOC-100: 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: 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.

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SOC-220: 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-225: Human Sexuality (Retired) **4 credits**

This course focuses on the topic of human sexuality from a Christian perspective. Themes center on the biological, contextual, and socio-emotional aspects of sexuality. Topics include biological development, sexual communication, sexual morality, sexual behavior, cultural differences in sexual expression, sexual problems, sexually transmitted infections, contraception, conception and childbirth, research on sexuality, dating and mate selection, sexual coercion, sexuality in childhood/adolescence, and sexuality in the later years. By the end of this course, students should be able to demonstrate knowledge about the major themes, theories, and influences in the study of sexuality, and be able to apply course theory to real-world situations. Also PSY-225.

SOC-315: Cultural Anthropology **4 credits**

This course provides a study of the variety of cultures that have developed in human society. Attention is given to preliterate peoples in comparison with contemporary and other cultures. The origin and development of the cultures, their technologies, economies, social organizations, and beliefs are surveyed.

SOC-320: Marriage and Family **4 credits**

This course is designed as a practical look at the subject with emphasis on understanding and applying sociological research on marriage and family life to students' present and future lives. Cross-cultural and historical information is also presented.

SOC-369: Social Psychology (Retired) **4 credits**

This course provides a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. Also PSY-369. Prerequisite: PSY-102 or SOC-102.

SOC-400: 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-410≠: Social Inequality and Stratification **4 credits**

This course provides an inquiry into the dynamics of hierarchies of power, wealth, and prestige within and among human social systems, with particular attention given to the causes and effects of marked inequality, especially with regard to the foundations and consequences of concentration of political and economic power.

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-417≠: Sociological Theory **4 credits**

This 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.

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 or equivalent.

SPA-201: Intermediate Spanish I **3 credits**

This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. Prerequisite: SPA-102. Co-requisite: SPA-201L.

SPA-201L: Intermediate Spanish I Lab **1 credit**

A lab course designed to complement and support the principles learned in SPA-201. Prerequisite: SPA-102. Co-requisite: SPA-201.

SPA-202: Intermediate Spanish II **3 credits**

Continuation of SPA-201. Prerequisite: SPA-201 or instructor's approval.

SPA-202L: Intermediate Spanish II Lab **1 credit**

A lab course designed to complement and support the principles learned in SPA-201. Prerequisite: SPA-201. Co-requisite: SPA-202.

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. This course includes some study of Spanish-language cultures. Prerequisite: SPA-105 or placement.

SPA-224: Intermediate Spanish II **4 credits**

This course continues to build on vocabulary, language structure, oration, and composition skills. This course includes

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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, develop facility in the language, and become conversant with Spanish-language cultures, common expression, and everyday usage. Prerequisite: SPA-224 or placement.

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. This course includes some study of Spanish-language cultures. This is a writing-intensive course. 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-341: Introduction to Literature in Spanish 4 credits

This 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.

Special Education (SPE)

SPE-226[Δ]: Educating the Exceptional Learner 4 credits

This writing-intensive course is a survey of the unique learning needs of exceptional students. Special focus is given to the referral process appropriate instructional modifications and accommodations for exceptional students, hot topics and trends, and IDEA law. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-330: Special Education Foundations and Framework 4 credits

This course orients teacher candidates to the field of special education. The National Board for Professional Teaching Standards and Council for Exceptional Children Standards, which guide special education research practices, are also discussed. The course includes an introduction to creating a professional portfolio. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-350: Special Education Litigation and Law 4 credits

Participants examine legal issues, recent court decisions, and current law relating to special education. Special attention is given to compliance, student and parent rights, local state and district policies and procedures, and advocacy through community organizations. No Fingerprint Clearance necessary.

SPE-351: Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID 4 credits

The focus of this course is to provide the teacher candidate in special education with knowledge of intellectual disability (ID), including the history with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ID are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with ID in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with ID. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with ID. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE-226, and SPE-330.

SPE-356N: Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD 3 credits

The focus of this course is to provide the special education teacher candidate with advanced knowledge of ED, including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with emotional and behavioral disorders. Teacher candidates will investigate theories and models of emotional and behavioral disorders and related treatments. Assessment techniques and the factors involved in a diagnosis of behavior and emotional disorders are also addressed. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with EBD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the behavior management plan necessary to meet the individual needs of students with ED. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE-329N, and SPE-325N.

SPE-357: Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD 4 credits

The focus of this course is to provide the special education teacher candidate with knowledge of EBD, including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with emotional and behavioral disorders. Teacher candidates investigate theories and models of emotional and behavioral disorders and related treatments. Assessment techniques and the factors involved in a diagnosis of behavior and emotional disorders are also addressed. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with EBD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the behavior management plan necessary to meet the individual needs of students with EBD. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with emotional/behavioral disabilities. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE-226, and SPE-330.

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SPE-358: Characteristics of Students With Physical and Health Impairments and Strategies to Teach Individuals With PHI **4 credits**

This course provides students with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Teacher candidates investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with physical and health impairments. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE-226, and SPE-330.

SPE-359: Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD **4 credits**

The focus of this course is to provide teacher candidates in special education with knowledge of LD, including the history with attention to law and litigation, definition, causes, and characteristics of learning disabilities in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD are investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with LD. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE-226, and SPE-330.

SPE-448NB: Student Teaching: Cross-Categorical Session B **6 credits**

This session is a continuation of Session A. Prerequisite for B: EED-480NA.

SPE-501TE: Overview of Special Education for Current Practitioners **3 credits**

This course orients learners to the field of special education. The learner is introduced to the thirteen disabilities defined by Individuals with Disabilities Act (IDEA), to Individualized Education Plans (IEPs), and to instructional planning for students with Exceptional Learning Needs (ELN).

SPE-503TE: Elementary Education Methods and Strategies for Gifted Students for Current Practitioners **3 credits**

This course explores gifted education at the elementary school level. Learners are introduced to the nature, level, and types of giftedness in elementary age students. Practical application is emphasized.

SPE-504TE: Gifted Education for Secondary Teachers for Current Practitioners **3 credits**

This course explores gifted education at the secondary school level. Participants learn to differentiate between high-achieving and gifted students, consider perceptions and biases regarding gifted education, and apply methods and strategies within the framework of instructional planning for gifted secondary education students.

SPE-505TE: Gifted Education Practicum for Current Practitioners **3 credits**

This course examines the modification of lesson plans for gifted students and the evaluation of such modifications. It also provides 30 hours of practicum experience working with gifted students, five of which are one-on-one tutoring. Pre-assessment and post-assessment analyses and observations are performed.

SPE-507TE: Special Education Foundation and Framework for Current Practitioners **3 credits**

This course assists practicing teachers with instructional strategies for special education students. Special education research and best practices are discussed.

SPE-509TE: Collaborative Processes in Special Education for Current Practitioners **3 credits**

Emphasis is placed on the practical application of skills and strategies needed to fulfill. the roles and responsibilities of educators in meeting the needs of learners with disabilities in the general education classroom. Course content focuses on collaboration between all members of a student's education team. Collaborative models and professional roles/responsibilities are addressed.

SPE-510: Strategies to Teach Individuals With Learning Disabilities **4 credits**

The focus of this course is to provide advanced knowledge of learning disabilities (LD), including the history with attention to definitions, causes, and characteristics of LD in children and adults. The cognitive processes of students with and without LD are compared, unsubstantiated explanations and false claims relating to LD are investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-512: Assessment in Special Education for Certified Special Educators **4 credits**

The focus of this course centers on various types of assessment used to diagnose students with special needs. Specific focus is placed on the validity, reliability, instrumentation, and disaggregation of assessment scores to determine instruction and placement decisions. Additional focus is on assessment of culturally and/or linguistically diverse students. Current assessment trends are discussed. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-513: Strategies to Teach Individuals With Emotional/Behavioral Disabilities **4 credits**

This course familiarizes students with historical and current trends associated with emotional and behavioral disorders

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(EBD). Causes, assessment, and appropriate interventions for students with EBD are discussed along with current over- and under-representation across populations. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-514: Strategies to Teach Individuals With Intellectual Disability — 4 credits

The focus of this course is to provide advanced knowledge of intellectual disability (ID), including the history with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life are investigated, while assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ID are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with ID in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with ID. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-516TE: Special Education Litigation and Law for Current Practitioners — 3 credits

This course introduces learners to legal issues in special education. The evolution of special education laws, including a close examination of IDEA and its impact on stakeholders, is examined. Learners apply knowledge of special education law to case studies.

SPE-521TE: Characteristics and Strategies for Mild to Moderate Intellectual Disabilities for Current Practioners — 3 credits

This course provides teachers in special education with additional knowledge of Intellectual Disabilities (ID), with a focus on law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and the necessary support systems for quality of life are examined.

SPE-522: Classroom Management for Students With Special Needs — 4 credits

This course discusses the characteristics and effective implementation of various behavior modification strategies. Positive Behavior Support (PBS) and Functional Behavioral Assessment (FBA) are discussed.

SPE-523: Special Education Program Development and Funding — 4 credits

Students demonstrate understanding of principles and processes of special education program development by designing, implementing, and evaluating programs for students with special needs. Further discussion focuses on policies, practices, and issues related to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting.

SPE-526: Educating Learners With Diverse Needs — 4 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. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-527: Inclusion and Collaborative Practices — 4 credits

This class emphasizes practical applications of skills and strategies needed to fulfill the roles and responsibilities of educators in meeting the needs of learners with disabilities in the general education classroom. Course content focuses on strategic instruction, behavior interventions, and the development and application of modifications and/or accommodations for diversity.

SPE-529N: Special Education Foundations and Framework — 3 credits

This course orients teacher candidates to the field of special education. The National Board for Professional Teaching Standards and Council for Exceptional Children Standards, which guide special education research practices, are also discussed. It includes an introduction to creating a professional portfolio. Prerequisite: No Fingerprint Clearance necessary.

SPE-531TE: Characteristics and Strategies for Severe to Profound Disabilities for Current Practitioners — 3 credits

This course is designed to provide learners with an overview of the current research, strategies, and methodologies for students with severe and profound disabilities.

SPE-532TE: Characteristics and Strategies for Mild to Moderate Emotional Disabilities for Current Practitioners — 3 credits

This course outlines issues surrounding emotional disabilities (ED), including law and litigation, definition, etiology, types, and characteristics of learners with ED. Assessment techniques and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with ED in special and regular education classes are investigated.

SPE-534TE: Characteristics and Strategies for Mild to Moderate Physical Impairments for Current Practitioners — 3 credits

This course provides teachers with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs.

SPE-536: Diagnosis and Assessment in Special Education — 4 credits

This capstone course in special education is designed to incorporate issues in collaboration and communication and to synthesize the special education process from assessment to delivery of instruction (i.e., evaluation, eligibility, placement, and instructional practice). Specific skill development includes assessing students with disabilities, completing special education forms, and conducting meetings and conferences

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with parents and school professionals. A school-based practicum provides participants with experiences in standardized testing and case studies, problem-solving meetings, cooperative team planning, and inclusion processes. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

SPE-537: Assistive Technology in Special Education 4 credits

Students become skilled at applying modifications and adaptations available through various types of assistive technology. Utilization of assistive technology across the curriculum and for a variety of purposes is discussed.

SPE-539: Educational Implications for Students With Physical and Health Impairments 4 credits

This course provides students with knowledge of physical and other health impairments with related discussions on how these disabilities impact an individual's life. Students investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications, and adaptations. Section 504 plans are discussed. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-541TE: Assistive Technology for Current Practioners 3 credits

This course provides teachers with knowledge of assistive technology in relation to special education. The course focuses on the legal history, purpose, and types of assistive technology.

SPE-546: Management and Strategic Instruction Practices for Students With Special Needs 4 credits

This course discusses the characteristics and effective implementation of various behavior modification strategies. Positive Behavior Support (PBS) and Functional Behavioral Assessment (FBA) are discussed.

SPE-548NA: Student Teaching: Cross-Categorical 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 and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 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). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SPE-548NB: Student Teaching: Cross-Categorical Session B 6 credits

This session is a continuation of Session A. Prerequisite for B: SPE-548NA.

SPE-553: Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID 4 credits

The focus of this course is to provide teacher candidates in special education with advanced knowledge of intellectual disability (ID), including the history with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life are investigated, and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ID are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with ID in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with ID. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

SPE-557: Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD 4 credits

The focus of this course is to provide teacher candidates in special education with advanced knowledge of learning disabilities (LD), including the history with attention to law and litigation, definition, causes, and characteristics of LD in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD are investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Teacher candidates teach lessons in a class for students with LD. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

SPE-558: Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals With EBD 4 credits

The focus of this course is to provide special education teacher candidates with advanced knowledge of emotional/behavioral disabilities (EBD), including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with EBD. Teacher candidates investigate theories and models of EBD and related treatments. Assessment techniques and the factors involved in a diagnosis of EBD are also addressed. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with EBD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the behavior management plan necessary to meet the individual needs of students with EBD. Practicum /field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

SPE-573: Educational Implications for Students With Physical and Health Impairments 4 credits

This course provides teacher candidates with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Teacher candidates investigate means to enhance the quality of life of individuals through participation in home, school, and community

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activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

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.

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. Prerequisite: RES-850.

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. Prerequisite: RES-861.

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. Prerequisite: RES-861.

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. Prerequisite: RES-861.

SPE-5575: Characteristics and Strategies for Severe and Profound Disabilities 3 credits

This course is designed to provide participants with an overview of the current research, strategies, and methodologies for students with severe and profound disabilities.

Systems Management (SYM)

SYM-400: Introduction to Database Structures 4 credits

This course examines the design, development, implementation, and maintenance of relational database structures, including coverage of contemporary programming languages, processes, and database algorithms. Emphasis is on appropriate application and implementation. Prerequisite: BIT-200.

SYM-405: Business Programming 4 credits

This course focuses on the analysis of business problems to design and implement the software component of an information system. Emphasis is placed on structured design and programming. This course includes an introduction to visual programming languages. Prerequisite: BIT-200.

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.

SYM-654: Database Management Systems 3 credits

This course is an examination of managerial issues associated with managing and securing data and information within an organization. Topics emphasized include database system types, decision support systems and framing, database administration, and database applications.

SYM-655: Data Communications and Network Management 3 credits

This course is an examination of managerial issues associated with the movement of information within an organizational network. Topics emphasized include architectures, protocols, policies, security management, and network management organization.

Teacher Leadership (TCH)

TCH-517: The Engaged Mind 4 credits

To better understand thinking, an educator must research current knowledge of the human mind and learn to assess a student's ability to think. This course addresses all five core propositions of the National Board for Professional Teaching Standards (NBPTS).

TCH-518: Collegial Coaching 4 credits

This course examines collegial coaching as a staff development model used to increase student learning, facilitate discussions among colleagues, and build trusting relationships among teachers. Students reflect on current practices or expand, refine, and build new skills by utilizing peer coaching. Students explore the interactive process of coaching between teaching professionals to share successful practices, problem-solve, and reduce isolation among teachers. Special emphasis is placed upon peer mentoring and the support of new teachers in their practice.

TCH-524: Current Classroom Methods and Strategies 4 credits

A growing body of research shows that teacher effectiveness is the single most important school-based influence on student achievement. Today's educator responds to complex and diverse needs of students in each classroom. This course provides the foundations for instructional design along with the tools for instructional planning. The alignment of curriculum standards to instruction and assessment is a major focus. Upon completion of this course, students have established a wide repertoire of methods and strategies that are research-based and easily modified to today’s complex classroom.

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TCH-525: Introduction to PLC **4 credits**

This course examines the research, rationale, and realities associated with the movement toward professional learning communities in schools. Students explore the history of professional learning communities, the research upon which they are based, the characteristics that differentiate them from other collaborative models, and their relationship to a variety of school reform initiatives. Special emphasis is placed upon what can be learned from previous implementations of the professional learning communities' framework and how future models may be developed that are more meaningful and effective.

TCH-526: Teaching, Learning, and Collaborative Structures in a Professional Learning Community **4 credits**

This course examines the shift in emphasis from teaching to learning and the role of the teacher as designer and facilitator in professional learning communities. Students explore the impact of shared instructional leadership and the importance of collaboration and teamwork.

TCH-531: Instructional Leadership **4 credits**

Students acquire a repertoire of skills that enable them to function comfortably and effectively in a changing learning environment. The course provides teachers with an understanding of the complexity of being a leader in times of change. Students develop a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their school.

TCH-535: Legal Issues in Education **4 credits**

Teachers need to recognize potential legal issues, make informed judgments and decisions, and seek administrative and legal counsel, when necessary. This course provides teachers with a basic understanding of the legal principles directing the American school system, along with the legal case origins determining current classroom guidelines.

TCH-536: Classroom Engagement and Management **4 credits**

This course is designed to allow the teacher the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is given 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. Also EDU-536.

TCH-547: Data-Informed Decision Making for School Improvement **4 credits**

This course provides participants with a wide range of strategies to facilitate the process of school improvement through evidence-based inquiry. Students utilize systematic processes to describe the existing environment and areas of weaknesses in order to facilitate and promote continuous and sustainable school improvement through innovation and change.

TCH-587: Educational Action Research **4 credits**

This course is designed to provide the theoretical foundation and framework of action research. Special emphasis is placed on an examination of the basic principles of qualitative research methodologies, which lead to the design and implementation of a peer-supported action research project.

Technical Credits (TEC)

TEC-511: Technology Foundations in Education **4 credits**

This course introduces learners to NETS standards for students and teachers; digital citizenship and responsibility; legal and ethical use guidelines; and transitioning instruction to integrate technology. This course also addresses portfolio use professionally and with students. Technology dispositions, expectations, and guidelines are emphasized for being a 21st century educator.

TEC-537: Strategies and Integration of Productivity Software **4 credits**

Emphasis of this class is placed on the sophisticated integration of software into teaching. Subjects include utilizing advanced word processing and database applications in the classroom, publishing software as teaching tools for interactive learning, and using Web freeware as a viable alternative in schools. This course encompasses the development of a final project that incorporates different technology uses.

TEC-538: Learning in the Digital Age **4 credits**

The focus of this course is to provide learners with instructional strategies using theories of brain compatible learning, multiple intelligences, emotional IQ, personality profiles to match learning styles and basic exploration of how to integrate instruction and curriculum with these theories, and the use of current technologies.

TEC-539: Digital Media in Education **4 credits**

In this course, students examine steps for planning, creating, and managing digital stories and presentations using software and tools for a variety of platforms. Attention is given to the use of digital Web software, use of media forms, and slideshows for instruction. Student activities tied to academic content standards and legal and ethical issues of displaying information on the Web are addressed.

TEC-542: Development and Design of Media in Educational Settings **4 credits**

Course participants 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 manipulation of images, social networking, podcasting, the use of digital cameras in the classroom, and integrating Web and print design into instruction.

TEC-546: Assessment and Technology **4 credits**

Participants explore various technology-based assessment tools used for formative and summative assessments. Students 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.

TEC-551: Multimedia Instructional Strategies **4 credits**

This course focuses on the effective use of multimedia in classroom instruction. Participants learn to select and evaluate appropriate multimedia resources, and correlate instruction to

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multimedia resources. This course addresses curriculum mapping and using backward design to unwrap the NETS standards.

TEC-571: Distance Learning in Education 4 credits

The purpose of this course is to expand students' knowledge of lesson preparation and activities, as well as basic curriculum development and design principles, for distance education. The course explores distance education including history, theories, and practical applications. A variety of online facilitation techniques are explored in this course.

TEC-591: Internship 4 credits

This supervised internship encourages a cooperative arrangement among the key stakeholders. Upon completion, the candidate possesses an understanding of the complexity of being a leader in school and classroom technology use and training, ranging from development of a vision for technology support to demonstrating practical skills, such as writing a grant, researching funding sources, developing a series of training sessions, and ensuring smooth day-to-day technology integration in teaching. Defense of the final learning project is required.

Theater and Drama (TRE)

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.

TRE-245: Fundamentals of Theatrical Design 4 credits

This course is a detailed study of the art and craft of designing and executing stage make-up. Topics include two-dimensional, three-dimensional, and special effects make-up. Students may also design and supervise make-up for Grand Canyon University Theatre productions. This course includes a comprehensive study of the major periods of costume history and the process of designing costumes for the theatre.

TRE-253: Acting II 4 credits

This is an advanced acting course emphasizing scene study and textual analysis, allowing students to concentrate on the method and technique of building a character. Prerequisite: TRE-145.

TRE-315: Technology for Theatre Educators 3 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-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-325≠Δ: 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. Prerequisite: Fingerprint Clearance.

TRE-330≠Δ: 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 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 hours: 30.

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.

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. Prerequisite: Fingerprint Clearance.

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

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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. Prerequisite: Fingerprint Clearance.

TRE-439≠: Stage Direction 4 credits

This course is a study of theories and techniques of interpreting and directing plays through lectures and demonstrations. Students are required to participate in laboratory projects in directing one-acts or scenes from full-length plays.

TRE-475: 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. Prerequisite: TRE-130.

TRE-480A: Student Teaching: Elementary Theatre 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. Prerequisites for A: Successful completion of all courses in POS and content area; senior status; a 3.0 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. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

TRE-480B: Student Teaching: Secondary Theatre 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, professional preparation, and curriculum development, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. 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 Assessments (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

Teaching English to Speakers of Other Languages (TSL)

TSL-531: Foundations of Instruction for English Language Learners 4 credits

This course provides the historical, sociological, political, and legal foundations of instructional programs for English language learners in the United States. This framework serves as a basis for understanding, comparing, and evaluating current language models and prototypes. This course also introduces students to primary theories of language learning and current methodologies and practices.

TSL-534: Methods of Teaching English and Grammar to Speakers of Other Languages 4 credits

In this course, students are instructed in immersion strategies, English language development strategies, and numerous research-based methodologies in current practice. Students examine ways of organizing the classroom for optimal language learning, including especially cooperative learning. In the course setting, they also develop, practice, and assess language lessons that align with state and national standards for teaching English language learners.

TSL-536: English Linguistics 4 credits

This course familiarizes students with the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language. Other topics introduced are pragmatics, semantics, sociolinguistics, historical linguistics, and first and second language acquisition. Although emphasis is placed on descriptive analysis of the English language, examples and illustrations from several language systems are used.

TSL-537: Teaching a Second Language in the Content Areas 4 credits

The purpose of this course is to equip students with an awareness and sensitivity to the complexity and content-specific nature of language in curricular areas such as science, mathematics, and social studies. Students examine ways to integrate second language acquisition research (implications for teaching of comprehension, reading, and writing); literacy; and content area instruction in elementary, middle school, and high school settings. Students create content-based language lessons that address a variety of learner proficiencies and cultural experiences.

TSL-540: Curriculum Development and Assessment 4 credits

Teachers must be course developers as well as designers of instruction for daily and weekly lessons. In this course, students compare Sheltered Immersion Observation Protocol (SIOP) and Understanding by Design (UbD). They also fully examine assessment for the purposes of identification, placement, and instructional delivery. They subsequently design and fully develop the materials for a language unit that aligns with the state and national standards and current assessment practices.

TSL-545: Teaching in a Pluralistic Society 4 credits

To be an effective educator, one needs knowledge of how student diversity affects and influences instruction. This course gives attention to instructional models that have proven successful with students from diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. It presents the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture and

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history, as well as understanding cultural and individual differences in teaching and learning.

TSL-546: Language and Reading Acquisition Theories and Research **4 credits**

The focus of the course is to prepare classroom teachers to critically read published research on the current, central issues in the study of child language acquisition and the teaching of reading to speakers of other languages; to integrate those findings with personal experience in order to make reflective instructional decisions; and to participate in pedagogical research and theory building. Using the knowledge acquired during the course, students develop a study team to improve instructional practices based on research findings. The study team implements strategies and provides feedback and data on the application of the research findings.

TSL-560: TESOL Practicum **4 credits**

TESOL students have direct participation and experience with English language learners—whether children or adults—at their chosen level of instruction. In a supervised classroom, they practice teaching and management skills; conduct assessments; and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community.

University Studies (UNV)

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-103: University Success **4 credits**

This course is designed to provide students opportunities to develop and strengthen skills necessary to enhance the 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-106HON≠: 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 in the honors program.

UNV-108: University Success in the College of Education **4 credits**

This course is designed to provide education students opportunities to develop and strengthen skills necessary to enhance their undergraduate experience. It provides positive reinforcement of successful learning strategies, assistance with adaption to the GCU academic environment, and the foundation for success in the education area of study.

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-200: History of Ideas **4 credits**

This course is an introduction to the history of Western ideas and aesthetics—from the age of Classicism, through Christianity, the Renaissance, the Reformation, the Enlightenment, Romanticism, Modernism, and Globalism—designed to provide students with a better understanding of how modern Western worldviews are informed by historical human thought and events. These views are further examined in light of the aesthetics of their ages, especially through literature, visual art, architecture, and music that reflect the thoughts and feelings of the movements.

UNV-300: Study Abroad **1–16 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: 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 include the values of higher education, programming the mind for success, building interpersonal relationships, making the grade, decoding the professors, finance and time management, degree and campus planning, effective communication, confidence and leadership, health and fitness, stress management, keeping faith, and others.

UNV-315: Introduction to Interdisciplinary Studies **4 credits**

This course introduces concepts and methods of interdisciplinary study and critical analysis of contemporary vocational and cultural trends.

UNV-350: Applied Interdisciplinary Studies **4 credits**

This is an online course where students gain practical knowledge and apply interdisciplinary coursework as it applies to real world settings. This capstone project is required. Prerequisites: UNV-315, SOC-369, INT-454.

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UNV-492A: Internship I **2 credits**

This internship provides an opportunity for students to practice principles learned in their liberal arts major, functional area, or field of study, or to observe in an area being considered for graduate or professional school. Prerequisite: College approval.

UNV-492B: Internship II **2 credits**

This internship provides an opportunity for students to practice principles learned in their liberal arts major, functional area, or field of study, or to observe in an area being considered for graduate or professional school. Prerequisites: UNV-492A and college approval.

UNV-501: 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. No practicum/field experience required. No Fingerprint Clearance necessary.

UNV-502: 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: 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: Introduction to Graduate Studies in the Ken Blanchard 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 Ken Blanchard College of Business. Emphasis is placed on utilizing the tools for graduate success.

UNV-505: 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: Introduction to Graduate Studies in the Health Care Professions **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 care professions. Emphasis is placed on utilizing the tools for graduate success.

Creative Arts in Worship (WOR)

WOR-302: Personal Worship Planning **3 credits**

This course focuses on the development of private devotional worship and its necessity as a base for leading public corporate worship. Prerequisite: WOR-201.

WOR-401: Worship Leading Seminar **3 credits**

This course focuses on developing the leadership skills of those responsible for guiding corporate worship. Prerequisite: WOR-201.

WOR-475: Issues in Contemporary Worship Ministry **3 credits**

Examining current movements, trends, leaders, and perspectives affecting worship and worship styles in the United States and around the world is imperative to becoming an effective worship leader. Topics will include efforts being made in the local church, regional church, and national ministries to establish unique worship programs. Contemporary worship and classical worship styles will be discussed and defined. Particular attention will be given to understanding worship through the eyes of the audience as well as the leader.

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.

YMN-450: Adolescent Culture and Evangelism **4 credits**

This course focuses on sociological understanding of adolescent culture and the social problems confronting youth. By focusing on the process of contextualization, this course challenges students to assess, develop, and change paradigms in order to minister to adolescents in and out of a Christian environment. Prerequisite: YMN-305.

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 counseling from a practical theology and biblical perspective. The course

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addresses counseling 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 “counseling first aid” where students will learn basic helping skills. This course does not qualify students to be clinical or pastoral counselors. Prerequisite: YMN-305.

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