Grand Canyon University
Academic Catalog
2009-2010

Spring 2010 Update

Academic Programs Version Record

Edition	Version	Updated	Changes Made
Spring 2010	1.3	04/12/10	▪ Continued updates to programs affected by the advent of the four-credit model.
Spring 2010	1.2	01/08/10	▪ Updated affected programs to reflect four-credit model.

Fall 2009	1.1	10/12/09	▪ Updated the following programs:
			  ▪ Doctor of Education in Organizational Leadership Emphasis in Organziational Development.
			  ▪ Registered Nurse to Bachelor of Science in Nursing (RN to BSN)
			▪ Added the following programs for the Fall 2009 semester:
			  ▪ Doctor of Education in Organizational Leadership
			  ▪ Emphases in Effective Schools
			  ▪ Emphasis in Higher Education Leadership
			  ▪ Emphasis in Instructional Leadership
			  ▪ Emphasis in Behavior Health
			  ▪ Emphasis in Organizational Development
			▪ Added and updated programs for the Spring 2010 semester. See the New Program Appendix.

Summer 2009	1.0	03/27/09	▪ Extracted academic policies from Academic Catalog and relocated them to the Academic Policy Handbook.
			▪ Updated the Degrees Offered section.
			▪ Updated course information in the Master of Science in Addiction Counseling.
			▪ Retired the Bachelor of Science in Corporate Fitness and Wellness.
			▪ Added information about additional technology requirements to the following:
			  ▪ Bachelor of Arts in Communications;
			  ▪ Graphic Design/Animation Concentration.
			▪ Added information about additional

Fall 2009	1.1	11/24/2009	▪ Added new 4-credit programs as a special section in catalog, specifying that these programs would be “beginning Spring 2010.” Course descriptions were integrated into the current Course Descriptions section at end of catalog.
Spring 2010	1.2	1/8/2010	▪ Replaced 3-credit programs with new 4-credit programs, retaining some existing 3-credit programs where appropriate.
Spring 2010	1.3	3/19/2010	▪ Added College of Fine Arts and Production section to include only four programs and the marker “Coming in Fall 2010.” ▪ Added College of Doctoral Studies section and moved the five existing doctoral degress from the College of Education to the Doctoral Studies section. ▪ Added Bachelor of Science in Sports Management and Master of Science in Accounting to College of Business section. ▪ Revised MS-Nursing FNP program and added Acute Care Nurse Practitioner program. ▪ Replaced remaining three 3-credit BS in Secondary Education Emphases with 4-credit versions.

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

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.

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Degrees Offered

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

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
- Education and Effective Schools
- Instructional Leadership
- Higher Education Leadership
- Organizational Development

Graduate Programs

Master of Arts in Teaching

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

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¢
- Educational Administration*
  - Emphasis in Organizational Leadership¢
- Elementary Education*¢
- Secondary Education*¢
- Special Education*¢
- Special Education for Certified Special Educators¢
- Teaching English to Speakers of Other Languages¢

* Eligible for Institutional Recommendation/Credential

¢ Not Eligible for Institutional Recommendation/Non-Credential

Master of Business Administration

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

- Emphases in:
  - Accounting
  - Finance
  - Leadership
  - Marketing
  - Strategic Human Resource Management
- MBA/MS in Leadership (Dual-Degree)
- MBA/MS in Nursing (Dual-Degree)

Additional Degree Program

- Executive Master of Business Administration

Master of Science

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

- Accounting
- Addiction Counseling

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- Criminal Justice
  - Emphasis in Law Enforcement
  - Emphasis in Legal Studies
- Health Care Administration
- Leadership
  - Disaster Preparedness and Executive Fire Leadership
- Nursing
  - Acute Care Nurse Practitioner
  - Adult Clinical Nurse Specialist
  - Adult Clinical Nurse Specialist with Education Focus
  - Family Nurse Practitioner
  - Registered Nurse to Master of Science
  - Emphasis in Nursing Education
  - Emphasis in Nursing Leadership in Health Care Systems
- Professional Counseling
  - Marriage and Family Therapy
- Psychology
  - Emphasis in General Psychology
  - Emphasis in Industrial and Organizational Psychology

Undergraduate Programs

Bachelor of Arts

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

- Christian Studies
- Communications
- English Literature
- History
- Interdisciplinary Studies

Bachelor of Science

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

- Accounting
- Addiction Counseling
- Applied Management
- Athletic Training
- Biology
  - Emphasis in Pre-Medicine
  - Emphasis in Pre-Pharmacy
  - Emphasis in Pre-Physician Assistant
- Business Administration
- Elementary Education
  - Emphasis in Early Childhood Education*
  - Emphasis in English*
  - Emphasis in Math*
  - Emphasis in Science*
- Elementary Education/Special Education*
- Entrepreneurial Studies
- Exercise Science
  - Emphasis in Athletic Coaching
  - Emphasis in Health Education
  - Emphasis in Physical Education
  - Emphasis in Pre-Physical Therapy
- Finance and Economics
- Health Care Administration
- Health Sciences: Professional Development and Advanced Patient Care
- Justice Studies[§]
- Marketing
- Medical Imaging Sciences
- Nursing
  - Pre-licensure Program
  - Registered Nurse to BSN
- Psychology[§]
- Public Safety and Emergency Management
- Respiratory Care
- Secondary Education
  - Emphasis in Biology*
  - Emphasis in Business Education*
  - Emphasis in Chemistry*
  - Emphasis in English*
  - Emphasis in Math*
  - Emphasis in Physical Education*
  - Emphasis in Social Studies*
- Sociology[§]
- Sports Management

*Eligible for Institutional Recommendation/Credential

[§] Minor Recommended

Graduate and Undergraduate Certificates

- Certificate of Completion in Advanced Graduate Studies in Addiction Counseling
- Certificate in Emergency Management: Health Care
- Certificate in Emergency Management: Public Safety

Post Master of Science – Nursing Certificates

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

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General Education Requirements

Overview

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	Graduates of Grand Canyon University will complete one of the following UNV Foundational courses: UNV 103 for students entering with under 36 credit hours or UNV 303 for students transferring 36 or more credit hours.	▪ 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.	▪ ENG 105 English Composition I, 4 credits ▪ ENG 106 English Composition II, 4 credits ▪ COM 126 Communication and the Media, 4 credits	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.	▪ CWV 101 Christian Worldview, 4 credits	4
Critical Thinking	Graduates of Grand Canyon University will be able to use various analytic and problem-solving skills to examine, evaluate, and/or challenge ideas and arguments (mathematics, biology, chemistry, physics, geology, astronomy, physical geography, ecology, economics, theology, logic, philosophy, technology, statistics, accounting, etc.). Students are required to take 3 credits of college-level mathematics.	▪ MAT 134 Applications of Algebra, 4 credits ▪ PHI 103 , Introduction to Philosophy and Ethics, 4 credits ▪ BIO 100 & Lab, Biology Concepts, 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 102, General Psychology, 4 credits ▪ SOC 102 Introduction to Sociology, 4 credits Psychology students avoid PSY 102. Sociology students avoid SOC 102.	6-8

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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Policies

Christian studies courses may be taken from the Christian Foundations and/or the Christian Expressions categories. Various programs of study may also specify particular courses that can be used to fulfill the Christian Studies requirement.

GCU will accept transfer credits to meet the General Education Christian Studies requirements that have the following course prefixes and meet the specified guidelines:

- A course prefix that indicates Biblical, theological, and/or religious studies courses (e.g., BIB, THEO, REL)
- A course prefix that indicates Christian studies or Christian leadership or ministry courses (e.g., MIN – Ministry, CHL – Christian Leadership)
- Courses with HUM (Humanities) prefix may also be used to satisfy this requirement but will be reviewed on a case by case basis
- Courses which are deemed equivalent to any GCU course which satisfies the Christian Studies requirement.

Assessed Placement in Mathematics & English Classes

All students enrolling in Applications of Algebra (MAT 134) or College Algebra and Trigonometry (MAT 250) must take a mathematics placement test. All students enrolling in English Composition I (ENG 105) must take a writing placement test. Being placed in the course that is appropriate for students' experience and knowledge is important for success. Students who enroll in a course that is more advanced than the course recommended by the placement exam risk earning sub-standard grades.

Students should take placement tests before the start of classes and within the appropriate time window for a given semester (see below).

Placement Time Frames

Because skills can atrophy over time, placement tests for a course must be taken reasonably close in time to the semester when the course is taken. The time window for each semester is given below.

Semester of Course	Time Window for Placement Test
Fall	the preceding Spring semester
Spring	the preceding Fall semester
Summer Session	the preceding Spring semester

Math Placement Results

- Total Correct Score less than 40 - Student is ready for placement into mathematical concepts (MAT 110).
- Total Correct Score between 40 and 62 – Student is ready for placement into intermediate algebra (MAT 134).
- Total Correct Score above 62 - Students should be considered for placement into college algebra (MAT 250) or a credit-bearing course immediately preceding calculus should they require it.

The following are the ways a student can waive the Math placement test requirement:

- 100-level college transfer work with MAT prefix
- ACT scores greater than 21
- SAT Verbal scores higher than 470
- IB/AP test scores

English Placement Results

- Total Correct Score less than 70 - Student is ready for placement into Writing Concepts (UNV 100).
- Total Correct Score between 70 and 90 - Student is ready for placement into Academic Writing (ENG 105).

The following are the ways a student can waive the English placement test requirement:

- 100-level college transfer work with ENG prefix
- ACT scores greater than 21
- SAT Verbal scores higher than 470
- IB/AP test scores

Degree Emphasis

By the beginning of the junior year, undergraduate students are required to select one subject area, a major, in which they must present at least 30 semester hours of acceptable credit. In certain areas of study, the number of hours required for a major exceeds 30. At least 15 hours must be upper division. Transfer students should consult the paragraph concerning Minimum Residence. Students must also have a cumulative 2.00 GPA in their major. Courses with a grade below 2.0 are not permitted to count toward the major. A candidate for a secondary teaching certificate must have a 2.50 average or above in the teaching major.

Undergraduate students may also select a different subject area, to be known as the minor, in which they must present 18+ hours of acceptable credit. Of these hours, six must be from upper division courses. Students must have a 2.00 GPA in their minor and are not permitted to count in the minor any course with a grade below 2.00.

Students who want certification to teach their minor subject area should earn 24 hours in that field. Students should consult the College of Education for details.

A student may elect to complete a second major in lieu of a minor. A student who chooses to complete two majors will earn only one baccalaureate degree. (If two baccalaureate degrees are sought, see Double Degree policies.)

No course may count toward hours required for the completion of both major and minor, or both majors if pursuing a second major in lieu of a minor.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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The Ken Blanchard College of Business

College of Business 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 Association of Collegiate 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 Marketing, Executive Master of Business Administration, and Master of Business Administration.

In addition to its degree offerings, the Ken Blanchard College of Business offers students the opportunity to be members of two student organizations:

- Institute of Management Accountants (IMA) Student Chapter, is open to any student interested in business, is affiliated with the Phoenix Chapter of the IMA. Primary activities include sponsoring guest speakers, visiting area businesses, performing community service projects, and participating in Phoenix Chapter IMA events.
- Delta Mu Delta, a national honor society, is open to both graduate and undergraduate students by invitation only based primarily upon scholastic achievement.

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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. 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.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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Degree Requirements

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

Accounting Major

ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
MKT 245	Principles of Marketing	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
ACC 350	Managerial Accounting	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 355	Intermediate Accounting	4 credits
ACC 360	Cost Accounting	4 credits
ACC 460	Taxation	4 credits
ACC 485	Advanced Accounting	4 credits
ACC 486	Financial Statement Analysis	4 credits
MGT 455	Production/ Operations Management	4 credits
ACC 491	Auditing	4 credits
BUS 485[Δ]	Strategic Management[Δ]	4 credits
Total Accounting Major		64 credits

Bachelor of Science in Business Administration

Grand Canyon University's Bachelor of Science in Business Administration 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
Total Business Administration	56 credits
Total Electives Major	24-30 credits
Total Bachelor of Science in Business Administration	120 credits

Business Administration Major

ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
MKT 245	Principles of Marketing	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
ACC 350	Managerial Accounting	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 Entrepreneurial Studies

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

Degree Requirements

Total General Education	34-40 credits
Total Entrepreneurial Studies Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Entrepreneurial Studies	120 credits

Entrepreneurial Studies Major

ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
MKT 245	Principles of Marketing	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
ACC 350	Managerial Accounting	4 credits
MGT 420	Organizational Behavior and Management	4 credits
BUS 352	Business Statistics	4 credits
FIN 350	Fundamentals of Business Finance	4 credits

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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[Δ]	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
Total Marketing Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Marketing	120 credits

Finance and Economics Major

ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
MKT 245	Principles of Marketing	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
ACC 350	Managerial Accounting	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 marketing principles, marketing management, and the key elements of advertizing and public relations.

Degree Requirements

Total General Education	34-40 credits
Total Marketing Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Marketing	120 credits

Marketing Major

ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
MKT 245	Principles of Marketing	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
ACC 350	Managerial Accounting	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[Δ]	4 credits
Total Marketing Major		56 credits

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
Total Sports Management Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Sports Management	120 credits

Sports Management Major

ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits

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MKT 245	Principles of Marketing	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
ACC 350	Managerial Accounting	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
BUS 232	Introduction to Sports 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 Mangement Major		56 credits

Internship Guidelines

Internships are strongly recommended for all academically qualified campus students and are available in Fall, Spring, and Summer semesters for any discipline taught in the Ken Blanchard College of Business. In order to make arrangements for an internship, the student should see the Director of the Internship Program.

Guidelines for a Business Internship

Internships are limited to students who have completed at least two years of college work.

A maximum of two semesters of internships may be taken. The second semester should be taken with a different organization than the first.

A maximum of six credit credits can be awarded. Normally, internships are for three credit credits per semester. Interns are expected to complete a minimum of 45 hours of documented work for each academic credit earned.

No academic credit will be granted for performing duties in the student's current job. An internship with a student's past or current employer must be for a special internship assignment and not be a part of his or her regular job assignment. In no case will academic credit be granted for work done in the past.

A faculty member within the Ken Blanchard College of Business will serve as faculty sponsor for their internship. The faculty sponsor will assist the student in developing written goals for the internship and in working with the student's employing organization.

A Reflection Paper is required of all interns. Normally, this is written at the end of the internship experience. It should include the intern's self-evaluation of whether the internship goals were met and why. It should also include a discussion of how the skills needed to succeed in the internship compare with those developed within the coursework included in the student's academic major. The faculty sponsor and the Director of the Internship Program will grade reflection papers.

At the end of the semester, interns will receive a grade of either credit (CR) or non-credit (U). The Director of the Internship Program and the faculty sponsor will make this determination based on the quality of the intern's reflection paper and the written evaluation of the intern's supervisor in the employing organization.

School of Business Studies: Graduate Programs

The Ken Blanchard College of Business offers the Master of Business Administration (MBA) program, which is designed for working professionals, provides emphases in Accounting, Finance, 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 Association of Collegiate 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.

Additional Graduate Business Admission Requirements

Students must have the equivalent of two years full-time professional work experience prior to entering the MBA program. GMAT scores are not required but are considered if submitted. Students with a GPA above 2.0 but below 2.8 and/or a non-business undergraduate degree may be admitted on a probationary basis but must successfully complete the four MBA Fundamentals courses with a cumulative GPA of 3.0 or higher.

Students of the Ken Blanchard Executive Master of Business Administration program must have, at least, five to seven years management experience at or above the Director level. They must also have corporate sponsorship and successfully complete a pre-admission interview with the Program Director.

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,

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passionate employees, devoted customers, satisfied investors, and grateful communities.

MGT 630	Leading Self	3 credits
MKT 631	Customer Value and Service Excellence	3 credits
MKT 632	Solutions-Based Relationship Management and Branding	3 credits
ACC 633	Financial Intelligence and Decision Making	3 credits
FIN 634	Balancing Conflicting Financial Interests	3 credits
MGT 635	Leveraging Human Capital	3 credits
MGT 636	Leading Others	3 credits
BUS 637	Serving Communities	3 credits
ECN 638	Growth Strategies	3 credits
MGT 639	Strategic Advantage within the Global Economy	3 credits
BUS 640	Building Efficient Organizations	3 credits
BUS 641	Building Innovative Organizations	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.

MGT 604	Organizational Behavior	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
HRM 640	Designing HR for Competitive Advantage	4 credits
Total Master of Business Administration		52 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 nonbusiness 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.

MGT 604	Organizational Behavior	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
ACC 651	Internal Auditing	4 credits
ACC 660	Advanced Financial Accounting	4 credits
Total Master of Business Administration with an Emphasis in Accounting		52 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 nonbusiness 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.

MGT 604	Organizational Behavior	4 credits
ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits
MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
FIN 655	Investments	4 credits
FIN 660	Advanced Financial Strategies	4 credits
Total Master of Business Administration with an Emphasis in Finance		52 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 nonbusiness 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.

MGT 604	Organizational Behavior	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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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		52 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 nonbusiness 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.

MGT 604	Organizational Behavior	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		52 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 nonbusiness 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, offered by the Ken Blanchard College of Business, 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.

MGT 604	Organizational Behavior	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		52 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

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subsequent semester to ensure successful completion. Students with a nonbusiness 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.

ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
BUS 611	Financial Research and Business Modeling	4 credits
ACC 653	Advanced Managerial and Cost Accounting	4 credits
ACC 655	Compliance in Financial Reporting	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	Accounting for 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		48 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 nonbusiness 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: 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 Sciences 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.

MGT 604	Organizational Behavior	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 625	Organizational Culture and Team Leadership	4 credits
LDR 640	Leadership and Innovation	4 credits
Total Master of Business Administration and Master of Science in Leadership		64 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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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 nonbusiness 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.

ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
MGT 604	Organizational Behavior	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		64 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 nonbusiness 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

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

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

- Master of Science in Leadership;
- Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership
- Certificate in Emergency Management: Health Care; and
- Certificate in Emergency Management: Public Safety.

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.

Degree Requirements

Total Applied Management Major	36 credits
Total Transfer and Elective Credits	84 credits
Total Bachelor of Science in Applied Management Credits	120 credits

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Applied Management Major

PSC 410	Servant Leadership	4 credits
PSC 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
AMP 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
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
PSC 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 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.

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 625	Organizational Culture and Team Leadership	4 credits
LDR 630	Servant Leadership	4 credits
LDR 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		36 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

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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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.

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 625	Organizational Culture and Team Leadership	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		36 credits

Certificate in Emergency Management: Health Care

The primary purpose of the Emergency Management Certificate: Health Care is to serve the needs of workers in the health care industry by addressing key aspects of natural and human-caused disasters. Recipients of the Certificate will possess a knowledge and experience-based approach to strategic planning for disaster prevention, reduction, response, and recovery. Interested candidates for the certificate program include those working in the Health Care field and who have completed programs in emergency medical response, nursing, or other related fields under the general umbrella of Health Care and Health Care administration. While a bachelor's degree or higher is required to receive transcript credit, the certificate program is open to all others as well.

EMM 645	Disaster Medical Management I	3 credits
EMM 655	Disaster Medical Management II	3 credits
EMM 665	Crisis and Continuity Management for Health Care Personnel	3 credits
Total Certificate in Emergency Management: Health Care		9 credits

Certificate in Emergency Management: Public Safety

The primary purpose of the Emergency Management Certificate: Public Safety is to serve the needs of emergency management professionals by addressing key aspects of natural and human-caused disasters. Recipients of the Certificate will possess a knowledge and experience-based approach to strategic planning for disaster prevention, reduction, response, and recovery. Interested candidates for the certificate program include those working in Police, Fire, and other Public Safety Agencies and who have completed academic work in one of several fields including fire protection, emergency medical response, law enforcement, environmental health and safety, and other related fields. While a bachelor's degree or higher is required to receive transcript credit, the certificate program is open to all others as well.

EMM 640	Emergency Planning and Management	3 credits
EMM 650	Economic and Human Issues in Emergency Management	3 credits
EMM 660	Law and Legal Issues in Emergency Management	3 credits
Total Certificate in Emergency Management: Public Safety		9 credits

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The College of Doctoral Studies

College of Doctoral Studies 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 Program Goals

Doctoral Programs

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

The Doctor of Education in Organizational Leadership program develops leaders capable of generating new knowledge and responsibly applying knowledge to achieve organizational outcomes. Students will study the major bodies of literature in leadership, will reflect critically on existing theory, and will identify appropriate applications of theory in educational, business, and other organizational environments. Students will develop academic and organizational research expertise through the study of statistics and research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

The Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health program is designed specifically for practicing behavioral health professionals, including licensed professional counselors, licensed marriage and family therapists, licensed social workers, school counselors, psychiatric nurses, and behavioral health agency managers. Students must hold a master's degree in a behavioral health-related field to participate in this program, which assists students with their development into behavioral health servant leaders who are ethical agents of change with diverse populations in a wide variety of behavioral health organizational settings.

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
PCN 805	Consultation for Behavioral Health Professionals	3 credits
PCN 810	Organizational Psychology	3 credits
RES 861	Analysis of Existing Research	3 credits
LDR 809	Servant Leadership	3 credits
LDR 825	Strategic Planning and Change	3 credits
PCN 815	Psychology of Motivation	3 credits
PCN 820	Behavioral Health Clinical Supervision	3 credits
PCN 825	Ethics and Behavioral Health Leadership	3 credits
RES 862	Understanding Research and Methodology	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 871	Developing the Formal Proposal	3 credits

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LDR 804	Leading Across Cultures	3 credits
LDR 805	Innovation: The Last Frontier of Competitive Advantage	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health		60 credits

Doctor of Education in Organizational Leadership with an Emphasis in Education and Effective Schools

The Doctor of Education in Organizational Leadership program develops leaders capable of generating new knowledge and responsibly applying knowledge to achieve organizational outcomes. Students will study the major bodies of literature in leadership, will reflect critically on existing theory, and will identify appropriate applications of theory in educational, business, and other organizational environments. Students will develop academic and organizational research expertise through the study of statistics and research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

The Doctor of Education in Organizational Leadership with an Emphasis in Education and Effective Schools program ensures that educational leaders apply leadership theory and practice to topics of interest and issues transforming the current educational system. The program provides the knowledge and skills that educational leaders need to conceive new strategies of practice by forecasting the future of the educational system, the institutions, and the constituencies they serve.

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
EDA 805	Effective Schools Research	3 credits
EDA 810	Case Studies of Effective Schools	3 credits
RES 861	Analysis of Existing Research	3 credits
LDR 809	Servant Leadership	3 credits
LDR 825	Strategic Planning and Change	3 credits
EDA 815	Leadership for Continuous School Improvement	3 credits
EDA 820	Leadership and Sustainable Educational Change: The District Context	3 credits
EDL 810	Staff Development and Deep Organizational Learning	3 credits
RES 862	Understanding Research and Methodology	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 871	Developing the Formal Proposal	3 credits
LDR 804	Leading Across Cultures	3 credits
LDR 805	Innovation: The Last Frontier of Competitive Advantage	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Education and Effective Schools		60 credits

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

The Doctor of Education in Organizational Leadership program develops leaders capable of generating new knowledge and responsibly applying knowledge to achieve organizational outcomes. Students will study the major bodies of literature in leadership, will reflect critically on existing theory, and will identify appropriate applications of theory in educational, business, and other organizational environments. Students will develop academic and organizational research expertise through the study of statistics and research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

The Doctor of Education in Organizational Leadership with an Emphasis in Instructional Leadership program is designed for students interested in the Pre-K-12 arena. This program is focused on addressing real-world challenges and opportunities facing school leaders in the 21st century and is designed to develop the skills required to translate theory into effective, innovative leadership practices and to sustain continuous school improvement measures. The specialization is designed to be completed within three years, with all courses taken in sequence, allowing students to learn and build professional relationships with the same cohort of colleagues. Students also have the opportunity to develop an applied research project (dissertation) that contributes to the solution of a recognized problem in the field.

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
EDL 805	Training and Collaboration for Learning	3 credits

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EDL 810	Staff Development and Deep Organizational Learning	3 credits
RES 861	Analysis of Existing Research	3 credits
LDR 809	Servant Leadership	3 credits
LDR 825	Strategic Planning and Change	3 credits
EDL 815	Systematic Structures for Innovation and Change	3 credits
EDL 820	The Systematic Use of Data for Innovation and Change	3 credits
EDL 825	Prevention and Intervention Strategies	3 credits
RES 862	Understanding Research and Methodology	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 871	Developing the Formal Proposal	3 credits
LDR 804	Leading Across Cultures	3 credits
LDR 805	Innovation: The Last Frontier of Competitive Advantage	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Instructional Leadership		60 credits

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

The Doctor of Education in Organizational Leadership program develops leaders capable of generating new knowledge and responsibly applying knowledge to achieve organizational outcomes. Students will study the major bodies of literature in leadership, will reflect critically on existing theory, and will identify appropriate applications of theory in educational, business, and other organizational environments. Students will develop academic and organizational research expertise through the study of statistics and research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

The Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership program prepares graduates to lead a higher education institution through strategy, financial management, and planning, both of the physical plant and of the human resources within the organization. Students learn about the foundation and history, organizational needs, and learning environment of higher education in order to lead the institutions of today and plan for the institutions of tomorrow.

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
EDU 805	The History and Politics in Higher Education	3 credits
EDU 810	Funding and Budgetary Challenges in Higher Education	3 credits
RES 861	Analysis of Existing Research	3 credits
LDR 809	Servant Leadership	3 credits
LDR 825	Strategic Planning and Change	3 credits
EDU 815	Curriculum Leadership and Development in Higher Education	3 credits
EDU 820	Supervision and Staff Development in Higher Education	3 credits
EDU 825	Facilities Management and Continuous Renewal	3 credits
RES 862	Understanding Research and Methodology	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 871	Developing the Formal Proposal	3 credits
LDR 804	Leading Across Cultures	3 credits
LDR 805	Innovation: The Last Frontier of Competitive Advantage	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership		60 credits

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

The Doctor of Education in Organizational Leadership program develops leaders capable of generating new knowledge and responsibly applying knowledge to achieve organizational outcomes. Students will study the major bodies of literature in leadership, will reflect critically on existing theory, and will identify appropriate applications of theory in educational, business, and other organizational environments. Students will develop academic and organizational research expertise through the study of statistics and research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

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In pursuing the Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development, students develop as servant leaders, acquiring the skills and knowledge to tackle the complex challenges facing modern organizations today.

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
ORG 805	The Nature and Dynamics of Organizations	3 credits
ORG 810	Leading the New Organization	3 credits
RES 861	Analysis of Existing Research	3 credits
LDR 809	Servant Leadership	3 credits
LDR 825	Strategic Planning and Change	3 credits
ORG 815	Understanding Toxic Leadership	3 credits
ORG 820	Organizational Governance and Accountability	3 credits
ORG 825	Leading Value-Driven Organizations	3 credits
RES 862	Understanding Research and Methodology	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 871	Developing the Formal Proposal	3 credits
LDR 804	Leading Across Cultures	3 credits
LDR 805	Innovation: The Last Frontier of Competitive Advantage	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development		60 credits

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The College of Education

College of Education Description

The preparation of teachers and administrators for the public and private schools of our nation is a significant responsibility for the College of Education. The programs seek to ensure the highest level of professional and academic competence of the graduate in the classroom. 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://my.gcu.edu/education.

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..

College Features

The College of Education provides students with special program features. Practical classroom experience begins as early as the freshman year with a minimum of 100+ hours in the K-12 classroom prior to student teaching. Student teaching is offered in semester-long courses.

Faculty have significant experience in the K-12 school system and many adjunct faculty hold concurrent employment in the classroom and administrative positions.

The courses in education are planned to provide curricula for certification of elementary teachers, secondary teachers, special education teachers, and educational administrators. The student is strongly advised to contact the College of Education and/or the Arizona State Department of Education regarding certification information. The Grand Canyon University College of Education is approved by the Arizona State Board of Education to offer Institution Recommendations for the certification of elementary, secondary, special education teachers, and administrators. The Arizona state approved programs lead to Arizona certification and eligibility for an Arizona Institution Recommendation. Students of the College of Education are responsible for contacting their state Department of Education or Licensing Department for certification requirements and program approval.

College of Education Policies

Fingerprint Clearance

In most programs of study, the practicum/field experience begins as early as the third course. Prior to participation in any practicum/field experience, students must have submitted a copy of an official Arizona Fingerprint Clearance Card or the official results of their federal fingerprint background clearance from their state Department of Public Safety or comparable agency, or have one already on file with Grand Canyon University. Copies of this documentation should be faxed or scanned/e-mailed to the Teacher Education Specialists in the Office of Academic Counseling.

If students are seeking an Arizona Institutional Recommendation, they must have an Arizona Fingerprint Clearance Card, in addition to their own state's fingerprint or background clearance documentation.

Benchmarks

Based upon requirements established by the Arizona State Board of Education, all teacher candidates, (i.e., COE students who are in teacher-education programs), will have to demonstrate competency with essential knowledge, skills, and dispositions that are based upon the Arizona Professional Teaching Standards (APTS). Consequently, certain critical assignments in each course will be developed as benchmarks that serve as check points of student competencies. Some of the benchmarks will be practicum-based, and others will not. Benchmark rubrics inform students and instructors of the pre-established levels of competency performance for benchmark assignments.

Practicum Experiences

Practicum experiences are field-based learning opportunities that focus on observation, application, and reflection. Practicum experiences require the COE student to spend a prescribed amount of time in real-life classroom settings in order to demonstrate competency with predetermined activities that are aligned to professional standards in the field of education.

Basic Skills and Content Area Exams

College of Education students enrolled in Teacher Education Programs (with institutional recommendation [IR]) beginning with the 2009-2010 Academic Catalog must pass their state-mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area) prior to student teaching. Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPAs).

Teacher candidates residing in states that do not have state-specific mandated basic and/or content exams will be required to take the AEPA exams or the Praxis series®.

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Teacher candidates requiring Arizona certification in application for their local state licensure will need to complete the appropriate AEPA exams prior to receiving an Arizona IR. For content areas outside the approved AEPA areas, teacher candidates seeking Arizona certification will be required to hold 24 units in the certification content area.

Student Teaching

Taken at the conclusion of all course work; 16 consecutive weeks; an unpaid, full time placement with a COE approved cooperating teacher; the cooperating teacher must be certified in the area in which the student teacher is teaching; cannot be done over the summer months; required for an IR.

Eligibility for Student Teaching

- Must have all coursework completed within the program of study.
- Maintain a minimum GPA of a 2.8 for undergraduate students and 3.0 for graduate students.
- Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Office of Academic Advisement is able to complete the required registration process.
- Teacher candidates can view their program evaluations via the Web Advisor feature located on the MyGCU Web site. The Office of Academic Advisement is also available to discuss program progression and academic eligibility.
- Verification of a current State of Arizona Department of Public Safety Fingerprint Clearance Card.
- Students are not allowed to enroll in any course containing a practicum requirement including student teaching until documentation has been received and verified by the Office of Academic Records.

Application for Student Teaching

The student application can be found on the College of Education Web site at http://coe.gcu.edu/index.php?page=Field-Experience Deadlines for applying for student teaching are as follows:

- To teach during Fall semester – **February 1**
- To teach during Spring semester – **September 1**

No exceptions will be made to these deadlines, as placing students in appropriate settings is a lengthy process. Please consult Academic Counseling to determine academic eligibility for student teaching.

Student teaching may only be repeated once.

Internships

Internships are taken at the conclusion of all course work for eight consecutive weeks. They are unpaid, require half-time placement with an approved COE mentor administrator, cannot be done over the summer months, and are required for an institutional recommendation (IR).

All College of Education students seeking an Arizona teaching or administrative credential or an Institutional Recommendation "IR" must complete program requirements for their degree program which include verification of fingerprint clearance and a supervised student teaching or internship component after all course work has been completed.

Prospective Arizona teachers may be required to take and pass the appropriate Arizona Educator Proficiency Assessments (AEPA) for Arizona licensure. Students can access information on the AEPA at http://www.aepa.nesinc.com. It is the student's responsibility to determine what, if any, testing is necessary for their individual state.

For information on program requirements contact an academic advisor . For information on field experience requirements including: practicum, student teaching, and internships please contact the College of Education Field Experience Directors.

Undergraduate Programs

Students are given the choice of study in the areas of elementary education (grades K-8), secondary education (grades 7-12) with a second major in an academic area, and special education in cross-categorical.

Additional Undergraduate College of Education Admission Requirements

Application procedures and policies, specific to the College of Education, are available through the College of Education. It is the student's responsibility to enroll in the proper courses and to follow the policies and procedures of the University and the College of Education, regardless of the year of the Academic Catalog under which the student is enrolled. Admission to and continuance in the College of Education Teacher Education Program includes an evaluative component based upon the professional view of the College of Education faculty and their collective opinion of one's potential for success in the K-12 classroom.

Students are responsible for any follow-up necessary for completing their College of Education files. Any College of Education student file not completed prior to enrolling in EDU 303 will be put in hold status. Students will be notified in writing of the action taken on their applications by the dean representing the College of Education faculty, subject to grievance to the College of Education Dean and the Vice President for Academic Affairs.

All candidates must submit a copy of their Fingerprint Clearance Card from their state Department of Public Safety or comparable agency prior to enrolling in any field experience or practicum course, generally the third course of the declared program. Copies of the Fingerprint Clearance Card should be sent to your Academic Counselor or your Teacher Education Specialist.

The teacher education program of Grand Canyon University is approved by the Arizona State Board of Education. All Elementary Education, Special Education, and Secondary Certification majors must meet the requirements for the Grand Canyon University state-approved certification program prior to graduation. If state certification requirements change, students

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must meet the new requirements regardless of the Academic Catalog under which they will be graduating.

Additional COE Graduation Requirements

COE students are required to complete an assessment e-Portfolio. The e-Portfolio is the final assessment of students in each program, and is contributed to throughout the Program of Study. Final submission of the e-Portfolio is required to be eligible for graduation and must use the e-Portfolio product supported/used by GCU. Resources on the process and requirements can be found at the COE Web site and the Student Teaching Success Center for the College of Education.

Endorsements

Grand Canyon University does not issue endorsements.

Several different types of endorsements are made available through the various State Departments of Education. Students should contact their respective state agency to determine the range and requirements of endorsements that are offered.

For students seeking certification in Arizona, the College of Education offers the following courses for teacher candidates to obtain a full Arizona SEI Endorsement:

- Provisional Structured English Immersion – ESL 423N-SEI English Language Teaching: Foundations and Methodologies
- Full Structured English Immersion – ESL 433N-Advanced Methodologies and Assessments of Structured English Immersion

College of Education offers the following courses for practicing teachers to obtain a full Arizona SEI Endorsement:

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

Required Testing for Certification

Prior to certification, the Arizona Department of Education requires a passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment (AEPA) and a passing score on the subject knowledge portion of the AEPA. The College of Education recommends that the professional knowledge portion of the AEPA be completed at the same time as the subject knowledge exam required prior to student teaching. To receive Institutional Recommendation a student must take and pass the AEPA for Arizona certification. Students should check with their state department of education for their own state teacher certification guidelines.

Bachelor of Science in Elementary/ Special Education (Dual Degree)

(Eligible for Institutional Recommendation)

The Bachelor of Science in Elementary/Special Education (Dual Major) (Eligible for Institutional Recommendation) is a degree designed for students who seek an elementary or cross-categorical teaching certificate to teach children with special needs in the K-12 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. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning, 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 is completed in a regular education setting and 8 weeks is 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: mental retardation, 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 certification 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 credentialing program.

Degree Requirements

Total General Education	34-40 credits
Total Elementary/Special Education Major	84 credits
Total Electives	0-2 credits
Bachelor of Science in Elementary/Special Education (Dual Degree)	120 credits
Total Practicum	185 hours

Elementary Education/Special Education Major

EDU 310	Exploring Education as a Profession	4 credits
EDU 313N	Educational Psychology	3 credits
EDU 215[Δ]	Education Foundations and Framework	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
SPE 330	Special Education Foundations and Framework	4 credits
EDU 225	Instructional Technology	4 credits
EED 465	Curriculum, Methods, and Assessment: Social Studies	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	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 Mental Retardation and Strategies to Teach Individuals With MR	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
POS 301	Arizona/Federal Government	2 credits

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

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

Bachelor of Science in Elementary Education with an Emphasis in Early Childhood Education (Grades K-8)

(Eligible for Institutional Recommendation)

The Bachelor of Science in Elementary Education with an Emphasis in Early Childhood Education (Grades K-8) (Eligible for Institutional Recommendation) program is designed for students interested in the education of children in grades K-8, 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 the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 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 certification requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Catalog, the Academic Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Graduates of the Bachelor of Education in Elementary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education with an Emphasis in Early Childhood Education (Grades K-8) (Eligible for Institutional Recommendation)	120 credits
Total Practicum	105 hours

Elementary Education Major

EDU 310	Exploring Education as a Profession	4 credits
EDU 215[Δ]	Education Foundations and Framework	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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EDU 313N	Educational Psychology	3 credits
EDU 225	Instructional Technology	4 credits
EDU 450	Classroom Engagement and Management	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	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
EED 465	Curriculum, Methods and Assessment: Social Studies	4 credits
EED 475	Curriculum, Methods, and Assessment: Literacy and Language Arts 4-8	4 credits
POS 301	Arizona and Federal Government	2 credits

The 20 credits of the Early Childhood Education content area must be fulfilled. Grand Canyon University does not offer Early Childhood Education coursework at this time. An option is to transfer the Early Childhood Education credits from an accredited, GCU-approved institution. All students who meet the 20 credit hours for a content major will need to check with their state department to determine specific requirements for additional ECE credentialing. 20 credits

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

EED 480NA	Student Teaching Session A	6 credits
EED 480NB	Student Teaching Session B	6 credits
Total Elementary Education with an Emphasis in Early Childhood Education Major		80 credits

Bachelor of Science in Elementary Education with an Emphasis in English (Grades K-8)

(Eligible for Institutional Recommendation)

The Bachelor of Science in Elementary Education with an Emphasis in English (Grades K-8) (Eligible for Institutional Recommendation) program is designed for students interested in the education of children in grades K-8, 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 the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 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 certification requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Catalog, the Academic Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Graduates of the Bachelor of Education in Elementary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education with an Emphasis in English (Grades K-8) (Eligible for Institutional Recommendation)	120 credits
Total Practicum	105 hours

Elementary Education Major

EDU 310	Exploring Education as a Profession	4 credits
ENG 250	Analysis of World Literature	4 credits
ENG 358	Introduction to English Grammar and Linguistics	4 credits
ENG 260	English Literature I	4 credits
ENG 350	American Literature I	4 credits
EDU 215[Δ]	Education Foundations and Framework	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDU 313N	Educational Psychology	3 credits
	Elective: 200 level or above is required; ENG 415 is recommended	4 credits
EDU 225	Instructional Technology	4 credits
EED 465	Curriculum, Methods and Assessment: Social Studies	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EED 364	Curriculum, Methods, and Assessment: Science and Mathematics	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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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
POS 301	Arizona and Federal Government	2 credits

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

EED 480NA	Student Teaching Session A	6 credits
EED 480NB	Student Teaching Session B	6 credits
Total Elementary Education with an Emphasis in English Major		80 credits

Bachelor of Science in Elementary Education with an Emphasis in Math (Grades K-8)

(Eligible for Institutional Recommendation)

The Bachelor of Science in Elementary Education with an Emphasis in Math (Eligible for Institutional Recommendation) program is designed for students interested in the education of children in grades K-8, 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 the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 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 certification requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Graduates of the Bachelor of Education in Elementary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential. Students and applicants are responsible for contacting their state department of education for certification requirements and program approval.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education with an Emphasis in Math (Grades K-8) (Eligible for Institutional Recommendation)	120 credits
Total Practicum	120 hours

Elementary Education Major

EDU 310	Exploring Education as a Profession	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
EDU 215[Δ]	Education Foundations and Framework	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDU 313N	Educational Psychology	3 credits
	Elective: 200 level or above is required; MAT 274 is recommended.	4 credits
EDU 225	Instructional Technology	4 credits
EED 465	Curriculum, Methods and Assessment: Social Studies	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	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
POS 301	Arizona and Federal Government	2 credits

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

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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EED 480NA	Student Teaching Session A	6 credits
EED 480NB	Student Teaching Session B	6 credits
Total Elementary Education with an Emphasis in Math Major		80 credits

Bachelor of Science in Elementary Education with an Emphasis in Science (Grades K-8)

(Eligible for Institutional Recommendation)

The Bachelor of Science in Elementary Education with an Emphasis in Science (Grades K-8) (Eligible for Institutional Recommendation) program is designed for students interested in the education of children in grades K-8, 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 the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 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 certification requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Catalog, the Academic Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Graduates of the Bachelor of Education in Elementary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education with an Emphasis in Science (Grades K-8) (Eligible for Institutional Recommendation)	120 credits
Total Practicum	105 hours

Elementary Education Major

EDU 310	Exploring Education as a Profession	4 credits
PHY 104	Earth and Space Science	4 credits
PHY 102	Introduction to Physical Science	4 credits
BIO 130	Introduction to Life Sciences I	4 credits
BIO 250	Introduction to Life Sciences II	4 credits
EDU 215[Δ]	Education Foundations and Framework	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDU 313N	Educational Psychology	3 credits
	Elective: 200 level or above is required.	4 credits
EDU 225	Instructional Technology	4 credits
EED 465	Curriculum, Methods, and Assessment: Social Studies	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	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
POS 301	Arizona and Federal Government	2 credits

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

EED 480NA	Student Teaching Session A	6 credits
EED 480NB	Student Teaching Session B	6 credits

Bachelor of Science in Secondary Education with an Emphasis in Biology

(Eligible for Institutional Recommendation)

The Bachelor of Science in Secondary Education with an Emphasis in Biology (Eligible for Institutional Recommendation) is a degree offered by the College of Education in conjunction with the College of Liberal Arts for students desiring to prepare for a career in teaching grades 7 -12. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. The Secondary Education program is designed to prepare students for careers in middle schools and high schools. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Courses are taught by experts in their respective fields who share knowledge and experiences in the areas of educational psychology, reading strategies, teaching methods, assessment, classroom management, and curriculum development. All courses are directly aligned with the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the teacher preparation program. Assignments within many of the courses guide students through observational and practice-based experiences, and the final semester of the program includes a full-time, 16-week student teaching component.

Students may transfer up to 28 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

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 Academic Counselors for more specific information.	
Total Secondary Education Major	88 credits
Total Bachelor of Science in Secondary Education with an Emphasis in Biology (Eligible for Institutional Recommendation)	120 credits
Total Practicum	120 hours

Secondary Education Major

BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit
EDU 310	Exploring Education as a Profession	4 credits
BIO 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credit
EDU 215[Δ]	Education Foundations and Framework	4 credits
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
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
BIO 365	Biomedical Statistics	4 credits
EDU 313N	Educational Psychology	3 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

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

SED 480NA	Student Teaching Session A	6 credits
SED 480NB	Student Teaching Session B	6 credits
Total Secondary Education with an Emphasis in Biology Major		88 credits

Bachelor of Science in Secondary Education with an Emphasis in Business Education

(Eligible for Institutional Recommendation)

The Bachelor of Science in Secondary Education with an Emphasis in Business Education (Eligible for Institutional Recommendation) is a degree offered by the College of Education in conjunction with the College of Liberal Arts for students desiring to prepare for a career in teaching grades 7 -12. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. The Secondary Education program is designed to prepare students for careers in middle schools and high schools. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Courses are taught by experts in their respective fields who share knowledge and experiences in the areas of educational psychology, reading strategies, teaching methods, assessment, classroom management, and curriculum development. All courses are directly aligned with the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the teacher preparation program. Assignments within many of the courses guide students through observational and practice-based

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experiences, and the final semester of the program includes a full-time, 16-week student teaching component.

Students may transfer up to 28 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

Degree Requirements

Total General Education	34-40 credits
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Secondary Education with an Emphasis in Business Education (Eligible for Institutional Recommendation)	120 credits
Total Practicum	135 hours

Secondary Education Major

EDU 310	Exploring Education as a Profession	4 credits
ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
MKT 245	Principles of Marketing	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
EDU 215[Δ]	Education Foundations and Framework	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDU 313N	Educational Psychology	3 credits
EDU 225	Instructional Technology	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
SED 435	Adolescent Literacy	4 credits
SED 454	Reading and Learning Strategies for Middle and Secondary Schools	4 credits
	Elective: 200 level or above is required; MGT 240 is recommended	4 credits
EDU 450	Classroom Engagement and Management	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
POS 301	Arizona and Federal Government	2 credits

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

SED 480NA	Student Teaching Session A	6 credits
SED 480NB	Student Teaching Session B	6 credits
Total Secondary Education with an Emphasis in Business Education Major		80 credits

Bachelor of Science in Secondary Education with an Emphasis in Chemistry

(Eligible for Institutional Recommendation)

The Bachelor of Science in Secondary Education with an Emphasis in Chemistry (Eligible for Institutional Recommendation) is a degree offered by the College of Education in conjunction with the College of Liberal Arts for students desiring to prepare for a career in teaching grades 7 -12. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. The Secondary Education program is designed to prepare students for careers in middle schools and high schools. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Courses are taught by experts in their respective fields who share knowledge and experiences in the areas of educational psychology, reading strategies, teaching methods, assessment, classroom management, and curriculum development. All courses are directly aligned with the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the teacher preparation program. Assignments within many of the courses guide students through observational and practice-based experiences, and the final semester of the program includes a full-time, 16-week student teaching component.

Students may transfer up to 28 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

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 Academic Counselors for more specific information.	
Total Secondary Education Major	88 credits
Total Bachelor of Science in Secondary Education with an Emphasis in Chemistry (Eligible for Institutional Recommendation)	120 credits
Total Practicum	120 hours

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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Secondary Education Major

CHEM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115	General Chemistry II	3 credits
CHN 115L	General Chemistry II Lab	1 credit
EDU 310	Exploring Education as a Profession	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
EDU 215[Δ]	Education Foundations and Framework	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 225	Instructional Technology	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
BIO 365	Biomedical Statistics	4 credits
EDU 313N	Educational Psychology	3 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

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

SED 480NA	Student Teaching Session A	6 credits
SED 480NB	Student Teaching Session B	6 credits
Total Secondary Education with an Emphasis in Chemistry Major		88 credits

Bachelor of Science in Secondary Education with an Emphasis in English

(Eligible for Institutional Recommendation)

The Bachelor of Science in Secondary Education with an Emphasis in English (Eligible for Institutional Recommendation) is a degree offered by the College of Education in conjunction with the College of Liberal Arts for students desiring to prepare for a career in teaching grades 7 -12. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. The Secondary Education program is designed to prepare students for careers in middle schools and high schools. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon Academic Catalog, University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Courses are taught by experts in their respective fields who share knowledge and experiences in the areas of educational psychology, reading strategies, teaching methods, assessment, classroom management, and curriculum development. All courses are directly aligned with the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the teacher preparation program. Assignments within many of the courses guide students through observational practicum experiences, and the final semester of the program includes a full-time, 16-week student teaching component.

Students may transfer up to 28 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

Degree Requirements

Total General Education	34-40 credits
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Secondary Education with an Emphasis in English (Eligible for Institutional Recommendation)	120 credits
Total Practicum	135 hours

Secondary Education Major

EDU 310	Exploring Education as a Profession	4 credits
ENG 260	English Literature I	4 credits
ENG 350	American Literature I	4 credits
ENG 358	Introduction to English Grammar and Linguistics	4 credits
ENG 450	Shakespeare	4 credits
EDU 215[Δ]	Education Foundations and Framework	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDU 313N	Educational Psychology	3 credits
EDU 225	Instructional Technology	4 credits

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SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
SED 435	Adolescent Literacy	4 credits
SED 454	Reading and Learning Strategies for Middle and Secondary Schools	4 credits
	Elective: 200 level or above is required; ENG 415 is recommended.	4 credits
EDU 450	Classroom Engagement and Management	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
POS 301	Arizona and Federal Government	2 credits

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

SED 480NA	Student Teaching Session A	6 credits
SED 480NB	Student Teaching Session B	6 credits
Total Secondary Education with an Emphasis in English Major		80 credits

Bachelor of Science in Secondary Education with an Emphasis in Math

(Eligible for Institutional Recommendation)

The Bachelor of Science in Secondary Education with an Emphasis in Math (Eligible for Institutional Recommendation) is a degree offered by the College of Education in conjunction with the College of Liberal Arts for students desiring to prepare for a career in teaching grades 7 -12. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. The Secondary Education program is designed to prepare students for careers in middle schools and high schools. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Courses are taught by experts in their respective fields who share knowledge and experiences in the areas of educational psychology, reading strategies, teaching methods, assessment, classroom management, and curriculum development. All courses are directly aligned with the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the teacher preparation program. Assignments within many of the courses guide students through observational and practice-based experiences, and the final semester of the program includes a full-time, 16-week student teaching component.

Students may transfer up to 28 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

Degree Requirements

Total General Education	34-40 credits
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Secondary Education with an Emphasis in Math (Eligible for Institutional Recommendation)	120 credits
Total Practicum	105 hours

Secondary Education Major

EDU 310	Exploring Education as a Profession	4 credits
MAT 250	College Algebra and Trigonometry	4 credits
MAT 352	Calculus and Analytic Geometry I	4 credits
MAT 353	Calculus and Analytic Geometry II	4 credits
MAT 274	Probability and Statistics	4 credits
EDU 215[Δ]	Education Foundations and Framework	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDU 313N	Educational Psychology	3 credits
EDU 225	Instructional Technology	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
SED 435	Adolescent Literacy	4 credits
SED 482	Methods of Teaching Mathematics in Secondary Schools	4 credits
	Elective: 200 level or above is required; MAT 260 is recommended.	4 credits
EDU 450	Classroom Engagement and Management	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
POS 301	Arizona and Federal Government	2 credits

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

SED 480NA	Student Teaching Session A	6 credits
SED 480NB	Student Teaching Session B	6 credits
Total Secondary Education with an Emphasis in Math Major		80 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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

(Eligible for Institutional Recommendation)

The Bachelor of Science in Secondary Education with an Emphasis in Physical Education (Eligible for Institutional Recommendation) is a degree offered by the College of Education in conjunction with the College of Liberal Arts for students desiring to prepare for a career in teaching grades 7 -12. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. The Secondary Education program is designed to prepare students for careers in middle schools and high schools. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Courses are taught by experts in their respective fields who share knowledge and experiences in the areas of educational psychology, reading strategies, teaching methods, assessment, classroom management, and curriculum development. All courses are directly aligned with the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the teacher preparation program. Assignments within many of the courses guide students through observational and practice-based experiences, and the final semester of the program includes a full-time, 16-week student teaching component.

Students may transfer up to 28 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

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 Academic Counselors for more specific information.	
Total Secondary Education Major	88 credits
Total Bachelor of Science in Secondary Education with an Emphasis in Physical Education (Eligible for Institutional Recommendation)	120 credits
Total Practicum	105 hours

Secondary Education Major

BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
EDU 310	Exploring Education as a Profession	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDU 215[Δ]	Education Foundations and Framework	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
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
EDU 225	Instructional Technology	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
POS 301	Arizona and Federal Government	2 credits
PED 247	Teaching Strategy in Physical Education and Exercise Science	4 credits
EDU 313N	Educational Psychology	3 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

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

SED 480NA	Student Teaching Session A	6 credits
SED 480NB	Student Teaching Session B	6 credits
Total Secondary Education with an Emphasis in Physical Education Major		88 credits

Bachelor of Science in Secondary Education with an Emphasis in Social Studies

(Eligible for Institutional Recommendation)

The Bachelor of Science in Secondary Education with an Emphasis in Social Studies (Eligible for Institutional Recommendation)is a degree offered by the College of Education in conjunction with the College of Liberal Arts for students desiring to prepare for a career in teaching grades 7 -12. The format and courses of this regionally accredited and Arizona-

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. The Secondary Education program is designed to prepare students for careers in middle schools and high schools. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon Academic Catalog, University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Courses are taught by experts in their respective fields who share knowledge and experiences in the areas of educational psychology, reading strategies, teaching methods, assessment, classroom management, and curriculum development. All courses are directly aligned with the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the teacher preparation program. Assignments within many of the courses guide students through observational and practice-based experiences, and the final semester of the program includes a full-time, 16-week student teaching component.

Students may transfer up to 28 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

Degree Requirements

Total General Education	34-40 credits
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Secondary Education with an Emphasis in Social Studies (Eligible for Institutional Recommendation)	120 credits
Total Practicum	135 hours

Secondary Education Major

EDU 310	Exploring Education as a Profession	4 credits
HIS 221	Themes in United States History	4 credits
ECN 220	Introduction to Economics	4 credits
HIS 109	World Civilization	4 credits
POS 345	Comparative Government	4 credits
EDU 215[Δ]	Education Foundations and Framework	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDU 313N	Educational Psychology	3 credits
EDU 225	Instructional Technology	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
SED 485	Methods of Teaching Social Studies in Secondary Schools	4 credits
SED 454	Reading and Learning Strategies for Middle and Secondary Schools	4 credits
	Elective: 200 level or above is required; POS 335 is recommended.	4 credits
EDU 450	Classroom Engagement and Management	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
POS 301	Arizona and Federal Government	2 credits

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

SED 480NA	Student Teaching Session A	6 credits
SED 480NB	Student Teaching Session B	6 credits
Total Secondary Education with an Emphasis in Social Studies Major		80 credits

Graduate Degree Requirements

The graduate program is based upon a framework that provides for the professional growth of the teacher practitioner. This framework includes a cyclical process of inquiry, reflection, application, evaluation, and additional reflection. These five elements are incorporated into activities and assignments in each course of the program through a combination of collaborative and individual work. Graduate programs in education are provided in two learning formats; both online and traditional campus courses are available to the learner.

Graduate Programs

Once the student is accepted into the graduate program, the candidate has five years to complete the Program of Study. Upon acceptance into the graduate program, the student will receive an Official Program of Study. In order for the Program of Study to remain valid, the student must be continuously enrolled in the program. All graduate students must maintain a 3.0 GPA.

Additional Graduate Education Admission Requirements

In addition to the general Graduate Admission Requirements listed in the Admission Policy and Procedure section, all candidates for graduate programs at GCU must submit the following information:

All candidates must submit a copy of their Fingerprint Clearance Card from their state Department of Public Safety or comparable agency prior to enrolling in any field experience practicum course, generally the third course of the declared program. Copies of the Fingerprint Clearance Card should be sent to your Academic Counselor or your Teacher Education Specialist.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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Graduate Transfer Restrictions

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

Eligibility for Teaching Certification

Additional information is required for the following degrees:

- Master of Arts in Teaching: A copy of current teaching certificate
- Master of Education in Special Education for Currently Certified Teachers: A copy of current teaching certificate
- Master of Education in Secondary Education: A certifiable major in secondary education content area. This major is any course of study commonly taught in grades 7-12 in public schools.

Additional Graduate Graduation Requirements

COE students are required to complete an assessment e-Portfolio. The e-Portfolio is the final assessment of students in each program, and is contributed to throughout the Program of Study. Final submission of the e-Portfolio is required to be eligible for graduation and must use the e-Portfolio product supported/used by GCU. If state certification requirements change, students must meet the new requirements regardless of the Academic Catalog under which they will be graduating.

Master of Arts in Teaching with an Emphasis in Professional Learning Communities

(Not Eligible for Institutional Recommendation)

The Master of Arts in Teaching with an Emphasis in Professional Learning Communities (Not Eligible for Institutional Recommendation) program is designed for certified elementary and secondary teachers interested in advanced studies in education. Coursework in this program may assist in a teacher's quest for National Board Certification, but does not guarantee that certification. 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.

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 (Not Eligible for Institutional Recommendation)		32 credits

Master of Arts in Teaching with an Emphasis in Teacher Leadership

(Not Eligible for Institutional Recommendation)

The Master of Arts in Teaching with an Emphasis in Teacher Leadership (Not Eligible for Institutional Recommendation) program is designed for certified elementary and secondary teachers interested in advanced studies in education. Coursework in this program may assist in a teacher's quest for National Board Certification, but does not guarantee that certification. 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.

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 (Not Eligible for Institutional Recommendation)		32 credits

Master of Education in Educational Administration

(Eligible for Institutional Recommendation)

Grand Canyon University's Master of Education in Educational Administration (Eligible for Institutional Recommendation) program is designed for individuals interested in educational

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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administration in the K-12 setting and seeking an administrative certificate. 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, field experience/practicum 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 an administrative credential. Students must have a teaching certificate and documentation of 3 years of certified teaching experience to be admitted into this program.

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 582A	Internship in Educational Administration I	4 credits
EDA 582B	Internship in Educational Administration II	4 credits
Total Master of Education in Educational Administration (Eligible for Institutional Recommendation)		36 credits

The Arizona Department of Education requires all individuals applying for a certification in the state of Arizona to take the US/AZ Constitution and pass the subject knowledge for the Arizona Education Proficiency Assessment, as well take as six credits of Structured English Immersion.

POS 301	Arizona/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 Administration with an Emphasis in Organizational Leadership

(Not Eligible for Institutional Recommendation)

Grand Canyon University's Master of Education in Educational Administration with an Emphasis in Organizational Leadership (Not Eligible for Institutional Recommendation) 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 administrative certificate. 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 experience in areas of school leadership, administrative foundations, organizational theory, PK-12 legal issues, public school finance, curriculum development, and instructional leadership. As an opportunity to apply theory to practice, field experience/practicum 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 an administrative credential. The students are also prepared to move into an administrative internship/credentialing component with Grand Canyon University at a later date. To be admitted into this program, 3 years of teaching experience is strongly recommended.

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 Administration with an Emphasis in Organizational Leadership (Not Eligible for Institutional Recommendation)		36 credits

*Campus/Off-site only | ^ Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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Master of Education in Elementary Education (IR)

(Eligible for Institutional Recommendation)

The Master of Education in Elementary Education (Eligible for Institutional Recommendation) program is designed for any individual interested in the education of children in Grades K-8 who is seeking teacher certification. 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 the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 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 certification requirements and program approval. Furthermore, teacher candidates should consult the Academic Catalog, University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Graduates of the Master of Education in Elementary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential.

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 (Eligible for Institutional Recommendation)		46 credits
Total Practicum		110 hours

The Arizona Department of Education requires all individuals applying for a certification in the state of Arizona take the US/AZ Constitution and pass the subject knowledge for the Arizona Education Proficiency Assessment.

POS 301	Arizona/Federal Government	2 credits

Master of Education in Elementary Education (Non-IR)

(Not Eligible for Institutional Recommendation)

The Master of Education in Elementary Education (Not Eligible for Institutional Recommendation) program is designed for any individual interested in the education of children in grades K-8. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that teacher candidates possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 hours of observational and practice-based experiences. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching credential. Students are also prepared to move into a student teaching/credentialing component with Grand Canyon University should they wish to change to the Eligible version of the program prior to the posting of their degree.

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

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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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 (Not Eligible for Institutional Recommendation)		34 credits
Total Practicum		110 hours

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

(Not Eligible for Institutional Recommendation)

The Master of Education (M.Ed.) in Curriculum and Instruction: Reading with an Emphasis in Elementary Education (Not Eligible for Institutional Recommendation) 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. 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. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-8 classroom to complete the 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. Educators must hold a current teaching certificate or have K-8 teaching experience.

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 (Not Eligible for Institutional Recommendation)		32 credits

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

(Not Eligible for Institutional Recommendation)

The Master of Education (M.Ed.) in Curriculum and Instruction: Reading with an Emphasis in Secondary Education (Not Eligible for Institutional Recommendation) 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. 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. 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. The educator must hold a current teaching certificate or have 7-12th grade teaching experience.

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 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 (Not Eligible for Institutional Recommendation)		32 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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Master of Education in Curriculum and Instruction: Technology

(Not Eligible for Institutional Recommendation)

The Master of Education (M.Ed.) in Curriculum and Instruction: Technology (Not Eligible for Institutional Recommendation) is a program designed for educators who wish to learn to use technology to improve the success of students. 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. 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 assessment. Educators must hold a current teaching certificate or have previous K-12 grade classroom experience.

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 (Not Eligible Institutional Recommendation)		36 credits

Master of Education in Secondary Education (IR)

(Eligible for Institutional Recommendation)

The Master of Education in Secondary Education (Eligible for Institutional Recommendation) program is designed for students interested in the education of children in grades 7-12 who are also seeking a teaching certificate. 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. 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 credential. 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. Students/applicants are responsible for contacting their state department of education for certification 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 credentialing program.

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
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 (Eligible for Institutional Recommendation)		46 credits
Total Practicum		130 hours

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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The Arizona Department of Education requires all individuals applying for a certification in the state of Arizona take the US/AZ Constitution and pass the subject knowledge for the Arizona Education Proficiency Assessment.

POS 301	Arizona/Federal Government	2 credits

Master of Education in Secondary Education (Non-IR)

(Not Eligible for Institutional Recommendation)

The Master of Education in Secondary Education (Not Eligible for Institutional Recommendation) 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 certificate. 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. 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. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching credential. Students are also prepared to move into a student teaching/credentialing component with Grand Canyon University should they wish to change to the Eligible version of the program 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.

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
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 (Not Eligible for Institutional Recommendation)		34 credits
Total Practicum		130 hours

Master of Education in Special Education for Certified Special Educators

(Not Eligible for Institutional Recommendation)

The Master of Education in Special Education for Certified Special Educators (Not Eligible for Institutional Recommendation) is a program designed for students interested in advanced studies in special education and who are currently certified to teach special education. 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, mental retardation, emotional and physical disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program will be prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs of students with special needs.

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
SPE 514	Strategies to Teach Individuals With Mental Retardation	4 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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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 (Not Eligible for Institutional Recommendation)		36 credits
Total Practicum		75 hours

Master of Education in Special Education: Cross-Categorical (IR)

(Eligible for Institutional Recommendation)

The Master of Education in Special Education (Eligible for Institutional Recommendation) is a cross-categorical program. It is designed for any individual interested in the education of children with special needs in the K-12 setting who also wish to seek a teaching certificate. 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. 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, mental retardation, 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. 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. Teacher candidates/applicants are responsible for contacting their state department of education for certification requirements and program approval. The teacher candidate/applicant should consult the Grand Canyon Academic Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program.

SPE 529N	Special Education Foundation and Framework	3 credits
SPE 522	Classroom Management for Students With Special Needs	4 credits
SPE 526	Educating Learners with Diverse Needs	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	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 Mental Retardation and Strategies to Teach Individuals With MR	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
Total Master of Education in Special Education: Cross-Categorical (Eligible for Institutional Recommendation)		46 credits
Total Practicum		120 hours

The Arizona Department of Education requires all individuals applying for a certification in the state of Arizona take the US/AZ Constitution and pass the subject knowledge for the Arizona Education Proficiency Assessment.

POS 301	Arizona/Federal Government	2 credits

Master of Education in Special Education: Cross-Categorical (Non-IR)

(Not Eligible for Institutional Recommendation)

The Master of Education in Special Education (Eligible for Institutional Recommendation) is a cross-categorical program. It is designed for any individual interested in the education of children with special needs in the K-12 setting who also wish to seek a teaching certificate. 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.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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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, mental retardation, 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. 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. Teacher candidates/applicants are responsible for contacting their state department of education for certification requirements and program approval. The teacher candidate/applicant should consult the Grand Canyon Academic Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program.

SPE 529N	Special Education Foundation and Framework	3 credits
SPE 522	Classroom Management for Students with Special Needs	4 credits
SPE 526	Educating Learners with Diverse Needs	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	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 Mental Retardation and Strategies to Teach Individuals with MR	4 credits
SPE 573	Educational Implications for Students with Physical and Health Impairments	4 credits
Total Master of Education in Special Education: Cross-Categorical (Not Eligible for Institutional Recommendation)		34 credits
Total Practicum		120 hours

Master of Education in Teaching English to Speakers of Other Languages (TESOL)

(Not Eligible for Institutional Recommendation)

The Master of Education in Teaching English to Speakers of Other Languages (TESOL) (Not Eligible for Institutional Recommendation) program is designed for certified teachers or administrators with an interest in teaching ESL students in the classroom or serving as a district ESL coordinator. The format and courses of 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. 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.

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 (Not Eligible for Institutional Recommendation)		32 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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The College of Nursing

College of Nursing Description

A quarter of a century after the College of Nursing was founded, the college continues to educate nurses through rigorous academic and clinical preparation in a tradition of values-based Christian education. The Bachelor of Science in Nursing (BSN) degree is offered through three programs: pre-licensure (traditional and fast track) and degree completion for already licensed and registered nurses. The pre-licensure curriculum is designed to help students assess the individual, the family, and communities; utilize functional health patterns within a variety of clinical settings; formulate nursing diagnoses; plan and evaluate nursing interventions; and function as professionals within the health care team. The fast-track BSN program allows students who have fulfilled all prerequisites and co-requisites to complete a degree in approximately 20 months. Building on the baccalaureate degree, the College offers a bridge degree for already licensed and registered nurses (RN-MSN) as well as the Master of Science with a major in Nursing (MS Nursing) featuring five concentrations and a dual major: Family Nurse Practitioner, Nursing Leadership in the Health Care System, Clinical Nurse Specialist, Nursing Education, Clinical Nurse Specialist with Education Focus, and Master of Business Administration/Master of Science in Nursing: Nurse Leadership.

College Mission

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

College Features

The College of Nursing (CON) offers both quality undergraduate and graduate degree programs that meet specific students' career and academic needs. The College of Nursing faculty hold a master's or doctoral degree. Recognition of the spiritual needs of all persons is an integral part of caring for one's self and others. The spiritual dimension is integrated into each nursing course throughout the undergraduate and graduate curriculum.

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

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

College Philosophy

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

The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice guides the curriculum for the baccalaureate program. The AACN The Essentials of Master's Education for Advanced Nursing Practice, Advanced Nursing Practice: Curriculum Guidelines and Program Standards for Nurse Practitioner Education, National Organization of Nurse Practitioner Faculties (NONPF) and 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

The College of Nursing curriculum is designed to facilitate the students' abilities to creatively respond to continuously changing health care systems throughout the world. Educational experiences are planned to meet the needs of and to empower both students and clients. Professionalism, ethical decision-making, accountability, critical thinking, and effective communication are emphasized. This is achieved through the application of liberal arts constructs, science, health and nursing theories, and the values of the Christian faith within the scope of nursing knowledge and evidence-based practice. Nursing practice promotes human dignity through compassionate caring for all human beings, without consideration of their gender, age, color, creed, lifestyle, cultural background, and other visible or invisible boundaries between students, faculty, and clients.

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

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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HEALTH

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

ENVIRONMENT

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

PERSON

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

NURSING

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

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

NURSING EDUCATION is theory driven. Theories are derived from the humanities, sciences, and biblical concepts. Nursing knowledge, theory, research, and health promotion are influenced by spiritual perspectives, ethical, legal, political, historical, and social influences. The faculty values excellence in teaching with an individual focus on the learner. Teaching includes a variety of methods, learning modalities, and practice situations. Faculty provides opportunities for students to give comprehensive care to diverse client populations.

LEARNING environment is created and arranged to meet individual learning outcomes that are consistent with CON program outcomes. CON supports life-long learning endeavors and fosters an appreciation of diversity among traditional and non-traditional learners. Students are educated to provide, direct and evaluate client-centered care while focusing on the person as an integrated whole.

College of Nursing Policies

CPR Requirements

Students must be certified in CPR for Health Care Providers through the American Heart Association or American Red Cross and are required to maintain certification throughout the program. Graduate students may also obtain CPR certification for the Professional Rescuer from American Red Cross. Information as to the availability of courses may be obtained by calling either the American Heart Association, or American Red Cross. CPR for Bystanders or the community will not fulfill this requirement. CPR instruction teaches skill of airway management and external cardiac compression for the adult and pediatric victim.

Students who do not have a current CPR certification card will not be permitted to participate in clinical experiences. In addition, Graduate students need to meet the certification requirements of the respective agency in which they perform clinical.

Policy for Student Drug Screening

The practice of professional nursing demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring new employees to undergo drug screening. Nursing students must also be free from impairing substances. Health care agencies and CON require drug screening of nursing students prior to their first clinical experience. In addition, CON students are subject to screening if either the faculty or preceptor suspects that the student is impaired at anytime on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive may not be able to enroll or continue in nursing course for a minimum period of one year.

The policy is designed to identify the procedures to be followed for both types of testing as well as to outline the appeal and readmission to the program.

Initial Randomly Scheduled Drug Screening

1. First level and new transfer students will be randomly given a drug screen authorization form and time frame to submit to a urine drug screen at one of the SonoraQuest lab location options provided, where the drug screening will be performed for the initial screening.
2. Students will be required to show picture identification. A driver's license, student ID, or passport are acceptable forms of identification.
3. The cost for all screening and medical review (if deemed necessary) are the students' responsibility.
4. A screen with questionable results will be sent by the lab for a medical review. Costs for review and retest will be the responsibility of the student.
5. A negative report is necessary to continue in the program of study in the College of Nursing.

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6. This screen need not be repeated as long as the student maintains continuous enrollment, except under the circumstances described below. Continuous enrollment is defined as enrollment in nursing classes during all consecutive semesters until graduation.

Drug Screening – Suspicion of Drug Use

CON students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or clinical related activity.

If impairment is suspected, the student may be removed from clinical assignment or classroom activity pending the results of the screening and medical review, if necessary.

Documentation of all aspects of the testing incident will be treated as confidential, consistent with the interests of safety and reasonableness.

Follow-Up Action

Negative Screen

1. Students whose drug screens are negative will meet with the Associate Dean to discuss the perceptions of impaired behavior, the implications and steps to avoid similar situations in the future.
2. A medical referral for documentation of any medical condition or treatment may be requested.
3. Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
4. A reasonable suspicion/cause drug screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
   a. The student will meet with the Dean.
   b. The Dean may require the student to undergo, at the student's expense, an evaluation for drug use/prescription drug use/impairment by a neuropsychiatrist recommended by the Arizona State Board of Nursing.
   c. The student will follow other recommendations deemed necessary by the Dean.
   d. The student will be required to provide a negative drug screen prior to returning to clinicals and be subject to periodic drug screens at the student's expense.
   e. More than one incident of a reasonable suspicion/cause drug screen that is positive; however, deemed negative by a medical review officer may result in withdrawal from the nursing program for a minimum of 12 months. The student will follow the positive drug screening guidelines.

Positive Screen

1. Positive drug screens (including medical review) may result in withdrawal from the nursing program for a minimum of 12 months. After this 12-month period, the student may apply for re-admission under general guidelines stated in the Academic Policy Handbook, provided there is submission of evidence of satisfactory participation in a rehabilitation program for alcohol/substance abuse.
2. Sources of evidence include:
   a. Documentation of completed program of rehabilitation
   b. Acknowledgement of continuance in a twelve step or after-care program.
   c. Letter from therapist or program director stating the student is now able to function safely in a clinical facility.
   d. The student must have a negative screen prior to being readmitted to the nursing program. The screen will be done at the direction of CON and may be periodic while the student is in a CON program.
   e. The student is responsible for all costs of screening.
3. The decision to readmit will be made by the CON faculty after review of submitted materials. As with other applications for readmission, space availability may be a determining factor for that particular semester.
4. A report will be filed with the Arizona State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.
5. Any student who screens positive after one readmission may be permanently dismissed from the nursing program.

Students Who Refuse Drug Screening

1. Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Dean of Nursing or his/her designee. The student will be transported home and remain out of the clinical area until an investigation has been done and a recommendation has been made by the Dean or his/her designee. Students who refuse screening may be subject to dismissal from the College of Nursing.
2. The student who refuses to participate in the aforementioned rehabilitation program will not be allowed into clinical courses; therefore he/she cannot complete the nursing program.

Drugs Included in Screens

Using Sonora Lab, this would be referred to as the "Standard Plus II" screen, which is the screen commonly used for health care facilities and professionals in the medical field.

Amphetamines	Opiates
Barbiturates	Phencyclidine (PCP)
Benzodiazepines	Propoxyphene
Cocaine	Percodan
Cannaboids	Demerol
Methadone	Fentanyl

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HIPAA Guidelines

As health care providers, one of the covered entities, nurses must be knowledgeable about the various aspects of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). CON offers this guidance below for those persons to ensure compliance with those requirements and asks that all students sign the HIPAA confidentiality Agreement.

Students Are Required to Do the Following:

- Sign the CON Faculty/Staff/Student Confidentiality Agreement before any involvement in a clinical agency.
- Attend CON training or in-classroom clinical instruction on requirements relating to patient privacy.
- Know and adhere to a clinical site's privacy and procedures before undertaking any activities at the site.
- Maintain at all times the confidentiality of any patient information, regardless of whether the identifiers listed in the "Do not" section of these guidelines have been removed.
- Promptly report any violation of those procedures, applicable law, or CON's confidentiality agreement by , a CON student, faculty or staff member to the appropriate CON clinical instructor or faculty member.
- Understand that a violation of the clinical site's policies and procedures, of applicable law, or CON's confidentiality agreement will subject the student to disciplinary action.

Students Are Not to Do the Following:

- Discuss, use or disclose any patient information while in the clinical setting unless it is part of the clinical setting.
- Remove any record from the clinical site without the prior written authorization of that site.
- Disclose any information about a patient during the clinical assignment to anyone other than the health-care staff of the clinical site.
- Use patient information in the context of a learning experience, classroom case presentation, class assignment, or research without attempting to exclude as much of the following information as possible:
  - Names
  - Geographical subdivisions smaller than a state
  - Dates of birth, admission, discharge, death
  - Telephone and fax numbers
  - E-mail addresses
  - Social security numbers
  - Medical records or account numbers
  - Certificate/license numbers
  - Vehicle or device numbers
  - Web locators/Internet protocols
  - Biometric identifiers
  - Full face identifiers
  - Any other unique identifying number, characteristic, or code
  - All ages over 89

Pre-Licensure Bachelor of Science in Nursing

Additional Admissions Requirements for the Pre-Licensure BSN Degree

In addition to the general Undergraduate Admission Requirements listed in the Admission Policies and Application Procedures section, the following admission requirements must be met:

1. Freshman students who declare nursing as a major must maintain a cumulative GPA of 3.0, successfully complete all prerequisite course work in order to progress to the nursing courses, and submit a letter of intent for the nursing major.
2. Transfer students may apply to the College of Nursing during the semester in which all prerequisite course work will be completed (semester prior to nursing coursework). Students must maintain a cumulative prerequisite GPA of 3.0.
3. Fast-track students must have all pre-requisites and co-requisites complete prior to beginning the fast-track program.
4. A maximum of two different prerequisite courses may be repeated only once to earn a grade of C or above.
5. All applicants are required to take the Nurse Entrance Test (NET).
6. Applications for Fall admission are considered the previous Spring semester. Applications for Spring admission are reviewed during the previous Fall semester. Applications for Summer admission are reviewed during the previous Spring semester.
7. Acceptance into the College is determined by the College of Nursing criteria and availability of clinical spaces.
8. A completed background check and Fingerprint Clearance card through Arizona Department of Public Safety are required prior to admission to the College of Nursing.
9. Upon admission to the College of Nursing, students must provide health information to the CON, including but not limited to:
   - Health history
   - Physical examination
   - Proof of immunization or immunity for Measles, Mumps, Rubella, Varicella, Td (Tetanus/Diptheria) Booster, TB (Tuberculosis) Screen. Hepatitis B vaccine and Influenza vaccine are recommended. Refer to the "Requirements for Admission" chart in the "Health and Immunization Requirements for Pre-Licensure Students" section below.
   - Drug screen (to be scheduled by the College of Nursing)

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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- Current CPR certification for professional rescuer or healthcare provider is required
- Current health insurance coverage

Retention and Progression

Students who have been accepted into the nursing program may remain as nursing students if they adhere to the following criteria:

1. Maintain continuous registration for nursing courses in the major. Traditional students: continuous registration is from Fall/Spring only, while fast-track BSN students must also maintain registration in the summer.
2. Meet the standards of Grand Canyon University as outlined in the Grand Canyon University Academic Policy Handbook.
3. Pass all portions (test, theory, and clinical) of each nursing course with a 76% or greater average. Students must attain 76% or greater overall to complete the course successfully.
4. Maintain a 2.5 cumulative GPA on 4.0 scale in all nursing major courses. GPA will be calculated after the completion of each semester.
5. Maintain a cumulative GPA of 2.5 to graduate.

Health and Immunization Requirements for Pre-Licensure Students

Nursing students are expected to take measures to maintain their personal health so as not to jeopardize themselves or any patient with which they come in contact. Therefore, students who are accepted into the nursing program must show evidence of the College of Nursing required immunizations and diagnostic procedures as required by the clinical agencies utilized. At anytime, a student may be required to receive a medical examination if deemed necessary by the faculty for the wellbeing of the student and/or the patients/clients.

Students are responsible for updating CPR, TB screening, and Tetanus booster when needed. Students will not be allowed to participate in clinical experiences without all agency requirements being current. Missing clinical may jeopardize a student being successful in the program. As nursing students are in contact with clients in a variety of health situations, it is imperative that students maintain protection against communicable illnesses. In addition, students must meet agency health requirements to enter clinical course work.

The charts below indicate the specific health requirements for undergraduate admission and continuing enrollment. Guidelines are based on the Center for Disease Control guidelines, Morbidity Mortality Weekly Report.

Test	Requirements for Admission
Tuberculosis (TB)	TB skin testing is required. Initially, two-step testing will be required for all incoming students. Two-step testing is useful for the initial skin testing of adults who are going to be retested periodically, such as health care workers or nursing home residents. This two-step approach can reduce the likelihood that a boosted reaction to a subsequent Tuberculin Skin Test (TST) will be misinterpreted as a recent infection. Two-step testing is a strategy used in TB screening programs to distinguish a boosted reaction (caused by TB infection that occurred many years before the skin test) from a reaction caused by recent infection. If a person has a negative reaction to an initial skin test, a second test is given 1 to 3 weeks later; a positive reaction to the second test probably represents a boosted reaction, not recent infection. An exemption from two-step testing may be granted by the CON if the student submits documentation showing a history of annual TB testing For positive skin tests, a health department clearance is required. Evaluation will be made on an individual basis for the student who has been out of the major for at least one rotation.
MMR (rubeola measles, mumps, rubella)	Students must show one of the following: Lab evidence (titer) of immunity MMR (two doses) Physician documented evidence of disease (not accepted for Rubella)
Varicella Zoster (VZV)	Students must show one of the following: Proof of immunity Documented evidence of disease 2 vaccines, at least 8 weeks apart
Tetanus-Diphtheria (TD)	Evidence of current status is needed every 10 years.
Hepatitis A	Hepatitis A vaccine is strongly recommended.
Hepatitis B	Hepatitis B vaccine is strongly recommended. A signed waiver available from the CON is required if the vaccination series is not complete or declined by the student
Drug Screen	A negative drug screen is required prior to beginning first clinical experience.

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Influenza	Strongly recommended. A signed waiver available from the CON is required if the vaccine is not complete or declined by the student.

Test	Requirements for Continued Enrollment
Tuberculosis (TB)	TB skin testing will be done annually. For students testing positive on any TB screen, an initial chest x-ray and health department clearance is required. Then, yearly, medical clearance is required. Repeat chest x-ray are required for: ▪ Known exposure to TB (Refer to the Tuberculosis Exposure Plan for additional information.) ▪ Signs and symptoms of active TB
MMR (rubeola/measles, mumps, rubella)	Students who remain non-immune are at possible risk from exposure throughout clinical course work, especially female students of child-bearing years.
Varicella Zoster (VZV)	Students that are non-immune and are exposed to varicella during clinical course work will be permitted to continue clinical activities for the first 10 days. Then, they will not be allowed in the clinical area for the next 12 days. An asymptomatic student may return to the clinical area after 12 days of exposure. Symptomatic students must have clearance from health care provider. A vaccinated person exposed to VZV needs serologic evidence of immunity immediately.
Tetanus-Diphtheria (TD)	TD must be repeated every 10 years or after any possible exposure.
Hepatitis A	Hepatitis A vaccine is strongly recommended.
Hepatitis B	Hepatitis B vaccine is strongly recommended: documentation to be on file.
Drug Screen	Students may be tested. See Drug Testing Policy.
Influenza	Recommended yearly; documentation to be on file

Clinical Participation and Safety Guidelines for Pre-Licensure Programs

1. Participation in clinical experience is essential to meet the objectives for all clinical nursing major courses. Students are responsible for all materials covered while student is absent.
2. Clinical absences may result in clinical probation. Students who are too ill to perform safely in clinical should seek medical attention and contact nursing faculty prior to missing clinical lab.
3. Any student who has experienced an Emergency Department visit or hospitalization or an acute illness, trauma, surgery or pregnancy/delivery will need a health care provider's release to return to clinical. Such a release should provide information that attests to the fact that the student is physically and emotionally able to provide direct patient care..
4. Students who must miss clinical due to pregnancy or extended illness may not be able to complete clinical objectives. Students must contact the course instructor to discuss options. The College of Nursing is not obligated to provide makeup clinical opportunities for students unable to complete clinical during the normal academic calendar. Any make-up clinical opportunity will be at the student's expense and subject to faculty availability, clinical site availability, and approval of the Dean of the College of Nursing.

Standard Precautions

Student nurses are not to care for patients with active TB unless ultrafiltration masks or individually fitted masks are available. Student nurses will adhere to all guidelines for Standard Precautions within the clinical agencies.

Protocol for Puncture Wounds and Exposure to Blood or Bodily Fluids

Incidents involving any type of needle stick or body-fluid exposure must be reported to the Preceptor/Clinical Facility immediately!

All faculty and student should observe the protocol for safe needle usage when practicing or performing parental injections, IV starts, blood draws or using syringes as part of a skills check off. The faculty/student should follow the protocol for needle usage at the agency where clinicals are being held.

Uncontaminated Needle Stick

If a student accidentally punctures him/herself with an uncontaminated needle or is exposed to blood or bodily fluid that is an intact skin exposure should:

- Wash the area immediately and thoroughly with soap and water
- Follow-up with the Cooke Health and Wellness Center or own Primary Care Provider who will make a determination of Tetanus immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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- Complete a student nurse puncture wound incident report (Available from the CON) to be filled out by the student and the supervising faculty or instructor who was present during incident. A copy of this report will be given to the Associate Dean and placed in the student's file.
- Counseling referral and other referrals can be arranged through the health center.

Contaminated Needle Stick

If the exposure is via a contaminated needle or if a bodily fluid exposure to non-intact skin, the student should continue with the following:

- Follow-up in an Emergency Department within two hours
- Student nurse puncture wound incident report will be filled out by the student and the faculty or instructor who was present during incident. A copy of this report will be given to the Associate Dean to be placed in the student's folder.

Financial responsibility for testing and recommended care following an exposure rests solely with the student nurse. This could include testing, evaluation, treatment, and counseling.

Tuberculosis Exposure Plan

Tuberculosis (TB) exposure potential is defined as any exposure to the exhaled or expired air of a person with suspected or confirmed TB disease. A high hazard procedure involving an individual with suspected or confirmed TB disease are those that have the potential to generate potentially infectious airborne respiratory secretions such as aerosolized medication treatment, bronchoscopy, sputum induction, endotracheal intubation, and suctioning.

Workplaces with inherent exposure potential to TB disease:

- Health care facilities
- Corrections facilities
- Homeless shelters/clinics for homeless
- Long term health facilities
- Drug treatment centers

Post-Exposure Procedure

- When a Tuberculosis (TB) exposure occurs, the involved student will report the incident to the clinical instructor and the appropriate administrative staff at the involved institution or agency.
- The student will be counseled immediately and referred to his or her personal health care provider, the Maricopa County Health Department, or the Cooke Health Center. A baseline Tuberculosis Skin Test (TST) should be administered as soon as possible after the exposure.
- Frequency of follow-up TSTs will be performed per provider protocol. A TST performed 12 weeks after the last exposure will indicate whether infection has occurred.
- A student with evidence of new infection, (TST conversions) needs to be evaluated for active TB. Even if active TB is not diagnosed, prophylactic therapy for latent TB is recommended.
- A student with a previously documented reactive TST need not be retested but should have a baseline symptom screen performed following the exposure and repeated 12 weeks after the exposure. If the symptom screen is positive a chest x-ray is required.
- Any active case of TB must be reported to Maricopa County Health Department.

Class Attendance

- A student diagnosed with active pulmonary or laryngeal TB may be highly infectious; and will not be able to attend class or clinical experiences until he/she is noninfectious.
- In order to return to school the student will need to provide documentation from the health care provider that he/she is noninfectious. The documentation needs to include evidence that:
  - the student has received adequate therapy for a minimum of 2 weeks.
  - the cough has resolved, and the student is not experiencing chest pain, hemoptysis, fever or chills.
  - the results of three consecutive sputum acid-fast bacilli (AFB) smears collected on different days are negative

Note: The Cooke Health Center can perform TST, but will refer the student to Maricopa County Health Dept for treatment and AFB testing if indicated.

Documentation and Financial Responsibility

- After the student returns to school and remains on anti-TB therapy, periodic documentation from their health care provider is needed to show that effective drug therapy is being maintained for the recommended period and that the sputum AFB smear results remain negative.
- The student is responsible for all costs related to the exposure incident.
- The student's health records will be maintained in a confidential file within the College of Nursing.

(Source: Centers for Disease Control. (1998). Excerpts from *Tuberculosis Infection Control in Healthcare Personnel*.)

Mandatory Advisement

Faculty members may request mandatory advisement sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the nursing program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

Academic Probation

1. A student is placed on academic probation if the student falls below the cumulative GPA of 2.5 in nursing major courses.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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2. The student may be denied continued registration in the nursing program if unable to raise nursing major cumulative GPA 2.5 during the subsequent semester.
3. The student is removed from academic probation when the GPA is 2.5 or above in nursing major courses.

Clinical Probation

Clinical probation means the student is not meeting the stated clinical objectives. Faculty may remove a student from the clinical area and the Associate Dean may confirm clinical probation action for any unsafe or unprofessional behaviors. Being placed on clinical probation can affect the clinical grade and may result in the student being withdrawn from the course.

1. Clinical probation usually will not extend beyond any given course.
2. Students must satisfactorily complete course clinical objectives as stated in the syllabus and determined by the faculty before progressing to the next course.
3. Students must successfully complete the syllabus stated objectives at or above 76% before proceeding to the next level.

Examples of probationary actions:

- Unsafe practice in the clinical area
- Insufficient preparation for clinical experience
- Failure to follow faculty/staff guidance in clinical
- Failure to notify faculty/staff of tardiness or absences in clinical
- Causing patient to experience unnecessary suffering
- Inappropriate performance specific to level expectations
- Unprofessional communication to faculty, staff, or patient
- Non-adherence to student uniform attire

Re-Entry to Nursing Major Courses

Students who fail a course in the Fast Track and apply for re-entry will be considered for the traditional BSN program. Exceptions are made on an individual basis.

Students who have failed courses in the nursing major must submit a re-entry application to the CON to be considered for re-entry into the program Students must apply for re-entry to the nursing major under the following conditions

1. Student has been out of the nursing major (for at least one clinical course).
   a. Student receives a failure in nursing course. Failure of a course occurs when the student receives below a 76% in the final grade calculation of theory and clinical. Failure removes the student from the nursing major and the student must reapply to the nursing program to be considered for reinstatement into the program.
   b. Student has been administratively withdrawn from the nursing major course.
2. The student must complete an "Application to Re-enter the Nursing Major" form and submit it to the Associate Dean. The student must meet the designated application deadline. The student who wishes to be readmitted following a failure or administrative withdrawal from a course in the nursing major must submit a request to CON to do one of the following:
   a. Repeat the failed or uncompleted course.
   b. Continue to the next nursing major course if the failed course is not a prerequisite.
   c. Withdraw from the next rotation and reapply for readmission to the following semester.
3. Re-entry to the major is not assured simply because the student was previously enrolled in nursing courses or was previously accepted. The decision will be based on the evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations and standards of behavior. All decisions to readmit are also contingent upon clinical space availability. The student must meet all admission requirements to be considered for re-entry into the program
4. Only one failed nursing course may be repeated once based on acceptance of the student by the reapplication process to the major. Subsequent course failures constitute administrative withdrawal from the nursing college.

Student Uniform Attire

The student uniform should be worn only for specific scheduled clinical or classroom activities.

The uniform consists of:

1. Purple scrub pants or a skirt below the knees that is purple or white
2. Purple scrub tops with modest neckline
3. White lab jacket
   a. A white lab jacket must be worn if appropriate street clothes are worn in place of the uniform for patient selection. Shorts, very short skirts, jeans, tank tops, tube tops, see-through clothing, exercise clothes (sweats), and open-toed shoes are not acceptable attire in any clinical agency.
   b. A white lab jacket is now optional for Level 4. Uniform will be as required by clinical agency.
   c. Scrubs and white lab jackets may be purchased through the CON Student Nurses Association (SNA).
4. Optional, white cotton tee shirts, crew neck or turtleneck, may be worn under uniforms for warmth or modesty. A scrub jacket may be worn in the clinical setting for warmth.
5. Name pin, available at the University Bookstore The name pin (first name, SN) must be worn while attending any clinical activity. Name pins will not be worn outside of the clinical agency. The name pin should show your first name, SN ("SN" stands for Student Nurse.)
6. White or neutral socks or hose are to be worn with the uniform.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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7. Shoes are to be predominantly white duty, leather shoes with predominantly white soles and closed heels or predominantly white, clean athletic shoes. Shoelaces must also be white.
8. Undergarments will not be visible through the uniform.
9. Additional items to be part of the uniform are:
    a. Stethoscope with a bell and diaphragm head
    b. Penlight
    c. Bandages scissors
    d. Black and Red pens
    e. Goggles/ Protective eye wear
    f. If a belt organizer is used, it must be white or purple.
    g. Watch with a second hand.

Professional Appearance

1. When applicable, the clinical facility's ID must be worn whenever in that facility. Students who do not wear this ID may be asked to leave the facility.
2. Hair should be short, pulled back and styled neatly. Beards or mustaches, if worn, should be neatly trimmed.
3. Fingernails should be neatly trimmed and free of cracked nail polish. Only clear or neutral nail polish may be used if desired. Acrylic nails or any other nail enhancements are not permitted.
4. Permitted jewelry is: one pair of studded earrings, a watch, a plain ring band. No other visible jewelry is acceptable including tongue rings or other facial jewelry. Tattoos and any other body art should be covered where possible. (Students are directed to follow the agency guidelines when in specified areas such as nursery, labor and delivery, and operating room).
5. Perfume, after-shave lotion, and heavy makeup are not acceptable in the clinical area.
6. Gum chewing is not acceptable.
7. Clothing worn in course activities not requiring student uniform should adhere to professional standards.
8. Cell phone use is not permitted in the classroom or clinical setting.

Please remember that students also represent Grand Canyon University. Look clean, neat, and professional.

Professional Attire for Formal Presentations (Applies to Pre-Licensure, RN-BSN, RN-MS-N and MS-N)

Business casual is acceptable which can be interpreted as:

1. Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses.
2. Men: dress pants, button down shirts, polo shirts (short sleeved shirts with a collar), blazers.

Do not wear:

1. Denim material
2. Anything that is see-through, short, tight, or shows too much skin.
3. Flip-flops, tennis shoes

Student Achievement Tests

Students are required to complete a minimum of one Assessment Technologies Institute, LLC (ATI) exam in each of the five levels of nursing courses. For the courses in which an ATI exam is assigned, a score at or above the Level 2 proficiency on the first attempt will result in earning 2 points. If the Level 2 proficiency is not met, ATI recommended remediation based on areas of weakness will need to be completed. Following remediation, a second attempt will be given to meet the level 2 proficiency. If this proficiency is met, 1 point will be earned. If a level 2 proficiency is not met on the second attempt, remediation will again need to be completed, using the ATI suggested remediation from the second exam and no points will be earned. Failure to complete the assigned ATI exams and remediation as needed will result in a grade of incomplete for the course, pending completion of all criteria and in accordance with the GCU Incomplete policy. Incomplete grades may prevent students from progressing to the next course if that course is a prerequisite for other curriculum.

Licensure Examination

In order to be eligible to take the National Council of State Boards of Nursing Examination for Professional Licensure after graduation, students must have completed the BSN program of study and hold a diploma. No exceptions are made to this policy. Students are responsible for applying to take the National Council License Examination – Registered Nurse (NCLEX-RN) exam for professional licensure through the State Board of Nursing.

Graduation Requirements for the Pre-Licensure Bachelor of Science in Nursing Degree

The registered nurse licensing requirements are the exclusive responsibility of the State Board of Nursing (Nurse Practice Act, A.R.S.. Sections 36-1601 et. seq.) and must be satisfied independently of any requirements for graduation from the University. Historically, College of Nursing graduates have been successful on the licensure examination. Satisfactory performance on the licensure examination is the responsibility of the graduate and not guaranteed by the College of Nursing.

Professional Nurse Qualifications

Section 32-1632 of the Arizona State Board of Nursing Statutes, Chapter 15, Article 2 – Licensing states, "An applicant for a license to practice as a graduate, professional or registered nurse shall file with the board a verified written application accompanied by the prescribed fee and shall submit satisfactory proof that the applicant:

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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1. Has completed the basic professional curriculum in approved professional nursing program and holds a diploma or degree from that program.
2. If convicted of one or more felonies, has received an absolute discharge from the sentences for all felony convictions five or more years prior to the date filing an application pursuant to this chapter."

Nursing students are expected to be clear of any felony convictions at the time of admission into the College of Nursing and to remain free of felony convictions for the duration of the program. If the prospective student or student is charged with a felony either before admission or during the program, he/she must speak with the Associate Dean immediately.

Undergraduate Programs

Bachelor of Science in Nursing (BSN) Pre-Licensure

The Bachelor of Science in Nursing (BSN) Pre-Licensure program prepares students 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.

Degree Requirements

Total General Education	33-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Nursing: Pre-Licensure Major	123 credits
Total Bachelor of Science in Nursing (BSN) Pre-Licensure	123 credits

Nursing: Pre-Licensure Major

UNV 103	University Success	4 credits
ENG 105[Δ]	English Composition I[Δ]	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
CHM 101	Introduction to General, Organic, and Biochemistry	3 credits
CHM 101L	Introduction to General, Organic, and Biochemistry Lab	1 credit
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
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credit
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
PSY 102	General Psychology	4 credits
BIO 483	Pathophysiology	4 credits
NUR 207	Therapeutic and Professional Communication	3 credits
BIO 319	Applied Nutrition	4 credits
CWV 101	Foundations of a Christian Worldview	4 credits
NUR 206A	Introduction to Nursing and Gerontology I	3 credits
NUR 209	Health Assessment	3 credits
NUR 206B	Introduction to Nursing and Gerontology II	3 credits
NUR 203	Introduction to Pharmacology	3 credits
NUR 311	Adult Health Nursing I	6 credits
NUR 312	Adult Health Nursing II	6 credits
BIO 365	Biomedical Statistics	4 credits
NUR 313	Nursing Care of the Childbearing Family	6 credits
NUR 398[Δ]	Research in Nursing[Δ]	3 credits
NUR 314	Family Centered Child Health Nursing	6 credits
NUR 411	Community Health Nursing	5 credits
NUR 412	Home Health Care Nursing	3 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
NUR 413	Community Mental Health Nursing	5 credits
NUR 456	Complex Care	6 credits
NUR 498A[Δ]	Capstone[Δ]	1 credit
NUR 443	Management Concepts and Leadership Behaviors in Nursing	2 credits
NUR 498B[Δ]	Practicum in Nursing[Δ]	3 credits
Total Nursing: Pre-Licensure Major		123 credits

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)

Additional Admission Requirements for the RN to BSN

In addition to the general Undergraduate Admission Requirements listed in the Admission Policy and Procedure section, the following admission requirements must be met.

1. Degree-Bearing Candidates
   a. Possess a GCU-approved Associates degree in nursing from an accredited, GCU-approved college, university, or program.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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b. Submit official transcripts bearing evidence of a cumulative GPA of 2.8. No transferable credits may have a grade below a "C" (2.00).

c. Possess a current unencumbered, unrestricted license as a registered nurse in the state where they are employed as an RN.

2. Nondegree-Bearing Candidates

a. Submit proof of successful completion of an approved nursing program.

b. Tender official transcripts bearing evidence of a cumulative GPA of 2.80. No transferable credits may have a grade below a "C" (2.00).

c. Possess a current unencumbered, unrestricted license as a registered nurse in the state where they are employed as an RN.

d. Be prepared to transfer or complete the following general education competencies that are not integrated into the program core with a minimum grade of "C" (2.00)

6 credits of English Composition

5 credits of Scientific Inquiry

3 credits of History

4 credits of Humanities

Retention and Progression

Students who have been accepted into the nursing program may remain in the program if they adhere to the following criteria:

1. Maintain continuous registration for nursing courses in the major: Summer, Fall, and Spring.
2. Meet the standards of Grand Canyon University as outlined in the Grand Canyon University Academic Policy Handbook.
3. Maintain a 2.5 cumulative GPA on 4.0 scale in all nursing major courses. GPA will be calculated after the completion of each semester.
4. Maintain a cumulative GPA of 2.5 to graduate.

Attendance

The courses offered in the RN to BSN program are concentrated seminars. Attendance is a prerequisite for student learning in the courses and the personal and small group relationships facilitated in class sessions. For these reasons, no "free" or "automatic" absences exist.

Sometimes unavoidable absences may occur. These absences must be discussed with the instructor of the course, preferably before the class session meets. If the absence is completely unavoidable and the professor is informed, the following guidelines apply:

1. One absence, for whatever reason, requires a make-up assignment. Even with the make-up assignment, some grade reduction will occur. An "I" (incomplete) grade may be requested by the student within the guidelines of the grading system. (See Grading Information.)

   Make-up assignments may consist of two options:

   a. Attendance in an identical session of the course, albeit held on another class night that week, if class is available that week. This attendance must be coordinated with instructor to be recorded effective.

   b. A written assignment, covering the content missed in the class, as approved by the instructor.

2. Absences for two consecutives or non-consecutive classes in a course results in a grade of "F." Furthermore, a conference may be arranged with the student, the instructor, and the Director of the RN to BSN program to determine continuance in the program. If the student is allowed to remain in the program after failing one course, the course must be repeated and other stipulations for continuation may be delineated.
3. A student repeating a course is charged the tuition rate for the semester that the student repeats the course.
4. A student who fails two courses in the program will be administratively withdrawn from the program.

Class Scheduling

Upon enrolling in the College of Nursing RN to BSN program, students are assigned to specific evening or cohort group. Because of the synergistic, developmental, cooperative learning nature of the classes, it is recommended that learners remain with the group of students with whom they began and that they complete the courses in the sequence delineated on the course schedule. If extenuating circumstances exist, the student may discuss options for changing cohorts with the Director of the RN to BSN program or the Dean of the College of Nursing.

Registered Nurse to Bachelor of Science in Nursing (RN-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.

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)

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.

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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.

Degree Requirements

Total RN to BSN Core	36 credits
Total Other Transfer, Elective, or Certification Credits	84 credits
Total Registered Nurse to Bachelor of Science in Nursing (RN-BSN)	120 credits

Registered Nurse to Bachelor of Science in Nursing (RN-BSN) Major

NRS 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 posses 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 five emphases offered for the Master of Science in Nursing.

Additional Admission Requirements

In addition to the general Undergraduate Admission Requirements listed in the Academic Catalog, the following admission requirements must be met. Candidates must provide evidence of a current, unencumbered license in the state of residence upon admission to the program and for the duration of their study. In addition to the general Graduate Admission Requirements listed in the Admission Policy and Procedure section, all MSN bridge program candidates must provide evidence of a bachelor's degree from a regionally accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale).

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

Graduate Degree Requirements

Additional Graduate Nursing Admission Requirements

In addition to the general Graduate Admission Requirements listed in the Admission Policy and Procedure section, all College of Nursing graduate program candidates must hold a bachelor's degree in nursing from a NLNAC/CCNE accredited program, reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale). Graduate students must have had courses in statistics and research (FNP, CNS, NEd, and MS-NL,), health assessment (FNP, CNS, NEd), and pathophysiology (FNP, CNS, NEd) (courses must be shown on official transcripts). Students must also present a valid unrestricted and unencumbered U.S. RN license with no history of discipline in the state of practice.

Upon admission, the following will be required to:

- Contact the State Board of Nursing Variance in state of residence to determine the requirements for certification of nurse practitioner/advanced practice

RN Licensure Requirement

The graduate nursing student is required to have a current unencumbered license in their state of residence upon admission to the program and for the duration of study. A current license must also be maintained in any state the student is completing clinical requirements. A copy of the current license must be on file at the College of Nursing upon admission to the program and updated as necessary. The student is responsible for notifying the Associate Dean of the College of Nursing immediately in the event the RN license becomes encumbered or is under investigation during their course of study. Resulting consequences will be determined on a case-by-case basis based on the threat to public safety after review by the College of Nursing Graduate Committee.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | [✞] Fulfills General Education Christian Studies requirement

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Malpractice Coverage

Student-Self Coverage:

Students carry their own professional liability insurance. The coverage is a minimum of $1 million per event/$3 million total coverage. Proof of insurance must be submitted upon request by the College of Nursing.

University Coverage:

College of Nursing carries Medical Professional Liability Insurance on all students in the Masters/FNP/CNS/NEd program programs. The coverage is $2,000,000 each incident or occurrence and $4,000,000 in the aggregate through the following company:

Marsh Affinity Group Services as service of Seabury & Smith
1440 Renaissance Dr.
Park Ridge, Il 60068
800-621-3008
Certificate number AHC-1182090

Policy for Student Drug Screening

Graduate students (NP/CNS) will participate in random drug screening prior to their first clinical course in accordance with the College of Nursing Policy for Student Drug Screening stated earlier in this catalog. In addition, students with any type of clinical practicum (NP, CNS, N.ED) will be required to undergo a background check (utilizing GCU's provider) as well as any other security clearance required by the clinical agency prior to their practicum experience. The cost of any required screenings is the student's responsibility

Graduate Clinical Requirements

- Upon admission, the following will be required for the FNP, CNS, and CNS-NEd programs:
  - State Board of Nursing Variance
  - Clinical Placement
    - All FNP, CNS, and CNS-NEd students are required to submit the appropriate immunization, health insurance, and other documentation to the college prior to registering for the first clinical course. Students are required to maintain current records at the college in order to continue in the clinical setting each semester.
    - FNP students are required to submit a Student Clinical Placement Application for each semester when clinical credits are being taken, regardless of whether the college or the student determines the clinical assignment. CNS students may submit the Student Clinical Placement Application for clinical placement assistance; they should be communicating with the CNS Faculty Lead for further direction regarding clinical placement. The College of Nursing will give priority to assigning clinical placements to those students who have submitted the application and all required documentation by the appropriate deadline.

Semester	*Application Deadline*
▪ Spring 2009	▪ October 1, 2008
▪ Summer 2009	▪ February 1, 2009
▪ Fall 2009	▪ February 1, 2009

- Prior to registration for NUR 643 or NUR 655, the following will be required for the FNP, CNS, and CNS-NEd programs:
  - Required Liability Insurance

    Evidence of Professional Nursing Liability Insurance $1 million per event and $3 million total coverage
  - Evidence of Health Insurance
  - Health/Safety Requirements
    - Health History/Note from
    - PCP stating that student is healthy to participate in clinical activities
    - Current immunization record – Tetanus (Td) booster within past 10 years, Hepatitis B series, Measles, Mumps and Rubella, Varicella immunization or evidence of immunity, and TB screen
    - CPR certification current for the Health Care Provider from American Heart Association or CPR for the Professional Rescuer from American Red Cross
    - Drug Screen – negative
  - HIPAA Confidentiality Agreement

    Sign the HIPAA Confidentiality Agreement form.

Graduate Progression and Re-entry Requirements

Students who have failed courses must submit an official academic appeal to be considered for re-entry into the program Students must apply for re-entry to the Master of Nursing program under the following conditions:

- Interrupted Enrollment – Students have not been enrolled in the courses of the graduate program for more than one year.
- Course Failure – Students have received a failing grade in a graduate nursing course.
  - Failure of a course occurs when students receive below a 76% in the final grade calculation of theory and/or a clinical segment.
  - Failure of one or both theory and clinical co-requisites predicates the retaking of the composite course, (i.e., theory and clinical components).
  - Failure removes students from the graduate nursing program and requires reapplication to the graduate nursing program for progression consideration.

Only ONE failed graduate nursing course may be repeated once. Subsequent course failures constitute administrative withdrawal from the nursing college.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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Graduate Programs

Registered Nurse to Master of Science in Nursing

This program is a blend of the existing Registered Nurse to Bachelor of Science in Nursing and Master of Science–Nursing programs. The RN to BSN curriculum will be truncated by several courses whose content will be covered in the Master's materials. After the third semester in the course of study below, students will be eligible to transfer into any existing MS-Nursing concentration.

Admission Requirements

In addition to the general Undergraduate Admission Requirements listed in the Admission Policy and Procedure section of the Grand Canyon University Policy Handbook, the following admission requirements must be met.

1. Applicants for the RN to MSN track must have a current unencumbered, unrestricted license as a registered nurse in the state where they are employed as an RN.
2. Cumulative GPA of 3.0 or greater is required for admittance to the program.
3. Applicants must have at least 84 undergraduate credits that include a Pathophysiology course.

Program Prerequisites (see course descriptions)

Choose one of the following pathophysiology courses:

BIO 483	Pathophysiology	4 credits
BIO 308	Pathophysiology	3 credits

RN/MS-N Undergraduate Core

NRS 430V	Professional Dynamics	3 credits
NRS 429V	Family Centered Health Promotion	3 credits
NRS 433V[Δ]	Introduction to Nursing Research	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 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
Total RN/MS-N Undergraduate Core Credits		27 credits

Master of Science in Nursing (MS-Nursing)

The five concentrations offered for the Master of Science in Nursing are the following:

- Family Nurse Practitioner (FNP)
- Adult Clinical Nurse Specialist (CNS)
- Adult Clinical Nurse Specialist with Education Focus (CNS-Ed)
- Nursing Education (NEd)
- Nursing Leadership in Health Care Systems (NL)
- The following dual degree is also offered:
- Master of Business Administration and Master of Science – Nursing: Nursing Leadership in Health Care Systems

Master of Science in Nursing: Acute Care Nurse Practitioner

The Master of Science in Nursing: Acute Care Nurse Practitioner 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 acute care nurse practitioners (ACNPs) 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 in the diagnosis and management of acute and life-threatening health problems. The 50-credit hour program includes 600 hours of directly supervised clinical practice with ACNP and/or physician preceptors in nationally known care facilities.

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 642	Advanced Physiology and Pathophysiology	3 credits
NUR 644	Advanced Pharmacology	3 credits

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NUR 640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR 653	Human Responses to Critical Illness	3 credits
NUR 656	Diagnosis and Management of Acutely Ill Patients	4 credits
NUR 658	Scope of Practice, Documentation, and Billing	2 credits
NUR 659	Exacerbation of Chronic Illness–Multisystems	4 credits
NUR 671	Procedures and Simulation	4 credits
NUR 672	Practicum 1	4 credits
NUR 673	Practicum 2	4 credits
NUR 699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing: Acute Care Nurse Practitioner		50 credits
Total Clinical Hours		600 hours

Master of Science in Nursing: Adult Clinical Nurse Specialist

The Master of Science in Nursing: Adult Clinical Nurse Specialist program incorporates the advanced roles of clinician, researcher, learner/educator/coach, leader, community advocate, manager of systems, collaborator, and consultant. The master's prepared nurse requires clinical and organizational decision-making skills based on critical thinking, evidence-based research, and diagnostic reasoning. The nurse prepared at the advanced level synthesizes elements of caring into the nurse-client relationship within practice based on advocacy, as well as ethical, social, legal, political, and historical perspectives. Emphases are placed on client empowerment with unconditional regard for all. The advanced practice role includes an advanced clinical component such as nurse practitioner or the clinical nurse specialist (CNS). The nursing role specialty includes a continuation of nursing knowledge in nursing leadership or nursing education.

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 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
NUR 699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing: Clinical Nurse Specialist		45 credits
Total Clinical Hours		450 hours

Master of Science in Nursing: Adult Clinical Nurse Specialist with Education Focus

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

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 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 649E	Nursing Education Seminar II	4 credits
NUR 655	CNS I: Theoretical Foundations	6 credits
NUR 657	CNS II: Influence Change in Health Care Systems	6 credits
NUR 660	CNS Clinical Internship/ Teaching Practicum	4 credits
NUR 699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing: Clinical Nurse Specialist with Education Focus		49 credits
Total Clinical Hours		450 hours

Master of Science in Nursing: Family Nurse Practitioner

The Master of Science in Nursing: Family Nurse Practitioner program prepares experienced professional nurses for advance practice as primary care providers. The family nurse practitioner

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(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.

Admission Criteria: Students must hold an earned cumulative undergraduate GPA of 3.00 (on a 4.0 grading scale) and an earned cumulative undergraduate GPA of 3.00 (on a 4.0 grading scale) in all science courses. The applicant must be a graduate of an ADN/BSN program accredited by the NLNAC-CCNE, and hold a current unencumbered license to practice as a registered nurse in the State of Arizona. Applicants' official transcripts must document the completion of baccalaureate-level health assessment, statistics, and research courses, and possess computer skills for Web-enhanced programs. Applicants may be asked to interview with faculty.

Program Admission Requirements

1. An earned cumulative undergraduate GPA of 3.00 (on a 4.0 grading scale).
2. Post-master's students must have a cumulative GPA of 3.00 (on a 4.0 grading scale) for graduate level work.
3. Must be a graduate of a BSN program accredited by the NLNAC or CCNE.
4. Must hold a current, unencumbered license to practice as a registered nurse in the state of Arizona.
5. Must have 1,000 hours of work experience in a relevant area of professional nursing within the last 24 months.
6. An interview with a representative in the specialty area.
7. International students are required to complete the TOEFL test with a score of 550 or better on paper-based test, 79 on the Internet-based test and achieving minimum scores of subtests: writing = 22, speaking = 21, reading = 20, and listening = 16.
8. Completion of baccalaureate-level health assessment, statistics, research, pathophysiology, and pharmacology courses. Courses must be shown on official course transcripts.
9. 200-word essay on career goal and reason for pursuing degree as a Family Nurse Practitioner. (Essay will be evaluated by the FNP faculty.)
10. Computer skills for Web-enhanced program.
11. An interview with a member of the FNP faculty.

FNP Course Progression Requirements

Program Probation:

Students who are at risk for program failure:

- Students earning a grade below a C in any course in the program of study will be placed on program probation.
- Students who are on probation and earn a second grade of C or below will be ineligible to progress in the program without reapplication to the FNP program.
- Only one graduate nursing course (less than 76% but greater than 72% in the final grade calculation of either theory or clinical segments) may be repeated once.

Program Failure:

Students have received a failing grade in a graduate nursing course:

- Failure of a course when students receive below a 76% in the final grade calculation of either theory or clinical segments.
- Failure of one or both theory or clinical co-requisites predicates the retaking of the composite course (i.e., theory and clinical components).
- Students who receive a failing grade of 72% or below (F) in the final grade calculation of either theory or clinical are ineligible to retake that course and/or progress in the FNP program.

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 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	Advance Practice Management of Adult Health Care Problems in Primary Care	3 credits
NUR 675C	Advance Practice Management of Adult Health Care Problems in Primary Care Clinical	3 credits
NUR 668	Advance Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care	3 credits

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NUR 668C	Advance Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care Clinical	3 credits
NUR 667	Advance Practice Management of Women's Health Care Issues in Primary Care	1.5 credits
NUR 667C	Advance Practice Management of Women's Health Care Issues in Primary Care Clinical	1.5 credits
NUR 664	Advance Practice Management of Geriatric Issues in Primary Care	1.5 credits
NUR 664C	Advance Practice Management of Geriatric Issues in Primary Care Clinical	1.5 credits
NUR 654	Diverse Application of Advanced Practice Concepts	3 credits
NUR 681	Advanced Practice Clinical Practicum	2 credits
NUR 681C	Advanced Practice Clinical Practicum Clinical	2 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 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

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 is a part-time or full-time course of study consisting of graduate nursing core courses and leadership courses taken with 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 625	Organizational Culture and Team 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 Business Administration and Master of Science in Nursing: 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: The Master of Business Administration and Master of Science in Nursing: Nursing Leadership in Health Care Systems Dual-Degree .

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Post-Master of Science in Nursing Certificates

Post-Master of Science in Nursing Certificates are available in each of the following areas:

- Family Nurse Practitioner (FNP)
- Adult Clinical Nurse Specialist (CNS)
- Adult Clinical Nurse Specialist (CNS) with Education Focus
- Nursing Education (NEd)

Certificate requirements, including the possession of a graduate nursing degree, are noted within the degree programs.

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The College of Health Sciences

College of Health Sciences Description

The College of Health Sciences was created in 2007 to address a rapidly growing need in the health care industry for increased workforce and educational opportunities that support advancement. The Pre-Medicine, Pre-Pharmacy, Pre-Physical Therapy, and Pre-Physician Assistant programs prepare students to be the best possible applicants for graduate study and eventual entrance into some of the highest paying and most prestigious positions in the health care industry. Programs such as Athletic Training, Exercise Science, Health Care Administration, and Counseling provide students with the necessary skills, knowledge, and experience to seek licensure (if necessary) and begin practice in their disciplines immediately following graduation. Degree completion programs in the areas of Addiction Counseling, Health Sciences, Medical Imaging, and Respiratory Care provide associate-degree-prepared practitioners a means to apply their previous education towards attainment of a baccalaureate degree, thus positioning them for employment advancement opportunities and the ability to pursue graduate level studies.

The College of Health Science exemplifies a premier education at a private Christian university where quality instruction and student learning are the sole objectives. With class sizes of less than 30 to 1 and instructors that are dedicated solely to the highest quality instruction and success of students, the college provides the best possible learning environment and opportunity for mastery of course material. In addition to the 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, career development, and extracurricular skill development. Graduates from the College of Health Sciences at Grand Canyon University can be confident that they have received a premier level of academic achievement and personal support in the nation, providing them with the knowledge and values necessary to be among the top critically thinking health care professionals, global citizens, effective communicators, and responsible leaders.

College of Health Sciences Vision

The College of Health Science is the "gold standard" in providing the most desirable training for quality preparation of health care professionals.

College of Health Sciences Mission

The College of Health Sciences provides an academically challenging, values-based environment that prepares learners to be critically thinking health care professionals who become global citizens, effective communicators, and responsible leaders in the context of our Christian heritage.

Biomedical Sciences

Courses in the Biology program are intended to help students understand and appreciate the structure, function, diversity, and interactions of living organisms. Degrees within the Biology program are designed to structure students' curricula to prepare them for careers or graduate studies in medicine, health sciences, education, and research.

Bachelor of Science in Biology with an Emphasis in Pre-Medicine

The Bachelor of Science in Biology with an Emphasis in Pre-Medicine is designed for students preparing for medical or dental school. The program includes courses required or recommended by graduate professional schools; preparation for the medical college admission test (MCAT), optometry admission test (OAT), or dental admission test (DAT); and specialized coursework focused on preparing students for success in their graduate studies. Students will have a Pre-Med faculty mentor to ensure that all medical school questions are answered and that proper progress is being made toward completion of the Pre-Med designated curriculum. The Pre-Med advisor will assist students in choosing medical schools and will advocate on behalf of students for a selection of medical schools.

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 Academic Counselors for more specific information.	
Total Pre-Medicine Major	96 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Medicine	120 credits

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Pre-Medicine Major

ENG 105[Δ]	English Composition I[Δ]	4 credits
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
ENG 106[Δ]	English Composition II[Δ]	4 credits
MAT 250	College Algebra and Trigonometry	4 credits
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credit
BIO 457	Genetics	4 credits
BIO 360	Medical Physiology	3 credits
BIO 360L	Medical Physiology Lab	1 credit
BIO 474	Human Gross Anatomy and Dissection	4 credits
HLT 100	Health Care Roles and Integration of Patient Care	4 credits
BIO 319	Applied Nutrition	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
PHY 111	General Physics I	3 credits
PHY 111L	General Physics I Lab	1 credit
CHM 331	Organic Chemistry I	3 credits
CHM 331L	Organic Chemistry I Lab	1 credit
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
CHM 332	Organic Chemistry II	3 credits
CHM 332L	Organic Chemistry II Lab	1 credit
PSY 102	General Psychology	4 credits
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
BIO 365	Biomedical Statistics	4 credits
HLT 364	Research and Communication Techniques in Health Care and Science[Δ]	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Pre-Medicine Major		96 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 preparing for pharmacy school. It includes courses required or recommended by graduate professional schools, preparation for the pharmacy college admission test (PCAT), and specialized coursework focused on preparing students for success in their graduate studies. These students will have a Pre-Pharm faculty mentor to ensure that all pharmacy school questions are answered and that proper progress is being made toward completion of the designated curriculum. The Pre-Pharm advisor will assist students in choosing pharmacy schools and will advocate on behalf of students for a selection of pharmacy schools.

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 Academic Counselors for more specific information.	
Total Pre-Pharmacy Major	104 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Pharmacy	120 credits

Pre-Pharmacy Major

ENG 105[Δ]	English Composition I[Δ]	4 credits
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
ENG 106[Δ]	English Composition II[Δ]	4 credits
ECN 220	Introduction to Economics	4 credits
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credit
BIO 457	Genetics	4 credits
BIO 360	Medical Physiology	3 credits
BIO 360L	Medical Physiology Lab	1 credit
BIO 484	Human Anatomy	4 credits
HLT 100	Health Care Roles and Integration of Patient Care	4 credits
BIO 319	Applied Nutrition	4 credits
MAT 351	Calculus for Biomedical Sciences	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 331	Organic Chemistry I	3 credits
CHM 331L	Organic Chemistry I Lab	1 credit

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PHY 111	General Physics I	3 credits
PHY 111L	General Physics I Lab	1 credit
CHM 332	Organic Chemistry II	3 credits
CHM 332L	Organic Chemistry II Lab	1 credit
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
PSY 102	General Psychology	4 credits
COM 210	Public Speaking	4 credits
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
BIO 365	Biomedical Statistics	4 credits
HLT 364	Research and Communication Techniques in Health Care and Science[Δ]	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Pre-Pharmacy Major		104 credits

Bachelor of Science in Biology with an Emphasis in Pre-Physician Assistant

The Bachelor of Science in Biology with an Emphasis in Pre-Physician Assistant is designed for students preparing for graduate-level physician assistant education. It includes courses required or recommended by graduate professional schools, preparation for the GRE and/or medical college admission tests, and specialized coursework focused on preparing students for success in their graduate studies. Students will have a Pre-PA faculty mentor to ensure that all physician assistant graduate program questions are answered and that proper progress is being made toward completion of the designated curriculum. The Pre-PA advisor will also assist students in choosing a physician assistant graduate program and will advocate on behalf of students for a selection of physician assistant graduate programs.

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 Academic Counselors for more specific information.	
Total Pre-Physician Assistant Major	84 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Physician Assistant	120 credits

Pre-Physician Assistant Major

ENG 105[Δ]	English Composition I[Δ]	4 credits
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
ENG 106[Δ]	English Composition II[Δ]	4 credits
MAT 250	College Algebra and Trigonometry	4 credits
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credit
BIO 457	Genetics	4 credits
HLT 100	Health Care Roles and Integration of Patient Care	4 credits
BIO 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credit
BIO 319	Applied Nutrition	4 credits
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
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 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
PSY 102	General Psychology	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
BIO 365	Biomedical Statistics	4 credits
HLT 364	Research and Communication Techniques in Health Care and Science[Δ]	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Pre-Physician Assistant Major		84 credits

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

The Bachelor of Science Degree in Health Sciences: Professional Development and Advanced Patient Care Program is a degree completion program designed for health-care professionals who have received licensure, certification, or registration in an allied-health field and wish to acquire baccalaureate-level competencies in health-sciences theory and professional health care issues.

Additional Admission Requirements

In addition to the general Standards for Undergraduate Admission, all Health Sciences program applicants must meet the full set of admission requirements from one of the following categories:

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1. Degree-bearing Candidates
   a. Possess an Associate degree in an allied health field from an accredited, GCU-approved college, university, or program that leads to licensure, certification, or registration in an allied health field.
   b. Submit official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a "C" (2.00).
2. Non-degree-bearing Candidates
   a. Submit official transcripts, documenting proof of coursework in an allied health program that leads to licensure, certification, or registration in an allied health field that led to license, certification, or registration in an allied health field.
   b. Provide proof of license, certification, or registration in an allied health field.
   c. Submit official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a "C" (2.00).
   d. Be prepared to transfer or complete the following general education competencies that are not integrated into the program core with a minimum grade of "C" (2.00)

      6 credits of English Composition

      5 credits of Scientific Inquiry

      4 credits of Humanities

Degree Requirements

Transfer and Elective Credits	84 credits
Health Sciences: Professional Development and Advanced Patient Care Core	36 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 306	Advanced Patient Care	3 credits
HLT 308	Risk Management and Health Care Regulations	3 credits
BIO 316◆	Pharmacology for Health Care Professionals	3 credits
HLT 362V◆	Applied Statistics for Health Care Professionals	3 credits
HLT 324◆	Transcultural Health Care	3 credits
HLT 310V✞	Spirituality in Health Care	3 credits
HLT 418◆	Trends and Issues in Health Care	3 credits
HLT 314	Health Care Systems	3 credits
HLT 312✞	Ethics for Health Care Professionals	3 credits
BIO 317V∆◆	Science Communication and Research	3 credits
AMP 450V	Leadership and Vocation	3 credits
HLT 490	Professional Capstone Project	3 credits
Total Professional Development and Advanced Patient Care Core		36 credits

Bachelor of Science in Respiratory Care

The Bachelor of Science in Respiratory Care offers an opportunity for Respiratory Therapists to advance their education by acquiring a Bachelors degree and skills that are relevant to their current vocation. This program offers the therapist an opportunity for advancement in employment and enables the motivated professional to serve the community at a higher level of healthcare.

Admission Requirements

In addition to the general Standards for Undergraduate Admission, all Respiratory Care program applicants must meet the full set of admission requirements from one of the following categories:

1. Degree-bearing Candidates
   a. Possess an Associate degree in an allied health field from an accredited, GCU-approved college, university, or program and be (or have previously been) licensed, certified, or registered in an allied health field.
   b. Submit official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a "C" (2.00).
   c. Provide proof of NBRC credentials as a Registered Respiratory Therapist (RRT).
2. Non-degree-bearing Candidates
   a. Provide proof of NBRC credentials as a Registered Respiratory Therapist (RRT).
   b. Submit official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a "C" (2.00).
   c. Be prepared to transfer or complete the following general education competencies that are not integrated into the program core with a minimum grade of "C" (2.00)

      6 credits English Composition

      2 credits Scientific Inquiry

      4 credits Humanities

Degree Requirements

Maximum Allowable Transfer Credits	75 credits
Respiratory Care Major	45 credits
Bachelor of Science in Respiratory Care	120 credits

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Respiratory Care Major

HLT 306	Advanced Patient Care	3 credits
HLT 308	Risk Management and Health Care Regulations	3 credits
BIO 316◆	Pharmacology for Health Care Professionals	3 credits
HLT 362V◆	Applied Statistics for Health Care Professionals	3 credits
HLT 324◆	Transcultural Health Care	3 credits
HLT 310V✞	Spirituality in Health Care	3 credits
HLT 418◆	Trends and Issues in Health Care	3 credits
HLT 314	Health Care Systems	3 credits
HLT 312◆✞	Ethics for Health Care Professionals	3 credits
HLT 340	Quality Improvement in Respiratory Health Care	3 credits
HLT 410	Respiratory Care of the Critically Ill	3 credits
HLT 335◆	Polysomnography/Sleep Disorders	3 credits
BIO 317V△◆	Science Communication	3 credits
AMP 450V	Leadership and Vocation (Leadership Principles)	3 credits
HLT 490	Professional Capstone Project	3 credits
Total Bachelor of Science in Respiratory Care		45 credits

Health Care Administration

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
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 305	Legal and Ethical Principles in Health Care	4 credits
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
HCA 360	Health Information Technology and Management	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	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
BIO 365	Biomedical Statistics	4 credits

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HLT 364	Research and Communication Techniques in Health Care and Science[Δ]	4 credits
HCA 470[Δ]	Strategic Planning and Implementation in Health Care[Δ]	4 credits
HLT 497	Professional Capstone Project[Δ]	4 credits
Total Health Care Administration Major		56 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 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.

HLT 510	Foundations for Success in Graduate Study of Health Sciences	4 credits
HLT 520	Legal and Ethical Principles in Health Care	4 credits
HCA 525	Analysis of Contemporary Health Care Delivery Models	4 credits
HCA 530	Health Care Policies and Economics	4 credits
HLT 540	Health Care Research Methods, Analysis, and Utilization	4 credits
LDR 600	Leadership Styles and Development	4 credits
HCA 545	Organizational Structure, Dynamics, and Effectiveness	4 credits
HCA 610	Essential Health Care Business Analyses	4 credits
HCA 615	Human Resource Management and Marketing Communication Strategies	4 credits
HCA 620	Business 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.

Medical Imaging Sciences

The Medical Imaging Sciences programs are designed to provide students the optimum preparation for a variety of positions within the discipline. Practicing radiological technicians advance to a baccalaureate degree, while expanding the global awareness and skills of their profession. Practicing technicians also have the option of learning a variety of advanced imaging skills to expand their scope of practice through the various certificates of completion that are available.

Bachelor of Science in Medical Imaging Sciences

The Bachelor of Science in Medical Imaging Sciences offers an opportunity for Imaging Technologists to advance their education by acquiring a Bachelors degree and skills that are relevant to their current vocation. This program offers the Technologist an opportunity for advancement in employment and enables the motivated professional to serve the community at a higher level of healthcare.

Admission Requirements

In addition to the general Standards for Undergraduate Admission, all Medical Imaging Sciences degree program applicants must meet the full set of admission requirements from one of the following categories:

1. Degree-bearing Candidates
   a. Possess an Associate degree in an allied health field from an accredited, GCU-approved college, university, or program and be (or have previously been) licensed, certified, or registered in an allied health field.
   b. Submit official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a “C” (2.00).
   c. Provide proof of current certification in good standing in Radiography, Radiologic Therapy, Nuclear Medicine, or Sonography by one of the following licensing bodies:
      American Registry of Radiologic Technologists (ARRT);
      Nuclear Medicine Technology Certification Board (NMTCB); and/or
      American Registry For Diagnostic Medical Sonography (ARDMS).
2. Non-degree-bearing Candidates
   a. Submit proof of completion of a certified program or a Joint Review Committee on Education in Radiologic Technology (JRCERT) -accredited program.
   b. Provide proof of current certification in good standing in Radiography, Radiologic Therapy, Nuclear

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Medicine, or Sonography by one of the following licensing bodies:

American Registry of Radiologic Technologists (ARRT);

Nuclear Medicine Technology Certification Board (NMTCB); and/or

American Registry For Diagnostic Medical Sonography (ARDMS).

c. Tender official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a "C" (2.00).

d. Be prepared to transfer or complete the following general education competencies that are not integrated into the program core with a minimum grade of "C" (2.00)

6 credits of English Composition

5 credits of Scientific Inquiry

4 credits of Humanities

Degree Requirements

Maximum Allowable Transfer Credits	75 credits
Medical Imaging Sciences Major	45 credits
Bachelor of Science in Medical Imaging Sciences	120 credits

Medical Imaging Major

HLT 306	Advanced Patient Care	3 credits
HLT 308	Risk Management and Health Care Regulations	3 credits
BIO 316◆	Pharmacology for Health Care Professionals	3 credits
HLT 362V◆	Applied Statistics for Health Care Professionals	3 credits
HLT 324◆	Transcultural Health Care	3 credits
HLT 310V✞	Spirituality in Health Care	3 credits
HLT 418◆	Trends and Issues in Health Care	3 credits
HLT 314	Health Care Systems	3 credits
HLT 312◆✞	Ethics for Health Care Professionals	3 credits
MDI 424	Quality Management in Medical Imaging	3 credits
MDI 410	Critical Patient Care in Medical Imaging	3 credits
MDI 304	Medical Imaging in the Digital Environment	3 credits
BIO 317V△◆	Science Communication	3 credits
AMP 450V	Leadership and Vocation	3 credits
HLT 490	Professional Capstone Project	3 credits
Total Bachelor of Science in Medical Imaging Sciences		45 credits

Athletic Training and Physical Education

The major and minor degrees described offer a blend of classroom instruction and clinical experience designed for the optimum preparation of students for careers in this field. These courses of study will prepare students for eligibility to meet the requirements of the Board of Certification, national certifications in the commercial health and fitness industry, State Board of Education Certification or Endorsement in physical education, health education, or athletic coaching.

Athletic training, as defined by the National Athletic Trainer's Association, is practiced by Athletic Trainers, healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. The Athletic Training major prepares the student for the Board of Certification Examination. A certified Athletic Trainer (ATC) is qualified to work in a variety of settings including high schools, colleges and universities, professional sports, clinics, and other areas as an integral part of the health care team. The student will receive education in prevention, care, immediate treatment, rehabilitation, and management of athletic related injuries and illnesses. The education includes clinical rotations on and off campus that require at least 600 hours of clinical experience that must be completed before graduation. Students must provide transportation to off site clinical rotations. Students are also required to complete a physical exam and sign a technical standards agreement prior to full acceptance to ensure ability to complete tasks associated with the position. The selection of student athletic trainers is competitive. A completed admission application should be submitted by April 1, after completing at least 30 observation credits and athletic training student prerequisite requirements. Students will be accepted to the program by June 1 for priority admission. Please visit our website for application materials..

The Physical Education Major offers a blend of classroom instruction and clinical experience designed for the optimum preparation of students for eligibility to meet the physical education content area requirements for Arizona State Board of Education Certification and K-12 physical Education Endorsement. The Physical Education Major meets NCATE National Standards for physical education. This major is well suited for those students who wish to complete a bachelor's degree first, and then complete the education requirements for Department of Education certification at a later date.

- The Health Education emphasis will assist in providing additional competency in personal and group health instruction to prepare students as health educators. The national health issues for children, especially obesity, must be addressed. There is no other system as capable of meeting this need as the field of physical education in the public schools.

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- The Athletic Coaching Emphasis offers skills to assist the future teacher or other professional who wishes to coach interscholastic, intercollegiate, or other sports teams in all aspects of preparation for competition. Successful completion of coursework will meet level three guidelines from NASPE or State Board of Education requirements for coaching certification (see Appendix C) and the content is complementary to the major content for career choices that Physical Education Major students make and enhances the typical physical education students marketability with school districts.

Additional Admissions/ Program Requirements Athletic Training Degree

In addition to the general Undergraduate Admission Requirements listed in the Admission Policies and Application Procedures section, the following admission requirements must be met:

1. All interested students may apply to the Athletic Training Education program during the semester in which all prerequisite course work will be completed.
2. Application deadline for priority acceptance is April 1. Students are accepted by June 1 for a fall semester start.
3. A maximum of two different prerequisite courses may be repeated only once to earn a grade of C or above.
4. Acceptance into the ATEP is determined by Athletic Training application criteria listed below and availability of clinical spaces.
   - Application Form
   - ATC Letter of Recommendation Form
   - Instructor Letter of Recommendation Form
   - Observation Time Sheet
   - Observation Summary Form
   - Letter of Interest Form
   - Taping Evaluation
   - Emergency Evaluation
   - College Transcripts with pre-requisite course work included
5. Upon admission to the Athletic training education program, students must provide health information to the Program Director, including but not limited to:
   - Complete Athletic Training Student Orientation (annual Orientation)
   - Complete OSHA training during Athletic Training Student Orientation
   - Sign a technical standards agreement
   - Complete a Health History and Physical examination at the Student Health Center at the cost of the student. This examination will include immunization review and technical standards review.
   - Purchase Athletic Training Student Liability Insurance (to renew annually)
   - Purchase an Athletic Training Student name badge from the bookstore
   - Provide Proof of immunization or immunity for Measles, Mumps, Rubella. Influenza vaccinations are recommended.
   - Provide proof of Hepatitis B Vaccination or sign a waiver form declining vaccination.
   - Provide a copy of CPR certification for professional rescuer current through the duration of the two year program (see CPR requirements)
   - Provide a copy of current First Aid Certification
   - Provide a completed background check and Fingerprint Clearance card through Arizona Department of Public Safety at the cost of the student
6. Students must complete the following annually
   - Attend Student Orientation
   - Attend OSHA training
   - Renew Student Liability Insurance (at the cost of the student)
7. Upon admission to the Athletic training education program, students must provide health information to the Program Director, including but not limited to:
   - Complete Athletic Training Student Orientation (annual Orientation)
   - Complete OSHA training during Athletic Training Student Orientation
   - Sign a technical standards agreement
   - Complete a Health History and Physical examination at the Student Health Center at the cost of the student. This examination will include immunization review and technical standards review.
   - Purchase Athletic Training Student Liability Insurance (to renew annually)
   - Purchase an Athletic Training Student name badge from the bookstore
   - Provide Proof of immunization or immunity for Measles, Mumps, Rubella. Influenza vaccinations are recommended.
   - Provide proof of Hepatitis B Vaccination or sign a waiver form declining vaccination.
   - Provide a copy of CPR certification for professional rescuer current through the duration of the two year program (see CPR requirements)
   - Provide a copy of current First Aid Certification
   - Provide a completed background check and Fingerprint Clearance card through Arizona Department of Public Safety at the cost of the student
8. Students must complete the following annually
   - Attend Student Orientation
   - Attend OSHA training

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- Renew Student Liability Insurance (at the cost of the student)

Transfer Students and Student Athletes

Transfer Students and Student Athletes will follow the same admission, retention and progression policies as traditional students.

Retention and Progression

Students who have been accepted into the athletic training program may- remain as athletic training students if they adhere to the following criteria:

1. Maintain continuous registration for athletic training courses in the major. Continuous registration is for Fall/Spring semesters only.
2. Maintain continuous accumulation of clinical contact hours during fall and spring semesters (150 clinical contact hours per clinical course)
3. Satisfactory completion of athletic training competencies and clinical proficiencies
4. Successfully complete all Athletic Training Major courses with C or better
5. Maintain Professional Rescuer CPR & 1st Aid certifications
6. Maintain Athletic Training Student Liability Insurance
7. Complete Athletic Training Student Orientation annually
8. Maintain health and safety standards of ATEP
9. Meet the standards of Grand Canyon University as outlined in the Grand Canyon University Academic Policy Handbook.

Class Scheduling

Upon admission, students are assigned to a cohort group. This cohort follows a set sequence of courses that begin in the fall semester and continues for two consecutive academic years (fall and spring semesters only)

Unsuccessful Course Completion

Failure of a course occurs when the student receives below a "C" in the final grade calculation of the course. Failure removes the student from the athletic training major and the student must reapply to the athletic training program to be considered for progression.

Re-Entry to Athletic Training Major Courses

Students who have failed courses in the athletic training major must submit an official academic appeal to be considered for re-entry into the program.

1. A student receiving a grade of incomplete "I" in any athletic training major course must assure that the incomplete is resolved and a grade is submitted prior to the start of the next academic semester. Failure to do so will result in administrative withdrawal from the program and current cohort sequence.
2. Student must apply for re-entry to the athletic training major under the following conditions
   - Interrupted Enrollment- Student has been out of the athletic training major (for at least one course). Students must follow a cohort sequence.
   - Course failure- Student receives a failure (below a grade of "C") in athletic training course. Students may not continue in ATEP course sequence until failed course has been repeated and passed with a "C" or better. Courses are currently offered one time during the academic year)
   - Unresolved incomplete- Student receives an incomplete "I" as a grade in an athletic training course that is unresolved by the first day of classes in the following semester.
   - Administrative Withdrawal- Student has been administratively withdrawn from the athletic training major course.
3. The student must complete an "Application to Re-enter the Athletic training Major" form and submit it to the Program Director. The student must meet the designated application deadline.
4. Re-entry to the major is not assured simply because the student was previously enrolled in athletic training courses or was previously accepted. The decision will be based on the evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations and standards of behavior. All decisions to readmit are also contingent upon clinical space availability. The student must meet all admission requirements to be considered for re-entry into the program
5. Only ONE failed athletic training course may be repeated once based on acceptance of the student by the reapplication process to the major. Subsequent course failures constitute administrative withdrawal from the athletic training education program.

Probation

Clinical probation means that the student is not meeting the stated clinical objectives. A student may be removed from the clinical area for any unsafe or unprofessional behaviors. Being placed on clinical probation can affect the clinical grade and may result in being withdrawn from the course which may affect placement in the program.

Examples of clinical probationary actions:

- Unsafe practice in clinical area
- Insufficient preparation for the clinical experience
- Failure to follow faculty/staff guidance
- Failure to notify ACI of tardiness or absence
- Causing patient to experience unnecessary suffering
- Inappropriate performance specific to level expectations
- Unprofessional communication to faculty, staff, coaches, or patients

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- Consciously falsifying documents, including patient and personal

Probation Process:

A probationary action sheet is initiated by the Program Director, Clinical Coordinator or Faculty Member.

A copy of the probation plan is verbalized with the student, signed by the student and the involved parties and placed in the student's file.

At the end of the semester the student makes an appointment with the program director to determine probationary status.

If a student disputes probationary status, he/she should follow academic grievance procedures outlined in GCU student handbook.

Mandatory Advisement

Faculty members may request mandatory advisement sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the athletic training program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

Clinical Participation Policies

Students must enroll in four (4) Clinical Instruction Classes over the course of 4 semesters, two academic years minimum. During these classes students will be placed in a clinical rotation and assigned to an approved clinical instructor (ACI). A qualified ACI will use evaluation sheets to evaluate students on clinical proficiencies. The ACI will be informed of the level of athletic training student, and the student will wear an ATS name badge. ATEP Clinical Coordinator will place students based on rotation schedule. Student preference will be considered.

1. Participation in clinical experience is essential to meet the objectives for all clinical athletic training major courses. Students are responsible for all materials covered while student is absent.
2. Clinical absences may result in clinical probation. Students who are too ill to perform safely in clinical should seek medical attention and contact athletic training faculty prior to missing clinical lab.
3. Any student who has experienced an Emergency Department visit or hospitalization or an acute illness, trauma, surgery or pregnancy/delivery will need a health care provider's release to return to clinical. Such a release should provide information that attests to the fact that the student is physically and emotionally able to provide direct patient care..
4. Students who must miss clinical due to pregnancy or extended illness may not be able to complete clinical objectives. Students must contact the course instructor to discuss options. The College of Athletic Training is not obligated to provide makeup clinical opportunities for students unable to complete clinical during the normal academic calendar. Any make-up clinical opportunity will be at the student's expense and subject to faculty availability, clinical site availability, and approval of the Program Director.

Qualifications for Student Placement in Rotation Sites

- Admitted into Professional Phase of Athletic Training Major
- Attend Athletic Training Student Orientation
- Verification of OSHA education
- Verification of Current Professional Rescuer CPR and First Aid certification through academic year
- Verification of Immunization
- Verification of Student Liability Insurance
- Verification of Clinical Site policies and procedures review
- Verification of Fingerprint Clearance Card

Clinical Time Requirements

- Clinical courses must be completed over a minimum of two academic years
- Students will not be required to complete more than 20 hours per week time in a clinical setting. This policy is consistent with federal work-study policy on campus.
- Student will also follow NCAA rules for athletes in regards to comparable relief from clinical experiences during the academic year which is at least one day off per week during in season and two days off per week during out of season.
- Participation in clinical experience is essential to meet the objectives for all athletic training courses.
- Excessive clinical absences may result in clinical probation (see probation). Students who are too ill to perform safely in clinical should seek medical attention and contact ACI prior to missing rotation. A written release from your physician or campus nurse may be requested prior to re-entry to the clinical (see Communicable Disease policy).
- Students are required to provide transportation to and from clinical rotation sites. Travel time may not be logged for clinical contact.

Student Work Policy

Athletic Training Students (ATS) are not certified athletic trainers and will not be used in the place of a certified athletic trainer. After demonstrating proficiency, athletic training students may be permitted to undertake those specific defined activities with appropriate supervision, direction, and job description. All athletic training students whether granted aid, scholarship, work study or not, will work under the direction of the certified athletic trainer at GCU and affiliated settings. The students will follow guidelines set up by the clinical site where they are working and the following:

- Completely document all injuries, modalities used, treatment plans, rehabilitation plans, doctors referrals

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- Sign all documents and have all documents signed by the certified athletic trainer
- Continually ask questions and maintain open communication about an injury or treatment in a clinical setting
- Students may be employed outside regular educational hours (students may not count paid work hours towards graduation requirements), provided the work does not interfere with regular academic responsibilities.
- Students must be formally instructed and formally assessed on athletic training clinical skills as part of a course prior to performing those skills on a patient.

Student Clinical Supervision

Students assigned to a clinical rotation will be under the direct supervision of the Approved Clinical Instructor. The Approved Clinical Instructor will be on site and readily available for on-going instruction, guidance and intervention. The clinical experience will involve daily personal contact between the clinical instructor and the student in the same clinical setting. The student-clinical instructor ratio should not exceed 8:1 and based upon consideration of the total work load of the clinical instructor, availability and adequacy of clinical facilities and the number and nature of athletic programs being offered.

Student Travel

Only supervised clinical experiences may be required of students as a part of their educational program. Supervised educational experiences entail that students are under the direct auditory and visual supervision of a BOC certified athletic trainer (ATEP ACI/CI) at all times. The Commission on Accreditation of Athletic Training Education (CAATE) does not support unsupervised education. Unsupervised clinical experience is not/can not be a requirement of an accredited program; therefore, unsupervised activities, of any kind, are not sanctioned, nor governed by CAATE. Therefore, GCU ATEP does not allow students to travel unsupervised as part of the Grand Canyon University Athletic Training Education Program.

Student Clinical Evaluations

- Prior to beginning any rotation, the ATS must complete a policies and procedures assessment of the assigned clinical site to review policies relating to blood borne pathogens, emergency plans, documentation, etc.
- Two ATS evaluations will be performed during the semester, one at mid-semester and one at the end of the semester.
- The assigned ACI(s) will complete the evaluation sheet regarding the student's performance. The assigned ACI(s) will review the completed evaluations with the student a maximum of one week following the completion of the evaluation.
- The student will complete an evaluation of the ACI and site at the end of the semester.

Dress Code

The Athletic Training Student will wear a GCU athletic training shirt or appropriate attire as designated by the assigned ACI. In addition, all students are required to wear GCU ATS name tag during clinical rotations.

Health and Safety Requirements

All athletic training students are expected to take measures to maintain their personal health as not to jeopardize himself or herself or any athlete in whom they come in contact. Students who are ill are to call the clinical site and talk to the clinical instructor to find someone to replace them. The student will then go to the Health Center to be evaluated. A student athlete that is ill will be referred to the Student Health Center for a determination to practice or not. The requirements for athletic training students upon admission are:

- Athletic Training Physical Examination in Student Health Center upon admission to program which includes a review of immunizations and technical standards
- OSHA training at Grand Canyon University
- HBV immunization is strongly recommended for athletic training students accepted into the professional phase of the program. Students may sign a waiver of vaccination to be admitted into the program.
- Health Insurance as required by the university
- Immunizations as required by the university
- Influenza immunization is strongly recommended

At any time, a student may be required to receive a medical examination if deemed necessary by faculty for the well being of the student or athletes.

CPR Requirements

Students must be certified in CPR for the Professional through the American Safety and Health Institute or BLS Healthcare Provider through the American Heart Association prior to applying to the Athletic Training Education Program(ATEP). CPR certification must be continuous through the two year program (August- May). CPR for Bystanders or the community will not fulfill this requirement. Students are required to maintain certification throughout the program. Students who do not have a current CPR certification card will not be permitted to participate in clinical experiences.

The requirements for our program are those required to take the Board of Certification Examination upon graduation which includes: 2 person CPR, Bag Valve Mask, and AED training.

AIDS	Meningitis (bacterial)
Botulism	Mumps
Infections	Pertussis (whooping cough)
Chancroid	Rubella
Chickenpox	Shigellosis
Chlamydia	Streptococcus pneumoniae
Trachomatis infection	Syphilis

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Cholera	Hand, foot, and mouth syndrome
Conjunctivitis	Viral and acute hepatitis
Diphtheria	Herpes
Diarrhea - Infectious	HIV
Influenza	Lyme disease
Escherichia coli (E coli)	Tetanus
Gonorrhea	Tuberculosis
Group A Streptococcal	Yellow Fever
Hepatitis A, B, or C	Pinworms
Herpes Simplex	Ringworm
Impetigo	Scabies
Lice (Pediculosis)	Shingles (Herpes Zoster)
Measles	Strep pharyngitis

Student Liability Insurance

All Athletic Training Students are required to have personal athletic training student liability insurance for their own protection. The cost varies depending upon company. Companies include: National Professional Group www.usatrainers.com and HPSO www.hpso.com/

OSHA Policy

Athletic Training Students in the clinical phase of the ATEP will undergo annual OSHA education at Grand Canyon University during ATS orientation at the start of each academic year. During this training students will be educated in pathogen and infection control. Once in a setting, students will have access to and utilize appropriate blood-borne pathogen barriers, access to and utilize proper sanitary precautions, and access to appropriate biohazard disposal equipment and procedures at each clinical site.

If a student is exposed to blood or bodily fluid that is an intact skin exposure should:

- Wash the area immediately and thoroughly with soap and water
- Within 24 hours, follow-up with the Cooke Health and Wellness Center or own Primary Care Provider who will make a determination of immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.
- Complete a student incident report (Available from the Program Director) to be filled out by the student and the supervising faculty or instructor who was present during incident. A copy of this report will be given to the Program Director and placed in the student's file.
- Counseling referral and other referrals can be arranged through the health center.

Sexual Harassment

Any form of harassment (physical or verbal) is prohibited and will not be tolerated by Grand Canyon University. Sexual harassment is a violation of federal law. "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when, among other things, such conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment."

For procedures regarding harassment, please refer to the grievance procedures. The Harassment Intake Officer for student matters is the Vice President of Student Life. He or she can guide you through the process.

Health and Immunization Requirements

Athletic Training Students (ATS) are expected to take measures to maintain their personal health so as not to jeopardize themselves or any patient with which they come in contact. Therefore, students who are accepted into the Athletic Training Education Program must show evidence of the ATEP required immunizations and diagnostic procedures as required by the clinical agencies utilized. At anytime, a student may be required to receive a medical examination if deemed necessary by the faculty for the wellbeing of the student and/or the patients/clients.

Students are responsible for updating appropriate CPR prior to the start of each academic year (fall semester). Students will not be allowed to participate in clinical experiences without all requirements being current through the academic school year. Missing clinical may jeopardize a student being successful in the program. As Athletic Training students are in contact with clients in a variety of health situations, it is imperative that students maintain protection against communicable illnesses. In addition, students must meet agency health requirements to enter clinical course work.

The charts below indicate the specific health requirements for undergraduate admission and continuing enrollment.

Test	Requirements for Admission
MMR (rubeola measles, mumps, rubella)	Students must show one of the following: ▪ Lab evidence (titer) of immunity ▪ MMR (two doses) ▪ Physician documented evidence of disease (not accepted for Rubella)
Varicella Zoster (VZV)	Strongly recommended
Hepatitis A	Hepatitis A vaccine is strongly recommended.
Hepatitis B	Hepatitis B vaccine is strongly recommended. A signed waiver available from the Program Director is required if the vaccination series is not complete or declined by the student.
Influenza	Strongly recommended - A signed waiver available from the CON is required if the vaccine is not complete or declined by the student.

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HIPAA Guidelines

As health care providers, one of the covered entities, Athletic Trainers must be knowledgeable about the various aspects of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). CONHS offers this guidance below for those persons to ensure compliance with those requirements and asks that all students sign the HIPAA confidentiality Agreement.

Students Are Required to Do the Following:

- Sign the ATEP Faculty/Staff/Student Confidentiality Agreement before any involvement in a clinical agency.
- Attend ATEP training or in-classroom clinical instruction on requirements relating to patient privacy.
- Know and adhere to a clinical site's privacy and procedures before undertaking any activities at the site.
- Maintain at all times the confidentiality of any patient information, regardless of whether the identifiers listed in the "Do not" section of these guidelines have been removed.
- Promptly report any violation of those procedures, applicable law, or ATEP confidentiality agreement by , a ATEP student, faculty or staff member to the appropriate ATEP clinical instructor or faculty member.
- Understand that a violation of the clinical site's policies and procedures, of applicable law, or ATEP confidentiality agreement will subject the student to disciplinary action.

Students Are Not to Do the Following:

- Discuss, use or disclose any patient information while in the clinical setting unless it is part of the clinical setting assignment.
- Remove any record from the clinical site without the prior written authorization of that site.
- Disclose any information about a patient during the clinical assignment to anyone other than the healthcare staff of the clinical site.
- Use patient information in the context of a learning experience, classroom case presentation, class assignment, or research without attempting to exclude as much of the following information as possible:
  - Names
  - Geographical subdivisions smaller than a state
  - Dates of birth, admission, discharge, death
  - Telephone and fax numbers
  - E-mail addresses
  - Social security numbers
  - Medical records or account numbers
  - Certificate/license numbers
  - Vehicle or device numbers
  - Web locators/Internet protocols
  - Biometric identifiers
  - Full face identifiers
  - Any other unique identifying number, characteristic, or code

Professional Appearance

1. Hair should be short or pulled back and styled neatly. Beards or mustaches, if worn, should be neatly trimmed.
2. Fingernails should be neatly trimmed and free of cracked nail polish. Only clear or neutral nail polish may be used if desired.
3. Permitted jewelry is: one pair of studded earrings, a watch, a plain ring band. No other visible jewelry is acceptable including tongue rings or other facial jewelry. Tattoos and any other body art should be covered where possible. (Students are directed to follow the clinical site guidelines).
4. Perfume, after-shave lotion, and heavy makeup are not acceptable in the clinical area.
5. Gum chewing is not acceptable.
6. Clothing worn in course activities not requiring student uniform should adhere to professional standards.

Please remember that students also represent Grand Canyon University. Look clean, neat, and professional.

Professional Attire for Formal Presentations

Business casual is acceptable which can be interpreted as:

1. Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses.
2. Men: dress pants, button down shirts, polo shirts (short sleeved shirts with a collar), blazers.

Do not wear: Denim material, anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes

Program Associated Costs

Application:

- Student Liability Insurance
- Update of CPR certification as necessary
- Purchase Student Name tag
- Hepatitis B vaccination (unless declined)
- Provide a Fingerprint Clearance card from the Arizona Department of Public Safety

Annually:

- Update Student Liability Insurance
- Update of CPR certification as necessary
- Provide transportation to and from clinical sites

Graduation Requirements

Athletic Training Students must:

- Complete at least 600 supervised clinical hours after acceptance into Athletic Training Education Program

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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- Complete hours must over a minimum of two years
- Complete Clinical Instruction Courses consecutively and in no less than two academic years
- Complete all required clinical instruction course proficiency evaluations
- Successfully complete all required courses with a "C" or better,

Board of Certification Examination

*(taken from Board of Certification Web site: **www.bocatc.org**)*

In order to attain certification, an individual must complete an entry-level athletic training education program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC certification exam.

In order to qualify as a candidate for the BOC certification exam, an individual must meet the following requirements:

- Endorsement of the exam application by the recognized Program Director (PD) of the CAATE accredited education program
- Proof of current certification in emergency cardiac care (ECC)
  (Note: ECC certification must be current at the time of initial application and any subsequent exam retake registration)

Students who have registered for their last semester, or quarter, of college are permitted to apply to take the certification exam prior to graduation provided all academic and clinical requirements of the CAATE Accredited Program have been satisfied or will be satisfied in their last semester or quarter of college. Eligible candidates are permitted to take the exam prior to graduation. Candidates may take the exam during the exam window closest to his/her graduation date.

Students are responsible for applying to take and paying for the Board of Certification Examination

Bachelor of Science in Athletic Training

Athletic training, as defined by the National Athletic Trainer's Association, is practiced by Athletic Trainers, health care professionals that 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, as well as functional limitations and disabilities. The Bachelor of Science in Athletic Training program prepares students for the Board of Certification Examination. 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. Students will receive education in prevention, clinical evaluation and diagnosis, treatment, rehabilitation, reconditioning, organization and administration, and professional responsibility related to the management of athletic-related injuries and illnesses. The education requires that 625 hours of clinical rotations on- and off-campus be completed before graduation. Students must provide their own transportation to clinical rotations. Students are also required to complete a physical exam and sign a technical standards agreement prior to full acceptance to ensure ability to complete tasks associated with the position. Admittance to the athletic training program is competitive. After completing at least 30 observation credits and athletic training student prerequisite requirements, a completed admission application (obtained from the College of Health Sciences) should be submitted by April 1. Students are accepted to the program by June 1 for priority admission.

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 Academic Counselors for more specific information.	
Total Athletic Training Major	84 credits
Total Electives	0-2 credits
Total Bachelor of Science in Athletic Training	120 credits

Athletic Training Major

BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 155	Introduction to Anatomy and Physiology	3 credits
BIO 155L	Introduction to Anatomy and Physiology Lab	1 credit
PSY 102	General Psychology	4 credits
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
EXS 356	Recognition and Evaluation of Athletic Injuries I	4 credits
EXS 321	Clinical Instruction in Athletic Training I	4 credits
EXS 357	Recognition and Evaluation of Athletic Injuries II	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
EXS 366	General Medical Conditions	4 credits
EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
EXS 350	Clinical Instruction in Athletic Training II	4 credits
EXS 385	Therapeutic Modalities	3 credits
EXS 385L	Therapeutic Modalities Lab	1 credit
EXS 426	Theory of Prescribing Exercise	3 credits
EXS 426L	Theory of Prescribing Exercise Lab	1 credit

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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EXS 351	Clinical Instruction in Athletic Training III	4 credits
EXS 370	Pharmacology, Drug Use, and Abuse	4 credits
EXS 353	Clinical Instruction in Athletic Training IV	4 credits
EXS 458	Theory and Practice of Strength and Conditioning	4 credits
EXS 420	Management in Athletic Training, Health, and Athletics	4 credits
EXS 421	Clinical Instruction in Athletic Training V	4 credits
EXS 415[Δ]	Advanced Athletic Training	4 credits
Total Athletic Training Major		84 credits

Bachelor of Science in Exercise Science with an Emphasis in Athletic Coaching

The Bachelor of Science in Exercise Science with an Emphasis in Athletic Coaching program is a blend of classroom instruction and clinical experience designed for the optimum preparation of students in knowledge of the scientific and technical aspects of human performance with skills 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. Successful completion of coursework will meet Level 3 guidelines from NASPE or State Board of Education requirements for coaching certification. The content is complementary to the major content for career choices that exercise science or physical education teachers make; it also enhances their marketability with school districts, YMCA/YWCAs, and in the fitness industry.

Degree Requirements

Total General Education	34-40 credits
Total Exercise Science Major	56 credits
Total Athletic Coaching Emphasis	12 credits
Total Electives	12-18 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Athletic Coaching	120 credits

Exercise Science Major

PSY 102	General Psychology	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
PED 247[Δ]	Teaching Strategy in Physical Education and Exercise Science[Δ]	4 credits
BIO 155	Introduction to Anatomy and Physiology	3 credits
BIO 155L	Introduction to Anatomy and Physiology Lab	1 credit
PED 251	Teaching of Team Sports and Individual Activities I	4 credits
PED 200	Lifetime Personal Wellness and Teaching of Fitness	4 credits
PED 337	Theory, Philosophy, and Principles of Coaching	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
EXS 420	Management in Athletic Training, Health, and Athletics	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
EXS 458	Theory and Practice of Strength and Conditioning	4 credits
HLT 305	Legal and Ethical Principles in Health Care	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 Athletic Coaching Major		68 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.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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Degree Requirements

Total General Education	34-40 credits
Total Exercise Science Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Health Education	120 credits

Exercise Science Major

PSY 102	General Psychology	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
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
EXS 356	Recognition and Evaluation of Athletic Injuries I	4 credits
PED 247[Δ]	Teaching Strategy in Physical Education and Exercise Science[Δ]	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
PED 251	Teaching of Team Sports and Individual Activities I	4 credits
HLT 380	Principles of Public and Environmental Health	4 credits
EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
EXS 458	Theory and Practice of Strength and Conditioning	4 credits
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		68 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 for eligibility in the physical education content area for Arizona State Board of Education Certification and K–12 Physical Education Endorsement. This program meets NCATE National Standards for physical education. It is well-suited for those students who wish to complete a bachelor's degree first and the education requirements for Department of Education certification at a later date.

Degree Requirements

Total General Education	34-40 credits
Total Exercise Science Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Physical Education	120 credits

Exercise Science Major

PSY 102	General Psychology	4 credits
BIO 181	General Biology I	3 credit
BIO 181L	General Biology I Lab	1 credit
PED 247[Δ]	Teaching Strategy in Physical Education and Exercise Science[Δ]	4 credits
BIO 155	Introduction to Anatomy and Physiology	3 credits
BIO 155L	Introduction to Anatomy and Physiology Lab	1 credit
PED 251	Teaching of Team Sports and Individual Activities I	4 credits
PED 200	Lifetime Personal Wellness and Teaching of Fitness	4 credit
PED 263	Teaching of Team Sports and Individual Activities II	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
HLT 485	Methods of Teaching Health and Measuring in Exercise Science	4 credits
PED 344	Physical Education for Special Populations	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
PED 405	Elementary School Physical Education	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
PED 415	Secondary School Physical Education	4 credits
EXS 458	Theory and Practice of Strength and Conditioning	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Exercise Science Major		68 credits

Bachelor of Science in Exercise Science with Emphasis in Pre-Physical Therapy

The Bachelor of Science in Exercise Science with an Emphasis in Pre-Physical Therapy is designed for students preparing for graduate level physical therapy education. It includes courses required or recommended by graduate professional schools, preparation for the GRE, and specialized coursework focused on preparing students for success in their graduate studies. These students will also have a Pre-PT faculty mentor to ensure that all physical therapy graduate program questions are answered and that proper progress is being made toward completion of the Pre-PT designated curriculum. The Pre-PT advisor will also assist students in choosing a physical therapy graduate program and advocating on behalf of students for a selection of physical therapy graduate programs.

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 Academic Counselors for more specific information.	
Total Exercise Science Major	96 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Pre-Physical Therapy	120 credits

Exercise Science Major

BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit
BIO 360	Medical Physiology	3 credits
BIO 360L	Medical Physiology Lab	1 credit
BIO 484	Human Anatomy	4 credits
MAT 250	College Algebra and Trigonometry	4 credits
HLT 100	Health Care Roles and Integration of Patient Care	4 credits
BIO 365	Biomedical Statistics	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
PED 200	Lifetime Personal Wellness and Teaching of Fitness	4 credits
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
PHY 111	General Physics I	3 credits
PHY 111L	General Physics I Lab	1 credit
PED 247[Δ]	Teaching Strategy in Physical Education and Exercise Science[Δ]	4 credits
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
PED 251	Teaching of Team Sports and Individual Activities I	4 credits
PSY 102	General Psychology	4 credits
EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
EXS 458	Theory and Practice of Strength and Conditioning	4 credits
EXS 356	Recognition and Evaluation of Athletic Injuries I	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
BIO 319	Applied Nutrition	4 credits
HLT 364	Research and Communication Techniques in Health Care and Science[Δ]	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Exercise Science Major		96 credits

Professional Counseling

The Professional Counseling and Addictions Studies Program at Grand Canyon University are designed to train counseling professionals. The focus of the programs is on offering education to persons seeking to become licensed or certified as professional counselors. The program offers two graduate degrees and a certificate program.

- Master of Science in Addiction Counseling
- Masters of Science in Professional Counseling
- Certificate of Advanced Graduate Studies in Addiction Counseling

Additionally, Grand Canyon University has forged a partnership with Rio Salado College through which students can earn a Bachelor of Science in Addiction Counseling.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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The Master of Science in Professional Counseling Degree is designed to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC) and to meet the licensing requirements established by many states, including Arizona.

The Master of Science in Addiction Counseling Degree is designed to meet the academic requirements established in many states, including Arizona, for licensing/certification as an addiction\substance abuse counselor.

Mandatory licensing of individuals who provide substance abuse counseling. is administered by the Arizona Board of Behavioral Health Examiners (AzBBHE) and available at three different levels.

- Licensed Substance Abuse Technician (LSAT)
- Licensed Associate Substance Abuse Counselor (LSAC)
- Licensed Independent Substance Abuse Counselor (LISAC)

Students must independently review the licensing guidelines to determine the type of licensing for which they may qualify.

The Certificate of Advance Graduate Studies (CAGS) in Addiction Counseling is a 12 credit hour program, designed to meet the needs of currently licensed behavioral professionals who wish to increase their areas of specialization to include the study of addictions.

Bachelor of Science in Addiction Counseling

The Bachelor of Science in Addiction Counseling is designed to train practitioners in the field of addiction counseling and substance abuse treatment. The program includes courses designed to provide students with knowledge of the field through focusing on the development of counseling skills specific to the needs of chemically dependent clientele as identified by appropriate agencies. Students/applicants are responsible for contacting their state counseling certification agency for certification requirements and program approval. Check the University Academic Catalog for requirements for Institutional Recommendation.

Admission Requirements

In addition to the standard Bachelor of Science requirements for general admission to Grand Canyon University, this program is a degree completion program that will require all students to do one of the following: transfer a completed Associate of Applied Science in Chemical Dependency Counseling and requisite bridge courses, transfer a completed Associates degree and requisite bridge courses, or transfer up to 84 credits. During this program students may be required to complete general education courses in addition to their core education courses for the purpose of completing the Bachelor of Science degree.

Degree Requirements

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

Addiction Counseling Major

PCN 300	Foundation of Drug Abuse and Human Behavior	3 credits
PCN 301	Foundation of Alcohol Abuse and Human Behavior	3 credits
PCN 310	Pharmacology	3 credits
PCN 345	Co-occurring Disorders, Mental Illness and Substance Abuse	3 credits
PCN 350	Group Therapy for Addicted Populations	3 credits
PCN 405	Psychotherapy Models	3 credits
PCN 420	Family Dynamics and Substance Abuse/Addiction	3 credits
PCN 426	Counseling Multicultural and Diverse Populations	3 credits
PCN 450	Self-Help Groups	3 credits
PCN 465	The Therapeutic Process and Ethics	3 credits
PCN 480	Substance Abuse Practicum	3 credits
HLT 310	Spirituality in Health Care	3 credits
Total Bachelor of Science in Addiction Counseling		36 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 Masters degree is a required step for individuals seeking the highest level of licensing and/or certification in many states. Graduates from the GCU program of study are prepared to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Substance Abuse Counselor (LASAC)
- Licensed Independent Substance Abuse Counselor (LISAC).

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

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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Degree Requirements

PCN 505	Professional Counseling Ethics	3 credits
PCN 500	Counseling Theories	3 credits
PCN 529	Co-Occurring 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 511	Introduction to Chemical Dependency Counseling	3 credits
PCN 531	Family Issues and Addictive Disorders	3 credits
PCN 535	Counseling Chemical Dependency Adolescents	3 credits
PCN 610	Diagnostics, Assessment, and Treatment	3 credits
PCN 615	Pre-Practicum	3 credits
PCN 660	Practicum/Internship	3 credits
Total Master of Science in Addiction Counseling		36 credits

Master of Science in Professional Counseling

The Master of Science in Professional Counseling Degree requires 60 credit hours. The program's courses were chosen to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC) and by Arizona Board of Behavioral Health Examiners. A 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 states. 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.

Admission With Advanced Standing

Students who have earned a Master of Science in Addiction Counseling degree at Grand Canyon University and wish to pursue a Master of Science in Professional Counseling degree may be admitted with advanced standing. This provision allows students to complete only those courses of the current MS in Professional Counseling program that were not part of their MS in Addiction Counseling program. It does require that students complete the additional 450 practicum hours associated with the second master's degree. Students must complete at least 12 credits of coursework after matriculating into the Professional Counseling program before they can enroll in the requisite prepracticum and practicum courses.

Degree Requirements

PCN 505	Professional Counseling Ethics	3 credits
PCN/MFT 500	Counseling Theories	3 credits
PCN 529	Co-Occurring Disorders	3 credits
PCN/MFT 520	Group Counseling Theory and Practice	3 credits
PCN/MFT 509	Social and Cultural Diversity Issues in Counseling	3 credits
PCN/MFT 527	Psychopharmacology and Addictions	3 credits
PCN/MFT 511	Introduction to Chemical Dependency Counseling	3 credits
PCN/MFT 515	Counseling Skills in the Helping Relationships	3 credits
PCN/MFT 518	Human Growth and Development	3 credits
PCN/MFT 521	Marriage and Family Therapy	3 credits
PCN/MFT 523	Tests and Appraisal in Counseling	3 credits
PCN 525	Career Development and Counseling	3 credits
PCN/MFT 540	Research Methods	3 credits
PCN/MFT 605	Psychopathology and Counseling	3 credits
PCN/MFT 610	Diagnostics, Assessment, and Treatment	3 credits
PCN 615	Pre-Practicum	3 credits
PCN 660	Practicum/Internship	12 credits
Total Master of Science in Professional Counseling		60 credits

Master of Science in Professional Counseling: Marriage and Family Therapy

A Marriage and Family Therapist (MFT) is a recognized and regulated mental health service provider in California, and a valid state license is required to provide designated therapeutic services and to use the title. The M.S. in Professional Counseling: Marriage and Family Therapy track is designed to prepare students for MFT or MFCC (Marriage, Family, and Child Counselor) licensure in the state of California. The M.S. in Professional Counseling: Marriage and Family Therapy Track requires 63 credit hours. The program's courses will meet the academic requirements established by the California Board of Behavioral Sciences.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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The MFT specialty is unique to California, however, similar or related specializations and providers are recognized by many other states. The California MFT licensing requirements reflect relatively high standards of preparation and are among the most stringent in the country (for similar licensure). It is likely that the California requirements for the MFT will meet most of the requirements for a similar license or accreditation in other states. Nevertheless, each state has different regulations and demands; it is the students' responsibility to ascertain the requirements of a particular state and to determine how closely the California MFT preparation will satisfy their requirements.

Degree Requirements

MFT 505	California Law and Professional Marriage and Family Ethics	3 credits
MFT/PCN 500	Counseling Theories	3 credits
MFT 519	Human Sexuality	3 credits
MFT/PCN 520	Group Counseling Theory and Practice	3 credits
MFT/PCN 509	Social and Cultural Diversity Issues in Counseling	3 credits
MFT/PCN 527	Psychopharmacology and Addictions	3 credits
MFT/PCN 511	Introduction to Chemical Dependency Counseling	3 credits
MFT/PCN 515	Counseling Skills in the Helping Relationships	3 credits
MFT/PCN 518	Human Growth and Development	3 credits
MFT/PCN 521	Marriage and Family Therapy	3 credits
MFT 536	Aging and Long-Term Care	1 credit
MFT 537	Spousal or Partner Abuse Assessment, Detection, and Intervention Strategies	1 credit
MFT 538	Child Abuse Assessment and Reporting	1 credit
MFT/PCN 531	Family Issues and Addictive Disorders	3 credits
MFT/PCN 523	Tests and Appraisal in Counseling	3 credits
MFT 524	Advanced Family Systems Theory	3 credits
MFT/PCN 540	Research Methods	3 credits
MFT/PCN 605	Psychopathology and Counseling	3 credits
MFT/PCN 610	Diagnostics, Assessment, and Treatment	3 credits
MFT 615	Pre-Practicum	3 credits
MFT 660	Practicum/Internship	6 credits
Total Master of Science in Professional Counseling: Marriage and Family Therapy		60 credits

Certificate of Completion in Advanced Graduate Studies in Addiction Counseling

The Certificate of Completion in Advance Graduate Studies in Addiction Counseling program is designed for individuals who currently possess a degree or in Counseling, Social Work, Psychology, or Marriage and Family Therapy and who wish to specialize further in the study of addiction. This certificate prepares the professional to treat substance abuse\dependency disorders.

PCN 511	Introduction to Chemical Dependency 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

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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The College of Liberal Arts

College of Liberal Arts Description

In support of the University mission the College of Liberal Arts presents students with theoretical perspectives examining the workings of the human mind, cultural diversity, and the integration of faith and discipline. In addition, the college facilitates opportunities for the application of knowledge through internships, study abroad and faith-based outreach around the world. College Mission

The College aims to produce individuals with a broad range of knowledge in the liberal arts, special competence in a particular major, and individuals who possess the critical thinking skills necessary for their intellectual discipline and their lifelong learning. The College of Liberal Arts provides many of the courses for the University's General Education program. The college is committed to the search for objective truth, believing that God is the ultimate source of any human truth. Professors in the college seek to integrate this concept of truth into the various disciplines.

College Features

College faculty commit themselves to improving oral and written communication for all students matriculating through courses within the University. Graduating students should have the tools for effective academic and professional discourse.

The College is composed of the departments of Humanities and Social Sciences. In addition, Grand Canyon University's values-based approach to education includes a vibrant department of Christian Studies which focuses on the spiritual dimension of the human experience. The College of Liberal Arts is uniquely engaged in preparing students as global citizens, servant-leaders, critical thinkers, and effective communicators.

The College offers majors in Christian Studies, Communications, English Literature, History, Justice Studies, Psychology, and Sociology, and emphases in Biblical/Theological Studies, Christian Leadership, Crime Scene Technology, and Youth Ministry. An optional minor in any College of Liberal Arts discipline can be obtained by taking 18 credits of coursework in the subject.

Mathematics-Placement Examination

All Grand Canyon University mathematics courses require a prerequisite or an assessment examination for entry. See the Assessed Placement in mathematics classes section of the Academic Catalog for further details.

Department of Christian Studies

The Department of Christian Studies provides students with a strong biblical foundation in the field of ministry. They can become highly skilled for service in Christian communities. The courses are designed to equip students with an understanding of the Bible and its historical and theological significance for the Christian faith, to prepare them for ministry, and to provide them with spiritual guidance.

A vital part of the student's development in ministry is the exploration of a personal call to ministry. Each Christian Studies student should be able to identify and verbalize his/her experience of being called to ministry.

The faculty is committed to helping students formulate their call to ministry by exploring the various directions that a call may take. Opportunities to dialogue with church, denominational, and other Christian leaders help guide students in the process of ministry development.

The Christian Studies degree program seeks to provide a solid foundation for working with people in all fields of Christian endeavor, as well as to prepare students for the rigors of graduate education. The Department of Christian Studies provides students with a learning environment where they not only obtain a strong biblical foundation but also a greater degree of practical applications in their particular field of ministry. Students will experience learning through hands-on opportunities as well as classroom instruction.

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

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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Christian Studies Major

PHI 305	Ethical Thinking in the Liberal Arts	4 credits
BIB 104	Old Testament Historical Perspectives	4 credits
BIB 105	New Testament Historical Perspectives	4 credits
INT 244	World Religions	4 credits
MIN 350[Δ]	Spiritual Formation for Christian Leaders[Δ]	4 credits
BIB 351	Moses and the Prophets	4 credits
BIB 354	Jesus and His Interpreters	4 credits
BIB 355[Δ]	Biblical Interpretation and Application[Δ]	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

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. Students conduct professional research and complete a research project during the course of their studies.

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
MIN 615	Spiritual Formation and Mentoring	4 credits
CHL 520	Theories of Leadership	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		36 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. Students conduct professional research and complete a research project during the course of their studies.

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
MIN 615	Spiritual Formation and Mentoring	4 credits
MIN 520	The Work of the Pastor	4 credits
HTH 655	Christian Worldview and Contextualization	4 credits
BIB 650	Biblical Hermeneutics	4 credits
MIN 670	Homiletics	4 credits
Total Master of Arts in Christian Studies with an Emphasis in Pastoral Ministry		36 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. Students conduct professional research and complete a research project during the course of their studies.

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
MIN 615	Spiritual Formation and Mentoring	4 credits
INT 520	Cross-Cultural and Multicultural Ministry	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		36 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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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. Students conduct professional research and complete a research project during the course of their studies.

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
MIN 615	Spiritual Formation and Mentoring	4 credits
MIN 530	Youth Issues and Crises	4 credits
BIB 650	Biblical Hermeneutics	4 credits
HTH 655	Christian Worldview and Contextualization	4 credits
MIN 630	Mentoring and Counseling Youth	4 credits
Total Master of Arts in Christian Studies with an Emphasis in Youth Ministry		36 credits

Department of Humanities

The Department of Humanities is comprised of the traditional disciplines of the liberal arts that increase our understanding of human actions in the past and present. These disciplines focus on the analysis of written texts and oral communications as unique products of the diverse human community. The Department of Humanities serves two principal functions—the provision of a liberal arts education and specialized training for future careers, including graduate studies.

English offers a major in English Literature, and supports the English Emphases in the Bachelor of Science (Elementary and Secondary Education) degrees of the College of Education.. English majors are given the opportunity to gain the knowledge and professional competence to communicate effectively in written and oral discourse. They also gain a wider knowledge in American literature, English literature, linguistics, grammar, and the history of English.

Courses in Spanish are included in the offerings of the department, because study of a foreign language increases the student's awareness and appreciation of other people and cultures, as well as provides a means of communication. The study encourages students to pursue new areas of interest and provides the means to enhance many career fields.

The Communications degree offers students a liberal arts foundation in the discipline. In addition, students may focus on one or more areas of emphasis such as Digital Film Production, Graphic Design/Animation, and Public Relations. The structure of the major makes it possible for students to graduate with two emphases or an outside minor of their choosing.

A Bachelor of Interdisciplinary Studies is offered for students who recognize that many real world problems cannot be addressed by the application of a single discipline. This degree prepares students for careers that bridge other academic disciplines.

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.

Students must complete a minimum of 36 upper-division credits in order to graduate.

Degree Requirements

Total General Education	34-40 credits
Total Communications Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Communications	120 credits

Communications Major

PHI 305	Ethical Thinking in the Liberal Arts	4 credits
COM 126	Communications and the Media	4 credits
COM 151	History and Criticism of Visual Media	4 credits
COM 231	Persuasive Theory	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

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

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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potential to expand students' perspectives and transform their visions of the world.

Degree Requirements

Total General Education	34-40 credits
Total English Literature Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in English Literature	120 credits

English Literature Major

PHI 305	Ethical Thinking in the Liberal Arts	4 credits
ENG 250	Analysis of World Literature	4 credits
ENG 260	English Literature I	4 credits
ENG 270	English Literature II	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 Interdisciplinary Studies

Grand Canyon University's Bachelor of Arts in Interdisciplinary Studies degree enables students to individualize their program of study across disciplines. The program is built on a values-based liberal arts foundation and seeks to use an interdisciplinary model applied to thought, ethics, and problem solving.

Students must complete a minimum of 36 upper-division credits in order to graduate.

Degree Requirements

Total General Education	34-40 credits
Total Interdisciplinary Studies Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Interdisciplinary Studies	120 credits

Interdisciplinary Studies Major

PHI 305	Ethical Thinking in the Liberal Arts	4 credits
INT 244	World Religions	4 credits
UNV 150	Origins of Western Consciousness and Community	4 credits
UNV 200	History of Ideas	4 credits
UNV 315	Introduction to Interdisciplinary Studies	4 credits
COM 315	Intercultural Communications	4 credits
SOC 369	Social Psychology	4 credits
SOC 315	Cultural Anthropology	4 credits
SOC 410	Social Inequality and Stratification	4 credits
INT 454	Christianity and Culture	4 credits

This interdisciplinary capstone must be the last course the student takes in the program.

UNV 350	Applied Interdisciplinary Studies	4 credits
Total Interdisciplinary Studies Major		44 credits

Department of Social Sciences

The Department of Social Sciences is a diverse department serving two principal functions: the provision of a liberal arts education and a solid foundation in the majors offered by the department.

History presents students with chronological and theoretical frameworks that enable them to properly contextualize the human cultural, social, political, and economic experience. The department seeks to equip its majors and minors with the basic skills for historical research and reflection.

Justice Studies is an interdisciplinary field that embraces those aspects of the social sciences and the humanities that are relevant to an understanding of law, justice, social control, and political change. Courses aid students in developing their own values and seeing how they apply to the field of justice studies.

Psychology offers a broad array of courses that increase our understanding of human actions in the past and present. Individualized instruction is encouraged through practicum and internships, research and writing experience, and small group interactions.

Sociology seeks to encourage students to think deeply and seriously, using both the Christian and scientific perspectives, about the consequences of social structures upon human social behavior in its many diverse contexts.

Bachelor of Arts in History

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

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History Major

PHI 305	Ethical Thinking in the Liberal Arts	4 credits
HIS 221	Themes in U. S. History	4 credits
HIS 109	World Civilization	4 credits
HIS 247	History and Historians	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

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.

Students must complete a minimum of 36 upper-division credits in order to graduate.

Degree Requirements

Total General Education	34-40 credits
Total Justice Studies Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Science in Justice Studies	120 credits

Justice Studies Major

PHI 305	Ethical Thinking in the Liberal Arts	4 credits
JUS 104	Introduction to Justice Studies	4 credits
JUS 110	Crime and Criminology	4 credits
JUS 250	Critical Issues in Criminal Justice	4 credits
JUS 320	The Police Function	4 credits
JUS 325[Δ]	The Adjudication Function[Δ]	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
JUS 460	Ethics in the Criminal Justice System	4 credits
JUS 442	Terrorism's Impact on Emergency Management	4 credits
Total Justice Studies Major		48 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 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.

JUS 515	Organizational Behavior and Leadership in Criminal Justice	4 credits
JUS 520	Restorative Justice	4 credits
JUS 510	Research Methods	4 credits
JUS 610	Forensic Psychology	4 credits
JUS 521	Criminal Investigations	4 credits
JUS 615	Critical Issues 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 651	Capstone	4 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.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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JUS 515	Organizational Behavior and Leadership in Criminal Justice	4 credits
JUS 520	Restorative Justice	4 credits
JUS 510	Research Methods	4 credits
JUS 610	Forensic Psychology	4 credits
JUS 531	Constitutional Issues in Criminal Justice	4 credits
JUS 615	Critical Issues 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 651	Capstone	4 credits
Total Master of Science in Criminal Justice with an Emphasis in Legal Studies		40 credits

Bachelor of Science in Psychology

Grand Canyon University's Bachelor of Science in Psychology program offers a broad array of courses that increase the understanding of past and present human actions. With this understanding comes the responsibility to improve relationships with others and to help others achieve similar understanding of and insight into their own behaviors. The program helps prepare students for entry-level positions in agencies and organizations that seek to help those in need. It should be understood that the requirements for employment in many positions in the helping professions include advanced education beyond the bachelor's degree.

Students may use electives to complete one or more concentrations or minors.

Degree Requirements

Total General Education	34-40 credits
Total Psychology Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Science in Psychology	120 credits

Psychology Major

PHI 305	Ethical Thinking in the Liberal Arts	4 credits
PSY 102	General Psychology	4 credits
PSY 225	Human Sexuality	4 credits
PSY 255	Personality Psychology	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

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.

PSY 510	Contemporary and Ethical Issues in Psychology	4 credits
PSY 530	Social and Cultural Psychology	4 credits
PSY 520	Graduate Statistics	4 credits
PSY 560	Learning, Cognition, and Motivation	4 credits
PSY 550	Research Methods	4 credits
PSY 570	Psychopathology	4 credits
PSY 650	Human Development	4 credits
PSY 660	Health Psychology	4 credits
PSY 695	Capstone Course	4 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.

PSY 510	Contemporary and Ethical Issues in Psychology	4 credits
PSY 530	Social and Cultural Psychology	4 credits
PSY 520	Graduate Statistics	4 credits
PSY 565	Industrial/ Organizational Psychology	4 credits
PSY 550	Research Methods	4 credits
PSY 575	Organizational Behavior and Development	4 credits

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PSY 655	Strategies for Effective Leadership and Consultation	4 credits
PSY 665	Principles of Personnel and Human Resource Management	4 credits
PSY 695	Capstone Course	4 credits
Total Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology		36 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
Total Sociology Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Science in Sociology	120 credits

Sociology Major

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

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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The College of Fine Arts and Production (*Coming in Fall 2010*)

College of Fine Arts and Production 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 two departments. The Department of Music features three degrees, a Bachelor of Arts in Music Education, 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 Theatre offers a Bachelor of Arts in Theatre and Drama. Both departments have several performing groups. The Department of Music features four ensembles—Choral Union, Grand Canyon Chorale, Canyon Singers, and New Life. The Department of Theatre presents the Grand Canyon University Theatre Series, which is comprised of five productions performing over 30 times annually.

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

Grand Canyon University's Bachelor of Arts in Music Education program is designed for students interested in the education of children in grades K-8, 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 the Arizona Professional Teacher Standards and the Interstate New Teacher Support and Assessment Consortium Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 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 certification requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Graduates of the Bachelor of Arts in Music Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential. Students and applicants are responsible for contacting their state department of education for certification requirements and program approval.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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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
Total Practicum	100 hours

Music Education Major

MUS 125	Music Theory I	4 credits
One of the following two courses:		
MVC 109	Class Voice I	1 credit
MPC 109	Class Piano I	1 credit
	_____	
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
	_____	
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
	_____	
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
	_____	
MUS 365[Δ]	Music History II	4 credits
MEN 222B	Choral Ensemble 2B	0 credits
POS 301	Arizona/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 may 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

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

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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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
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 Theatre

The Department of Theatre provides the foundation needed to pursue careers in academic, professional, and community theatre. Students receive a comprehensive knowledge of the body of dramatic literature, theatre history, and practical experience in the production and performance of drama.

The Department of Theatre, in conjunction with the Department of Music, produces the Grand Canyon University Theatre Series which presents five major productions annually. Additionally, the department offers a student-directed series of productions that are performed on campus. Auditions for all productions are open to the entire student body.

Bachelor of Arts in Theatre and Drama

The Bachelor of Arts in Theatre and Drama program 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

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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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

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Academic Administration

Kathleen Nosal Player

University President

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

Cheri St. Arnauld

Provost and Chief Academic Officer

B.S., M. Ed., Arizona State University. Ed.D., Nova Southeastern University.

Jennifer Lech

Vice President of Academic Affairs

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

Kim Donaldson

Dean, Ken Blanchard College of Business

B. Commerce, M.B.A., Dalhousie University; M.I.M., Thunderbird, the Garvin School of International Management

Cindy Knott

Dean, College of Education

B.A., MEd., Arizona State University; Ed.D., Nova Southeastern University

Paul F. Zelhart

Dean, College of Doctoral Studies

B.A., M.A., California State University – San Jose; Ph.D., University of Alberta

Ann McNamara

Dean, College of Nursing

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

K. Mark Wooden

Dean, College of Health Sciences

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

Lisa St. Louis

Dean, College of Liberal Arts

B.A., University of Toronto; M.St., University of Oxford; Ph.D., University of Ottawa

Claude N. Pensis

Dean, College of Fine Arts and Production

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

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Faculty

Ken Blanchard College of Business

Olivier Bouclier

Assistant Professor of Strategy, Assistant Dean for the Ken Blanchard College of Business

B.S., Conservatoire National des Arts et Métiers; Diplôme Universitaire de Technologie in Sciences and Technology, Institut Universitaire de Technologie, M.B.A, Thunderbird.

Donna DeMilia

Assistant Professor of Accounting

B.B.A., M.B.A., Pace University

R. Kevin McClean

Professor of Marketing

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

Ann Nelson

Assistant Professor of Leadership

B.S., Grand Canyon University; M.B.A., Northcentral University; Ph.D., Northcentral University

Moronke Oke

Assistant Professor of Management

B.S., University of Ilorin; M.B.A., PGDip Ph.D., University of Wales

David Perkins

Assistant Professor of Business Administration

B.E.T., Southwest Minnesota State University; M.T., M.B.A., Arizona State University; D.B.A. Candidate, Anderson University

Ernest Scarbrough

Assistant Professor of Finance

B.A., Ottowa University; M.B.A. University of Phoenix; D.B.A. Nova Southeastern University

College of Education

Lisa Aaroe

Associate Professor: Chair, Special Education

B.A., University of Iowa; M.Ed., Arizona State University; Ph.D., Arizona State University

Jackson "Skot" Beazley

Assistant Professor
B.S., University of Maryland (Munich); M.A.Ed., Chapman University; Ed.D., Arizona State University

Susan Bejarano

Assistant Professor; Chair, Elementary Education

B.A., Arizona State University; M.A. Ed., University of Phoenix

Marjaneh Gilpatrick

Assistant Dean; Chair, TESOL

B.S., Louisiana State University; M.A., San Diego State University; Ed.D., Argosy University/Phoenix

Donna Kay Hansen

Associate Professor; Chair, Reading; Interim Chair, Secondary Education

B.S., St. Mary of the Plains College; M.Ed., Arizona State University; Ph.D., Arizona State University

Kimberly LaPrade

Associate Dean

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

Gina Meyer

Assessment and TaskStream Coordinator

B.A., Arizona State University; M.Ed., Northern Arizona University

Casey Reason

Professor; Chair, Leadership

B.S., Bowling Green University; M.Ed., Bowling Green University; Ph.D., Bowling Green State University

Stacey Rimmerman

Associate Professor

B.A., University of West Florida; M.Ed., University of West Florida; Ed.D., University of West Florida

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College of Nursing

Fran Bartholomeaux

Assistant Professor

B.S., University of Arizona; M.S., University of Arizona

Helen Cobb

Director of the Cooke Health Center; Assistant Professor

B.S.N., Grand Canyon University; M.S., Grand Canyon University

Deborah Evinrude

Assistant Professor

B.S., Dickinson State University; M.S.N.; University of Phoenix

Sabine Garrett

Director of Biomedical Sciences, Assistant Professor

B.S.N., University of St. Francis - Joliet, IL; N.M.D., Southwest College of Naturopathic Medicine

Deb Haber
Assistant Professor
B.S.N, Baylor University; M.S., University of Arizona

Linda Hemmila
Assistant Professor
B.S.N., Carlow College; M.S.N., Capital University

Michael Hughes
Assistant Professor
B.S.N, University of Rio Grande; M.S.N., University of Phoenix

Paula James

Director, Tucson Pre-licensure BSN program

M.S.N., Emory University

Lisa Jaurigue

Assistant Professor

B.S.N., Grand Canyon University; M.S.N., University of Phoenix

Melanie Logue

Assistant Professor

B.S.N., Grand Canyon University; M.S., Arizona State University

Patti Luttrell

Assistant Professor of Nursing

B.S.N., Illinois Wesleyan University; M.S., Arizona State University

Jocelyn Nelms

Clinical Lab Director

B.S.N., University of Arizona; MS, Grand Canyon University

Lisa O'Neal

Assistant Professor

M.S.N, Arizona State University

Jo Podjaski

Assistant Professor, Lead CNS faculty

B.S.N., Marian College; M.S.N., University of Phoenix; Post-M.S. CNS, Grand Canyon University; D.N.P., Arizona State University

Maria Quimba

Director, Professional Studies Programs

B.S.N., University of Arizona; M.A. in Bioethics, Midwestern University

Marsha Ramstad

Assistant Professor

B.S., Moorhead State University; M.S., Tri-College Nursing Consortium, North Dakota State University

Cheryl Roat

Associate Dean, College of Nursing

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

Patricia Shannon

Associate Professor

B.S.N., Avila College; M.S., Arizona State University; M.A., University of San Francisco

Therese Shipps

Associate Professor

B.S.N., St. Anselm's College; M.S., Boston University; D.N.Sc., Boston University

Sherri Spicer

Assistant Professor

B.S.N., Southern Illinois University at Edwardsville; M.S.N. Arizona State University

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Kay Turk

Assistant Professor, Lead FNP Faculty

B.S.N., Corpus Christi State University; M.S.N.-F.N.P., Texas A & M University

College of Health Sciences

Neal R. Adam

Assistant Professor of Biology

B.S., Kansas State University; M.S., University of Nebraska-Lincoln; Ph.D., Kansas State University

Sophie Borowski

Coordinator, COHS Office of Field Experience, Assistant Professor

B.S., Arizona State University; MSW, Smith College School for Social Work

Kirk Bowden

Professor, Director of Professional Counseling and Addiction Studies

B.A., Brigham Young University; M.A. Ottawa University; Ph.D. Northcentral University

Sabine Garrett

Director of Biomedical Sciences, Assistant Professor

B.S.N., University of St. Francis - Joliet, IL; N.M.D., Southwest College of Naturopathic Medicine

Donna Gerakos

Assistant Professor of Athletic Training, Clinical Education Coordinator

B.S., State University of New York-Buffalo; M.S. Ed., Canisius College

Russell Grubbs

Assistant Professor of Chemistry

B.A., Bowdoin College; Ph.D., Purdue University

William Kuehl

Associate Professor of Health, Exercise Science, and Physical Education. Director of Exercise Science

B.A., Augustana College; M.S., University of Illinois

Amy Werner

Assistant Professor

B.S., Goshen College; M.S., University of Washington

Note: Adjunct personnel are assigned to classes when their special abilities or experience would enrich the curriculum.

Antoinette Marks

Assistant Dean, College of Health Sciences

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

Klaus Mortensen

Assistant Professor of Physics

B.S., University of Aarhus, Denmark; M.S., University of Aarhus, Denmark; Ph.D., University of Aarhus, Denmark

Haley Peebles

Instructor of Biology

B.S., Grand Canyon University, MBA, Grand Canyon University

Ellen Roy-Day

Assistant Professor, Professional Counseling and Addiction Studies

B.S., Arizona State University; M.C., University of Phoenix

Cindy Seminoff

Associate Professor of Exercise Science, Director of Athletic Training

B.S., University of South Alabama; M.S., Arizona State University

Rebecca Socia

Faculty Associate in Physical Science/Chemistry

B. S., Grand Canyon University

Ramesh Velupillaimani

Laboratory Manager, Assistant Professor

B.S., University of Madras; M.S., University of Madras; Ph.D., University of Madras

Mark Wooden

Dean, College of Health Sciences

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

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College of Liberal Arts

Michael Baird

Professor of Christian Studies

B.A., Grand Canyon College; M.Div., Ph.D., Southwestern Baptist Theological Seminary

William Larry Barron, III

Professor of Psychology

B.A., Rice University; M.A., Ph.D., University of Texas at Austin

James G. Beggs

Professor of Humanities

B.A., Baptist College; M.A., Southwest Missouri State University; Ph.D., Louisiana State University

Jenna Behm

Instructor of Psychology

B.S., University of Wisconsin-Madison; M.S., Arizona State University

Jennifer Brown

Instructor of University Success

B.A., Arizona State University; M.B.A., Grand Canyon University

Cheryl Christensen

Instructor of Graphic Design

B.S., Brigham Young University; M.Ed., Arizona State University

Mary Clyde

Assistant Professor of English

B.A., Brigham Young University; M.A., University of Utah; M.F.A., Vermont College

J. Douglas Dailey

Assistant Professor of Criminal Justice

B.S., Florida Atlantic University; M.S., Eastern Kentucky University; Ph.D., Sam Houston State University

Gregg Elder

Assistant Professor of Communications

B.A., Columbia College; M.A., Columbia College

David Hayes

Instructor of Communications

B.A., Michigan State University; M.F.A., National University

James P. Helfers

Professor of English; Chair, Department of Humanities

B.A., Wheaton College; M.A, Ph.D., University of Michigan–Ann Arbor

Esther Jepsen

Instructor of Spanish and Mathematics

B.S., Covenant Life College, M. Ed., University of Montana

Frank Lamca

Instructor of Christian Studies

B.R.E., Manahath Christian College; M.Div. with Biblical Languages, Southeastern Baptist Theological Seminary

Charles Maxson

Professor of Sociology; Chair, Department of Social Science; Chair, Christian Studies Department; Chair of COLA Graduate Programs

B.A., Westmont College; M.A., Ph.D., University of California at Los Angeles

Ginger McPherson

Instructor of English Literature

B.A., College of the Ozarks; Ph.D. candidate, Baylor University

Kristi Perkins

Instructor of English

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

Dennis Richmond

Assistant Professor of Sociology and Political Science

M.A., University of Hawaii; M.Ed, Grand Canyon University

Anna Faith Smith

Assistant Dean; Associate Professor of Humanities; Chair, Department of Christian Studies

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

Fletcher Smith

Assistant Professor of History

B.A., M.A., Ph.D., University of Arkansas

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Ronald Strong

Assistant Professor of Mathematics

B.S., Syracuse University; Ed.M., State University of New York at Buffalo

Clark Youngblood

Professor of Christian Studies/Theology

B.A., Hardin-Simmons University; M.Div., Ph.D., Southern Baptist Theological Seminary

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Course Descriptions

Accounting (ACC)

ACC 211: Financial Accounting **3 credits**

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

ACC 212: Managerial Accounting **3 credits**

Continuation of ACC 211. An introduction to the use of managerial accounting data in the decision-making process. Prerequisite: ACC 211.

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 321: Intermediate Accounting I **3 credits**

An in-depth study of accounting objectives, principles, theory, and practice as related to assets and income determination. Prerequisite: ACC 212.

ACC 322: Intermediate Accounting II **3 credits**

Continuation of ACC 321. An examination of liabilities and owners' equity, special problems in income determination, and financial reporting. Prerequisite: ACC 321.

ACC 331: Cost Accounting **3 credits**

This course provides a study of the principles of internal accounting, including job order systems, process costing, and activity-based costing. Prerequisite: ACC 212.

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 401: Financial Statement Analysis **3 credits**

A detailed analysis and interpretation of a firm's three principal financial statements. Special focus is placed on the accounting principles used in the statements. Prerequisite: FIN 301.

ACC 429: Corporate Taxation **3 credits**

A study of the theory and practices of accounting for income taxes of corporations, partnerships, estates, and trusts. Prerequisite: ACC 322.

ACC 430: Accounting Information Systems **3 credits**

An analysis of current practices and technologies used to design, install, operate, and manage an integrated, automated accounting system. Application controls, information security requirements, and integration with other business information systems are examined. Prerequisites: ACC 212 and SYM 301.

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 483: Advanced Accounting **3 credits**

A study of accounting theory as it applies to partnerships and business combinations, international accounting, and governmental accounting. Prerequisite: ACC 322.

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. Prerequisite: ACC 355.

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 490: Auditing **3 credits**

Auditing is an examination of generally accepted auditing standards, procedures involved in the auditing process, and ethical issues faced by the auditor. Through class discussions, practical applications and case studies, students will learn the responsibilities of the independent public auditor in the expression of opinion within the guidelines set by the AICPA's Code of Professional Ethics. Topics include the nature and types of audits,

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auditor responsibilities and legal liabilities, audit reports, auditing procedures, ethical issues, contemporary issues in auditing and the Sarbanes-Oxley Act of 2002. Prerequisite: ACC 322.

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 495: Accounting Theory **3 credits**

An exploration of financial accounting theory and its role in current accounting practice. Prerequisites: ACC 322.

ACC 501: Accounting Practices **3 credits**

This course is designed for students who have not had accounting in their undergraduate work or for those who desire a refresher in accounting. Topics covered include the accounting cycle, the presentation and valuation of accounts shown on the Balance Sheet and Income Statement, the Statement of Cash Flows, cost behavior, and budgeting.

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 605: Managerial Accounting **3 credits**

Students study the accounting concepts used within an organization for management decision-making. Topics include cost behavior, cost systems, profit planning, cost control, cost-volume-profit analysis, and performance evaluation. Prerequisite: ACC 501.

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 612: Internal Auditing **3 credits**

Students study the principles involved in internal auditing. Topics include internal controls, the responsibilities and authority of the internal audit function, the types of audits conducted by internal auditors, and accounting ethics. Forensic accounting and Sarbanes-Oxley will also be covered. Prerequisite: ACC 605.

ACC 619: Accounting Theory **3 credits**

Through self-directed and collaborative learning, the student will critically examine the central issues which arise in the application of financial and managerial accounting concepts to situations encountered in business. Topics include the accounting standard-setting process and the selection of accounting methodologies in the absence of clear standards. Prerequisite: ACC 605.

ACC 620: Financial Statement Analysis **3 credits**

This course discusses analysis and interpretation of corporate financial reports. Topics include the form, content, and general accounting principles governing the construction of financial statement; valuation, classification, and income determination problems; the methods of analyzing and interpreting financial data; and the utility and limitations of financial accounting data. Prerequisites: ACC 501 and FIN501.

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: Either 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

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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: Accounting for Mergers and Acquisitions **4 credits**

This course is focused on the planning and evaluation merger and acquisition activity and the preparation of consolidated financial statements affected by mergers and acquisitions. The financial and economic aspects of these activities are examined in both a domestic and international context. Prerequisite: ACC 655.

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 655, 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.

Aerospace Studies (AES)

AES 101: Air Force Today I **2 credits**

Every Fall. Introduction to U.S. Air Force and AFROTC. Topics include: the Air Force mission and organization, customs and courtesies, officer opportunities, officership, and professionalism.

AES 102: Leadership Lab **0 credits**

Every Fall. Emphasis on 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. Continuation of AES 101. Topics include: the Air Force mission and organization, customs and courtesies, officer opportunities, officership, and professionalism. Prerequisite: AES 101 or department approval.

AES 104: Leadership Lab **0 credits**

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

AES 201: The Evolution of USAF Air and Space Power I **2 credits**

Every Fall. Further preparation of the AFROTC candidate. Topics include: Air Force heritage and leaders, communication skills, ethics, leadership, quality Air Force, and values. Prerequisite: AES 103 or department approval.

AES 202: Leadership Lab **0 credits**

Every Fall. Application of advanced drill and ceremonies; issuing commands; knowing flag etiquette; and developing, directing, and evaluating skills to lead others. Co-requisite: AES 201.

AES 203: The Evolution of USAF Air and Space Power II **2 credits**

Every Spring. Continuation of AES 201. Topics include: the Air Force mission and organization, customs and courtesies, officer opportunities, officership, and professionalism. Prerequisite: AES 201 or department approval.

AES 204: Leadership Lab **0 credits**

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

AES 301: Air Force Leadership Studies I **3 credits**

Every Fall. Study of communication skills, leadership and quality management fundamentals, leadership ethics, and professional knowledge required of an Air Force officer. Prerequisite: AES 203 or department approval.

AES 302: Leadership Lab **0 credits**

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

AES 303: Air Force Leadership Studies II **3 credits**

Every Spring. Continuation of AES 301. Topics include: communication skills, ethics, leadership, professional knowledge, and quality management required of an Air Force officer. Prerequisite: AES 203 or department approval.

AES 304: Leadership Lab **0 credits**

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

AES 401: National Security Affairs **3 credits**

Every Fall. Examines advanced ethics, Air Force doctrine, national security process, and regional studies. Special topics include: civilian control of the military, military justice, and officership. Prerequisite: AES 303 or department approval.

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AES 402: Leadership Lab **0 credits**

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

AES 403: Regional Security Issues **3 credits**

Every Spring. Continuation of AES 401. Topics include: civilian control of the military, doctrine, ethics, military justice, the national security process, and officership. Prerequisite: AES 401 or department approval.

AES 404: Leadership Lab **0 credits**

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

Applied Management (AMP)

AMP 330: Group Dynamics **3 credits**

This course examines how group behavior affects organizational effectiveness, decision-making, conflict resolution, and strategies for efficient group and task management.

AMP 335[Δ]: Career and Life Assessment **3 credits**

This course focuses on the preparation of students' personal portfolios and professional life-learning experiences. This course is a writing-intensive course and is not offered online. It is an on-campus only course.

AMP 340: Management Principles **3 credits**

This course focuses on real-world management situations concerned with planning, organizing, leading, and controlling. General management and basic management processes will be examined.

AMP 350[Δ]: Managerial Communication **3 credits**

Students will demonstrate the fundamentals and application of writing and presentation used in formal settings in the professional environment. A writing-intensive course.

AMP 360: Informational Technology and Systems **3 credits**

This course provides an overview of management issues and technologies that a business professional needs to understand to effectively deal with the rapidly changing world of information systems. Although many technologies are covered, it is not intended to be a technology class. The major focus is on the organizational, management, and technology dimensions of information systems.

AMP 370: Systems Concepts **3 credits**

The focus of this course will be on analysis of organizations using the systems model and application of the systems model for solving organizational problems.

AMP 410[Δ✝]: Ethical Decision-Making **3 credits**

This seminar style course on business ethics will focus on applying a principle-centered approach to business and personal issues. This course leads to an exploration of the philosophy of life, ethical theories, and values as a base of ethics and accountability in business and a responsible lifestyle.

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 420: Marketing Environment **3 credits**

This course will emphasize the marketing concept, consumer behavior, the need for market research, and the elements of the marketing mix (product, price, place, and promotion).

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 430: Human Resources **3 credits**

Values and perceptions of groups affecting recruiting, training, evaluation, and current legal issues in human resources will be studied. Students will focus on the manager as a coach in the organization.

AMP 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 **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.

AMP 440: Financial Decision-Making **3 credits**

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

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

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and how leaders can diagnose and modify situations to make their leadership a more positive and productive endeavor.

AMP 460: 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 culture influences.

AMP 470: Global Management **3 credits**

This course emphasizes practical skills needed for effective management of people and processes in a 21st century global business context. It places the student in the role of a manager of any nationality, encouraging the student to take a truly global perspective in dealing with dynamics of international management.

AMP 480: Small Business Entrepreneurship **3 credits**

This course explores basic concepts for successful operations of small business, including starting and managing a successful new business venture.

AMP 490: Organizational Development and Change **3 credits**

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

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.

AMP 495: Capstone–Action Research Project **3 credits**

This course provides a structured way for managers to take an overview and general management perspective. Emphasis will be placed on a capstone project that synthesizes major elements of the Applied Management program.

Art Education (ARE)

ARE 423: Art in the Secondary School **3 credits**

Exploration of materials, theory, and organization for presenting art activities and development in the arts for students at the secondary school level. Prerequisites: Admission to the College of Education and junior status.

Art History (ARH)

ARH 100: Art Appreciation **3 credits**

Designed specifically for non-art majors and minors with emphasis on the meaning of art as it relates to the personal interests of each individual. The understanding of art will be pursued by examining its history and by personal observation through field trips, slides, and videos.

ART 202: Photography and Digital Imaging **3 credits**

This in an introductory course on digital photography, in which students explore basic techniques in camera operation, film and print processing, composition, and presentation. Students are required to provide their own digital camera for this class.

ARH 234: Art History II **3 credits**

A survey of Occidental Art during the Renaissance, Mannerist, Baroque, Rococo, Neo-Classic, Romantic and Modern epochs.

ARH 439[Δ]: Contemporary Art History **3 credits**

A survey of recent and current trends in art with special consideration of post-modernism and new concepts with media and modes of presentation. A Writing-Intensive course.

Art Studio (ART)

ART 202: Photography and Digital Imaging **3 credits**

This in an introductory course on digital photography, in which students explore basic techniques in camera operation, film and print processing, composition, and presentation. Students are required to provide their own digital camera for this class.

ART 215: Photography and Digital Imaging **4 credits**

This in an introductory course on digital photography in which students explore basic techniques in camera operation, composition, print processing, and presentation. Digital editing and compositing are explored using photo editing software. Students are required to provide their own digital camera for this class. Adobe Photoshop (or equivalent photo editing software) is required for the online course.

ART 301: Photography II **3 credits**

A course designed to expand the student's knowledge and use of materials and techniques available as tools for creative expression in black-and-white photography. Students are required to provide their own digital camera for this class. Prerequisite: ART 201.

ART 351: Photography III **3 credits**

By arrangement. Advanced studio problems and techniques in photography. Course may be repeated for up to six hours of credit. Students are required to provide their own digital camera for this class. Prerequisites: Instructor's approval, ART 201, and ART 301.

Bible (BIB)

BIB 103: Survey of the Bible **3 credits**

An introduction to the study of the Bible, providing essential background information of God's redemptive work throughout history. This course, in combination with UNV 304, UNV 305, or UNV 306, will meet the General Education requirements of the University but does not serve as a required prerequisite for certain upper division courses.

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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 113: Old Testament History 3 credits

An introductory and historical survey of the Old Testament. Attention is given to the study of the Bible itself, its institutions, literature, and history of the national life of the Hebrew people from earliest times to close of the Old Testament period.

BIB 123: New Testament History 3 credits

A general historical survey of the New Testament, beginning with the inter-biblical period, with the main emphasis given to the Gospels and Acts.

BIB 313: Biblical Interpretation 3 credits

This course helps equip students more interested in more serious Biblical Studies to understand and use basic principles of Biblical interpretation. An introduction to the nature of Bible interpretation is given. The majority of the course will focus on developing skills in exegesis of Scripture, using a nine-step approach. Prerequisites: BIB 113 and BIB 123.

BIB 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 410: Interpreting the Bible for Youth 3 credits

Aids future youth leaders in interpreting and communicating the Bible to a youth audience to develop the necessary skills in exegesis, scripture outline, and content analysis throughout the course. The majority of the course will focus on developing the skills necessary to assist others to relate the Bible to modern situations facing youth and their families. Successful completion of the course will entail interpreting assigned Scripture and relating it to current situations.

BIB 423: General Epistles and the Revelation 3 credits

A study of the historical background, authorship, and exegetical analysis of the General Epistles (Hebrews; James; I and II Peter; I, II, and III John; and Jude) and The Revelation. Prerequisites: BIB 113, and BIB 123.

BIB 432: Old Testament Prophets 3 credits

A study of the writings of the prophets of the Old Testament, with special attention given to the Messianic element, the occasion of writing, authorship, content, and interpretation. Prerequisites: BIB 113 and BIB 123.

BIB 433: The Gospels 3 credits

A study of the life of Jesus, with special attention given to his person, teachings, and work. Prerequisites: BIB 113 and BIB 123.

BIB 442: The Pentateuch 3 credits

A study of the first five books of the Bible with special emphasis given to the scriptural record of beginnings and of early Hebrew history, religion, and law. Prerequisites: BIB 113 and BIB 123.

BIB 443: The Epistles of Paul 3 credits

A study of the life and times of the apostle Paul, with emphasis on an interpretation of his epistles and their historical setting. Prerequisites: BIB 113 and BIB 123.

BIB 453: Old Testament Poetry 3 credits

A study of the poetical books of the Old Testament, with reference to their literary style, occasion of writing, authorship, content, an interpretation. Prerequisites: BIB 113 and BIB 123.

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.

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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**

A lab course 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. Prerequisite: BIO 181. 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. Prerequisite: BIO 181. Co-requisite: BIO 155.

BIO 160: Anatomy and Physiology **3 credits**

A study of the basic structure and function of the major body systems of the human body. This course focuses on an in depth study of the musculoskeletal and neurological systems for the athletic training, health and exercise majors. This course will also compare normal and abnormal function for more comprehensive understanding of the human body. Co-requisite: BIO 160L.

BIO 160L: Anatomy and Physiology Lab **1 credit**

A laboratory course designed to complement and support the principles taught in BIO 160. Co-requisite: BIO 160. Does not substitute for BIO 201L or BIO 202L

BIO 181: General Biology (Majors) 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 (Majors) 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. Prerequisites: One of the following: 1) BIO 181 or satisfactory placement exam results. Does not substitute for BIO 360 or BIO 373; or 2) BIO 181. Co requisite: BIO 201L.

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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. Prerequisite: One of the following: 1) None. Does not substitute for BIO 373; or 2) BIO 181L. 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 and acid-base balance; and the endocrine, hematologic, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Prerequisite: BIO 201. 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. Prerequisite: One of the following: 1) none; or 2) 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 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.

BIO 304: Applied Nutrition 3 credits

Applied Nutrition provides a foundation of basic nutrition theory. The focus is on assessment, food components, exercise, nutrition, weight control, community programs, and resources. Application of these aspects is used to promote health and prevent illness.

BIO 308: Pathophysiology 3 credits

A study of manifestations of altered human physiology and disease processes. Systems theory is used to analyze the relationship between disease and physiology. Prerequisites: BIO 201 and BIO 202, or BIO 160.

BIO 311: Sectional Anatomy MRI/CT 3 credits

Content is designed to provide students with a review of the anatomy of the body systems from the cross sectional perspective via diagrams and radiographic images.

BIO 316: 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. Pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Conscious sedation, adverse reactions, and patient care under sedation are also included. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care.

BIO 317[Δ]: Science Communication 3 credits

Science Communication studies how to gather, analyze, and communicate scientific information. Students will be able to effectively communicate clearly organized scientific thoughts across a wide array of platforms. Topics covered include recognizing the various forms of written communication, utilizing research papers to conduct individual research, organizing and writing journal papers, producing and giving scientific oral presentations, producing poster presentations at scientific meetings, understanding the funding process for professional scientific research, and writing proposals for federal funding agencies. A writing-intensive course.

BIO 317V[Δ]: Science Communication and Research 3 credits

This 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. This course is designated as a GCU Writing-Intensive Course.

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.

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BIO 332: Cell Biology **3 credits**

A comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Prerequisites: BIO 181 and BIO 182

BIO 340: Genetics **3 credits**

A comprehensive examination of the principles of heredity and variation, including Mendelian genetics, molecular genetics, and population genetics. Prerequisites: BIO 181 and BIO 182.

BIO 352: Developmental Anatomy **4 credits**

A comprehensive examination of human anatomical development from fertilization through birth including genetic regulation, molecular pattern formation, teratology, and developmental anomalies.

BIO 353 Calculus for Biological Sciences **3 credits**

This course focuses on the study and mathematical modeling of biological systems. Through a host of biological and medical applications, the rudiments of calculus are developed. Concepts include measuring the slope of a curve, writing equations of tangent lines, maximizing and minimizing a function, determining the rate of change of a function, and measuring the area under a curve. Solution techniques, both analytic and numeric, for difference and differential equations are utilized. Modeling activities are heavily emphasized. Qualitative analysis of solutions of differential equations is incorporated in modeling activities. Application areas include mathematical physiology, pharmacology, cell biology, and population biology. Prerequisites: MAT 121 or satisfactory placement exam results.

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, and co-requisite: BIO 360L.

BIO 360L: Medical Physiology **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 363: Biostatistics **3 credits**

Introduction to experimental design, and basic concepts of descriptive and inferential statistics including descriptive methods and graphing, binomial and Gaussian probability theory, estimation, confidence intervals, hypothesis testing, correlation, and regression. One-, two- and multi-group parametric and nonparametric methods will be introduced. Sampling distributions covered include the Z, t, F, and Chi-squared distributions. Prerequisite: MAT 120 or higher.

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. Prerequisite: Grade C or better in MAT 134 or 3 years of high school algebra with a grade of C or better.

BIO 368A: Pathophysiology I **2 credits**

The first of a two course sequence designed to the bridge the gap between basic preclinical science courses and the clinical requirements of healthcare professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material presentation in clinically relevant terminology enhances accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, the student should be able to discuss accurately a variety of disease states with both other health care professionals and patients:

- 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 different systems intricately interrelate to cause a clinical picture and complications.

Prerequisites: BIO 202 and BIO 202L or BIO 360 and BIO 360L

BIO 368B: Pathophysiology II **2 credits**

The second of a two course sequence designed to the bridge the gap between basic preclinical science courses and the clinical requirements of healthcare professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material presentation in clinically relevant terminology enhances accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, the student should be able to accurately discuss a variety of disease states with both other health care professionals and patients:

- How does a change in normal physiology cause the signs and symptoms of a given condition or disease;

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- How do these physiological effects correlate to mechanisms of accurate diagnoses;
- Why is one treatment method chosen over another?

Prerequisite: BIO 368A

BIO 372: Biomechanics 3 credits

This course introduces students to concepts of mechanics as they apply to human movement, The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective. At the completion of this course it is desired that each student be able to: 1) describe motion with precise, well-defined mechanical and anatomical terminology; 2) understand and quantify linear and angular characteristics of motion; 3) understand the quantitative relationships between angular and linear motion characteristics of a rotating body; and 4) understand and quantify the cause and effect relationship between force and linear and angular motion. Prerequisites: BIO 160, BIO 201, or BIO 360

BIO 373: Human Gross Anatomy and Dissection 4 credits

A detailed study of the gross anatomy of the human body through lecture presentation and dissection of human cadavers. Enrollment is competitive and limited to 16 students. This course cannot be taken as an audit. Prerequisites: BIO 182, and Enrollment in the BS Biology: Pre-med program or instructor's approval

BIO 451: Pharmacology I 3 credits

This course presents the foundational concepts of pharmacology emphasizing basic mechanisms of drug action such as pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Drug classes illustrated using prototypic drugs. Examples drawn from various body systems, i.e., neuromuscular, respiratory and so forth. The course will also briefly introduce concepts in modern drug design such as gene and cell therapy and application of pharmacogenomics. Prerequisites: CHM 332 and CHM 332L.

BIO 452: Pharmacology II 3 credits

This course details the development of our current understanding of receptor signal transduction in mammalian systems. The course will focus on the molecular biochemistry of receptor structure; mass action considerations governing ligand-receptor binding interactions; molecular pharmacology of transduction of the receptor signal and specific considerations of receptors as pharmaceutical targets. Intended for students pursuing a specialization in pharmacology. Prerequisite: BIO 451.

BIO 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. Prerequisite: BIO 181.

BIO 461: Epidemiology 3 credits

Topics include basic concepts, principles, and methods of chronic and infectious disease epidemiology, including study designs and basic measures of disease frequency and exposure-disease associations, relating prevalence and incidence, analysis of clustering and seasonality; measures of effect, sources of bias, estimation and hypothesis testing in epidemiology; models for risk and rates; cohort analysis. . Prerequisites: MAT 120 and BIO 368B

BIO 462: Neuroscience for Rehabilitative Therapies 3 credits

This course expands on previous science courses to provide a more in-depth understanding of the structure and function of the human nervous system. Changes in the structure of the nervous system that occur with development, responses of the nervous system to injury, blood supply of the central nervous system, the ventricular system, and regional anatomy of the brain and spinal cord are examined. Basic function of the nervous system is examined at the molecular, cellular, and systems level. In addition, the course introduces the basis for complex human functions and introductory material on the medical, surgical and physical therapeutic management of neurological disorders. Prerequisites: BIO 160, BIO 201, or BIO 360.

BIO 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 480: Methods of Teaching Science in the Secondary School 3 credits

Methods of instruction, organization, and presentation of content in teaching science.

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

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accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture and complications? Prerequisites: BIO 201 and BIO 202 or 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 497A: Internship-A in Biology **1 credit**

The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. Periodic conferences and evaluations are scheduled with the supervising instructor.

BIO 497B: Internship-B in Biology **2 credits**

The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional.. Periodic conferences and evaluations are scheduled with the supervising instructor.

Business (BUS)

BUS 230: Introduction to Sport Management **3 credits**

An overview of the business of sport, including career opportunities. A study of the value of professional management to sport organizations.\

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 251: Business Statistics **3 credits**

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 120 or equivalent.

BUS 307[Δ]: Business Communications **3 credits**

This course provides practice in writing effective business letters, memos, and reports. Emphasis is on effective oral and written communication as it applies to human relations in business and management. A Writing-Intensive course. Prerequisites: ENG 101 and ENG 102.

BUS 310: Business Law I **3 credits**

A study of our business legal system and the nature and sources of law, including the laws of torts, crimes, strict liability, intellectual property, contracts, secured transactions, real property, and bankruptcy.

BUS 311: Ethical and Legal Issues in Business **3 credits**

This course is a comprehensive study of the legal and ethical issues of concern to business. The course will cover those areas of the U.S. legal system that are most relevant to business, such as the law of torts, liability, intellectual property, and contract law. It will explore the role of ethics and values in business decision making, and will approach these subjects from the perspective of the stakeholders as opposed to an economic interpretation of the firm and its responsibilities.

BUS 315: Business Law II **3 credits**

Continuation of BUS 310. Included in this course is the study of partnerships, corporations, sales, commercial paper, credit, and government regulations and agencies.

BUS 316: Ethical Issues in Business and Society **3 credits**

A comprehensive course dealing with macro-environmental issues of concern to business. The course encompasses the political, social, economic, legal, ethical, and other environments of business. Emphasis is placed on a stakeholder's approach as opposed to an economic interpretation of the firm and its responsibilities.

BUS 321: Sport Law **3 credits**

A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. Prerequisite: BUS 310.

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 is 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.

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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 406: International Business **3 credits**

A course in the concepts and practices of business in a multinational context. The course covers objectives, strategies, policies, and organizational structures for operating in various international environments. Current issues in the field are discussed in detail. Prerequisites: FIN 301 and MGT 301.

BUS 411: Business Internship **1–3 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 418: Entrepreneurship **3 credits**

Development of business plans, preparation of financial packages, and evaluation of opportunities, risks, and problems associated with business development. Prerequisites: FIN 301, MGT 301, and MKT 301.

BUS 450: Leadership and Vocation

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

BUS 480[Δ]: Strategic Management **3 credits**

A capstone course in business providing detailed coverage of strategic management theory and practice. Emphasis is placed on managing as a general manager with cross-functional and enterprise-wide responsibilities. A Writing-Intensive course. Prerequisites: FIN 301, MGT 301, MKT 301, and senior status.

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 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 601: Quantitative Methods in Business **3 credits**

This course prepares the student to develop and explore quantitative business models for the purpose of improving managerial decision-making. Topics include economic order quantity, probability distribution applications, ANOVA and regression, decision-making under uncertainty, hypothesis testing, linear programming, and queuing theory. Both theory and practical applications are explored. Prerequisite: SYM 501.

BUS 602: Managerial Communications **3 credits**

An examination and practice of communication theories, techniques, strategies, and skills essential for success in business. Topics include communication strategy and analysis, managerial presentations, writing, effective meeting management, cross-cultural communication, and the core areas of the modern corporate communication function.

BUS 604: Organizational Ethics **3 credits**

This course explores the role of ethics in the organization. An emphasis is placed upon discussing how ethics affects policy formation, developing awareness of ethical situations, and forming a personal value system to guide ethical decision-making and professional conduct in business and society.

BUS 605: Legal and Ethical Practices in Information Security **3 credits**

In this course, students evaluate ethical decision making and the best practices employed in security operations planning and management. Students review best practices in the remaining five domains of the CBK within this context.

BUS 606: Business and Security Risk Analysis **3 credits**

This course provides students with an overview of risk management principles. Methods to identify, quantify, and qualify internal and external risks to the organization are examined. Students apply these principles and methods to the current business and risk environment.

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 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

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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 330: Old Testament History and Theology 3 credits

This course is a comprehensive survey of the important events in the earliest history of the nation Israel. In addition, the course will introduce the student to the major theological ideas of the nation in their historical context. The course will combine lecture, discussion, papers, and presentations.

CHL 332: New Testament History and Theology 3 credits

This course is a comprehensive survey of the important events in the life of Christ and the early church. In addition, the course will introduce the student to the major theological ideas of Christ and the early Church in their historical context. The course will combine lecture, discussion, papers and presentations.

CHL 430: The Dynamics of Groups 3 credits

The social and communication characteristics of groups that drive organizations are studied with regard to their special leader and member roles and relational culture. Special attention is given to development of members. The cohort nature of the Christian Leadership program becomes a model for dealing with organizations, councils, and committees. Students assess the specific leadership needs for their own context.

CHL 432: Leadership Theory and Praxis 3 credits

Definitions of leadership are explored and various models and styles for leadership are identified. Students assess their own skill sets, learn new ones, and develop strategies for being a more effective leader in various contexts. The influence of values on decision-making is examined. Students compare their own skills with the needs of their context identified in CHL 430.

CHL 434[Δ]: Research Methodology 3 credits

This course helps students identify problems, review related literature, collect data, and measure objectives in their vocational environment. Students develop their analytical skills and apply them through quantitative or qualitative research methods in generating their final research projects. Specific quantitative tools are introduced. Qualitative tools will be emphasized, such as case methods, verbatim reports, incident reports, process notes, and journaling. These will reinforce the importance of theological reflection and mentoring. Mentors help students to identify problems and issues related to their project. An intensive writing course.

CHL 435: Biblical Leadership 3 credits

Leaders in the Bible, including Old and New Testament examples, form the basis for exploring models of biblical leadership. Students will learn valuable lessons from the struggles and successes of significant men and women in the Bible. Students will propose their own leadership project, which they will develop in CHL 445 and complete in CHL 450.

CHL 436: Leadership for Ministry 3 credits

Students will become familiar with the administrative skills necessary for more effectively leading a successful organization. Students explore management of systems, resource, and time, as well as learn to network and to understand change and transition.

CHL 438: Spiritual Formation of Leaders 3 credits

This course examines the spiritual and Biblical understanding and preparation necessary for effective Christian Leadership. Attention is given to spiritual formation of self and groups, articulation of vision, exploration of call to vocation and position.

CHL 442: The Leader as Coach and Mentor 3 credits

Coaching and mentoring are important dimensions of effective leadership. This course will reinforce the personal leadership effectiveness of the students by helping them to improve the personal, interpersonal and leadership effectiveness of those with whom they work. Students will build on the foundations of servant leadership and mutual accountability as they identify

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potential team-building experiences and persons to begin to mentor.

CHL 444: Ethical Challenges for the Christian Leader **3 credits**

Specific ethical issues will be raised which students will examine how their Christian values influence their actions and decisions as they live out their faith in their vocations and positions. After an introduction to Christian ethics, issues are investigated through the use of case studies.

CHL 445: Life Management Issues **3 credits**

Students learn valuable lessons in how to balance the time and energy constraints of school, family, ministry, job, and crisis in order to more effectively lead in Christian vocational or avocational ministry. Development of a plan for completing the Professional Project will be included in the study as it relates to maintaining balance in the face of mounting obligations. Prerequisite: CHL 435.

CHL 446: Issues in Counseling **3 credits**

This course is an introduction to counseling. Specific personal, social and psychological issues will be discussed. Appropriate use of networks and referral to trained resource professionals will be explored. Limitations and implications of counseling for untrained practitioners are stressed.

CHL 448: Leadership in Global Community **3 credits**

Christian values in a global community provide a forum for interdisciplinary examination of ethics, community, and the environment, as well as possibilities for cross-cultural leadership development. The course will help students develop the framework for practicing global citizenship, as well as allow the students the opportunity for informed dialogue concerning the nature of leadership in other cultures.

CHL 450: Professional Project **3 credits**

This capstone course requires students to implement theories and concepts in individual projects related to leadership in their vocational or avocation organizational contexts. A presentation of the project initiated in CHL 434 is submitted in a written document and as a presentation made to the cohort as partial completion of the requirement of the Christian Leadership program. Prerequisites: CHL 435 and CHL 445.

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**

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 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 compliment and support the principles being addressed in CHM 101. Students learn basic lab techniques related to general and organic chemistry, building upon and strengthening foundational knowledge such as stoichiometry and reaction types. Additionally, some topics are addressed from a biochemical standpoint to highlight application to daily living. Co-requisite: CHM 101.

CHM 103: Chemistry Lab Safety **3 credits**

The chemistry laboratory safety course is designed to emphasize proper principles and procedures related to safety in the science labs and classrooms. This course outlines the correct procedures for labeling, storing and disposing of chemicals and related materials. Emphasis is placed on the Occupational Safety and Health Administration (OSHA) and Materials Safety Data Sheet (MSDS) standards and regulations.

CHM 105: Introductory Studies in the History of Chemistry **3 credits**

Introductory studies in the history of chemistry emphasizes the importance of significant events, theories and individuals in the development of chemistry. This course will analyze the impact of chemistry and technology on society along with ethical considerations or view points related to current events.

CHM 113: General Chemistry I **3 credits**

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,

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nomenclature, stoichiometry and chemical reactions, the gas laws, thermodynamics, chemical bonding, and properties of solutions. Prerequisites: One of the following: MAT 121 or equivalent; or 2) MAT 250. 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, titrations, the gas laws, determination of enthalpy change using calorimetry, determination of empirical formula, and freezing point depression. Prerequisite: One of the following: 1) MAT 121 or equivalent; or 2) MAT 250. 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. Prerequisite: CHM 113. 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. Prerequisite: 1) CHM 113L; or 2) none. Co-requisites: CHM 115.

CHM 153: Chemistry Laboratory Equipment, Setup, and Use **3 credits**

The chemistry laboratory equipment setup and use course (on campus 1 week – 40 hours) is designed to give students hands-on experience in performing chemistry experiments in the classroom. The course emphasizes proper application and handling of laboratory equipment in a classroom setting. Application of safety principles and procedures will be reinforced. Prerequisite: CHM 103.

CHM 331: Organic Chemistry I **3 credits**

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. 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. Prerequisite: CHM 331. 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 331. 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. Prerequisite: 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. Prerequisite: CHM 332. Co-requisite: One of the following: 1) none; or 2) 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

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experimentation and students acquire practical techniques currently used in biochemistry laboratories. Prerequisite: CHM 332L. Co-requisite: CHM 360.

CHM 461: Biochemistry I **3 credits**

Study of the chemical basis for biological functions in living organisms. Topics include structure and function of proteins, carbohydrates, lipids, and nucleic acids. Prerequisite: CHM 332. Co-requisite: CHM 463

CHM 462: Biochemistry II **3 credits**

Continuation of CHM 461. Topics covered include molecular mechanism of genetics, biological energy production, and regulation of cell growth. Prerequisite: CHM 461.

CHM 463L: Biochemistry: Lab **1 credit**

Practical introduction to lab techniques used in biological preparations, analysis, and functional studies of proteins, carbohydrates, lipids, and nucleic acids. Co-requisite: CHM 360, CHM 461, or CHM 462.

CHM 480: Methods of Teaching Science in the Secondary School **3 credits**

Methods of instruction, organization, and presentation of content in chemistry to secondary school students. Topics include curriculum, stockroom organization, lab safety and liability, visual aid preparation, computer use in the classroom, and research issues in education. May not be applied to chemistry major. Prerequisite: CHM 115.

Computer Information Systems (CIS)

CIS 180: Computer Application Modules **1 credit**

Basic studies of applications of electronic data processing. Students may select from one-hour modules to meet their objectives. Modules include, but are not limited to

- Word Processing
- Beginning Spreadsheet
- Beginning Database
- Desktop Publishing
- Intermediate Spreadsheet
- Intermediate Word Processing
- Introduction to the Internet
- Accounting Applications
- Presentation Graphics

CIS 610: Security Policies, Standards and Procedures **3 credits**

In this course, students examine the role of security policies, standards and procedures in addressing business and technical risks. Using this framework, students develop a security governance report to evaluate compliance across the enterprise.

CIS 620: Design, Development and Evaluation of Security Controls **3 credits**

In this course, students transform high-level policies and procedures into quantifiable and measurable controls and mechanisms that enforce data and process integrity, availability and confidentiality.

CIS 630: Incident Response and Management **3 credits**

In this course, students identify and analyze the nature of security incidents, the source of potential threats and the methods used in incident management and mitigation. Students also evaluate technical and business issues which affect the actions of the enterprise in responding to a security incident.

Communications (COM)

COM 101: Introduction to Human Communication Theory **3 credits**

An overview of human communication theory and its relationship to responsible participation in personal, professional, and public settings. Includes application of course concepts through individual and collaborative learning exercises.

COM 125: Communications and the Media **3 credits**

Media history and theory are studied with an emphasis on the implications and impact of mass messages on meaning, culture, and society.

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 150: History and Criticism of Visual Media **3 credits**

The history of visual art and its connection and influence on modern media are studied. Students gain an artistic vocabulary by becoming familiar with many kinds of visual art, by developing their skills in visual analysis, by increasing their understanding of aesthetic theory and applying that understanding in course presentations.

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.

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COM 230: Persuasive Theory **3 credits**

A study of the theory and practice of communication as it relates to influencing attitude and behavioral change. The course focuses on an historical overview of persuasive theory from it is Classical beginnings to analyzing persuasive strategies and their use by contemporary practitioners. Examples for analysis are taken from advertising, public relations, religion, sales, politics, and propaganda.

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 260: Introduction to Digital Media Production **3 credits**

Introduction to the theory, process, and procedure of electronic media production. Lecture and lab. Lab fee required.

COM 300: Writing for the Media **3 credits**

Students study the content, styles, and formats of media writing. The course emphasizes the differences in writing across diverse media modalities.

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 310: Principles of Public Relations **3 credits**

An overview of theory and practice of public relations, media relations, promotion, research, and campaigns. An application of theory through problem solving and case study. Prerequisite: Junior or senior status or instructor's approval.

COM 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 314[Δ]: Intercultural Communication **3 credits**

This course creates an awareness of the skills necessary to promote positive communication and relationships across cultural differences. Students will explore verbal and non-verbal communication behaviors. Other cultures are explored through an examination of demographics, family structure, religion, politics, education, social life, art, and literature. A Writing-Intensive course. Prerequisite: Junior or senior status or instructor's approval.

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 320: Public Relations Writing and Design **3 credits**

The study of planning, producing, and evaluating written public relations messages for and from a variety of media including print, broadcast, and the web. Student writing assignments include news releases. Newsletters, public service announcements, coverage memos, position papers, background papers, brochures, and reports and proposals.

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 330: Visual Media and Storytelling **3 credits**

This course focuses on the elements the make up almost all storytelling. Each student is encouraged to discover and develop their unique voice as a writer and storyteller, while understanding the critical importance of working as part of a creative team. This course emphasizes the use of traditional storytelling, classic mythology and how these devices apply to contemporary media.

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.

COM 340: Screenwriting **3 credits**

In the Screenwriting course students learn storytelling for the screen through a managed regimen of in-class and out-of-class experiences that emphasizes the essential mix of imagination and

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craft in writing. They will hone their skills in observation, communication, and visualization, and receive instruction on structure for screenwriting and how to employ written language to articulate dramatic and visual expression.

COM 350: Cinematography and Set Design 3 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 will cover video formats, cameras, exposure, lenses and optics, lighting units, lighting placement, lighting control, camera support, and camera movement. Lab fee required.

COM 400: Current Issues in Communication 3 credits

Special topics and current issues of interest to communication and media students are studied.

COM 410: Effective Ministerial Communications 3 credits

The theory and practice of effective ministerial communications including preaching, writing, and teaching techniques that spread the gospel will be the basis of this course. An application of theory through problem solving and case study of current effective ministerial speakers. The student will learn the tools and preparation needed to communicate with a variety of audiences, to employ creative pedagogy that challenges and engages the audience, and to develop a message that is culturally relevant and biblically accurate.

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 450: Audio Production Workshop 3 credits

This course is designed for all students involved in digital media who want to be able to better understand the fundamentals of sound. The course will cover the basics of sound, use of microphones and digital recording and include lab projects utilizing the latest audio manipulating software. Students will gain knowledge of the key roles in the audio production environment. Lab fee required.

COM 460: Media Production and Editing 3 credits

This course will follow the general chronology of editing from capture and logging, through editing and effects, to final output of a finished program. The first half of the course will be devoted entirely to a mastery of the editing software. The second half of the course will be devoted to the "why" we cut. Different editing theories will be explored including montage, fast cut, long take, jump cut, etc. Lab fee required.

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.

COM 480: Media Production and Directing 3 credits

The course utilizes techniques of directing, sound editing, lighting, and advanced editing programs. Several practical and written exercises lead to a short digital production. Students will spend time working with actors in front of the camera as well as composing shots to convey a story visually. Lab fee required.

COM 495: Senior Seminar 3 credits

This capstone course examines in depth the concepts of Global Citizenship, Critical Thinking, Effective Communication, and Responsible Leadership, focusing on the ethical and intellectual challenges such concepts evoke for the individual. Students contemplate a values-based view of success, and critically assess the impact their GCU education has had on their future personal and professional lives.

COM 497: Internship 3 credits

An opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisites: Senior status, admission to Communications program, and instructor's approval.

Computer Science (CSC)

CSC 105: Introduction to Programming Languages 3 credits

An introduction to higher-level programming languages. Topics include structured programming techniques, algorithm design, problem solving, program coding and program verification.

CSC 205: High Level Programming 3 credits

A continuation of the concepts introduced in CSC 105 to include an in-depth study of a higher-level programming language. Topics include the use of dynamic variables and the pointers required to manipulate them. Prerequisite: CSC 105.

Christian Worldview (CWV)

CWV 101: Foundations of a 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.

Design Studio (DGN)

DGN 205: Introduction to 3D Animation 3 credits

This is an introductory course on the creation of elements for 3D animation using industry standard Maya software. Students will be introduced to the entire production pipeline of 3D animation:

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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 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 223: Advertising Design **3 credits**

An overview of skills needed to develop successful advertising campaigns. Coursework is a combination of lecture and lab work.

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.

DGN 233: Graphic Design I **3 credits**

Study of the primary principles of design, type, and imagery, and their application to graphic design problems. Coursework is a combination of lecture and lab work. Students will complete work both by hand and with technology.

DGN 263: Digital Layout and Illustration **3 credits**

Study to develop technical and aesthetic proficiency in digital page layout and illustration programs.

DGN 265: Web Design **3 credits**

Students develop the ability to plan a Web site and develop multiple design solutions for the needs of this media. Students learn the technical and aesthetic skills necessary for basic site creation and maintenance. Emphasis is placed on the student's ability to keep themselves current with the tools as they change over time. Programs used are industry standard within the design field.

DGN 333: Graphic Design II **3 credits**

Intensified study of typography and its use as a communications design tool. Continued study of the use of images, color and texture. Study of paper, ink and bindery methods, and the printing processes. Students will design and execute multiple projects using computer based tools.

DGN 360: 3D Modeling: Theory and Practice **3 credits**

Studying the tools to convert 2D hand drawings, photos and other references into 3 dimensional elements. Students will understand the terminology, tools and topology that the 3D animation industry uses. There is an emphasis on polygon modeling in hard surface and organic models in Maya for film. Maya software is required for the online course.

DGN 365: Computer Graphics **3 credits**

A study of the evolution of computer generated imagery from film, television and photography. This advanced course will explore today's global designers and understand the limitless possibilities of computer graphics. Students will mix all forms of digital visual media, from photographs, video stills, 3D animation and illustration to create still images for 2D in graphic design, ad design and print. Photoshop and Maya software is required for the online course.

DGN 433: Graphic Design III **3 credits**

A highly aesthetic and technical class where students bring all design skills together, including typography, illustration, photography, graphics and production planning. Course may be repeated for up to six hours of credit.

DGN 434: Graphic Design IV **3 credits**

Students plan and complete their professional portfolio and produce self-promotional pieces including resume, cover letter, and Web site. Development of job seeking and interview skills and evaluation of personal and professional goals. Prerequisite: DGN433.

DGN 455: 3D Animation **3 credits**

Students will learn the 12 principles of animation and apply it to specific animation assignments. Students will learn the process of animating a character in Maya from acting, camera, staging, blocking, and in-betweens to create short 3-second pieces that can be presented in a portfolio or demo reel. Students will also dissect shots from the major animation studios and analyze their work and their peers' work. Maya software is required for the online course.

DGN 465: 3D Animation for Film **3credits**

A highly aesthetic and technical class in which students bring all design skills together, including preproduction, graphic design, modeling, animation, texturing and rendering. Students will understand composition, timing and editing to create a short, time-based project. Maya software is required for the online course.

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Dissertation (DIS)

DIS 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 will be the organization of data sets and the application of tables, charts, and graphs.

DIS 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 aforementioned course content, students will 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: DIS 955.

DIS 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 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 will include an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisite: DIS 960.

Economics (ECN)

ECN 211: Microeconomic Principles **3 credits**

An introduction to the basic micro economic concepts of supply and demand, consumer choice, elasticity of demand, costs of production, market structures, and the social costs of economic activity. Prerequisite: MAT 120 or equivalent. Micro Economics is a prerequisite for Macro Economics.

ECN 212: Macroeconomic Principles **3 credits**

An introduction to basic macro economic concepts including measures of national output, national income accounting, unemployment, inflation, money and banking, and fiscal and monetary policy. Prerequisite: ECN 202, ECN 211, or equivalent.

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 Reserves System in the United States. Prerequisite: ECN 220.

ECN 363: Money and Banking **3 credits**

A general survey of financial institutions, the Federal Reserve System, the qualities of a sound monetary system, the theory and value of money, deposit insurance, and foreign exchange. Prerequisite: ECN 201 or ECN 212 and FIN 301.

ECN 407: Managerial Economics **3 credits**

This course studies those aspects of economics that enable managers to make profitable business decisions and maximize the value of their firms. Specific topics include supply and demand, sources of competitive advantage, pricing and production decisions, and the effects of social, political and technological factors on the decision-making process.

ECN 425: International Trade and Finance **3 credits**

An overview of the international economy including the motivation for trade, trade patterns, barriers to trade, protectionist policies, exchange rates, foreign exchange markets, and exchange rate interventions. The evolving role and relevancy of such global institutions as the IMF, WTO, and World Bank are also examined. Prerequisites: ECN 201 or ECN 212; and FIN 301.

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

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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 607: Managerial Economics **3 credits**

This course explores microeconomic principles and techniques of analysis for managerial decision-making. Topics include demand analysis, production planning, and product pricing. Prerequisite: MKT501 or its equivalent.

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 529: Education Administration Foundation and Framework **3 credits**

This course orients students to the program, the field, and the Interstate School Leaders Licensure Consortium standards guiding them. It includes an introduction to creating a professional portfolio.

EDA 530: Educational Leadership **3 credits**

Upon completion of this course, educational leaders will possess an understanding of the complexity of being a leader, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #2.

EDA 531: Organizational Theory **3 credits**

This course provides a new paradigm for the school leader to apply the fundamental concepts of organizational theories and models to educational enterprises. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #1.

EDA 532: Legal Issues in Education **3 credits**

Upon completion of this course, educational leaders will possess an understanding of the legal principles, along with the origin and development of laws governing American schools. This course addresses the Interstate Leaders Licensure Consortium (ISLLC) Standard #6.

EDA 533: Public School Finance **3 credits**

Because of the pervasive nature of school finance, this course responds to a portion of each of the six national standards of the Interstate Leaders Licensure Consortium (ISLLC). Upon completion of this course, the student will possess an understanding of the application of school finance topics related to education at the federal, state, and local levels; basic administrative theories, processes, and techniques; and major challenges in the operation of local schools.

EDA 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 540: The Principalship **3 credits**

Personnel management in educational organizations includes recruitment, selection, orientation, development, compensation, and evaluations. This course will focus on attracting and retaining a quality workforce in education. This course responds to all six of the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

EDA 541: The Assistant Principalship **3 credits**

Assistant principals are educational leaders who have major responsibilities that promote the success of students and their activities. Five important areas will be covered during this course: 1) discipline and student safety, 2) student activities, 3) athletics, 4) student scheduling, and 5) Interstate Leaders Licensure Consortium (ISLLC) Standard #3.

EDA 550: Supervision and Instructional Leadership **3 credits**

Because of the pervasive nature of supervision and instructional leadership, this course responds to several of the six national standards of the Interstate School Leaders Licensure Consortium (ISLLC) but will focus on ISLLC Standard #2. Upon completion of this course, the student will possess an understanding for the application of 1) models and theories of supervision, 2) interpersonal and technical skills needed for supervision, and 3) tasks and functions of the supervisor.

EDA 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

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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 560: Curriculum Development for School Improvement 3 credits

Upon completion of this course, educational leaders will possess the skills to direct, guide, stimulate, and put into effect curriculum changes and alignment. They will also understand the variety of components necessary to build a strong curriculum that will be flexible enough to adapt to a constantly changing world and withstand personal biases. This course responds to a portion of the Interstate Leaders Licensure Consortium (ISLLC) Standard #2.

EDA 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.

EDA 570: Action Research in Education Administration 3 credits

This course is designed to provide a theoretical foundation and framework for action research. Special emphasis is placed on an examination of the basic principles of qualitative research methodologies, which will lead to the design and implementation of a peer-supported action research project. The student's research project will be personalized to his or her school.

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 580: Internship in Educational Administration 3 credits

This supervised clinical internship will encourage a cooperative arrangement among the key stakeholders. Upon completion, the candidate will possess an understanding of the complexity of being a leader, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations.

EDA 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.

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EDA 582A: 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 582B: 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 586A: Internship in Educational Administration I **2 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 **2 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 590: Educational Leadership in Technology **3 credits**

Upon completion of this course, the student will possess an understanding for the application of 1) financial, organizational, and implementation challenges of integrating technology into the educational community, 2) leadership strategies to integrate technology into the educational community, and 3) effective evaluation and assessment plans of current and future technology integration in the educational community. This course responds to several of the six national standards of the Interstate School Leaders Licensure Consortium (ISLLC) but will focus on the ISLLC Standard #3.

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.

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

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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 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 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 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 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.

Education (EDU)

EDU 183: Exploring Education as a Career 3 credits

This course is designed for students who are considering teaching as a profession. By observation and participation, students experience working with children and young people, as well as many of the duties as a teacher. A practicum in K-12 classrooms is required.

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 in order to better utilize emerging technology.

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 Fingerprint Clearance necessary.

EDU 273N: Children's Literature 3 credits

All types of children's literature from outstanding authors are surveyed through synopses and actual reading of children's books to acquaint the student with the best stories and poems for use with children. Methods of using these types of literature and the techniques of storytelling are also studied.

EDU 300: Teaching in a Pluralistic Society: Strategies for Multicultural Teaching 3 credits

This course introduces students to the major goals, principles, and concepts of multicultural education. Specifically, four central topics will guide the study: 1) clarifying key concepts and terminology; 2) discovering multiple perspectives in culture and history; 3) understanding cultural and individual differences in teaching and learning; 4) becoming a multicultural and effective teacher.

EDU 303[Δ]: Foundations of Education 3 credits

Students will study the historical, philosophical, and sociological influences which have shaped American education, the issues faced by educators today, and the challenges of the future which

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await persons now entering the teaching profession. The course is designed for students who have already committed themselves to a career in education or are exploring a career in education and includes a first phase observation in the K-12 classroom. A Writing-Intensive course. No Fingerprint Clearance required.

EDU 303N[Δ]: Foundations of Education 3 credits

Students will study the historical, philosophical, and sociological influences which have shaped American education, the issues faced by educators today, and the challenges of the future which await persons now entering the teaching profession. The course is designed for students who have already committed themselves to a career in education or are exploring a career in education and includes a first phase observation in the K-12 classroom. A Writing-Intensive course. No Fingerprint Clearance required.

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 313: 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 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 363: Instructional Technology 3 credits

Emphasis is given to the selection, separation, evaluation, and utilization of various simple media elements as well as computer networking, multimedia, interactive video, and the Internet.

EDU 363N: Instructional Technology 3 credits

Students will study and utilize a variety of technologies such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in classroom in order to meet the needs of a diverse student population. Prerequisite: Fingerprint Clearance.

EDU 430N: Classroom Management 3 credits

Designed to allow the prospective teacher the opportunity to learn techniques involved in the successful management of a learning environment. Major emphasis is given to the establishment of a realistic discipline plan to manage student behavior and management techniques and strategies to maximize instructional time, classroom procedures, and physical space.

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. Prerequisites: EDU 215 and EDU 230.

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 473: Children's Literature 3 credits

All types of children's literature from outstanding authors are surveyed through synopses and actual reading of children's books to acquaint the student with the best stories and poems for use with children. Methods of using these types of literature and the techniques of storytelling are also studied.

EDU 519: The Engaged Mind 3 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). Prerequisite: EDU 529.

EDU 520: Classroom Management 3 credits

Designed to allow the prospective teacher the opportunity to learn techniques involved in the successful management of a learning environment. Major emphasis is given to the establishment of a realistic discipline plan to manage student behavior and management techniques and strategies to maximize instructional time, classroom procedures, and physical space. Prerequisite: EDU 529.

EDU 520N: Classroom Management 3 credits

Designed to allow the prospective teacher the opportunity to learn techniques involved in the successful management of a learning environment. Major emphasis is given to the establishment of a realistic discipline plan to manage student behavior and management techniques and strategies to maximize instructional time, classroom procedures, and physical space.

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EDU 521: Current Classroom Methods and Strategies **3 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 in this course. Upon completion of this course, the student will have established a wide repertoire of methods and strategies that are research-based and easily modified to today's complex classroom. Prerequisites: EDU 529 and EDU 519.

EDU 523: Advanced Educational Psychology **3 credits**

This study of the theories and principles of psychology that influence education addresses developmental, behavioral, and cognitive approaches to learning, motivation, instruction, and assessment.

EDU 529: Foundations and Framework **3 credits**

This course orients students to the program, the field, and the National Board for Professional Teaching Standards (NBPTS) guiding them. It includes an introduction to creating a professional portfolio. Prerequisite: EDU 529.

EDU 530: Educational Leadership **3 credits**

Teachers should possess a repertoire of skills that will enable them to function comfortable and effectively in a changing learning environment. The course will provide teachers with an understanding of the complexity of being a leader in times of change. Teachers will develop a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their school.

EDU 532: Legal Issues in Education **3 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. Prerequisite: EDU 529.

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 549N: 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. Prerequisite: Fingerprint Clearance.

EDU 550: Technology Enhanced Instructional Design **3 credits**

The purpose of this course is to introduce students to the theoretical foundations of technology enhanced instructional design and the designing and planning of technology enhanced instruction. This course meets International Society for Technology in Education (ISTE) Standards and the National Board of Professional Teaching Standards (NBPTS). Prerequisites: EDU 529, EDU 519, and EDU 521.

EDU 560: Curriculum Assessment for School Improvement **3 credits**

Upon completion of this course, teachers will possess the skills to direct, guide, stimulate, and put into effect curriculum changes and alignment. Educators will also understand the variety of components necessary to build a strong curriculum that will be flexible enough to adapt to a constantly changing world. This course responds to the National Board of Professional Teaching Standards (NBPTS). Prerequisites: EDU 529, EDU 519, EDU 521, EDU 590, and EDU 530.

EDU 563: Instructional Technology **3 credits**

Emphasis is given to the advanced utilization of research-based methodologies through various media elements as well as computer networking, multimedia, interactive video, and the Internet.

EDU 570: Philosophical/Social Issues in Education **3 credits**

A study of the historical, philosophical, and sociological influences upon which educational theories and practices are constructed. Societal issues and future challenges facing educators involved in the system are addressed. Prerequisite: Graduate standing.

EDU 570N: Philosophical/Social Issues in Education **3 credits**

A study of the historical, philosophical, and sociological influences upon which educational theories and practices are constructed which have shaped American education. Societal issues and future challenges facing educators involved in the system are debated and critiqued. Prerequisites: No Fingerprint Clearance necessary.

EDU 571: Psychological Issues **3 credits**

Psychological topics will focus on classical and modern theories of learning. Inherent in the course is a study of the most recent issues in educational psychology concerning the learner, the learning process, the learning situation, and research in

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educational psychology. Actual research drawn from realistic classroom situations will provide an opportunity for the practitioner to test the applicability of the theories.

EDU 576: Philosophical and Social Issues in Education **4 credits**

This course is a study of the historical, philosophical, and sociological influences upon which educational theories and practices are constructed. Societal issues and future challenges facing educators involved in the system are addressed.

EDU 583: Teaching Reading in the Content Areas **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 electronic texts are explored with a focus on strategies that are relevant in every content area. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, and 5.4. Prerequisites: EDU 529 and EDU 519.

EDU 590[Δ]: Educational Action Research **3 credits**

This course will provide teachers with the theoretical foundation and framework for research in education. Special emphasis is placed on the examination of the basic principles of qualitative research methodologies that lead to the design and implementation of a peer-supported action research project. Prerequisites: EDU 529, EDU 519, and EDU 521.

EDU 614: Research and Writing **3 credits**

Incorporating active learning principles within a theoretical context will be the essence of the course. The practitioner in the field will have the opportunity to explore one educational problem in-depth and one appropriate research methodology. The problem and methodology will be presented and conducted as a research project.

EDU 805: The History and Politics in Higher Education **3 credits**

In order for higher education leaders to make informed decisions, both today and looking into the future, it is essential that leaders establish a working understanding of the history of higher education. This course will explore early conventions and foundational beliefs regarding higher education and attempt to articulate the relationship between these origins and the work that is led in higher institutions today. Furthermore, the historic influence of politics in higher education has served to shape its trajectory and this course explores the leader's role in managing this factor in relationship to the change process.

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 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 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 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

Elementary Education (EED)

EED 323: 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.

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Prerequisites: Fingerprint Clearance, EDU 303 or EDU 313, BIO course with a lab, and a CHM, GLG, or PHY course with a lab. EDU 363 is recommended.

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 hours: 20. Prerequisites: Fingerprint Clearance, EDU 215 or EDU 313N; a BIO course with a lab; and a CHM or PHY course with a lab.

EED 403: Curriculum and Methods: Mathematics 3 credits

The student is involved in the formulation of programs for the individual child to teach the theory and practice of elementary mathematics. Utilization of games in the classroom, manipulative materials, and mathematics curriculum in the elementary school are examined. Practicum hours – 15. Prerequisites: Fingerprint Clearance, EDU 303, and EDU 313.

EED 403N: Curriculum and Methods: Mathematics 3 credits

The student is involved in the formulation of programs for the individual child to teach the theory and practice of elementary mathematics. Utilization of games in the classroom, manipulative materials, and mathematics curriculum in the elementary school are examined. Practicum hours – 15. Prerequisites: Fingerprint Clearance, EDU 303N, and EDU 313N.

EED 443: Curriculum and Methods: Literacy: Reading/Language Arts, K-3 3 credits

This is a school-centered practicum (to include decoding) designed to provide prospective teachers with teaching experience in reading over the length of one semester in a regular school classroom. This course will also focus on reading diagnostics, assessments, and strategies implemented with a single elementary student in a site-based reading lab. Practicum hours – 20. Prerequisites: Fingerprint Clearance and EDU 303.

EED 443N: Curriculum and Methods: Literacy: Reading/Language Arts, K-3 3 credits

This is a school-centered practicum (to include decoding) designed to provide prospective teachers with teaching experience in reading over the length of one semester in a regular school classroom. This course will also focus on reading diagnostics, assessments, and strategies implemented with a single elementary student in a site-based reading lab. Practicum hours – 20. Prerequisites: Fingerprint Clearance and EDU 303N.

EED 463: Curriculum and Methods: Social Studies 3 credits

This course is designed to assist the elementary teacher with methods of instruction, unit and daily lesson plan construction, materials and resources available, and current developments in the field. Laboratory experiences will include multicultural classrooms. Practicum hours – 15. Prerequisites: Fingerprint Clearance, EDU 303, EDU 313, and three credits of history.

EED 463N: Curriculum and Methods: Social Studies 3 credits

This course is designed to assist the elementary teacher with methods of instruction, unit and daily lesson plan construction, materials and resources available, and current developments in the field. Laboratory experiences will include multicultural classrooms. Practicum hours – 15. Prerequisites: Fingerprint Clearance, EDU 303N, EDU 313N, and 3 credits of history.

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 hours: 20. Prerequisites: Fingerprint Clearance, EDU 215, EDU 313N, and three credits of history.

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 hours: 20. Prerequisites: Fingerprint Clearance and EDU 215.

EED 473: Curriculum and Methods: Literacy: Reading/Language Arts, 4-8 3 credits

This course is designed to teach and develop a coherent approach to fostering literacy in the classroom. Emphasis is placed on planning lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning. The course includes discourse theory as it pertains to the teaching of reading and writing. Laboratory experiences will include multicultural classrooms. Practicum hours – 15. Prerequisites: Fingerprint Clearance and EDU 303.

EED 473N: Curriculum and Methods: Literacy: Reading/Language Arts, 4-8 3 credits

This course is designed to teach and develop a coherent approach to fostering literacy in the classroom. Emphasis is placed on planning lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning. The course includes discourse theory as it pertains to the teaching

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of reading and writing. Laboratory experiences will include multicultural classrooms. Practicum hours – 15. Prerequisites: Fingerprint Clearance and EDU 303N.

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 hours: 20. Prerequisites: Fingerprint Clearance and EDU 215.

EED 480A: Student Teaching: Elementary School — 6 credits

The semester includes seminars in classroom management, assessment, and professional preparation. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Successful completion of all courses in POS and content area, senior status, a 2.8 GPA, and approval and placement by Office of Field Placement and Certification. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

EED 480B: Student Teaching: Elementary School — 6 credits

The semester includes seminars in classroom management, assessment, and professional preparation. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Successful completion of all courses in POS and content area, senior status, a 2.8 GPA, and approval and placement by Office of Field Placement and Certification. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

EED 480NA: Student Teaching Session A — 6 credits

Teacher candidates are required to fulfill a 16-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, Arizona Professional Teacher's Standards, and Interstate New Teacher Assessment and Support Consortium Standards within the classroom. Prerequisites for A: One of the following combinations: 1) Successful completion of all courses in POS and content area, senior status, a 2.8 GPA, and approval and placement by Office of Field Placement 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).

EED 480NB: Student Teaching Session B — 6 credits

This session is a continuation of Session A. 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 POS and content area, senior status, a 2.8 GPA, and approval and placement by Office of Field Placement and Certification; or 2) EED 480NA.

EED 503: Curriculum Theory and Methods: Mathematics — 3 credits

This course is designed to acquaint the student with the current research related to the pedagogy of teaching mathematics. Curriculum formulation and implementation along with the utilization of manipulative materials and individualized games in the elementary classroom are addressed. Practicum hours – 15. Prerequisites: Fingerprint Clearance and EDU 570.

EED 503N: Curriculum Theory and Methods: Mathematics — 3 credits

This course is designed to acquaint the student with the current research related to the pedagogy of teaching mathematics. Curriculum formulation and implementation along with the utilization of manipulative materials and individualized games in the elementary classroom are addressed. Practicum hours – 15. Prerequisites: Fingerprint Clearance and EDU 570N.

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 hours: 20.

EED 523: Curriculum Theory and Methods: Science — 3 credits

This course is designed to acquaint the student with science curriculum and effective techniques for the teaching of science. The student is involved in planning instruction, employing science programs that are currently being used in the public schools, and using research-based instructional models. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

EED 523N: Curriculum Theory 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.

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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 hours: 15.

EED 543: Prescriptive Reading Theory and Practicum **3 credits**

The focus of this course is on reading diagnostics, assessments, and strategies implemented with a single elementary student. Emphasis is also given to research-based systematic phonics instruction. Practicum hours – 20. Prerequisite: Fingerprint Clearance.

EED 543N: Prescriptive Reading **3 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. Practicum hours – 20. 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 hours: 20.

EED 563: Curriculum Theory and Methods: Social Studies **3 credits**

This course presents the current research-based curriculum developments and models of effective instruction used in the field. Emphasis is placed on the construction of unit and daily lesson plans, materials and resources with implementation in the elementary classroom. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

EED 563N: Curriculum Theory and Methods: Social Studies **3 credits**

This course presents the current research-based curriculum developments and models of effective instruction used in the field. Emphasis is placed on the construction of unit and daily lesson plans, materials and resources with implementation in the elementary classroom. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

EED 565: Integrated Elementary/Middle School Language Arts and Social Studies **3 credits**

This course is designed to teach and develop a coherent approach to fostering literacy through the integration of social studies content in the elementary and middle school classroom. Emphasis is placed on the use of reading skills and strategies to help students access social studies content. Curriculum theory related to an integrated approach to teaching and learning is a primary focus.

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 hours: 15.

EED 573: Curriculum Theory and Methods: Literacy: Reading/Language Arts **3 credits**

This course is designed to develop a coherent, research-based program fostering literacy in the classroom. The course includes discourse theory as it pertains to the teaching of reading and writing. Emphasis is placed on planning and delivery of lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

EED 573N: Curriculum Theory and Methods: Literacy: Reading/Language Arts **3 credits**

This course is designed to develop a coherent, research-based program fostering literacy in the classroom. The course includes discourse theory as it pertains to the teaching of reading and writing. Emphasis is placed on planning and delivery of lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

EED 580A: Student Teaching Internship: Elementary I **6 credits**

Students are required to fulfill an 8-week internship experience in a classroom with a certified teacher. This course must be taken immediately preceding EED 580B Elementary II Student Teaching.

EED 580B: Student Teaching Internship: Elementary II **6 credits**

Students are required to fulfill an 8-week internship experience in a classroom with a certified teacher. This course must be taken immediately following the 8-week EED 580A Elementary I Student Teaching.

EED 580NA: Student Teaching Internship: Elementary I **6 credits**

Teacher candidates are required to fulfill a 16-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, Arizona Professional Teacher's Standards, and Interstate New Teacher Assessment and Support Consortium 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 3.0 GPA, and approval and

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placement by the Office of Field Placement and Certification; or 2) 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 Assessments (AEPA).

EED 580NB: Student Teaching Internship: Elementary II **6 credits**

This session is a continuation of Session A. Prerequisite: EED 580NA.

EED 583: Advanced Elementary/Middle School Mathematics **3 credits**

Contemporary mathematics programs in relation to content, materials, and teaching strategies will be explored. Development of a math curriculum will enable K-8 students to gain mathematical competency according to their respective capabilities. Prerequisite: Elementary, Secondary, or Special Education Certificate.

EED 584: Advanced Elementary/Middle School Science **3 credits**

A personal view of science and how it has shaped the way we think and behave will be explored. A teaching philosophy will be derived from the discipline of science and the way students learn. Application to the classroom will be an integral aspect of the course.

Executive Fire Leadership (EFL)

EFL 620: Organization Theory and Behavior **3 credits**

This course examines organizations from a sociological perspective, considering structural issues, inter-organizational phenomena, and interactions between the organization and its environment. Topics include organizational design, organization culture, organization structure, organization learning, and large scale or complex organization change. Course draws heavily upon sociology, systems theory, economics, and anthropology.

EFL 621: Information Systems **3 credits**

Fire service leaders require a pragmatic methodology for study, analysis, and planning in order to assist their organization and personnel in adapting to the increasingly complex and rapidly changing world. This course provides the framework for organizational analysis and strategic planning for change, particularly technology-driven change. The course examines the new challenges stemming from increased use of technology and the rapid acceleration in the rate of change.

EFL 622: Public Policy **3 credits**

The focus of this course is on how public action takes place, what course(s) of action are available, and the implications, costs, and consequences of those actions. The Fire Service Executive of the future will require a more disciplined understanding of public policy. This course will be especially useful for individuals working in the pubic sector and will encourage a familiarity with public issues that will be useful for Fire Service Executives in making administrative or policy decisions. Further, this course will enhance the executives' sense of their own influence – in their work environments, their community, their profession, and in the broader realm of political life at the local, state, and national level.

EFL 623: Community and Human Service Delivery **3 credits**

This course examines human services, such as the Fire/EMS services, from theoretical and practical positions. It examines underlying philosophies and values, planning and development of programs and systems, managing these programs and systems, and evaluating and altering them. The course will consider the relevance for receiving these services, e.g., age, ethnicity, sex, family status, and other related factors of the service recipients, as well as the belief systems, sociopolitical concerns, financial and organizational demands, and personal circumstances of the service providers.

EFL 624: Public Sector Finance **3 credits**

This advanced introduction to the fundamentals of financial management emphasizes analysis of financial statements, organizational-departmental-divisional cash flows, taxes, the financial environment, bonds and their valuation, stocks and their valuation, and the cost of capital.

EFL 625: Public Sector Ethics **3 credits**

This course examines major topics in professional ethics particular to the public sector. Topics include, but are not limited to, the responsibilities of organizations to personnel; the responsibilities of personnel to the employer; the responsibilities of supervisors to personnel and personnel to supervisors; economic issues in economic systems with the primary emphasis on capitalism; and social responsibilities of business, including quality of products or service, truth in advertising, environmental concerns, ethical standards for professionals, and what is involved in moral education.

EFL 626: Strategic Planning in Fire Science **3 credits**

This course examines and defines the steps, concepts, theory, and value of comprehensive strategic planning. Students will participate in the formulation, financial development, operational management, and evaluation of currently utilized strategic plans and take part in the outline and design of a mock strategic plan.

EFL 627: Disaster Preparation and Crisis Management **3 credits**

Students will receive the preparation necessary to uniquely manage and make critical decisions regarding a major incident or disaster. The courses focuses on specialized decision-making processes involving analytical methods and information management; interaction with other agencies and effective coordination of roles and efforts within a structured command system offer the crisis manager decisions in an unstructured environment; major events that have happened to the fire service; and how to prepare for the unexpected, including how to be a

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strong leader dealing with instant life and death decision-making on the emergency scene.

EFL 628: Environmental Issues and Hazardous Management **3 credits**

Students will learn about Fire Service's role in protecting the environment from damage; the potential environmental impact of various types of emergency incidents; the roles of various agencies in mitigating incidents that may be hazardous to the environment, including federal, state, and local laws, regulations, and ordinances; and planning, resource management, and other related issues.

EFL 629: Occupational Health and Safety **3 credits**

This course covers management of an integrated fire service health and safety program; related national and local regulations and standards, medical management, physical fitness development and implementation of safety programs, statistical development and assessment, gaining workforce commitment, including related fire service health and safety issues; an organized approach to assisting the individual and/or organization through the crisis and back to equilibrium; practical approaches to psychology of stress and its relationship to physical well-being for health care professionals; and identifying and understanding stress patterns in relation to balanced living, mental aspects of performance, and mental conditioning.

EFL 630: Applied Fire Service Research **4 credits**

Preparing the applied research project will allow the student to investigate and research a key issue or problem identified as important to his/her respective organization and the larger fire service in general. This is a capstone course in which the student will be able to translate a great deal of the knowledge and skills gained in the other MSEFSL course work into a comprehensive graduate level research study.

EFL 631: Legal Aspects of Fire Service **3 credits**

This course discusses rules and regulations governing the fire service and how it affects the government, the fire department, and the community; practical approaches to legal issues that affect managers regarding duties, responsibilities, and authority; and reducing personal and departmental liability, including state-of-the-art standards to maximize safety and efficiency.

EFL 670: Contemporary Issues in Disaster Preparedness **3 credits**

Provides students with the opportunity to explore several major contemporary issues in crisis management and disaster preparedness. Students will conduct independent research and present their findings on community preparedness, and the leadership and management of contemporary community emergencies and crises. Additionally, students will develop an informed position on a controversial issue and engage in debate with students who have taken the opposing position.

Emergency Management (EMM)

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.

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 320: Emergency Management Organization **3 credits**

The student will gain insight into the profession of emergency management, its history, principles, participants, functions, structure, and future. This course includes concepts related to accreditation of emergency management programs, professional associations, and professional credentials.

EMM 330[Δ]: All Hazards Emergency Planning **3 credits**

This course focuses on emergency management planning, types of plans, the major components of the planning process, the hazard assessment process, and the importance of personal disaster planning. A writing-intensive course.

EMM 335: Emergency Management Operations and Techniques **3 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.

EMM 340[Δ]: Communications for Emergency Management **3 credits**

The focus of this course will be on successful interpersonal communication skills, the difference between daily and emergency communication methods, and how to work with the media. A writing-intensive course.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement | ✞ Fulfills General Education Christian Studies requirement

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EMM 380: Mitigation Planning in Emergency Management **3 credits**

This course examines the process and principles of mitigation planning for emergency management, the benefits of mitigation, and the development and implementation of appropriate mitigation measures.

EMM 410✝: Ethical Leadership in Emergency Management **3 credits**

This course will provide focus on leadership with an emphasis on guiding and influencing emergency personnel and volunteers in an ethical manner during disasters while providing decision-based leadership.

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 425: Disaster Recovery and Business Continuation **3 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.

EMM 433Δ: 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 emergency management-related research projects. A writing-intensive course.

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 440: Terrorism's Impact on Emergency Management **3 credits**

An examination of the historical and political impact of terrorism on emergency management including examples of terrorist activity, summary of federal government efforts, and media coverage of terrorism.

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. Also JUS 442.

EMM 445: Case Studies of Critical Incidents **3 credits**

Case studies are utilized through the course to illustrate commonly encountered problems and issues in the management of human-caused and natural disasters. Incidents will be studied for the purpose of learning best practices and for the development of mitigation, response, and recovery plans.

EMM 490: Organizational Development and Change **3 credits**

An overview of approaches to organizational development with emphasis in the practical aspects of changing public safety organizations to improve effectiveness.

EMM 495: Senior Capstone **3 credits**

Identification of planning, preparation, and completion of a project to solve or research emergency management problems particular to a government, business, health care setting, or educational setting.

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 640: Emergency Planning and Management **3 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 will be explored via case studies. The public sector roles in contingency planning and response are also discussed and assessed.

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.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement | ✝ Fulfills General Education Christian Studies requirement

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EMM 645: Disaster Medical Management I **3 credits**

This course provides an in-depth evaluation of the medical and surgical management of complex problems in human-caused and natural disasters to better understand how community clinical practices may have to be modified to save human life.

EMM 650: Economic and Human Issues in Emergency Management **3 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 655: Disaster Medical Management II **3 credits**

This course builds on the information presented in EMM 645 and provides an in-depth evaluation of the medical and surgical management of complex problems in human-caused and natural disasters to better understand how community clinical practices may have to be modified to save human life.

EMM 660: Law and Legal Issues in Emergency Management **3 credits**

This course analyzes the federal, state, and local legislation related to emergency management in various types of disasters. Guaranteed rights under the US Constitution and the legal and ethical application of measures within the parameters of these rights in emergency situations are also discussed.

EMM 665: Crisis and Continuity Management for Healthcare Personnel **3 credits**

This course covers emergency management planning as it is applied to health care. Students will review integrated health care processes in a community response to significant human-caused and natural disasters. The role of health care institutions and the enhancement of current practices to maximize existing and new resources to protect and save human life are also discussed.

English (ENG)

ENG 101[Δ]: Academic Writing **3 credits**

A course in writing academic prose, including various types of essays, arguments and constructions. A Writing-Intensive course.

ENG 102[Δ]: Research Writing **3 credits**

A course exploring various types of research writing, with a focus on constructing essays, arguments, and research reports based on primary and secondary sources. A Writing-Intensive course. Prerequisite: ENG 101.

ENG 103[Δ]: Honors Composition **3 credits**

A course designed for students who have demonstrated good writing skills. Students will learn how to use a variety of research techniques and discourse styles to create proposals, arguments, and nonfiction articles. This course fulfills all freshman English requirements. A Writing-Intensive course. Prerequisite: Placement from the ACT/SAT scores.

ENG 105[Δ]: 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[Δ]: 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.

ENG 200: Analysis of World Literature **3 credits**

A study of some diverse works in world literature. This course is an introduction to all advanced English course offerings. Students will also be introduced to methods of literary criticism and analysis. All students who plan to major or minor in English should earn a 3.00 or above in this course before taking any upper division English courses. Prerequisites: ENG 101 and ENG 102, or ENG 103.

ENG 201: Intermediate Grammar **3 credits**

A review of basic English syntax, form, and mechanics. The course also introduces principles of grammar and linguistics. Prerequisites: Grade of 2.00 or higher in ENG 101 and ENG 102, or ENG 103.

ENG 221: English Literature I **3 credits**

A survey of English Literature from the Old English Period through the Enlightenment. Prerequisites: ENG 101 and ENG 102, or ENG 103 (and ENG 200 for English majors).

ENG 222: English Literature II **3 credits**

Continuation of ENG 221 covering the Romantic period through the Modern period. Prerequisites: ENG 101 and ENG 102, or ENG 103 (and ENG 200 for English majors).

ENG 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 or minor 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, or satisfactory completion of GCU's written communication competency.

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, or satisfactory completion of GCU's written communication competency, and ENG 250 for English majors.

ENG 270: 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

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ENG 106, or satisfactory completion of GCU's written communication competency, and ENG 250 for English majors.

ENG 300: English Practicum **2 credits**

Guided practical experience in tutoring and evaluating writing. Prerequisite: English Teaching majors only or instructor's approval.

ENG 301[Δ]: Advanced Composition **3 credits**

A course for students who wish to develop their skills in academic and nonfiction writing. A Writing-Intensive course. Prerequisite: Grade of 2.00 or above in ENG 101 and ENG 102, or ENG 103.

ENG 314: Advanced Grammar **3 credits**

A study of the syntax and mechanics of English grammar from contemporary linguistic perspectives. Prerequisite: Mastery of ENG 201 or diagnostic examination.

ENG 315: English in Its Social and Historical Settings **3 credits**

An exploration of the historical development of English and its variations across social contexts. Prerequisite: ENG 201 or instructor's approval.

ENG 324: Studies in Poetry **3 credits**

A course designed for students who are pursuing a major or minor in English or who wish to increase their understanding and appreciation of poetry. Prerequisites: ENG 101 and ENG 102, or ENG 103 (and ENG 200 for English majors).

ENG 341: American Literature I **3 credits**

A study of outstanding authors, their works, and the literary movements from the Colonial Age to Romanticism (1850). Prerequisites: ENG 101 and ENG 102, or ENG 103 (and ENG 200 for English majors).

ENG 342: American Literature II **3 credits**

A survey of Realism, Naturalism, Modernism, and Post-Modernism in American fiction, drama, and poetry of the 19th and 20th centuries. Prerequisites: ENG 101 and ENG 102, or ENG 103, (and ENG 200 for English majors).

ENG 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, or satisfactory completion of GCU's written communication competency, and ENG 250 for English majors.

ENG 352: The Short Story **3 credits**

A study of the short story, its development, the different types, and an analysis of technique. Prerequisites: ENG 101 and ENG 102, or ENG 103.

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, or satisfactory completion of GCU's written communication competency, 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, or satisfactory completion of GCU's written communication competency; 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, or satisfactory completion of GCU's written communication competency.

ENG 411[Δ]: Creative Writing **3 credits**

A course for students who are particularly interested in writing fiction or poetry. May be repeated for a maximum of 6 credits. A Writing-Intensive course. Prerequisites: ENG 101 and ENG 102, or ENG 103.

ENG 413: The Novel **3 credits**

A study in the development of the novel which focuses primarily on the reading and discussion of 19th and 20th century British and American works. Prerequisite: Junior status.

ENG 421: Shakespeare **3 credits**

A study of major Shakespearean comedies and tragedies and of Shakespeare's development as a dramatist. Prerequisite: ENG 221 or junior status.

ENG 422 Major Authors **3 credits**

The course focuses upon the study of the works of a major author, with emphasis on his or her seminal works with suitable reference to his or her biography and other works of merit.

ENG 423 Literary Movement **3 credits**

A course that surveys the major works and figures of a literary movement, including examining that movement's historical and cultural context.

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.

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ENG 450: Shakespeare **4 credits**

This course is a study of major Shakespearean comedies and tragedies and of Shakespeare's development as a dramatist, including some consideration of Shakespeare's cross-cultural reception. Prerequisite: ENG 260.

ENG 453: Christianity and Literature **3 credits**

This course explores the works of literature which address in some way Christian themes or Biblical events. The course will integrate Christian belief with literary study as participants examine how authors, both Christian and non-Christian, treat Christianity in their works. Prerequisite: Junior status.

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, or satisfactory completion of GCU's written communication competency, and ENG 250 for English majors.

ENG 471: Adolescent Literature **3 credits**

A course for students who wish to read and examine the literature being written for adolescents. Novels from a variety of subgenres will be studied and a variety of contemporary issues will be traced through adolescent literature.

ENG 480: Methods of Teaching English **3 credits**

Methods of instruction, organization, and presentation of content in English..

ENG 490[Δ]: Senior Seminar **3 credits**

An exploration of English as a discipline. Students study the interpretations of literature and methodology of writing, including advanced research. Students consider membership in professional organizations and explore career opportunities in the teaching of English in middle and high school as well as in professions outside the field of education. A Writing-Intensive course. Prerequisites: Declared English major (Literature or Teaching) and senior status.

Entrepreneurship (ENT)

ENT 100: The Entrepreneurial Economy **3 credits**

This course is designed to enable students to recognize the unique opportunities and challenges faced by entrepreneurs in today's dynamic business environment and combine essential business and interpersonal skills for a successful career as an entrepreneur. Both the structure and dynamics underpinning today's entrepreneurial economy will be examined. Major topics areas will include the role of small business in the economy, how start-up firms compete for competitive advantage, and the 'mind-set' required to be a successful business owner. The course will underscore the importance of having a strong sense of personal values, and a healthy tolerance for risk taking.

ENT 250: Public Relations and Networking Skills **3 credits**

This course is designed to build effective communication and networking skills so that students can leverage contacts and relationships to create business opportunities. The importance of building a professional and trustworthy business reputation is also addressed.

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 345: Ready, Aim, Fire **3 credits**

This course provides an overview of entrepreneurship and teach the concepts and skills necessary to evaluate an idea and write a business plan. Selected topics in business law, finance, marketing, sales, and operations will be covered, specifically as they relate to entrepreneurship

ENT 350: Sales and Negotiation Skills **3 credits**

This course builds the skills and techniques required for successful negotiations with suppliers, buyers, contractors, employees, financial institutions, etc. The strategies and tactics required to negotiate win-win agreements even from a position of lesser power are covered. A negotiations simulation will provide an experiential learning opportunity for students.

ENT 351: Legal Aspects for Entrepreneurs **3 credits**

This course is designed to prepare students be aware of and comply with government policies, laws and regulations that impact small business operations. Major topics areas include contracts and leases, employment law, tax law, intellectual property and patents, litigation, and small claims court, and how to protect the ongoing operations and viability.

ENT 352: Entrepreneurship Experience I **3 credits**

This course provides student teams with the opportunity to compete in a simulation exercise that exposes them to the day-to day challenges owners/managers face in a start-up environment. Decision-making skills and the ability to operate under conditions of uncertainty will be honed. Students will analyze and interpret dynamic economic, financial, and market factors in order to make sound business decisions using a technology-based business simulation exercise.

ENT 353: Venture Capital **3 credits**

This course examines the growth of the venture capital market and provides students with an understanding of the advantages and risks associated with venture capital financing. Both start-up and growth needs are explored. The course will focus on the more practical aspects of structuring transactions that add value for the firm, owners, and financial backers.

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ENT 355: In the Game **3 credits**

In the Game drills down on the information learned in Ready, Aim, Fire, and will develop the functional area topics in more detail. Students will walk through each step of writing a business plan for a new venture and will develop a preliminary plan

ENT 365 The Big Win **3 credits**

The Big win focuses specifically on topics related to business expansion and raising funds. The business plans developed by the students will be analyzed using a specialty software package, allowing students to make the required refinements to their plans with the help of their instructor. This course will culminate with a final business plan that will be presented to a panel of corporate and faculty judges during the final residency. Project plans that are judged worthy of further development will have the potential to qualify for angel capital funding.

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.

ENT 450: Social Entrepreneurship **3 credits**

This course is examines the importance of societal wealth ventures, social responsibility, community outreach, and giving back to the community in order to ensure balance between private and societal interests. The concept of identifying social issues as new business opportunities is fully explored.

ENT 451: Special Market Sectors **3 credits**

This course is examines the unique opportunities and challenges inherent in a number of special small business market sectors such as family-owned, professional, franchises, services, and import/exporting.

ENT 452: Entrepreneurship Experience II **3 credits**

This course is the capstone applications class where student teams will compete in a simulation exercise that exposes them to the day-to day challenges owners/managers face in a start-up environment. Decision-making skills and the ability to operate under conditions of uncertainty will be honed. Students will analyze and interpret dynamic economic, financial, and market factors in order to make sound business decisions using a technology-based business simulation exercise.

ENT 453: Intrapreneurship and Innovation **3 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 will have the opportunity to participate in an experiential innovation project.

School Counseling (EPC)

EPC 535: Psychology of Learning **3 credits**

This course stresses the major contributions of learning theorists to understanding behavior. Attention is given to human learning and the applicability of learning theory to the educational process. Students are required to design, conduct, report, and evaluate a learning activity pertaining to a major theory of learning.

EPC 537: Appraisal of Children With Special Education Needs **3 credits**

This course is an introduction to appraisal techniques used to identify learning disabilities, such as interpretation of standardized achievement tests, descriptive statistics and data, mental ability and aptitude tests, preparation of individualized educational plans, and use of case study data in educational applications. It contains individual assessment processes that include (1) physical, mental, or emotional disability, (2) significant educational deficits, and (3) specific learning competency levels.3

EPC 639A: Internship in Counseling **3 credits**

This course involves supervised lab experiences in individual and group counseling with emphasis on personal counseling. Competence in counseling skills with varied types of human concerns is developed. This course is to be taken concurrently with one's work at a practicum site. The student must be involved in counseling activities and evaluation activities in the internship (practicum). A minimum of 300 clock hours of internship (practicum) occurring in a school counseling setting, with direct supervision from a site supervisor that also includes no less than 200 direct service clock hours with clients is required.

EPC 639B: Internship in Counseling **3 credits**

This course involves supervised lab experiences in individual and group counseling with emphasis on personal counseling. Competence in counseling skills with varied types of human concerns is developed. This course is to be taken concurrently with one's work at a practicum site. The student must be involved in counseling activities and evaluation activities in the internship (practicum). A minimum of 300 clock hours of internship (practicum) occurring in a school counseling setting, with direct supervision from a site supervisor that also includes no less than

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200 direct service clock hours with clients is required.

Physical Education – Army (EPE)

EPE 105: Army Master Fitness **1 credit**

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

English as a Second Language (ESL)

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 hours: 10. Prerequisites: 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 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 420: English Linguistics **3 credits**

This course is designed to familiarize students with emergent language, early linguistic development, and the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language as well as pragmatics, semantics, and issues in first and second language acquisition. Emphasis is placed on oral and written language development and the implications of this development on language, learning, curriculum, language structure, and an awareness of patterns of communication among cultures. Prerequisite: Admittance to the Teacher Education program.

ESL 423: SEI English Language Teaching: Foundations and Methodologies **3 credits**

Through this course the historical, legal, theoretical, and sociological foundations of programs of instruction for non-English language background students are presented. The study of models, prototypes, and methodologies for ESL instruction is included. Practicum hours – 10. Prerequisites: Fingerprint Clearance.

ESL 423N: 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 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 hours: 10. Prerequisite: Fingerprint Clearance.

ESL 433: 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 will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners. Practicum hours – 15. Prerequisites: Fingerprint Clearance and ESL 423.

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 hours: 15. Prerequisite: Fingerprint Clearance and ESL 423N.

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 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

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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 510: 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 523 or concurrent enrollment.

ESL 511: Language Teaching Curriculum and Materials Design **3 credits**

This course integrates general school curriculum, materials, and the specific English language teaching goals with actual design and rendering of instructional materials. Prerequisite: ESL 423.

ESL 514: English in its Social and Historical Setting **3 credits**

This exploration of English language variation across sociocultural context and time discusses implications for building culturally appropriate ways of interacting in professional settings.

ESL 520: English Linguistics **3 credits**

This course is designed to familiarize students with emergent language, early linguistic development, and the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language as well as pragmatics, semantics, and issues in first and second language acquisition. Emphasis is placed on oral and written language development and the implications of this development on language, learning, curriculum, language structure, and an awareness of patterns of communication among cultures.

ESL 523: 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. Practicum hours – 10. Prerequisite: Fingerprint Clearance.

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 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. Practicum hours – 10. Prerequisite: Fingerprint Clearance.

ESL 530: Internship in ESL **3 credits**

This course is specifically designed to aid teacher understanding of the nature of language, the processes of language use, and a descriptive grammar of English.

ESL 533: 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 will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners. Practicum hours – 15. Prerequisite: Fingerprint Clearance and ESL 523.

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 will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners. Practicum hours – 15. Prerequisite: 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

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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 295: Clinical Instruction in Athletic Training I 5 credits

This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the information learned in Care and Prevention of Athletic Injuries and First Aid and Safety. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression. Prerequisites: HLT 270, EXS 314

EXS 314: Care and Prevention of Athletic Injuries 3 credits

A course designed to provide the student with a basic knowledge and understanding of the principles of sports medicine, the care and treatment of athletic trauma, and the use of proper conditioning principles of the prevention of injury. Co-requisite: EXS 314L.

EXS 314L: Care and Prevention of Athletic Injuries Lab 1 credit

A laboratory course designed to complement and support the principles taught in EXS 314. Co-requisite: EXS 314.

EXS 321: Clinical Instruction in Athletic Training I 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.

EXS 324: Recognition and Evaluation of Athletic Injuries 3 credits

A course covering the evaluation of athletic injuries through practical skills of palpation of bony and soft tissue structures, assessing range of motion, neurological testing, and special tests for primary joints and areas of the body. Prerequisites: EXS 314 and BIO 160 or BIO 201. Co-requisite: EXS 324L

EXS 324L: Recognition and Evaluation of Athletic Injuries Lab 1 credit

A lab course designed to complement and support the principles taught in EXS 324. Co-requisite: EXS 324

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 160 or BIO 201; or 2) one of these combinations (a) BIO 155 and BIO 155L; or (b) BIO 201, BIO 201L, BIO 202, and BIO 202L; or (c) 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: 1) none; or 2) one of the following combinations: (a) BIO 155 and BIO 155L; or (b) BIO 201, BIO 201L, BIO 202, and BIO 202L; or (c) BIO 360, BIO 360L, and either BIO 474 or BIO 484. Co-requisite: EXS 335. 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, 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: Prerequisites: One of the following combinations: 1) HLT 253 or BIO 160 or BIO 201 and BIO 202; or 2) one of these combinations: (a) BIO 155 and BIO 155L; or (b) BIO 201, BIO 201L, BIO 202, and BIO 202L; or (c) 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

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following: 1) none; or 2) one of the following combinations (a) BIO 155 and BIO 155L; or (b) BIO 201, BIO 201L, BIO 202, and BIO 202L; or (c) 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 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 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 360: Strength and Conditioning **3 credits**

The study of the physiological responses to exercise, exercise techniques, exercise program design for anaerobic and aerobic exercise, exercise prescription principles and organization and administration of strength and conditioning facility. This course is designed to prepare students for National Strength and conditioning association (NSCA) Strength and Conditioning Specialist (CSCS) certification exam and personal training certificate. Prerequisites: BIO 160 or BIO 201

EXS 365: General Medicine/Pharmacology **3 credits**

Covers the competencies related to recognition, detection and referral and understanding treatment approaches for medical condition and disabilities associated with the physically active. These competencies covered are related to the derma, head, face, thorax, abdomen, eyes, ears, nose and throat. The student will also learn pharmacologic applications and governing pharmacy regulations relevant to treatment of injuries, illnesses and diseases. Prerequisites: EXS 314.

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 383: Measurement in Physical Education **3 credits**

A study in tests and measurements in physical education. The course covers data analysis techniques for test evaluation, test construction, and grading; it also addresses tests of fitness and sports skills. Prerequisites: PED 246 and four credits of Professional Activities.

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EXS 385: Therapeutic Modalities **3 credits**

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 385L.

EXS 385L: Therapeutic Modalities Lab **1 credit**

This course is designed to complement and support principles being taught in EXS 385. Practical applications of therapeutic modality application techniques are learned. Prerequisites: EXS 214 and EXS 214L. Co-requisite: EXS 385.

EXS 395: Clinical Instruction in Athletic Training II **5 credits**

This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the knowledge acquired in Evaluation of Athletic Injuries. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression. Prerequisite: EXS 295 and instructor's approval.

EXS 414[Δ]: Advanced Athletic Training **3 credits**

This course covers content specific to the upper level athletic training student, including respiratory conditions and diseases, joint mobilizations, therapeutic massage, research design and presentation, resume development, and review for the NATABOC exam. A Writing-Intensive course. Prerequisites: EXS 314 and EXS 426.

EXS 415[Δ]: Advanced Athletic Training **4 credits**

This course covers content specific to upper-level athletic training students, including therapeutic massage, research design and presentation, resume development, review for the Board Of Certification (BOC) exam, and preparation to become professionals in the field of athletic training. This course fulfills the writing-intensive course requirement. Prerequisite: Athletic training major in final semester.

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 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 353.

EXS 424: Athletic Training Administration **3 credits**

This course deals with the organization and administration of an athletic training program. Topics include program and human resource management, budgeting and inventory management, facility design, information management, insurance and legal considerations, and ethics in athletic training. Prerequisite: EXS 314.

EXS 426: Theory of Prescribing Exercise **3 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 exercise routines, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: One of the following combinations: 1) BIO 201 or BIO 160 and EXS 340; or 2) none. 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: One of the following combinations: 1) BIO 201 or BIO 160 and EXS 340; or 2) none. 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.

EXS 494: Clinical Instruction in Athletic Training III **5 credits**

This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency

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in the knowledge acquired in the prerequisite classes. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression Prerequisites: EXS 395 and instructor's approval.

EXS 495: Clinical Instruction in Athletic Training IV **5 credits**

This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the knowledge learned in prerequisite classes. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression Prerequisites: EXS 494 and instructor's approval.

EXS 498A: Internship A **1 credit**

The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

EXS 498B: Internship B **2 credits**

The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

Family Studies (FAM)

FAM 341: Developmental Psychology **3 credits**

Identification of the major theories and research in child development and their application to parenting children from infancy through the teen years.

FAM 430: Psychology of Gender **3 credits**

A study of the psychology of gender and gender differences, theories of origins, the function of gender for individuals and society, and how gender affects individuals and relationships.

FAM 432: Marriage Enrichment **3 credits**

An investigation into the elements involved in choosing a mate. Also addressed are understanding a mate's needs, strengths, and weaknesses and fostering healthy marital relationships, including physical unity and sexual fulfillment, typical problems related to sexual behavior, and strategies for enhancing sexual intimacy. Support of sexuality in marriage from a distinctly Christian point of view.

FAM 435: Parenting **3 credits**

Explores the principles of good parenting and their application toward successfully raising children in a modern, consumer-driven society.

FAM 440: Personality **3 credits**

An exploration of Biblical principles of leader- ship and Adlerian psychology that address how personality is shaped through birth order, early memories, love languages, and personality types.

Finance (FIN)

FIN 301: Fundamentals of Business Finance **3 credits**

A study of the finance function within the modern corporation. Topics covered include financial analysis and planning, the valuation of financial assets, capital budgeting, capital structure, and working capital management. Prerequisites: ACC 211 and ACC 212.

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 402: Intermediate Finance **3 credits**

A study of the application of financial techniques and principles to case studies in corporate financial management. The case study approach involves problem determination, identification of alternative courses of action, qualitative and quantitative analysis, and decision-making. Several major topic areas in financial management will be covered. Prerequisite: FIN 301.

FIN 425: International Trade and Finance **3 credits**

A study of interrelationships between the international monetary environment and financial planning for corporations with overseas operations. The topics covered include the international monetary system, the foreign exchange market, managing exchange exposure, political risk management, import/export financing, and international performance evaluation. Prerequisite: FIN 301.

FIN 426: Investments and Portfolio Management **3 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 402.

FIN 428: Advanced Financial Strategies **3 credits**

This course examines contemporary issues and strategies related to sources of capital funds for both small and large companies. The course will examine issues related to mergers, acquisitions, leveraged buyouts, and IPOs in corporate finance. The growth of the venture capital market will be discussed, and students will gain an understanding of the risks associated with venture capital financing.

FIN 434: Ethics and Values in Corporate Finance **3 credits**

This course discusses the ethical considerations that come into play when managers face conflicting financial interests. The case-

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study method will be used to provide students with a values-based foundation on how to react to the continuous pressure to report growth in sales and profits. Significant regulatory reforms enacted during recent years, including the Sarbanes-Oxley Act will be examined.

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 501: Financial Analysis **3 credits**

A course designed for students who have not had finance in their undergraduate work or for those who desire a refresher in finance. Topics covered include financial analysis, financial planning, asset valuation, capital structure, time value of money, and working capital management. Prerequisite: ACC 501.

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 608: Managerial Finance **3 credits**

Students study the finance function within the modern corporation. Emphasis is placed on how capital markets work and how management actions impact determining security values within capital markets. Topics include financial analysis, working capital management, capital budgeting, and capital structure. Prerequisite: FIN 501.

FIN 624: Management of Working Capital **3 credits**

This course studies the management of cash, accounts receivable, inventory, and short-term liabilities. Outlets for the investment of short-term funds in the money market, as well as potential sources of short term borrowing, are identified and discussed. Prerequisite: FIN 501.

FIN 626: Investments **3 credits**

Students study stocks, bonds, derivatives, and their application in portfolio management as well as securities markets and trading procedures. Portfolio theory is developed and emphasized. Material in this course is applicable to both professional portfolio management and individual investment decisions. Prerequisite: FIN 501.

FIN 634: Balancing Conflicting Financial Interests **3 credits**

This course explores the inherent conflicts faced by managers, investors, creditors, and corporate boards in governing the modern corporation. It also addresses a number of issues that require a balancing of conflicting stakeholder interests, including bankruptcy, capital investment, capital structure, and mergers and acquisitions. Ethical principles that underlie management practice in these areas are analyzed and critiqued.

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.

Foreign Language (FLA)

FLA 480: Foreign Language Teaching Methods **3 credits**

This course studies the analysis and description of second language learning specific to the targeted language; evaluation procedures; methods and trends of teaching a modern foreign language. Prerequisites: SPA 312 or GER 312 or FRE 312 or instructor's approval.

Geography (GEO)

GEO 121: World Geography **3 credits**

A study of the physical environment and of the relationship of humanity to each of the major geographic areas of the world.

Geology (GLG)

GLG 101: General Geology **3 credits**

An introduction to physical and historical geology with an emphasis on the geology of Arizona. The relation of geology to man's culture and economic development is stressed. Co-requisite: GLG 101L

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GLG 101L: General Geology: Lab **1 credit**

A lab course designed to complement the topics covered in the geology lecture. Co-requisite: GLG 101.

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.

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 305 and HLT 205.

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 and HCA 455.

HCA 465: Health Care Administration and Management **4 credits**

This course explores the management of human resources, with particular focus on health care environments and provides the health care manager with a framework for human resource decision making. It includes topics such as job analysis, recruitment, selection and placement, training and development, retention, performance appraisal, and compensation, and provides the health care manager with popular concepts and theories in health care management, current topics in health care such as patient safety initiatives, the Health Insurance Portability and Accountability Act (HIPAA), revenue recovery efforts, and diversity training, and skills in using materials, references, tools, and technology central to health care management.

Throughout the course, students are exposed to real-life scenarios in which they will be able to demonstrate basic management skills and the ability to work productively with others in multidisciplinary and ethnically diverse teams on relevant activities such as planning, organizing, decision making, staffing, motivating, budgeting, and more. Prerequisite: HCA 460.

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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 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 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 is designed for individuals who are preparing for more advanced coursework in health care administration and for students who have not studied health care policy and economics in undergraduate work. Focus of the course is placed on the practical financial analysis skills that have immediate application within the health care industry, and 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 Plan Evaluation and Development **4 credits**

This course focuses on the evaluation and development of health care related business plans. Special consideration is paid to finance, marketing, human resources, information technology, legal/ethical issues, and the impact on overall organizational operations. Students also consider the implications of specific strategic options such as merger/acquisition, reorganization, and joint ventures.

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 will 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. Prerequisite: Successful completion of all previous coursework in the program of study.

HCA 699: Evidence-Based Research 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 a professional practice. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a business plan to implement the solution, evaluate its outcome(s), and disseminate the findings. Problems identified are those that are appropriate to students' programs of study and/or specialty tracks. Prerequisite: HCA 675.

History/Social Science (HIS)

HIS 103: Early American History **3 credits**

A study of the history of the United States from pre European contact through the post Civil War reconstruction period which ended in 1877.

HIS 104: Recent American History **3 credits**

A study of the history of the United States from 1877 through the beginning of the twenty-first century.

HIS 107: World History Before 1500 **3 credits**

A survey of the major events, personalities, movements, and ideas

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in world civilization from the prehistoric era to 1500 CE. This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization. Students will gain an understanding of the social forces and trends in social, religious, political, and philosophic thought that laid the foundations of the modern world.

HIS 108: World History After 1500 — 3 credits

A survey of the major events, personalities, movements, and ideas in world civilization after 1500 CE. This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization. Students will gain an understanding of the social forces and trends in social, religious, political, and philosophic thought that laid the foundations of the modern world.

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 200: Christian History — 3 credits

The history of the church from Christ to modern times and the current status of the American Church, and its particular denominational derivations, will provide historical perspective of Christianity. The student will examine the relationship between Christianity and culture in order to answer how and why the political and social, and intellectual traditions in American culture shaped Christianity and were, in turn, shaped by Christianity. Students will be able to explain the significant ideas, movements, and people associated with the history of Christianity.

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

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.

HIS 246[Δ]: History and Historians — 3 credits

An exploration of the historical discipline. Students will examine the meaning and interpretations of history and its methodology. Required for all history majors and minors. A Writing-Intensive course. Prerequisites: Six credits from the following: HIS 103, HIS 104, HIS 107, or HIS 108, or instructor's approval.

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 and minors.

HIS 303: The History of Christianity in America — 3 credits

An examination of the Protestant and Catholic traditions as they evolved in the United States with particular emphasis given to the reciprocal role of religion and politics as formative cultural influences that contributed to the shape and development of social and intellectual institutions in America. Prerequisites: HIS 103, HIS 104, and HIS 246 or instructor's approval.

HIS 309: Civil War and Reconstruction — 3 credits

An examination of the causes, conduct and consequences of the American Civil War and reconstruction. Prerequisites: HIS 103 and HIS 246, or instructor's approval.

HIS 310: Civil War and Reconstruction — 4 credits

This course examines the causes, conduct, and consequences of the Civil War and the Reconstruction.

HIS 317: Studies in the Non-Western World — 3 credits

A study of the non-western world. Geographic areas studied will vary. This course may be repeated for credit. Prerequisite: Three semester credits of history or instructor's approval.

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 319: History of the Modern Middle East — 3 credits

A political, cultural, and economic history of the Middle East since 1914.

HIS 320: Modern Middle East — 4 credits

This course provides a political, cultural, and economic history of the Middle East since 1914.

HIS 330: The 20th Century World — 3 credits

A study of 20th century Europe which includes World War I, the Bolshevik Revolution, the rise of Fascism, World War II, the Cold War, the Common Market, and the breakup of Communism in Eastern Europe.

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 333: Early Modern Europe — 3 credits

A study of changing European institutions in the age of the

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Renaissance. The rise and various manifestations of humanism; the religious and political revolt against Rome; the Catholic/Counter Reformations; the rise of nationalism and capitalism. Prerequisite: HIS 107.

HIS 343: Colonial and Revolutionary America 3 credits

This course examines the political, economic, social, and cultural history of the American colonies from initial contact to the Revolutionary War. Prerequisites: HIS 103, HIS 104, and HIS 246, or instructor's approval.

HIS 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 345: Modern America 3 credits

A political, economic, and cultural history of the United States in the twentieth century, with a particular focus on the post WWII era. Prerequisites: HIS 103, HIS 104, and HIS 246, or instructor's approval.

HIS 352: History of England to 1688 3 credits

A study of the origin and the development of the English people, with particular attention given to their political, social, economic, and cultural institutions and their interaction with continental Europe. Prerequisites: HIS 107 and HIS 246, or instructor's approval.

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 times to the Glorious Revolution of 1688. Prerequisite: HIS 247 for History majors.

HIS 413: Russian History 3 credits

A study of the Russian peoples and their rulers from the earliest times to the present. Prerequisites: HIS 107, HIS 108, and HIS 246, or instructor's approval.

HIS 416: American Diplomatic History 3 credits

The diplomatic history of the United States from independence to the present. A major emphasis is given to United States diplomacy and foreign policy since World War I. Prerequisite: Six hours of history and/or political science or instructor's approval.

HIS 440: United States Since 1945 3 credits

A political, economic, and cultural history of the United States in the twentieth century, with a particular focus on the past WWII era. Prerequisites: HIS 103, HIS 104, and HIS 246, or instructor's approval.

HIS 452: History of Japan 3 credits

This course is a survey of the social, cultural, and economic history of Japan from the 1850s to the present.

HIS 457: China in the 20th Century 3 credits

This course is a survey of the history of China from the Revolution of 1911 to the present. Topics include the rise of Chiang Kai-shek and the Nationalists, China's experience in World War II, the rise of Mao Zedong and the Communist Party, the Great Leap Forward, the Cultural Revolution, and the reforms of Deng Xaioping.

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.

HIS 498: Advanced Topics 3 credits

Topics of interest to historians not covered in depth in other courses will be offered. Prerequisite: Instructor's approval.

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 110 Introduction to the Health Professions 2 credits

Introduction to the roles and responsibilities of medical and allied health care professionals. Focus is also placed on the teamwork necessary to effectively provide the highest quality patient care.

HLT 201: Medical Terminology 2 credits

This course covers the language of medicine that will be used as a foundation for understanding the courses to follow. It will include pronunciation, definition, usage and origins of medical terms. Pathology and medical terms in other languages are also presented. With these skills the student will be able to interpret and communicate in medical terms.

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

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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 270: First Aid and Safety **3 credits**

Designed to develop the ability to administer emergency treatment for first responders. Upon successful completion of this course, students will receive American Red Cross Standard First Aid and CPR certification. Also a study of safety and its importance in home, work, and recreational settings.

HLT 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 306: Advanced Patient Care **3 credits**

This course offers an advanced approach to patient care, patient education, and patient management within the healthcare 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. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

HLT 308: 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 the student should be able to explain his part as a health care professional in the ethical and legal responsibilities of Risk Management. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

HLT 310V: Spirituality in Health Care **3 credits**

This course explores the concept of spirituality as it relates to the role of the hospital, 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. This course explores the relationship between health care professionals and those they serve. Topics include understanding the components of a Healing Hospital, evaluating 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 spiritual needs of patients and families dealing with chronic and acute illnesses.

HLT 312: Ethics for Health Care Professionals **3 credits**

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This course, designed for health care professionals (providers, educators, and managers), introduces the student to major ethical theory, principles, and models for the recognition, analysis and resolution of ethical dilemmas in health care practice. Students learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Through the use of case studies, students are introduced to health topics such as patients' rights (paternalism, informed consent to therapy, participation in research); dilemmas of life and death (euthanasia, abortion, transplants, gene therapy, care for the dying); allocation of health-care resources; and special dilemmas of health-care professionals. This course also includes a review of classic cases in health care ethics and how they have shaped health policy. An overview of patient education and ethics and a discussion on the professional codes of ethics and standards are a part of this course. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

HLT 314 Health Care Systems 3 credits

The content of this course is designed to impart an understanding of the forces shaping the present and future health care delivery system. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

HLT 315: Interview/ Admission Needs/ Professionalism 1 credit

Development of interviewing and professional presentation skills through the study of various principles and practice within the class. Students will also investigate the admission requirements related to graduate level studies and prepare a quality resume or CV

HLT 316: Spanish for Health Care Professionals 3 credits

This course focuses on providing students with knowledge of the basic structures of the Spanish language, and the specialized medical vocabulary needed to communicate effectively with Spanish-speaking patients in a variety of realistic health care situations in the course of their daily work. Cultural studies emphasize the health beliefs of Spanish-speaking countries close to the United States and Spanish communities within the United States. This course is appropriate for all health-related disciplines.

HLT 322: Medical Ethics 3 credits

An introduction to medical ethics which examines several approaches to ethics within the interrelated contexts of medicine, health care, and the law. Topics investigated may include: professional patient relationships; institutional and social settings of care delivery; informed consent, confidentiality, and truth-telling; abortion; critically ill neonates; death and dying; mental illness; human experimentation; resource allocation; and justice and health care.

HLT 324: 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. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

HLT 335: 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 interaction, sensor and lead placements, and instrumentation), application of respiratory care treatment modalities, patient testing and sleep staging, arrhythmia recognition and other physiologic events, and data acquisition. Prerequisite: Enrollment in BS in Respiratory Care

HLT 340: Quality Improvement in Respiratory Health Care 3 credits

Introduction and evaluation of current approaches to assessing risk and improving health care quality through the practice of continuous quality improvement. Focuses on conceptual understanding and experiential learning. Prerequisite: Enrollment in BS in Respiratory Care.

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 364[Δ]: 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, 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.

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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 382: Principles of Public Health **3 credits**

A study of the public agencies and their contribution to the health of the community. Also includes fundamentals, philosophy, history, and functions of public health services.

HLT 383: Drug Abuse Seminar **3 credits**

This course explores the problem of drug abuse and approaches toward solutions of those problems. Topics include pharmacology and epidemiology of drug use; psychological, legal, social, and cultural implications; and principles of program planning.

HLT 410: Respiratory Care of the Critically Ill **3 credits**

This course focus is on the advanced medical and respiratory care of the critically ill adult patient. Emphasis is placed on cardiopulmonary assessment and treatment of trauma, post-surgical, cardiac and renal patients. Prerequisite: Enrollment in BS in Respiratory Care.

HLT 418 Trends and Issues in Health Care **3 credits**

Trends and Issues explores the impact of numerous professional and societal forces on health care policy and practice. Content includes an analysis of current studies; health care policy and position statements; political, environmental, and cultural issues; changing health care roles. The study of these issues examines the impact on health care delivery systems in our society. Prerequisite: Enrollment in BS in Medical Imaging Sciences; enrolment in BS in Respiratory Care; or completion of all coursework in BS in Health Sciences except HLT 450 and HLT 490

HLT 423: Health Administration **3 credits**

This course emphasizes administrative tasks and techniques for use in the commercial health industry. Topics include budget and finance, organizing and promoting health, and business, administrative, and ethical decision-making in a health setting.

HLT 480: Methods of Teaching Health **3 credits**

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.

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 490: Professional Capstone Project **3 credits**

Content is designed to aid in the development of inquiry and research skills. Learning research skills and conducting research projects benefits the individual and the profession. The individual benefits by learning new knowledge and skills: the profession benefits by adding to the professional body of knowledge. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care.

HLT 494[Δ]: 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's College of Health Sciences. 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 496: Environmental Health **3 credits**

A study of your personal health and how it is affected by environmental factors and health risks related to the environment on personal, community, regional, national and global levels. Topics include air, water, waste, disease, toxicology, and occupational health and environmental health planning. Prerequisite: BIO 160

HLT 497A: Internship in Health Education: A **1 credit**

The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

HLT 497B: Internship in Health Education: B **2 credits**

The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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HLT 510: Foundations for Success in Graduate Study of Health Sciences **4 credits**

This course is designed to provide students with the foundational knowledge, resources, and guidance to successfully engage in and complete the prescribed graduate-level coursework. Topics include mapping of program benchmarks of development; identification of career options and professional goals; awareness of and planning for the writing, research, and collaboration requirements of graduate-level study; and introduction to the plethora of student success initiatives and resources that are either embedded or readily available.

HLT 520: Legal and Ethical Principles in Health Care **4 credits**

This course is designed for individuals who are preparing for more advanced coursework in health care practice or administration, and for students who have not studied the legal standards and the professional ethics of health care in undergraduate work. Topics covered 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.

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. Ethical issues in the design and conduct of research are also addressed.

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.

Health Systems Management (HSM)

HSM 301: Principles of Health Care Management **3 credits**

This course provides a survey of the health care industry in general, including industry value chain analysis, funding mechanisms, and governmental regulation. The course also examines the strategic decisions and managerial skills needed to effectively lead health care organizations.

HSM 402: Health Care Economics and Finance **3 credits**

This course provides students with an overview of both the macro-economic environment of the health care industry segment, as well as the principal financial mechanisms in place across the U.S. health care industry. It emphasizes the critical financial issues facing the industry, and practical financial analysis skills that have immediate application within the industry. Prerequisites: ECN 212 and FIN 301.

HSM 418: Ethical Concerns in Health Care **3 credits**

This course is an introduction to the challenges of ethical decision-making confronted in the health care industry. Topics include euthanasia, treatment protocols, quality of care, product utilization, and legal/regulatory concerns. Prerequisite: BUS 311 or BUS 318.

HSM 620: Health Systems Management **3 credits**

This course examines the status and changes in the health care industry, including vertical integration, health care funding mechanisms, and specialized networks. The course also examines the strategic decisions and managerial skills needed to effectively lead health care organizations. Prerequisite: MGT 602.

HSM 621: Health Care Finance **3 credits**

This course provides students with both a macro overview of the principal financial mechanisms in place across the U.S. health care industry and specific insights into the critical financial issues the industry faces. It also emphasizes practical financial analysis skills that have immediate application within the health care industry. Prerequisite: FIN 608.

HSM 622: Ethical Concerns in Health Care **3 credits**

This course is an introduction to the challenges of ethical decision-making confronted in the health care industry. Topics include euthanasia, treatment protocols, quality of care, product utilization, and legal/regulatory concerns. Prerequisite: BUS 604.

History and Theological Studies (HTH)

HTH 303: History of Christianity in America **3 credits**

This course is a study of Christianity in its American context. It is a historical inquiry that examines the relationship between Christianity and culture in order to answer how and why the

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political and social, and intellectual traditions in American culture shaped Christianity and were, in turn, shaped by Christianity.

HTH 353: History of Christianity **3 credits**

A study of the significant movements within the church from New Testament times through the Reformation. Special emphasis is given to the ancient Christian Church, the Church Fathers, heresies, monasticism, the Papacy, and the practices and problems of the Church.

HTH 355: Biblical Theology **3 credits**

An introduction to the history, method, and structure of biblical theology. Attention is given to the study of some of the key topics of biblical theology, including God, God's role in history, the concept of the Messiah, Jesus Christ as Suffering Servant, the church as covenant community, and the biblical foundations of ethics.

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 365: Historical Theology **3 credits**

This course is a study of the story of the main highlights of the development from the second century A.D. to the present, of Christian beliefs, doctrines, and theories. Special emphasis is given to how these beliefs, doctrines and theories are connected with concrete events and real persons to show why they mattered and how they developed. The study includes an understanding of the role of heresy, philosophy, and culture as factors in the shaping of Christian theology. Special emphasis is also given to a deeper look at the place of evangelical theology.

HTH 373: Christian Doctrines **3 credits**

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. Prerequisites: BIB 113 and BIB 123.

HTH 375: Contemporary Theology **3 credits**

Begins with a brief background of the development of Protestant Liberal Theology starting with Schleiermacher. Then, more attention is given to twentieth-century schools of theological thought: Neo-Orthodox, Existential, Process, Theology of Hope, Liberation Theology, etc.

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 will also be 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/post modern 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 sub-cultures. 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 303: Cross-Cultural Communication **3 credits**

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A study of cross-cultural communication and cultural transition for students preparing for cross-cultural Christian ministry. The course will present with the philosophy, principles, and methods of cross-cultural communication and cultural transition/adjustment.

INT 333: Christianity and Culture **3 credits**

This course leads students to look critically at what they consider to be fundamentally Christian, and therefore imperative to duplicate across cultural lines, as opposed to what they consider to be Christian that is actually a cultural value and not necessarily Christian. Special emphasis will be given to comparisons between western and non-western cultures, syncretism, and current efforts being made in intercultural evangelism.

INT 363: Issues in Contemporary Missions **3 credits**

This course examines current movements, trends, leaders and perspectives affecting global mission strategies. Topics will include efforts being made in parts of the world that are closed to open evangelism as well as efforts being made in intercultural ministry in the United States.

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 463: World Religions **3 credits**

A study of the major contemporary religions of the world, including both historical background and development and current beliefs and practices with emphasis on basic religions, Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shintoism, Zoroastrianism, Judaism, Christianity, Islam, and Baha'i.

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.

Justice Studies (JUS)

JUS 100: Introduction to the Justice System **3 credits**

This course provides the student with current and up-to-date information, policies, and techniques that are being used in police courts and corrections. Students are required to research new trends in the system, not only in the U.S., but globally.

JUS 101: Issues in Justice Studies **3 credits**

This course emphasizes issues relating to justice policies, perspectives, techniques, role, institutional arrangements, management, uses of research, and innovative patterns.

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 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. Prerequisite: JUS 104 and JUS 110.

JUS 296: Social Research **3 credits**

Also POS 296 and SOC 296. An exploration of the various methods used by social scientists to find answers to the questions posed by their subject matter. Includes basic terminology, concepts, and practice using methods such as surveys, experiments, field research, and evaluation research, as well as some unobtrusive methods. Prerequisite: SOC 101.

JUS 303: Theory of Criminal Justice **3 credits**

An examination of classic and contemporary schools of thought, including psychological and social causes of crime and theories of punishment. Prerequisites: JUS 100 and JUS 101.

JUS 306: Police Function **3 credits**

Objectives, strategies, programs, roles, perspectives and interagency relationships of police. Prerequisites: JUS 100 and JUS 101.

JUS 308[Δ]: Adjudication Function **3 credits**

Objectives, strategies, programs, roles, perspectives, and interagency relationships of the courts. A Writing-Intensive course. Prerequisites: JUS 100 and JUS 101.

JUS 310: Correctional Function **3 credits**

Objectives, strategies, programs, roles, perspectives and interagency relationships of correctional agencies. Prerequisites: JUS 100 and JUS 101.

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 321*: Practical Criminalistics I **2 credits**

Students explore the fundamental applications of forensic science essential for gathering evidence at the crime scene and methods for analysis of evidence in the crime laboratory. Co-requisite: JUS

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321L.

JUS 321L*: Practical Criminalistics I Lab **1 credit**

Students conduct collection and analysis of trace evidence, arson and explosive evidence, firearms, and fingerprints. Co-requisite: JUS 321.

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 333*: Forensic Photography **2 credits**

Students use photography and other aids in identification and preservation of evidence such as fingerprints, footprints and impressions. Covered are techniques in crime scene and traffic accident photography. Co-requisite: JUS 333L.

JUS 333L*: Forensic Photography Lab **1 credit**

A lab course designed to support JUS 333, Forensic Photography. Co-requisite: JUS 333.

JUS 347*: Crime Scene Reconstruction and Recording **2 credits**

Students use logical thinking skills to reconstruct a crime scene and then record the crime scene using a variety of methods to include: photography, rough sketch, refined sketch, CAD programs and thorough report writing. Accurate presentations of crime scenes are required for successful completion. Prerequisites: JUS 333 and JUS 33L. Co-requisite: JUS 347L.

JUS 347L*: Crime Scene Reconstruction and Recording Lab **1 credit**

A lab course designed to support JUS 347, Crime Scene Reconstruction and Recording. Co-requisite: JUS 347L.

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 363: Introduction to Probability and Statistics **3 credits**

Also POS 363, PSY 363, and SOC 363. A study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

JUS 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. Also 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 461: Substantive Law **3 credits**

Criminal liability with emphasis on the elements of a crime. Governmental sanctions of individual conduct as formulated by the legislature and the court system. Prerequisites: JUS 100 and JUS 101.

JUS 462: Procedural Law **3 credits**

Study of the criminal process from a constitutional perspective as it relates to due process in the context of crime control. The limits of stops, arrests and searches are explored. Prerequisites: JUS 100 and JUS 101.

JUS 490[Δ]: Senior Seminar: Justice Studies **3 credits**

The integration of justice studies learning, focusing on its relevance to graduate schools and related careers in justice studies. A Writing-Intensive course. Prerequisites: Senior status and justice studies major.

JUS 497: Internship in Justice Studies **4 credits**

Placement of student in a criminal justice or related agency to further the student's integration of theory with practice. Prerequisites: Junior or senior status and 15 credits of JUS courses.

JUS 498: Advanced Topics: Justice Studies **3 credits**

In-depth study of chosen topics such as: Justice and Ethics, Juvenile Delinquency, Gangs, Comparative Criminal Law, Law

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and Social Control, and Issues of Death in Politics and Justice. Prerequisites: JUS 100, JUS 303, and one Upper Division Justice Studies course, or instructor's approval.

JUS 499: Independent Study 1–4 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 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 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 615: 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 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 651: Capstone 4 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

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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 I I **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 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.

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 **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.

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 650: Diversity Management and Leadership **3 credits**

Demonstrating organizational leadership demands the development and implementation of diversity management and a commitment to lead using values-based strategic and operational objectives designed to champion organizational diversity as a source of strength. Students will demonstrate the capacity to value the talents and skills of a diverse workforce with respect to gender, age, race, ethnicity, disability, and lifestyle. Students will master leadership skills based on a comprehension that leading and managing diversity is a process of constructing a work place that is inclusive and allows all employees to reach their full work potential. Through diversity leadership, students will make significant cognitive connections across organizational practices

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and access the full talents of individuals to achieve and sustain a competitive advantage.

LDR 657: Leading Global Organizations 3 credits

Leading global organizations has become a significant skill set responsibility for today's business and organizational leaders. The course will address the need to develop the capacity for leaders to promote a global perspective within multi-cultural and multi-national organizations. Students will be able to recognize the impact of the global economy on organizational decision-making, planning, and sourcing of organizational resources and functions. Understanding how global operations are influenced by environmental differences, legal-political, and economic systems within countries will be examined as central to leaders maintaining a global competitive advantage. Students will explore international business practices leaders must comprehend that drive global sourcing, organizational structure, and the influence of diverse cultures on leadership practices and decision-making.

LDR 800: Ethical Dilemmas and Stewardship 3 credits

This course examines multiple ethical frameworks, principles, and theories as they apply to the study and practice of leadership. Corporate social responsibility will be addressed from the perspective of ethical decision making.

LDR 802: Progressions in Leadership Thought 3 credits

This course provides an overview of seminal leadership theories and models. Students will focus on understanding the development and evolution of leadership theories and the range and emphasis of leadership research.

LDR 804: Leading Across Cultures 3 credits

This course explores the opportunities and challenges facing leaders in the global environment. The course topics focus on aspects of leading global and diverse workforces, and on theories of leadership and leadership development in diverse and global cultures.

LDR 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 will be explored by evaluating the relationship between key leadership and innovation theories.

LDR 809: Servant Leadership 3 credits

This course examines the essence of what makes servant leadership distinct from other styles of leading. The focus on the needs of others rather than self, leading without ego, and creating interdependence rather than dependency are examples of topics that will be examined. The pathway to becoming a servant leader will also be explored, including the concept that one chooses to serve first and then is compelled to lead in order to fulfill that service.

LDR 825: Strategic Planning and Change 3 credits

This course provides an overview of the impact of leadership and the effects of behaviors on the formulation and execution of strategy within an organization. Topics include the increasing importance of resilience and change in today's global and turbulent economy.

Music Applied Piano (MAP)

MAP 118: Private Piano Study I 1 credit

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 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 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 private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 318: Private Piano Study V 1 credit

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 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 private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 451: Private Piano Study VIII 1 credit

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

Mathematics (MAT)

MAT 100: Beginning Algebra 3 credits

Review of pre-algebra, real number system, algebraic expressions, solving linear equations and inequalities, graphing linear

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equations and inequalities, systems of equations and inequalities, laws of exponents, functions, and polynomials. The intent of the course is to prepare students for MAT 120. MAT 100 does not fulfill the math requirement for any degree program.

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 underlying concepts and techniques of algebra, such as solving linear equations and inequalities; graphing linear equations and inequalities; system of equations; and functions. The course is designed to prepare students for MAT 134.

MAT 120: Intermediate Algebra 3 credits

Factoring polynomials, rational expressions and equations, radical expressions and equations, quadratic equations, functions, and inequalities, exponential and logarithmic functions, conic sections and nonlinear systems. Prerequisite: MAT 100.

MAT 121: College Algebra 3 credits

Equations, inequalities, and modeling, functions and graphs, polynomial and rational equations, exponential and logarithmic equations, systems of equations and inequalities, matrices and determinants, the conic sections, sequences, series, and probability. Prerequisites: Grade of "C" or better in MAT 120.

MAT 122: College Trigonometry 3 credits

A study of the trigonometric functions and their properties, as related to the unit circle and the right triangle. The course is designed to help students prepare for calculus and physics. Additional topics will be graphing, proving trigonometric identities, inverse trigonometric functions, polar coordinates, and vectors. Prerequisite: MAT 121 or high school equivalent.

MAT 133: Contemporary Mathematics 3 credits

An integrated course emphasizing mathematical modeling and problem solving. Topics include: algebraic models, number theory, the real number system, systems of numeration, geometry, emphasis on problem solving and manipulatives, logic and geometry, elementary probability, and elementary statistics.

MAT 134: Applications of Algebra 4 credits

This course is the university general education requirement, and develops and then applies the algebraic concepts of linear equations and linear inequalities in one variable; graphing linear equations and linear inequalities; linear systems; and rational, exponential, quadratic, exponential, and logarithmic equations. 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 110 or 2 years of high school algebra with a grade of C or better.

MAT 135: Numerical Systems, Operations, Properties, and Theories 3 credits

A foundational course covering the structure of numeration systems and ways of representing numbers, numerical operations and properties of the real number system, and the principles of number theory.

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 of 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 220: Finite Mathematics 3 credits

Topics in finite mathematics are the focus of this course, including elementary matrix algebra, linear systems, and an introduction to probability.

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 260: College Geometry 4 credits

MAT 260: College Geometry 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 270: Analytical Geometry and Calculus I 3 credits

A study of concepts of limits, differentiation, and integration of algebraic and elementary functions. Prerequisites: MAT 121 and MAT 122, or high school equivalent.

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MAT 271: Analytical Geometry and Calculus II 3 credits

A continuation of MAT 270, covering the techniques of integration, solid analytic geometry, and infinite series and sequences. Prerequisite: MAT 270 or equivalent.

MAT 272: Analytical Geometry and Calculus III 3 credits

A study of vector analysis, partial differentiation and multiple integration. Prerequisite: MAT 271 or equivalent.

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. Prerequisites: Grade of C or better in MAT 134 or 3 years of high school algebra with a grade of C or better.

MAT 300[Δ]: Introduction to Mathematical Thought 3 credits

An introduction to the basic structures of mathematical thought including logic and proofs, set theory, relations and functions, selected topics from modern algebra, and the real number system. Emphasis is on the student's ability to read, write about, and discuss mathematical ideas. A Writing-Intensive course. Prerequisite: MAT 271.

MAT 310: College Geometry 3 credits

A course in the technique of construction and the procedure of proofs of common geometric figures, particularly adapted to the needs of future teachers of high school mathematics. A brief introduction to non-Euclidean geometry is also included.

MAT 320: Technology in the Mathematics Curriculum 3 credits

A study of the use of computers, calculators, and graphing utilities in the mathematics classroom, with an emphasis on problem solving. Educational hardware and commercial software are introduced. Applications of selected programming languages to the teaching of mathematics will be discussed.

MAT 342: Linear Algebra 3 credits

An introductory study of finite dimensional vector spaces, linear transformations, and matrices associated with them. Proofs and theory are included. Prerequisite: MAT 271 or instructor's approval.

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 solutions of first-order differential equations is also provided. Application areas include mathematical physiology, pharmacology, cell biology, and population biology. Prerequisites: Grade C or better in MAT 250.

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.

MAT 363: Probability and Statistics for Mathematics and Science 3 credits

A study of elementary theories of probability, distribution, estimation and testing of statistical hypotheses. Prerequisite: MAT 271.

MAT 373: Differential Equations 3 credits

A study of the methods of solution of ordinary differential equations and their applications including the theoretical development of the methods. Prerequisite: MAT 272.

MAT 410: Math PRAXIS Preparation 3 credits

Arithmetic, basic algebra, geometry and measurement, functions and their graphs, data probability, statistical concepts, discrete mathematics, and problem-solving exercises are the topics covered to prepare students for the PRAXIS test in Middle School Mathematics.

MAT 466: Methods of Teaching Secondary School Mathematics I 3 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. Topics to discuss in this course will include, but are not limited to algebra and geometry. Prerequisite: MAT 270.

MAT 467: Methods of Teaching Secondary School Mathematics II 3 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. Topics to discuss in this course will include, but are not limited to

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precalculus, calculus, probability, and statistics. Prerequisite: MAT 466.

MAT 483[Δ]: Mathematics in the Secondary School 3 credits

Topics in geometry, number theory, algebra and analysis. Emphasis is on the development of a problem-solving process and unifying principles. Teaching strategies, examination of secondary school curricular materials and classroom experience will be included. Required course for Mathematics for Secondary Teacher majors. A Writing-Intensive course. Prerequisite: MAT 271.

MAT 484: Mathematics in the Elementary School 3 credits

Emphasis is on the development of a problem-solving process and unifying principles. Teaching strategies, examination of secondary school curricular materials, and classroom experience will be included.

MAT 495: Mathematics Capstone 3 credits

The professional capstone project needs to reflect synthesis and integration of course content and professional practice. This course provides a structured way to organize facts, information, and ideas from the math content area. Theoretical concepts from the major will be discussed by critically analyzing and evaluating ideas relating to a practical application process.

Church Music (MCH)

MCH 378: Music in Worship 3 credits

A study of music in worship from Biblical times to the present. Comparison of liturgies and orders of worship and planning worship services for various occasions. Includes the formation of a philosophy of church music.

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. Prerequisite: Enrollment in BS in Medical Imaging Sciences

MDI 306: Physics and Instrumentation of Magnetic Resonance 3 credits

Students will become familiar with the basic concepts of magnetic resonance physics. Content is designated to impart an understanding of the theories of magnetic resonance properties, their discovery, and initial applications in the clinical setting. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Magnetic Resonance Imaging

MDI 308: Physics and Instrumentation of Computed Tomography 3 credits

Students will become familiar with the basic concepts of computed tomography physics. Content is designed to impart an understanding of the theories of computed tomography properties, their discovery, and initial clinical setting. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Computed Tomography.

MDI 312: Breast Anatomy, Physiology and Pathology 3 credits

Content establishes a knowledge base in breast anatomy and physiology. Correlation between breast anatomical structures and mammographic anatomic structure are described and discussed. Introduces the concepts of breast viability and pathology, presents benign and cancerous pathology, including their mammographic appearance.

MDI 314: Mammography Facility and Equipment Management 3 credits

Content provides students with an overview of the mammography facility and its personnel. It provides a foundation for the types of patient services offered and the regulations that affect the operation of a facility or service. Content also gives the student a foundation of the concepts of mammography equipment. The types and function of mammographic and quality control equipment, along with the mandated requirements governing their use, are described and discussed. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Mammography Program

MDI 316: Mammography Procedure Protocols 3 credits

Content establishes a knowledge base in the type and application of interventional procedures involving mammography. Provides a knowledge base of the various positions and projections used in mammography. Content includes discussions on clinical data needed to perform the exam and positioning techniques for screening and diagnostic mammography. This course also develops an understanding of basic principles of sonomammography. Where applicable, ultrasonographic examinations that complement breast imaging are discussed. Includes patient care and adaptive positioning. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Mammography Program

MDI 318: Quality Management in Mammography 3 credits

Content establishes a knowledge base of factors that govern and influence producing and recording mammographic images. Content establishes a protocol for quality assurance and quality control that incorporates all operations and functions of a mammography facility or service. The interrelatedness of accreditation and service delivery standards are demonstrated and discussed. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Mammography Program.

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MDI 410: Critical Patient Care in Medical Imaging **3 credit**

Critical procedures such as Advanced Cardiac Life Saving skills, treatment of reactions to contrast media, and physiological monitoring and recording will be presented. Prerequisite: Enrollment in BS in Medical Imaging Sciences

MDI 412: Magnetic Resonance Imaging Procedures and Protocols **3 credits**

Content is designed to provide students with an understanding of MR tissue characteristics as they will be used in producing images. A body system approach including Musculoskeletal, Thoracic/intestinal, Abdomen/Pelvis and Central Nervous Systems is used. Prerequisite: MDI 306

MDI 414: Computed Tomography Procedures and Protocols **3 credits**

Content is designed to provide students with an understanding of computed tomography tissue. Prerequisite: MDI 308

MDI 420: Pathology in MRI/CT **3 credits**

Content introduces the study of pathology and how this relates to CT and MR imaging.. A body system approach is used. Prerequisite: BIO 311; Enrollment in the BS in Radiologic Science or Certificate in Computed Tomography or Certificate in Magnetic Resonance Imaging

MDI 424 Quality Management in Medical Imaging **3 credits**

Content 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 will be included. Enrollment in BS in Medical Imaging Sciences; and completion of all coursework except for MDI 410 and HLT 490

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 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 480: MCAT/DAT Exam Preparation **3 credits**

This course provides a review of key concepts tested on the MCAT and DAT exams, including general and organic chemistry, biology, biochemistry, and physics/quantitative reasoning. Students will also learn test-taking techniques and discuss exam format. MCAT students will take several practice exams as part of this course.

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, Arizona Professional Teacher's Standards, and Interstate New Teacher Assessment and Support Consortium 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

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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, Arizona Professional Teacher's Standards, and Interstate New Teacher Assessment and Support Consortium 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).

Music Ensembles (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 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.

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 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.

Marriage and Family Therapy (MFT)

MFT/PCN 500: Counseling Theories 3 credits

This course provides a comprehensive survey of the major counseling theories and principles. The coursework will include the following theories: Psychoanalytic, Adlerian, Existential Psychotherapy, Behavioral, Cognitive Behavioral, Person Centered, Reality Therapy/Choice Theory, and Rational Emotive.

MFT 505: California Law and Professional Marriage and Family 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 Marriage and Family Therapy students develop a high standard of ethical performance in their career. Specific California codes will be examined.

MFT/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 will 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,

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group, and community strategies for working with diverse populations; and theories of multicultural counseling, identity development, and multicultural competencies.

MFT/PCN 511: Introduction to Chemical Dependency Counseling **3 credits**

This course provides a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. This course will also explore theories of addiction, drug classification, assessment, and treatment.

MFT/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 skills to include the following will be emphasized: interviewing, the development of therapeutic relationships, establishment of appropriate counseling goals, strategies, evaluation of client outcome, and successful termination of the counseling relationship.

MFT/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 will be addressed.

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.

MFT/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 will also address group process components, appropriate selection criteria, developmental stage theories, group members' roles and behaviors, and group leadership styles and approaches.

MFT/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.

MFT/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, and 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.

MFT 524: Advanced Family Systems Theory **3 credits**

This course examines the dynamic processes of family and couple relationships and the role, value, and benefits of family system therapy. The bio-psychosocial perspectives of family and family system will be evaluated. Assessment and treatment of couples and families will be the focus.

MFT/PCN 527: Psychopharmacology & 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 neloxone. Emphasis is placed on basic principles of drug ingestion, distribution, elimination, dose-response relationships, neurotransmitter chemicals, and synaptic activity.

MFT/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 will discussed. The treatment roles and responsibilities of addicted persons and their families will also be examined.

MFT 536: Aging and Long-Term Care **1 credit**

This course provides an understanding of the nature of aging and the elderly. Theories and strategies for facilitating optimum care of the elderly will be addressed. Mental health, the role of drug/alcohol addiction abuse, and family issues will be addressed. To be taken concurrently with MFT 537 and MFT 538.

MFT 537: Spousal or Partner Abuse Assessment, Detection, and Intervention Strategies **1 credit**

This course examines therapy and other treatment strategies for couples and individuals in abusive and/or violent relationships. 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 will be addressed. To be taken concurrently with MFT 536 and MFT 538.

MFT 538: Child Abuse Assessment and Reporting **1 credit**

This course examines child abuse assessment and reporting. Specific California child abuse assessment and reporting codes will be examined. To be taken concurrently with MFT 536 and MFT 537.

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MFT/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 research, quantitative research, single-case designs, action research, and outcome-based research will be addressed.

MFT 660 (A/B): Practicum/Internship (I/II) **6 credits**

The supervised practicum courses (3 credits each) provide 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 practicum will be performed under the supervision of a faculty member and an on-site supervisor approved by the college or university. Documentation of completed contact hours will be submitted directly to the COHS Office of Field Experience for verification and tracking. This is a pass/fail course with the minimum passing score of 76% to receive credit. Prerequisite: MFT 615 with a B or higher, GPA of 3.0 or better. Maintenance of personal liability insurance ($1 million/$3 million) coverage.

MFT/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 with a conceptual understanding of psychological and behavioral dysfunctions that occur in mental illnesses. The course includes a survey of major psychiatric disorders and their causes.

MFT/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-VI TR and the integration of diagnostic and assessment information, in the development of treatment plans.

MFT 615: Pre-Practicum and Clinical Instructions **3 credits**

Students are required to complete a minimum of 100 hours of clinical work, under close supervision, during the pre-practicum experience. A minimum of 40 hours must be direct client contact hours with at least 1 hour under direct supervision for each 40 clock hours worked. Twenty-five hours can be met through completion of coursework within the pre-practicum class and the remaining time can be met through provision of support functions to the site. The practicum will be performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: MFT 500, MFT 505, MFT 515, MFT 520, MFT 610, and release by the college's Office of Field Experience documenting that the following requirements have been completed: Documentation (with face sheet) of personal liability insurance ($1 million/$3 million) coverage, programmatic GPA of 3.0 or higher, completion of at least 24 credits in the program, site approval, and site supervisor approval.

Management (MGT)

MGT 301: Principles of Management **3 credits**

An introductory course that deals with management and the basic management processes and functions. Focuses on real-world management situations concerned with planning, organizing, leading, and controlling the work of others in organizations.

MGT 310: Production and Operations Management **3 credits**

An introduction to designing, planning, operating and controlling production systems. Emphasis is on managerial concepts and strategies relating to the management of operations in both manufacturing and service environments. Quantitative and qualitative methods and tools will be introduced and applied. Prerequisites: MGT 301 and BUS 251.

MGT 415[Δ]: Organizational Behavior **3 credits**

A study of individual and group behavior in organizations, including detailed coverage of individual differences/diversity, leadership and motivation, decision making, organizational design, and organizational change/development. Emphasis is placed on how an understanding of organizational behavior leads to more effective management practice. Writing-intensive course. Prerequisites: MGT 301.

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.

MGT 433: Human Resource Management **3 credits**

A study of the human resource management function in organizations, including detailed coverage of staffing, organizational development, compensation and benefits administration, and employee relations. Emphasis is placed on how human resource management as a whole enhances organizational performance and success. Prerequisites: MGT 301.

MGT 435: Project Management **3 credits**

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 recourses, time constraints, and physical resources/materials. Additional focus is placed on managing and controlling project scope. Prerequisites: MGT 301.

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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 480: Strategic Management 3 credits

This course examines the formulation of strategy and policy within organizations. Significant emphasis is placed on the integration of strategic decisions across various functional areas and multiple business units as well as ethical considerations of organizational policy and strategy. Prerequisites:, FIN 301, MGT 301, and MKT 301.

MGT 490: Organizational Development and Change 3 credits

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

MGT 602: Organizational Behavior 3 credits

Students examine concepts and applications of behavior in organizations. Topics include the study of motivation, organizational climate, group dynamics, leadership, decision-making, and organizational structure and design.

MGT 604: Organizational Behavior 4 credits

Students examine concepts and applications of behavior in organizations. Topics include the study of motivation, organizational climate, group dynamics, leadership, decision making, and organizational structure and design. Additional emphasis is placed on servant leadership and situational leadership.

MGT 609: Strategic Management 3 credits

This course examines the formulation of strategy and policy within organizations. Significant emphasis is placed on the integration of strategic decisions across various functional areas and multiple business units as well as ethical considerations of organizational policy and strategy. Prerequisites: ACC 605, FIN 608, MGT 602, and MKT 606.

MGT 613: Operations Strategy 3 credits

Students examine operations as a strategic resource. Topics include methods to facilitate strategic formulation, analysis of the links between operations and other functional areas, and the management and strategic application of new and emerging technologies.

MGT 621: Project Management 3 credits

This course examines roles and responsibilities of the project manager, project life-cycle, differentiating elements of projects in various industries, analysis tools and techniques for project plan development, and managerial control of project deployments. Additional components include project scheduling and critical path assessment, project requirements definition and scope management, and project risk identification and control. This course guides each student through the primary project life-cycle of planning, development, implementation, and control. Prerequisites: ACC 501 or 605, BUS 601.

MGT 623: Organizational Development and Change 3 credits

Students explore the behavioral forces and relationships that influence organizational effectiveness and change. Topics include the study of intervention strategy and change management.

MGT 625: Leadership Styles and Development 3 credits

This course explores the nature of business leadership models and theories, examining these models through a broad variety of insights and viewpoints and analyzes these approaches to leadership, giving special attention to how the models can improve leadership real-world organizations.

MGT 626: Organizational Systems and Cultures 3 credits

Students explore organizational systems and cultures as complex and powerful phenomena that profoundly influence the behavior of both individual employees and organizations as a whole. The course of study includes the diagnosis of organizational systems and cultures and the proactive management and shaping of these forces.

MGT 628: Information Security and Organizational Change Development 3 credits

In this course, students analyze the principles of change management as they apply to the requirements and regulations of information security. Students evaluate the factors which affect corporate decision-making when implementing security programs and the ability of the manager to translate corporate needs into information security projects.

MGT 629: Organizational Security Systems and Awareness 3 credits

In this course, students review and discuss security awareness and evaluate practices in implementing security systems within enterprise. Best practices within five of the ten domains of the (ISC)2 Common Body of Knowledge (CBK) in information security are explored within this context.

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.

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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 650: Operations Management **3 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 will be introduced and applied.

MGT 655: Operations Management Operations **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 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 604, and MKT 607.

MGT 690: Strategic Human Resource Management **3 credits**

This course introduces the skill set and mindset that enables managers to perform as strategic and HR-minded business professionals, positioning HR as a key value-chain activity while concurrently driving HR-mindedness throughout their organizations. While a technical knowledge base of the common HR functions (staffing, organizational development, compensation and benefits administration, and employee/labor relations) is covered, the course of study intentionally focuses on how all of this relates to organizational strategy and impacts organizational performance.

Christian Studies (MIN)

MIN 202: Introduction to Ministry **3 credits**

An exploration of ministry both in the contexts of identification of spiritual call and in theological field education designed to help ministers function appropriately in ministry. The course includes an introduction to field education, choosing a ministry placement and field supervisor, vocational discernment, designing a learning covenant, and theological reflection.

MIN 213: A Survey of Christian Education **3 credits**

An introduction to the development of Christian education from the Early Church to modern-times, focusing on major movements, philosophies, and people. Special attention will be given to the objectives of educational programs in the local church.

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MIN 220: Management for Ministry **3 credits**

A study of the basic functional areas in the practice of administration. Special attention is given to management principles and leadership development to help make these effective in the local church, para-church, and personal ministries.

MIN 300: Introduction to Youth Ministry **3 credits**

A study of the basic areas of the practice of managing youth ministry and related programs in local church, para-church, and personal ministries. Special attention is given to management principles and leadership, specifically as they relate to youth and student ministries.

MIN 315[Δ]: Spiritual Formation **3 credits**

An introductory study of the basic disciplines of Christian discipleship, focusing on the formation of character, values, disciplines, and habits, especially related to the inner development of spirituality. The study makes use of some of the Christian devotional classics. A writing-intensive course.

MIN 343: Teaching and Guiding Youth **3 credits**

This course equips students to communicate effectively with a variety of audiences, to employ creative pedagogy that challenges and engages youth, and to develop curriculum that is culturally relevant and biblically accurate.

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 373: Introduction to Pastoral Ministry **3 credits**

A study of the philosophy and practice of pastoral work. Emphasis is given to the caring and nurturing practices involved in ministry. A special focus is given to assist students in their ability to synthesize pastoral work with their place of service.

MIN 411: Financial Decision-Making in Ministry **3 credits**

Examining the elements necessary for effective financial decision-making in the local church is imperative to for an effective ministry. Students will understand and be able to develop a ministry budget, building program, and a fundraising campaign. Stewardship programs in the successful growth of a church will be defined and outlined as a part of the courseware.

MIN 412: Ministerial Organizational Development and Change **3 credits**

Ministerial organizational development and change encompasses the study of individual and group behavior in church organization settings. An introductory study of the basic structures of Christian organizations, the course focuses on an overview of the typical processes and decisions that lead to healthy organizational development and change. Managing organizational development and change challenges individuals to understand and embrace audience diversity, elements of change, effective communication, and performance systems. A comprehensive review of these organizational processes will allow students to examine their role in ministerial organizations in the new millennium. This course will include review of effective structures for ministry.

MIN 475: Issues in Contemporary Pastoral 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.

MIN 476: Issues in Contemporary Youth Ministry **3 credits**

Examining current movements, trends, leaders, and perspectives affecting youth ministry and youth ministry strategies is paramount to foreseeing future trends within the youth culture. Topics will include a review of the efforts being made in the local church, regional service centers, and national ministries to develop unique youth ministry programs. Focus will be also given to churches and Christian ministries which are reaching youth in different settings such as urban, suburban, and rural locations.

MIN 490[Δ]: Senior Seminar **3 credits**

This course allows students to integrate their call to ministry and vocational intent with their academic activity. This course should be taken during the student's final semester. A writing-intensive course. Prerequisites: HTH 373 and MIN 315.

MIN 497: Ministerial Internship **3 credits**

This field education course involves the student in one semester of service with a qualified supervising minister in the ministry setting. An advanced internship can be arranged for the student already engaged in professional ministry who wants further training. Internships are usually available in chaplaincy, church work (pastor, education, music, youth, etc.), Christian social ministries, student work, and other areas. Prerequisites: MIN 202, sophomore or higher-class status, and instructor's approval.

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.

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MIN 615: 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 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.

Military Science (MIS)

MIS 101: Introduction to the Military and Leadership I **3 credits**

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

MIS 102: Introduction to the Military and Leadership II **3 credits**

Every Spring. Introduces problem-solving methods, critical thinking, decision-making, and group cohesion as applied in a military environment. Three credits lecture/conference, two credits lab, and one, two-day field-training exercise.

MIS 201: Introduction to Leadership Dynamics I **3 credits**

Every Fall. Introduces interpersonal dynamics involved in military team operations; theory and application of military leadership principles. Three credits lecture/conference, one credit lab, and one, two-day field-training exercise.

MIS 202: Introduction to Leadership Dynamics II **3 credits**

Every Spring. Continuation of MIS 201. Three credits lecture/conference, one credit lab, and one, two-day field-training exercise.

MIS 205: Leader's Training Course **4 credits**

Every Summer. A four-week, summer training program that consists of intense classroom and field training emphasizing practical hands-on skills and leadership development. This course is taken in lieu of MIS 101, 102, 201, and 202. Students who attend this course will receive a stipend, transportation to and from Fort Knox, KY, housing, and meals. Prerequisite: Two years of college remaining (undergraduate or graduate).

MIS 301: Advanced Military Science I **3 credits**

Every Fall. Introduction to Army command and staff functions, theory and dynamics of the individual soldier and military units in offensive combat operations, human behavior, and math reasoning. Three credits lecture/conference, one credit lab, and one, two-day field-training exercise. Prerequisite: MIS 101, 102, 201, and 202; MIS 205, or an equivalent.

MIS 302: Advanced Military Science II **3 credits**

Every Spring. Continuation of MIS 301, to include, theory and dynamics of military units in defensive combat operations Three credits lecture/conference, one credit lab, and one, two-day field-training exercise. Prerequisite: MIS 301.

MIS 303: National Advanced Leadership CAMP **4 credits**

Every Summer. A summer Leadership Development and Assessment Course (LDAC) designed to evaluate and train all Army ROTC cadets. This six-week training program emphasizes leadership development and advanced military skills, including tactics, land navigation, and physical training. ROTC cadets normally attend LDAC at Fort Lewis, Washington between their junior and senior year. Students who attend this course will receive a stipend, transportation to and from camp, housing, and meals. Prerequisites: MIS 301, 302.

MIS 401: Advanced Military Science III **3 credits**

Every Fall. Study of the military legal system; preparation and conduct of military training; leadership development, ethics, and professionalism of the military officer. Three credits lecture/conference, two credits lab, and one, two-day field-training exercise. Prerequisites: MIS 301, MIS 302.

MIS 402: Advanced Military Science IV **3 credits**

Every Spring. Military correspondence; career planning and personal affairs in service; conduct of training; leadership development; ethics and professionalism of the military officer. Three credits lecture/conference, one credit lab, and one, two-day field-training exercise. Prerequisite: MIS 401.

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. Prerequisite: Instructor approval.

MIS 412: American Defense Policy II **3 credits**

Every Spring. Contemporary problems and analytical issues in the formation and implementation of U.S. national security. Must attend at the ASU campus. Prerequisite: Instructor approval and MIS 410.

MIS 499: Independent Study **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.

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MKT 301: Principles of Marketing **3 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 302: Buyer and Consumer Behavior **3 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. Prerequisite: MKT 301.

MKT 303: Sales and Sales Management **3 credits**

This course applies management and leadership principles to the development and operation of the sales force as part of the overall marketing program. Topics include sales planning, organization and control, sales force recruitment, training, motivation, compensation, e-business, and cultural diversity. Prerequisite: MKT 301.

MKT 304: Promotion and Advertising **3 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, personal selling, e-marketing, public relations, publicity, corporate advertising, and evaluating the promotional program. Prerequisite: MKT 301.

MKT 306: Services Marketing **3 credits**

This course surveys the unique issues involved in marketing services. Topics include new products, new services, brand development, delivery of services, pricing of services, and promotion of services. Customer satisfaction and service quality measures as well as ethical considerations in services marketing will be integrated in discussions of the services marketing mix. Prerequisite: MKT 301.

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 372: Sport Marketing **3 credits**

A study of basic marketing concepts with applications to sport organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, and sponsorship. Prerequisite: MKT 301.

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 409: Retailing and E-tailing **3 credits**

This course studies retailing as an institution in our society, the challenging environment facing retailing today and tomorrow, and future retailing management practices that include e-tailing opportunities. Prerequisite: MKT 301.

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 425: International Marketing **3 credits**

An introduction to marketing products and services globally, the course discusses and compares belief systems, attitudes, values, consumer behaviors, export/import strategies, joint ventures, foreign manufacturing, and licensing. Prerequisite: MKT 301.

MKT 440: Marketing Research and Reporting **3 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. Prerequisites: BUS 251 and MKT 301.

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

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plans, and controlling marketing activities. Prerequisite: MKT 245.

MKT 480: Marketing Management 3 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 301.

MKT 501: Economics and Marketing Principles 3 credits

This course is designed for students who have not had finance and economics in their undergraduate work. In economics, this course is an introduction to micro and macro economic concepts, principles, and business practices. Topics covered include basic economic concepts of supply and demand, competition, income distribution, monetary and fiscal policy, production, employment, inflation, and international trade. In marketing, this course introduces the student to the lexicon of the discipline with an emphasis on the marketing concept, consumer behavior, the need for market research, and the elements of the marketing mix (product, price, place, and promotion).

MKT 606: Marketing Management 3 credits

This course examines marketing's critical role in the business organization. The student will evaluate organizational performance in developing an appropriate marketing mix, building customer satisfaction, analyzing marketing opportunities, developing marketing strategies, and planning promotional programs. Integral to the course is the development of a marketing plan. Prerequisite: MKT 501.

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 624: Services Marketing 3 credits

This course is an introduction to the state-of-the-art research and practice in services marketing. The most current services marketing concepts, principles, and theories will be emphasized, and services marketing concepts will be applied to actual practice. Prerequisite: MKT 606.

MKT 625: Seminar in Marketing 3 credits

Students examine the issues, emerging practices, and problems facing marketing executives, researchers, and decision makers. Topics will include pricing, brand management, direct marketing, retailing, telemarketing, specialty advertising, consumer behavior, motivation theory, and marketing models. Marketing ethics will be an integrated topic throughout the curriculum. Prerequisite: MKT 606.

MKT 628: International Marketing 3 credits

This course analyzes current trends and issues facing an international firm's efforts to develop and implement an effective marketing mix. The comparisons of language, aesthetics, religions, business customs, and attitudes about the marketing concept and strategies are addressed. Prerequisite: MKT 606.

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.

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.

Leadership (MLE)

MLE 601: Introduction to Organizational Leadership 3 credits

This course is designed to be an introduction to the cross-functional complexities inherent in organizational life. Students will develop an advanced skill-set enabling effective leadership of each of the major organizational functions (namely marketing, finance, human resource management, information systems, and operations management). Students will understand the difference between transformational and transactional leadership and how both are critical to effective leadership, with the primary emphasis in this class being placed on transactional leadership.

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MLE 603: Leadership Styles and Development 3 credits

Students will explore applications of various leadership styles in several work and personal environments, such as the Leadership Grid and Situational Leadership. The student will better understand mentoring/coaching, transformational, charismatic, and visionary leadership. Students will use personal assessments to help assess their individual leadership styles, as well as identify areas for future development.

MLE 605: Leading High-Performance Teams 3 credits

This course is an experiential introduction to models of team dynamics and group process. Issues discussed will include such topics as meeting management, team building, assessment, roles and responsibilities of the team leader, characteristics of successful teams, strategies for designing and supporting teams in the workplace. Students will also be instructed in methods used to motivate others in helping an organization succeed.

MLE 606: High Performance Information Security Project Management 3 credits

In this course, students utilize PMI's Project Management Body of Knowledge (PMBOK) as a framework, to apply project management concepts in the information security arena. Each student develops a project plan for a security assessment which incorporates the technical and behavioral characteristics of high performance teams

MLE 607: Organizational Development and Change 3 credits

This course will involve detailed study of various change management and organizations development models, theories, and methodologies. Students will explore applications of the various theories to case studies, as well as their current professional settings. Additionally, students will conduct primary, field-based research surrounding a large-scale organizational change initiative and critically evaluate the relative success/failure of that change initiative.

MLE 609: Leading Out Loud 3 credits

This course will study the leader as communicator. The personal skill building emphasis will focus on informative speaking, strategic conversational speaking, persuasive speaking, and media interviewing. Personal reflection papers, active learning goals, skill plans, specific performances, feedback sessions, and structured observations are designed for maximum skill development and mastery.

MLE 611: Organizational Systems and Cultures 3 credits

This course will provide students an understanding of the complexities of organizational systems and cultures, the ways in which these forces manifest themselves, and the means by which leaders intentionally impact the shape that these forces take in their organizations. Students will explore the application of various organizational systems and cultures theories to case studies, as well as to their current professional settings. Additionally, students will research and critically analyze the comparative cultures of two organizations from the same industry.

MLE 613: Strategic Planning and Decision-Making 3 credits

This course is designed to prepare leaders to guide their organization in the future through the use of effective strategic and contingency planning. A critical component will include learning to evaluate alternatives, make effective decisions, and use appropriate decision-making processes.

MLE 614: Strategic and Technological Trends in Information Security 3 credits

In this course, students assess technical trends as well as new and emerging technologies in information assurance to determine their impact on the implementation of the Strategic Security Plan (SSP) of an enterprise.

MLE 615: Negotiation and Conflict Resolution 3 credits

In this experiential course, students will gain the conceptual tools and behavioral skills necessary to effectively navigate difficult interpersonal situations, resolve conflicts, and negotiate agreements between individuals, departments, and organizations to become more effective leaders. This course focuses on applying theories, models, and data-based approaches to devise strategies for negotiation and conflict resolution.

MLE 617: Leadership and Innovation 3 credits

Students will understand and apply various models of problems solving. They will learn various techniques, strategies, and skills appropriate for creative and innovative thinking.

MLE 618: Leadership and Innovation in Information Security Management 3 credits

In this course, students address an information security management problem through development of an innovative information security solution. In executing their projects, students apply the concepts and methods acquired in previous coursework.

MLE 619: Power, Politics, and Influence 3 credits

The essence of this course teaches the student sources and types of power, specific tactics for becoming an empowering leader, and issues surrounding organizational politics, influence tactics, and succession planning. Students will learn how transactional leaders can become transformational leaders.

MLE 621: Contemporary Issues in Leadership 3 credits

The challenges of contemporary leadership are increasingly complex. Contemporary leaders must simultaneously balance the needs and demands of various stakeholders while concurrently driving overall organizational success. This course will provide students with the opportunity to intentionally explore several major contemporary issues from both an organizational impact and a personal belief perspective. Students will conduct independent research of several contemporary leadership issues and present their findings in an informal round-table setting to their colleagues. Additionally, students will develop an informed position on a controversial issue and engage in debate with students that have taken the opposing position.

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MLE 623: Applied Capstone/Leadership Project Presentation **3 credits**

This presentation is the culmination of the student's 15-month employer-based leadership project. A comprehensive written report and oral presentation will highlight the conclusion of this project.

Music 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.

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 252: Music Appreciation **3 credits**

Designed specifically for non-music majors and minors. This course contributes to the intellectual, emotional, and aesthetic understanding of music and expression as science and as an art closely akin to the other fine arts. Great works of music are heard in order that the student may gain insight into music's inner workings and develop a discriminating, intelligent appreciation of the best in music.

MUS 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.

MUS 355|$^{\Delta}$: 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|$^{\Delta}$: 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.

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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 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 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 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 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 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 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 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 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 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 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 piano 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.

Nursing (NRS)

NRS 356: Issues in Pharmacology **3 credits**

This advanced course will explore contemporary issues in pharmacology. New and controversial drugs as well as complementary & alternative therapies will be presented and

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discussed. FDA regulations and the Institute of Medicine's Health Professions Education Core Competencies, ISMP & JCAHO standards will be studied as a means to improve the quality of pharmacologic care & safety.

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[Δ]: 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 362.

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, functional health patterns, community resources, and the teaching learning process.

NRS 436: Nursing Management Concepts **3 credits**

This course focuses on developing the ability to communicate clearly and concisely in both written and oral formats as tools to provide professional nursing management in a variety of settings. Interactive, written, and oral presentation exercises are used to practice management skills.

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 439: Leadership in Nursing and Health Care **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.

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 in 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.

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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 (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 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. Prerequisites: One for the following combinations: 1) NUR 312; or 2) NUR 311 and NUR 312.

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: One for the following combinations: 1) NUR 312; or 2) NUR 311 and 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.

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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: Nursing Management and Leadership **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. Prerequisites: NUR 411, NUR 412, and NUR 413.

NUR 451: Nursing Leadership and Management **3 credits**

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.

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.

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. Co-requisites: One of the following combinations: 1) NUR 443, NUR 456, and NUR 498B; or 2) NUR 456.

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. Co-requisites: One of the following combinations: 1) NUR 443 and NUR 498A; or 2) NUR 443.

NUR 501: Advanced Nursing Issues and Role **3 credits**

This course examines the expanded practice of the Advanced Professional Nurse. The focus of the course is scope of practice, role behavior, and depth and breadth of knowledge in selected areas of advanced practice (FNP and CNS) and nurses in role specialties such as nursing education and nursing leadership. Course content includes an exploration of critical questions and current issues related to the various defined Advanced Professional Nursing roles and examination of the related role issues with an emphasis on caring, diversity, and spiritual aspects in nursing care delivery.

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 503: Health Care Policy and Finance Issues **3 credits**

This course integrates the process of health care policy development with a critical focus on the organizational and financial aspects of health care delivery systems including managed care systems, Medicare and Medicaid issues, and continuous quality improvement (CQI).

NUR 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 505: Advanced Nursing Theory **3 credits**

This course focuses on the critical evaluation and utilization of the theoretical foundations of nursing as well as pertinent theoretical concepts form related fields of study such as the social and biological sciences, educational, organizational, and leadership theory. Prerequisites: NUR 501, NUR 503

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NUR 507: Health Care Research Analysis and Utilization **3 credits**

This course focuses on the critical analysis of health care and nursing research with a focus on the utilization of evidence-based research as foundation of client care and development of client services. Advanced research methods as applied toward complex clinical and organizational problems will be integrated. Prerequisites: NUR 501, NUR 503.

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 640: Adv. 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 640E: Adv. Health Assessment for Nurse Educators **3 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 Nurse Educator. This course emphasizes knowledge of physical assessment, including physical, psychosocial, spiritual health assessment, risk assessment, functional assessment, and physical examination in diverse populations. The student uses a systematic method of diagnostic reasoning and clinical decision-making to establish data that can be utilized in patient care or nursing education. An overview of appropriate protocols for performing health screening, as well as performing, and interpreting laboratory, radiographic, and other diagnostic data are included. These are based on best practices consistent with resource allocations. To maintain a nursing focus on patient responses to illness or the threat of illness, effective communication and client teaching is incorporated throughout the course. The importance of effective documentation and medical record keeping is included.

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 642E: Advanced Physiology and Pathophysiology for Nurse Educators **3 credits**

This course focuses on the advanced physiology and pathophysiology principles. This course will be used to guide the Nursing Education student in interpreting changes in normal function that result in symptoms indicative of illness. The emphasis will be placed on the genetic, molecular, cellular, and organ system levels. Prerequisite: NUR 640E

NUR 643: Advance 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

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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.

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 in 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 644E: Advanced Pharmacology for Nurse Educators 3 credits

This course focuses on the advanced pharmacotherapy principles and practices to enable Nurse Educator students to monitor the effects of medications and selected herbal therapy. Emphasis is on the pharmacodynamics of clients with common, acute and chronic health problems in various stages of the life cycle in diverse populations. Evidence-based research provides the basis for selecting effective, safe but cost-efficient pharmacologic or integrative regiments. Appropriate client education as to various prescribed pharmacologic agents is incorporated. Prerequisite: NUR 640E & NUR 642E

NUR 645: Theories and Methods of Teaching 3 credits

This course focuses on theories of teaching/, traditional, and alternative instructional strategies, and evaluation methods applicable to nursing education in the classroom and clinical setting. Strategies to enhance critical thinking are included. The course includes the development of learning activities for adult learners from diverse backgrounds. Prerequisite: NUR 649.

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 advance practice nurse-client relationship to enhance the effectiveness of client education and counseling to promote healthy lifestyle changes. The use of integrative healing (non-pharmacological) strategies in assisting clients to achieve goals of health promotion are introduced and evaluated based on evidence-based research. The course has a community-focused perspective, addressing roles in delivering care to improve the health of the entire community. Students will consider the relationship between community/public health issues and social problems as they impact the health care of their clients. Prerequisite: NUR 640.

NUR 647: Instructional Development for Distance Learning 3 credits

This course emphasizes the development (or conversion) of educational programs to be delivered in an online format. Principles of curriculum development, teaching/learning theories, and implementation of evaluation strategies will be modified to the online leaning environment. Prerequisite: NUR 645.

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. Prerequisite: NUR 645E.

NUR 649: Curriculum Development 3 credits

This course examines professional standards as a foundation for curriculum design in nursing education in all settings. It explores the nature of traditional, nontraditional, and continuing nursing education. Topics include the role of the faculty, curriculum design; its dimensions, objectives, and dynamics. The course includes curriculum frameworks that support adult learning, competencies, and learning experiences to achieve measurable outcomes, and a model for curriculum evaluation. Prerequisites: NUR 640E, NUR 642E, NUR 644E.

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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: Advance 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: Human Responses to Critical Illness 3 credits

This course focuses on evidenced-based theory and research related to acute illnesses. A unifying framework is presented to organize the care of the critically ill patient. Students synthesize data from a variety of health resources to make clinical judgments and decisions regarding appropriate recommendations and treatments related to symptom-focused presentation and implications for complex acute, critical, and chronic illness states. 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 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. Prerequisite: One of the following: 1) NUR 652; or 2) NUR 662.

NUR 655: CNS I – Theoretical Foundations 6 credits

This course focuses on the theories, conceptual models, and research that are the basis of 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 are integrated along with professional/legal and spirituality concepts. Content includes:

- Theoretical foundations of CNS practice
- Phenomena of nursing concern, integrating health promotion
- Design and development of innovative nursing interventions
- Clinical inquiry/critical thinking using advanced knowledge
- Consultation, teaching, and coaching with focus on the individual/family/groups
- Measurement, outcome evaluation, including cost-effectiveness and evidence-based research focused on the patient/client sphere

The clinical experience takes place in the student's chosen specialty area 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 4 credits

This course emphasizes evidenced-based assessment, diagnosis, and management strategies for acute illnesses. Discussion relates to pathophysiological aspects of common acute diagnoses. Students review systems and analyze and synthesize current theory and research related to symptom presentation. The goal is to formulate a plan of care to address complex acute, critical, and chronic health care needs, as well as incorporating health promotion, health protection, and injury prevention measures. The description of appropriate pharmacologic and nonpharmacologic treatment modalities is also discussed. Prerequisites: NUR 640, NUR 642, and NUR 644.

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NUR 657: CNS II – Influence Change in Health Care Systems **6 credits**

This course focuses on the essential characteristics and competencies of the CNS, exploring the CNS roles of clinical leader, collaborator, change agent, consultant, educator, and researcher. Students discover how, in utilizing these roles, a CNS can influence the quality of care within health care systems. The course builds on the patient/client sphere of influence, focusing on the broader nurse/nursing practice and organizational/systems spheres of influence. Content includes:

- Influencing change
- Systems thinking
- Leadership for multidisciplinary collaboration
- Consultation, teaching, and coaching focused on groups
- Measurement, outcome evaluation including cost-effectiveness, and evidence-based research focused on the group/organization
- Technology, products, and devices development/evaluation

The clinical experience takes place in the student's chosen specialty area and the above concepts are integrated in that specialty setting.

The clinical experience integrates the theoretical concepts covered in the didactic portion of the course. Clinical component: 3 clinical credits. Clinical hours: 150 credits. 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 APRN scope of practice, inpatient and outpatient documentation, and billing. Managing the acute care patient 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. Prerequisites: NUR 640, NUR 642, and NUR 644.

NUR 659: Exacerbation of Chronic Illness–Multisystems **4 credits**

This course emphasizes evidenced-based assessment, diagnosis, and management strategies for patients with exacerbation of a chronic illness. Throughout the course, students: 1) discuss pathophysiological aspects of common health problems and comorbidities; 2) review systems, and analyze and synthesize current theory and research related to symptom presentation; 3) formulate a plan of care to address complex acute, critical, and chronic health care needs as well as incorporating health promotion, health protection, and injury prevention measures; and 4) prescribe appropriate pharmacologic and nonpharmacologic treatment modalities. Prerequisites: NUR 640, NUR 642, and NUR 644.

NUR 660: CNS Internship/Teaching Practicum **4 credits**

Students in the CNS with Education focus complete a culminating practicum experience that combines the experiences for NUR 663 (CNS Clinical Internship) and NUR 665 (Teaching Practicum). Clinical component: 4 clinical credits. Clinical hours: 200.

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 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: Advance Practice Management of Geriatric and Women's Health Care Issues in Primary Care **6 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 Internship **4 credits**

A culminating practicum experience, completed in person with a preceptor, provides students with experiences in the three spheres of influence of CNS practice: patient/client, nurses and nursing practice, and organization/system within their specialty area. This clinical practice affords students opportunity to refine their clinical decision-making skills in differential illness diagnoses and

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treatments that require nursing interventions; to develop their CNS roles of clinical expert, leader, collaborator, consultant, educator, researcher and change agent; and to explore how their professional attributes, ethical conduct, and professional citizenship are integrated in CNS practice to affect outcomes within the spheres. The course includes the application of the core content specific to CNS practice identified in NUR 655 and NUR 657. Online case study discussions analyzed by evidence-based practice guidelines are utilized. Impact of the student CNS on nursing practice and system-level outcomes are identified. Clinical component: 4 clinical credits. Clinical hours: 200 credits. Prerequisite: NUR 657.

NUR 664: 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, 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 664C: Advance Practice Management of Geriatric Issues in Primary Care Clinical 1.5 credits

The student will collaborate with faculty members to select a community-based, geontological health-focused, clinical site for completion of 75 clinical hours. The clinical component for NUR 664 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 664.

NUR 665: Teaching Practicum 3 credits

(3 clinical credits = 150 contact credits) A culminating practicum experience, completed in person with a nurse educator preceptor in a selected setting. This clinical practice will afford students the opportunity to refine educational expertise in the areas of assessment of learning needs, program/curriculum planning, implementation, and evaluation. The course includes needs of the adult learner, alternative learning methods including distance learning, and budget planning. Prerequisites: NUR 645, NUR 647, and NUR 649.

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: Advance 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 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. Prerequisite: NUR 675. Co-requisite: NUR 667C.

NUR 667C: Advance 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 lifespan. 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. Co-requisite NUR 667.

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NUR 668: Advance 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. Prerequisite: NUR 675. Co-requisite NUR 668C.

NUR 668C: Advance 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 lifespan. 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. Co-requisite NUR 668.

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, LDR 620, and LDR 625.

NUR 671: Procedures and Simulation **4 credits**

This course focuses on knowledge and skill acquisition to perform therapeutic interventions to stabilize acute and critical health problems, including suturing, line and tube insertion, and lumbar puncture. Students review diagnostic findings, including EKG, hemodynamic, radiological, and interventional studies. Combined total of Simulation and Clinical hours: 200. Prerequisite: NUR 653, NUR 656, and NUR 658.

NUR 672: Practicum 1 **4 credits**

This course focuses on the application of evidence-based provision of care for complex acute and chronic illnesses of the acutely ill patient in a preceptored clinical setting. Throughout the course, students: 1) demonstrate comprehensive system-focused, symptom-specific assessments; 2) formulate differential diagnoses by priority considering potential mechanisms and development of management strategies; 3) utilize technical skills in the diagnosis and patient management; and 4) incorporate health promotion, health protection, and injury prevention measures into the plan of care within the context of the complex acute, critical, and chronic illness. Clinical hours: 200. Prerequisite: NUR 671.

NUR 673: Practicum 2 **4 credits**

A culminating practicum experience is completed in person with a preceptor, to provide comprehensive health care to complex, acute, and critically ill patients. This course builds upon learning from NUR 672. 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 adults. 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. Clinical hours: 200. Prerequisite: NUR 672.

NUR 675: Advance 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: NUR 640, NUR 642, NUR 644, and NUR 646. Co-requisite: NUR 675C.

NUR 675C: Advance 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

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NUR 675 allows the student an opportunity to provide comprehensive health care to diverse clients across the lifespan. 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. Prerequisites: NUR 640, NUR 642, NUR 644, and NUR 646. 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 664, NUR 667, NUR 668, and NUR 675. Co-requisite: NUR 681.

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 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.

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, clinical nurse specialist, and family nurse practitioner. This course must be taken after completion of specialty courses. Prerequisite: One of the following: 1) NUR 508 or 2) NUR 508 and NUR 649E.

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 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 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 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 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.

Professional Counseling (PCN)

PCN 300: Foundation of Drug Abuse and Human Behavior 3 credits

An overview of drug abuse and the effects of mood altering drugs on human behavior.

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PCN 301: Foundation of Alcohol Abuse and Human Behavior **3 credits**

An overview of alcohol abuse and the effects of alcohol on human behavior.

PCN 310: Behavioral Pharmacology **3 credits**

An overview of the nervous system and the way that drugs affect the human body. Focus is on comparing different substances in terms of their neurological action, physiological dangers, and the effects of their usage on the individual and on society.

PCN 345: Co-occurring Disorders, Mental Illness, and Substance Abuse **3 credits**

An exploration of the issues, principles, and techniques involved in diagnosing and treating patients with coexisting mental illness and chemical dependency.

PCN 350: Group Therapy for Addicted Populations **3 credits**

Focus on group dynamics and group process as they relate to chemical dependency. Exploration of group developmental stages, family intervention models, various counseling approaches/techniques, and their applications to therapeutic, education, and family groups.

PCN 405: Psychotherapy Models **3 credits**

An overview of models of psychotherapy prevalent in counseling, with a focus on those most useful in the treating of chemical dependency.

PCN 420: Family Dynamics and Substance Abuse/Addiction **3 credits**

Introduction to the dynamics of the disease of alcoholism and its effect on the family unit. Emphasis on the theories of alcoholism, the skills and knowledge necessary to treat families, family therapy theories, diagnosis of the alcoholic family, problems of children and adult children of alcoholics, treatment of spouses, evaluation of treatment, and prevention models.

PCN 426: Counseling Multicultural and Diverse Populations **3 credits**

Exploration of implications of chemical use on multicultural and diverse populations. Emphasis on area influences as well as the impact of paraprofessional relationships.

PCN 450: Self-Help Groups **3 credits**

An overview of the principles of various self-help groups including Alcoholics Anonymous, Al-anon, Al-Ateen, Narcotics Anonymous, Co-dependents Anonymous, and Adult Children of Alcoholics. Emphasis on 12-step self-help groups.

PCN 465: The Therapeutic Process and Ethics **3 credits**

An overview of ethics, techniques, and therapeutic approaches used in working with persons with a substance abuse disorder.

PCN 480: Substance Abuse Practicum **3 credits**

Opportunity for advanced students to use their developed knowledge and skills in an applied setting with supervision.

PCN/MFT 500: Counseling Theories **3 credits**

This course provides a comprehensive survey of the major counseling theories and principles. The coursework shall include the following theories: psychoanalytic, Adlerian, existential psychotherapy, behavioral, cognitive behavioral, person-centered, reality therapy/choice theory, and rational emotive behavioral therapy (REBT).

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 the student develop a high standard of ethical performance in their career as professional counselor.

PCN/MFT 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 shall include the following: attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; individual, family, group, and community strategies for working with diverse populations; and theories of multicultural counseling, theories of identity development, and multicultural competencies.

PCN/MFT 511: Introduction to Chemical Dependency Counseling **3 credits**

This course provides a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. This course will also explore theories of addiction, drug classification, assessment, and treatment.

PCN/MFT 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 skills to include the following will be emphasized: interviewing, the development of therapeutic relationships, establishment of appropriate counseling goals, strategies, evaluation of client outcome, and successful termination of the counseling relationship.

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PCN/MFT 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 will be addressed.

PCN/MFT 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 will also address group process components, appropriate selection criteria, developmental stage theories, group members' roles and behaviors; group leadership styles and approaches.

PCN/MFT 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/MFT 523: Tests and Appraisal in Counseling 3 credits

This course provides and 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 the following: psychotherapy, career counseling techniques and processes, career development theories, decision-making models, issues of diversity, interrelationships between work and family.

PCN/MFT 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 neloxone. 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/MFT 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 will discussed. The treatment roles and responsibilities of addicted persons and their families will also be 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/MFT 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/MFT 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 occur in mental illnesses. The course includes a survey of major psychiatric disorders and their causes.

PCN/MFT 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-VI TR—and the integration of diagnostic and assessment information in the development of treatment plans.

PCN 615: Pre-Practicum 3 credits

A pre-practicum or supervised field work experience under the supervision of a faculty member, which shall include 100 total hours of pre-practicum activities, of which a minimum of 40 hours shall be direct client contact hours. Prerequisites: Approval of all application requirements by the College of Health Sciences–Office of Field Experience; a GPA of 3.0 or better; proof of student professional liability insurance in the amount of $1 million, $3 million; and completion of a minimum of 24 credit hours in the program, including PCN 500, PCN 505, PCN 515, PCN 520, and PCN 610.

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PCN 660 (A-D): Practicum/Internship (I-IV) 12 credits

Each supervised internship (3 credits each) provides an opportunity to accumulate150 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 COHS 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 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 will be on the application of professional consultation services with diverse populations.

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 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 will be addressed.

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 121A: Weightlifting and Fitness 1 credit

Instruction and practice in the skills and strategies of the sport. Activity selection is based on facility availability, instructor preference, and student input.

PED 195: Lifetime Wellness 2 credits

An introductory course in exercise and wellness. Emphasis is placed on the acquisition of knowledge about what fitness entails, self-evaluation of student's present fitness needs, and developing a personalized fitness program.

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 246[Δ]: Instructional Strategies in Physical Education 3 credits

A course designed to prepare future physical education teachers, fitness instructors, and recreational leaders in the skills necessary to present physical education activities to groups. Included will be the development of lesson plans, course goals, and performance objectives that can be applied to the presentation of any skill or activity. A Writing-Intensive course. Prerequisite: Must be a Health, Exercise Science, and Physical Education major or minor.

PED 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.

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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.

PED 252: Teaching of Team Sports I **2 credits**

Practice and skills in the sports of soccer, touch football, and team handball for majors and minors. Includes lesson plans, teaching techniques, evaluation, and proficiency in skills. Three credits per week. Prerequisite: PED 246 (may be taken concurrently).

PED 262: Teaching of Team Sports II **2 credits**

Practice and skills in the sports of basketball, volleyball and softball for majors and minors. Includes lesson planning, teaching techniques, evaluation, and proficiency in skills. Three credits per week. Prerequisite: PED 246 (may be taken concurrently).

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. Prerequisites: PED 251.

PED 282: Teaching Individual Activities I **2 credits**

Practice and skills in the activities of badminton and tennis are covered in this course for majors and minors. Includes lesson planning, teaching procedures, evaluation, and proficiency in skills. Three credits per week. Prerequisite: PED 246 (may be taken concurrently)

PED 292: Teaching of Individual Sports II **2 credits**

Instruction in the theoretical and practical aspects of flexibility, stretching, and weight training activities. Includes lesson planning, teaching techniques, evaluation and proficiency in skills. Prerequisites: PED 195 and PED 246 (may be taken concurrently).

PED 323: Athletic Coaching: Baseball **3 credits**

A study of the fundamentals, drill habits, team organization, offensive and defensive play, and coaching philosophy of baseball.

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

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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 333: Athletic Coaching: Basketball **3 credits**

A study of the fundamentals, drill habits, team organization, offensive and defensive play, and coaching philosophy in basketball.

PED 334: Athletic Coaching: Volleyball and Softball **3 credits**

A study of the fundamental skills of volleyball and softball, and how each of these skills can be presented and effectively evaluated. Further study includes the dynamics of team structure, practice organization, conditioning, and coaching philosophy for these sports.

PED 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.

PED 363: Physical Education for the Exceptional Child **3 credits**

A course designed to develop methods and techniques of teaching the exceptional child in motor activities. Emphasis is also placed on the activities and programs to be included in the curriculum. Prerequisite: PED 246 (may be taken concurrently)

PED 403: Physical Education for the Elementary Grades **3 credits**

A study of the development of a program of physical activities adapted to the school situation and to the individual needs of the child. Prerequisites: EXS 383 and four credits of Professional Activities.

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.

PED 413: Physical Education for the Secondary School **3 credits**

Designed for individuals who plan to teach at the middle or high school level. Topics include classification of students, organization of classes, choice and selection of appropriate activities and materials, progression, and testing. Prerequisites: EXS 383 and four credits of Professional Activities.

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.

PED 423: Organization and Administration of Physical Education and Athletics **3 credits**

This course deals with administrative tasks and techniques for use in departments of physical education, athletics, and fitness or exercise centers. Topics include budget and finance; organizing tournaments; and business, administrative, and ethical decision-making in the exercise science setting. Designed for majors in exercise science. Prerequisite: PED 413 or instructor's approval.

PED 433: Theory of Coaching **3 credits**

This course addresses the role of the coach in developing players beyond the basic skills of playing the game. It focuses on the Christian approach to coaching, intramural coaching, coaching styles, counseling athletes, and coaching under stress. This course applies to all coaching endeavors. Prerequisite: One athletic coaching class.

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PED 497A: Internship in Physical Education A **1 credit**

The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

PED 497B: Internship in Physical Education B **2 credits**

The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

Philosophy (PHI)

PHI 101: Introduction to Philosophy **3 credits**

An introduction to the discipline of philosophy through a study of representative philosophic problems. Topics to be considered include: What can be known with certainty? What makes actions right? Are our choices free? Can God's existence be proved?

PHI 103: Introduction to Philosophy and Ethics **4 credits**

This course is an introduction to the field of philosophical worldviews and their application in ethical decision making, the search for truth, and ultimate reality. Topics include: God and the transcendent, worldviews, human nature, ethics, metaphysics, epistemology, morality, and relativism in a pluralistic world.

PHI 215: Introduction to Logic **3 credits**

A study of the principles of correct reasoning with emphasis on distinguishing between good and bad arguments of various types.

PHI 222: Foundations of Critical Thinking **3 credits**

This course seeks to build the foundations of reasoned and creative thinking through problem solving and analytical building of a "life philosophy." It is a study in applied verbal logic and ethical belief systems that stresses constructive argument.

PHI 225: Introduction to Ethics **3 credits**

An introductory study of some of the central concepts, procedures, and issues in the field of ethics, focusing on the nature of ethical thinking and how it applies to particular judgments about actions, character, and values. Topics to be considered include ethical relativism, morality and self-interest, the basis of mortal obligation, moral virtues and vices, and the relevance of religious beliefs to morality.

PHI 303 [Δ]: Philosophy of Education **3 credits**

A study of the historical, philosophical, and sociological influences that have shaped American education, the issues faced by educators today, and the challenges for the future that await persons now entering the teaching profession. The course is designed for students who have already committed themselves to a career in education or are exploring a career in education. Includes a first phase observation in the K-12 classroom. A Writing-Intensive course. Prerequisite: Sophomore status.

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.

PHI 318: Faith and Reason **3 credits**

An examination of the reasonableness of religious beliefs, especially beliefs, which are central to the Christian Faith. Topics include arguments for the existence of God, religious experience, the problem of evil, miracles, religious language, and life after death. Prerequisite: PHI 101.

PHI 322: Case Studies **3 credits**

Practical application of skills taught in various logic and writing courses, but especially PHI 222. Students will analyze current debates within a variety of fields. They will research, write, and present orally on these debates, with the objective of developing reasoned, philosophically based positions on the issues. Prerequisites: PHI 215, PHI 222..

PHI 329: Biomedical Ethics **3 credits**

A study of the application of moral concepts and principles to issues arising in the health care professions. Topics include role conflicts, paternalism, truth telling, informed consent, human experimentation, abortion, euthanasia and the allocation of scarce resources.

PHI 351: Christian Apologetics **3 credits**

The course is designed to evaluate the various methodological approaches to the defense of the Christian faith. It examines and encourages the formulation of a reasoned defense in response to religious, historical or scientific objections to the Christian faith from a post-modern worldview.

PHI 463: World Religions **3 credits**

A study of the major contemporary religions of the world including both historical background and development, and current beliefs and practice with emphasis on basic religions: Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shinto, Zoroastrianism, Judaism, Islam, and Baha'i.

Physics (PHY)

PHY 101: Introduction to Physical Science **3 credits**

A survey of physical science emphasizing applications of physical science to modern life. Co-requisites: PHY 101L

PHY 101L: Introduction to Physical Science: Lab **1 credit**

A lab course designed to complement the physical principles covered in the PHY 101 lecture. Co-requisites: PHY 101.

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

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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 107: Astronomy **3 credits**

A study of the principles and history of astronomy, the cosmos, the solar system, and celestial phenomena. Appropriate as an elective for non-science majors; designed to develop an appreciation and understanding of the natural laws of the universe. Co-requisite: PHY 107L

PHY 107L: Astronomy: Lab **1 credit**

A lab course designed to complement the topics covered in the PHY 107 lecture. Co-requisites: PHY 107

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: One of the following combinations: 1) MAT 121, or instructor's approval; or 2) MAT 250. 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: One of the following: 1) none; or 2) MAT 250. 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. Prerequisite: PHY 111. 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. Prerequisite: One of the following: 1) none; or 2) PHY 111L. Co-requisite: PHY 112.

Political Science (POS)

POS 100: Introduction to Political Science (Politics, Power and the Individual) **3 credits**

Reflection and analysis of basic questions: What is politics? How do institutions of our body politic affect the individual? How does the individual impact the "Goliath" that is government? More theoretical than Federal Government, and more practical than Political Thought.

POS 252: Federal Government **2 credits**

A survey of American government. Meets the teacher certification requirement for American Government.

POS 262: Arizona Government **1 credit**

A survey of Arizona History and Government. Meets the teacher certification requirement for Arizona Government.

POS 296: Social Research **3 credits**

Also JUS 296 and SOC 296. An exploration of the various methods used by social scientists to find answers to the questions posed by their subject matter. Includes basic terminology, concepts and practice using methods such as surveys, experiments, field research, and evaluation, as well as some unobtrusive methods. Prerequisite: SOC 101.

POS 300: Arizona/Federal Government **3 credits**

A survey of Arizona History and Government, as well as American government. Meets the teacher certification requirement for Arizona Government and 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 323: International Relations **3 credits**

A study of the history of international politics, contemporary world power structure, and international law and organization. Prerequisite: POS 100 or six (6) credits of history.

POS 344[Δ]: Political Thought **3 credits**

Consideration of major political thinkers and thoughts from classical to modern times, gleaned from primary and secondary sources. The student will explore and critique belief systems such as socialism and libertarianism, and specific concepts such as freedom, rights, democracy, and communitarianism. Prerequisite: POS 100.

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POS 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.

POS 363: Introduction to Probability and Statistics **3 credits**

Also JUS 363, PSY 363, and SOC 363. A study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

POS 370[Δ]: Politics, Religion, and Ethics **3 credits**

Integration of political premises within an ethical framework, generally, and with Christian principles, specifically. The student will also study the outcome of approaching the workings of government with other religious beliefs or their absence. Among the topics: Must a Christian obey the government? Should we support the welfare state or moral-based laws? Can a Christian be a politician? A Writing-Intensive course. Prerequisite: POS 100 or instructor's approval.

POS 380: Comparative Governments **3 credits**

Analysis of selected foreign governments, chosen for their differences in representative form, geographic and cultural distinctions, and maturity. The student will identify strengths and weaknesses, and discuss the relative moral worth of the paradigm between the state and the individual within each system. Prerequisite: POS 100.

POS 416: American Diplomatic History **3 credits**

Also HIS 416. The diplomatic history of the United States from independence to the present. A major emphasis is given to United States diplomacy and foreign policy since World War I. Prerequisite: Six (6) credits of history and/or political science, or instructor's approval.

POS 417: Constitutional History of the United States **3 credits**

A study of the origin, development, interpretations, and amendments to the United States Constitution. Special emphasis is given to the interpretation of the Constitution by the courts. Prerequisites: Six (6) credits of history or political science, or instructor's approval.

POS 497: Internship **4 credits**

Placement of student in a public policy, party, campaign, or other related agency or organization to further the student's integration of theory with practice. Prerequisites: Junior or senior status, and 15 credits of Political Science courses.

POS 498[Δ]: Advanced Topics: Political Science **3 credits**

An in-depth study of chosen topics such as Political Parties and Ideologies, Campaigns and Elections, Public Policy and Propaganda, and Issues of Death in Politics and Justice. A Writing-Intensive course. Prerequisite: Instructor's approval.

POS 499: Independent Study **1–4 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.

Public Safety Administration (PSA)

PSA 329[Δ]: Public Safety Seminar **3 credits**

An initial required, interdisciplinary course in the Public Safety Administration program is structured to offer tools to maximize academic learning performance throughout the program. The content of this course offers on-campus and online strategies, effectively organizes the academic degree plan, assesses prior learning, and presents research methodologies by linking professional and academic experiences.

PSA 330: Group Dynamics **3 credits**

This course examines how group behavior affects organizational effectiveness, decision-making, conflict resolution, and strategies for efficient group and task management within the public safety sector.

PSA 332: 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 337: Psychology of Professional Development **3 credits**

This course provides an introduction to concepts related to human personality development, a review of theoretical positions underlying personality, and an examination of factors contributing to both normal and abnormal personality characteristics. It also establishes a basis of perspective for analyzing and understanding human behavior.

PSA 350: Managerial Communications **3 credits**

This course examines personal and professional relationships through the use of effective verbal and non-verbal skills.

PSA 351: 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 360: Information Technology and Systems **3 credits**

This course focuses on the organizational, management, and technology dimensions of information systems. Although many

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technologies are covered, it is not intended to be a technology class.

PSA 433[Δ]: 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 435: Strategic Planning **3 credits**

This course deals with the fundamentals and application of strategic analysis and planning in public safety.

PSA 438: 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 439: 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 440[✝]: Ethics in Public Safety **3 credits**

This course explores case issues and philosophies as they relate to accountability in the public safety environment.

PSA 460: 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 490: 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 495: 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 **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 recourses, time constraints, and physical 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 101: General Psychology **3 credits**

This course is the foundation course in the science of behavior. It includes a study of the history of psychology, the brain, motivation, emotion, sensory functions, perception, intelligence gender and sexuality, human development, learning psychopathology and therapy.. Simple experiments constitute a basic part of the course.

PSY 102: General Psychology **4 credits**

This course is a foundational study in the science of behavior, including an overview of the history of psychology and discussion of 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

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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 315: Personality Psychology 3 credits

A study of the nature and causal determinants of human behavior, this course focuses upon the definition, development and assessment of personality. Theories studied include psychodynamic, neo-Freudian, trait and factor, cognitive, and behavioral theories. The Christian perspective on the nature of human personality will also be explored. Prerequisite: PSY 101.

PSY 324: Learning and Cognition 3 credits

This course encompasses theoretical and empirical problems of human learning and cognitive behavior. The nature of learning processes, memory, auditory and visual perception, information processing, concept attainment, problem solving and other issues related to cognitive science will be explored. Prerequisite: PSY 101.

PSY 327: Physiological Psychology 3 credits

This course emphasizes the relationship between the brain and behavior. The role of genetic, neural, hormonal, physiological processes, sensation, perception, motivation, and learning will be discussed within the context of recent research. Prerequisite: PSY 101, BIO 101 or BIO 181.

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 341: Lifespan Development 3 credits

This course in developmental psychology emphasizes the physical, social, cognitive, personality, and moral developments of an individual. The course is designed to provide an understanding of the transitions of life from conception to death. May not be taken with prior credit in Child Psychology (PSY 353) Prerequisite: PSY 101.

PSY 350[Δ]: Social Psychology 3 credits

Also SOC 350. This course is a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, altruism, attraction, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. A Writing-Intensive course. Prerequisite: PSY 101 or SOC 101.

PSY 351: Health Psychology 3 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 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 353: Child Psychology 3 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 will also be discussed. May not be taken with prior credit in Lifespan Development (PSY 341). Prerequisite: PSY 101.

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 363: Introduction to Probability and Statistics 3 credits

Also JUS 363, POS 363, and SOC 363. This course focuses upon elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

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 373: Adolescent Psychology 3 credits

This course is an examination of the meaning and significance of adolescence; physical, cognitive, moral, and religious development; and the influence of culture, gender expectations,

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family, peers, and schools on adolescent behavior. Prerequisite: PSY 101.

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 385: Human Sexuality 3 credits

Also SOC 385. Taught from a Christian perspective, this course focuses on the areas of human sexual development across the life span, physical unity in marriage, pregnancy and childbirth, sexual orientation, common problems in sexual behavior, and sexual values and ethics.

PSY 401: Psychology of Death and Dying 3 credits

This course is a study of the process of grief and dying. The psychological adjustments of the individual, family, and professional are examined. The student examines his or her own attitudes, values, and beliefs pertaining to death and dying.

PSY 414[Δ]: History and Systems of Psychology 3 credits

This course is a study of the origins, developments, influences, changes, and current systems of thought and experimentation in psychology. A Writing-Intensive course. Prerequisites: PSY 101 and senior status.

PSY 430: Industrial Psychology 3 credits

The application of social and organizational psychological methods and principles to business and industry. Topics to be covered include human behavior at work, personnel selection and evaluation, motivation and job satisfaction, management philosophies, leadership, group dynamics, employee-management relationships, job evaluation, work and equipment design, working conditions, accident and human errors, and consumer psychology. Prerequisite: PSY 101.

PSY 443: Fundamentals of Counseling and Guidance 3 credits

This course is designed for future teachers, ministers, business persons, counselors or social workers . . Emphasis is placed on the proper use of counseling models as a tool for guidance by persons in various occupations. Prerequisite: PSY 101.

PSY 450: Experimental Psychology 4 credits

This course is a lab course emphasizing both the theoretical and applied aspects of experimental design and research methodology. A variety of experiments are performed in areas such as learning, motivation, and perception. Prerequisites: Foundation courses and PSY 363.

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.

PSY 466: Abnormal Psychology 3 credits

This course is designed to help students understand assessment of mental illness and prevent mental illness by developing a better awareness of the emotional, functional, and physiological factors influencing mental health. Prerequisite: PSY 101.

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 490: Senior Seminar: Psychology Through the Eyes of Faith 3 credits

This course focuses upon the integration of psychological learning and faith issues, relevant to graduate schools and related careers in psychology. Particular focus is given to how a Christian perspective impacts the type of questions posed in the discipline. Prerequisites: Senior status and Psychology major.

PSY 497: Internship in Psychology 1–4 credits

The student is placed with an agency or organization in the community to gain practical insights and experience to complement their classroom learning. Every effort is made to place students in a setting corresponding to their interests or career goals. This course may be repeated for credit. Prerequisites: Instructor's approval and 12 credits of Psychology.

PSY 498: Advanced Topics in Psychology 3 credits

Topics of interest to psychologists but not covered in depth in other courses will be considered. Examples of topics include Motivation and Emotion, Psychology of Humor, Psychological Testing, Gender, Sensation and Perception, and Developmental Psychopathology. Prerequisite: PSY 101 or instructor's approval.

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.

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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 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 addresses the literature review, the hypothesis, a method section, and discussion of hypothetical results.

Reading Education (RDG)

RDG 509: Reading: Foundation and Framework **3 credits**

This course will examine the past trends in reading instruction in America and will address the effects of historical studies that impacted the evolution of reading instruction over the past half century. Attention will be focused on determining the core findings of important research studies and applying that knowledge to the reading profession. The national standards for the International Reading Association will be discussed as well, with the student ultimately creating an electronic portfolio based on those standards. This course meets the following professional standards for educators: IRA (1.1, 1.2, 1.3, 1.4, 5.2) and NBPTS (2, 4, 5).

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RDG 510: Curriculum and Instruction **3 credits**

The role of the teacher is to create meaningful learning experiences for the student. This course provides in-depth study of brain-compatible learning experiences. Course participants will learn about designing curriculum units and differentiating instruction for all students. Participants will use the skills associated with backward design, brain theory, and other learning theory principles. Additionally, participants will put into practice the skills of curriculum mapping and practical methods for differentiating learning in order to design a curriculum unit for a subject and grade level. The use of technology will be integrated. This course meets the national standards for the professional teacher competencies set by the International Reading Association (IRA). The IRA Standards addressed in this course are 1.1, 2.1, 2.2, and 2.3. Prerequisite: RDG 509.

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 non-standard varieties of English. That knowledge will be 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, 1.3, 2, 2.2, 2.3, 3, 3.1, 3.2, 3.4, and 5.

RDG 513: Reading and Writing: Secondary **4 credits**

This course helps 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 non-standard varieties of English. That knowledge will be 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, 1.3, 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 are 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 515: Children, Adolescents, and Learning **3 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 will apply course information practically to reading instruction. This course meets the following International Reading Association (IRA) Standards: 2, 3, and 5. Prerequisites: RDG 509 and RDG 510.

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 521: Developmental and Corrective Reading Process **3 credits**

The purpose of this course is to introduce participants to the barriers that prohibit students from learning to read. The course will provide participants with a working knowledge of common reading difficulties. Participants will be provided with informal diagnostic tools to diagnose common reading problems. Research-based intervention programs and guidelines for accessing appropriate resources to provide instructional support for students with reading difficulties will also be discussed. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, and 3.2. Prerequisites: RDG 509 and RDG 510.

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

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a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their school.

RDG 525: Literacy in a Multicultural Society 3 credits

Educators must be more effective in relating to persons of various cultures, promoting multicultural understanding, and facilitating maximal learning and personal development for all. This course is designed to develop understanding and appreciation of cultural differences (including values, attitudes, behaviors, abilities, and learning styles) present in both the general public and schools. Both theoretical constructs and practical applications of literacy in a multicultural society are emphasized. This course meets the following International Reading Association (IRA) Standards: 1.1, 5.1, and 5.4. Prerequisites: RDG 509 and RDG 510.

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 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 535: Descriptive Linguistics and Phonics 3 credits

Classroom demographics in American schools are rapidly changing. Teachers are experiencing a growing need to familiarize themselves with the structure and use of the English language in order to respond to the increasing linguistic diversity in schools. As more schools focus on reading and writing across the curriculum, teachers of all disciplines need to become proficient at analyzing students' linguistic abilities and developing content-specific strategies to ensure success in the classroom. This course provides foundational knowledge related to linguistic principles of the English language – the basics of phonetics, phonology, morphology, and syntax – while addressing the issues related to the usage of standard and non-standard varieties of English. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, and 3.4. Prerequisites: RDG 509 and RDG 510.

RDG 540: Research Techniques and Procedures 3 credits

This course is designed to facilitate the development of research knowledge and skills in the education profession. The course will provide participants with a foundation for data-driven decision-making, change, and improvement. Course participants will conduct action research related to their job roles and evaluate and interpret research literature. Students will evaluate theory, techniques, and design of scientific research. This course meets the International Reading Association Standards 1.2, 3.1, and 3.3, and the National Board of Professional Teaching Standards, proposition #4. Prerequisites: RDG 509, RDG 510, RDG 545, and RDG 535

RDG 545: Foundations, Cognition, and Literature 3 credits

The course focuses on using literature within a complete developmental literacy program from the emergent stage to the adult proficiency level. Particular emphasis will be dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres in order to meet specific instructional needs and literacy goals. Knowledge and skills will be developed to assist the student with applying the components of balanced literature-based literacy programs within their classroom or school setting. This course meets the following professional standards for educators: IRA (1.1, 1.2, 1.3, 2.2, 2.3, 4.1, 4.2, 5.3) and NBPTS (1, 2, 3, 4). Prerequisites: RDG 509 and RDG 510.

RDG 580: Practicum in Reading 3 credits

This course provides an in-depth study of the International Reading Association Standards by examining research-based approaches linking assessment and instruction. Teachers will learn to use a wide range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, instruction, and assessment. Students will develop individual case studies. This course meets the following International Reading Association (IRA) Standards: 1.3, 1.4, 2.2, 3.1, 3.2, and 3.4. Prerequisites: RDG 509, RDG 510, RDG 545, RDG 535, RDG 540, RDG 521, RDG 525, RDG 515, RDG 583.

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 583: Teaching Reading in the Content Areas 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 electronic texts are explored with a focus on strategies that are relevant in every content area. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, and 5.4. Prerequisites: RDG 509, RDG 510, RDG 535, RDG 521, and RDG 525.

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

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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.

Recreation (REC)

REC 313: Outdoor Recreation **3 credits**

A course designed to acquaint the student with the knowledge and experience of outdoor living and outdoor leadership skills. Camping, backpacking, and desert survival will be explored.

REC 423: Recreation Administration and Supervision **3 credits**

A study of the supervisory and administrative techniques to be used in the recreation profession. Staff and volunteer supervision, policy development, public and community relations, and management theories will be examined. Prerequisites: REC 213 or instructor's approval.

REC 424: Recreation Facility Management **3 credits**

A study of financing, marketing, and legal issues concerning the management of recreation and park facilities. Coursework will include a study of bonds, risk management, and the pricing structures of recreational facilities. Prerequisite: REC 213 or instructor's approval.

REC 425[Δ]: Recreation for Special Populations **3 credits**

A course designed to develop methods and techniques of leading therapeutic recreation activities in institutions. A Writing-Intensive course. Prerequisites: REC 213 or REC 215

REC 497A: Internship in Recreation A **1 credit**

The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

REC 497B: Internship in Recreation B **2 credits**

The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

REC 497C: Internship in Recreation C **1 credit**

The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

REC 497D: Internship in Recreation D **2 credits**

The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

Research (RES)

RES 615: Applied Research Development in Information Security **3 credits**

This course introduces students to the process of applied research proposal development. Students write and present a research proposal to evaluate the effectiveness of an information security best practice selected from one of the ten domains of the CBK.

RES 616: Qualitative and Quantitative Analysis **3 credits**

In this course, students evaluate qualitative and quantitative methods of data analysis for solving information assurance problems and conducting information security-related field research.

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 855: Understanding and Interpreting Data **3 credits**

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.

RES 861: Analysis of Existing Research **3 credits**

A deep knowledge base of scholarly work is required for any student interested in making a meaningful contribution to his/her field. This course emphasizes the approaches used in comprehensively evaluating previously conducted research, learning how to weigh the merits of certain seminal works, and finding patterns in the research over time that have led the discipline to its current state. The learner is prepared after taking this course to coordinate a comprehensive and cogent literature view that demonstrates deep content knowledge and helps to identify gaps and tensions that exist in the current body of research. This exploration also helps the learner see the trends in

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methodology and approaches to research that have been conducted in the past as a means of informing future research initiatives. In a dissertation, this work is done in chapter 2 and learners leave the class ready to write this chapter. Prerequisite: RES 811.

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 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 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. Prerequisite: RES 862.

Residency (RSD)

RSD 801: Residency I: Identifying the Topic and Process **2 credits**

This residency orients students to the academic community. The nature of scholarly inquiry is discussed. Sessions address topics such as scholarly discourse, scholarly engagement, and membership in the scholarly community. Major streams of literature in leadership are discussed and areas of opportunity for future research are identified.

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.

Secondary Education (SED)

SED 420N: Adolescent Literacy

This course is designed to assist teacher candidates in understanding, evaluating and promoting effective pedagogy in adolescent literacy. Emphasis will be on adolescents and fluency, vocabulary skills, literary elements of narrative text, literary elements of expository text, evaluating adolescent literature for readability and motivation, adolescent literature based pedagogy, critical literacy and strategies in promoting critical literacy. Practicum hours - 30. Prerequisites: Fingerprint Clearance, EDU 363N, SPE 325N, ESL 433N, SED 442N.

SED 430N: Critical Issues in Secondary Education

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 hours: 30. Prerequisite: Fingerprint Clearance.

SED 442: Secondary Methods **3 credits**

This course is designed to help teachers and prospective teachers of young adults find their own teaching styles and recognize the different learning styles of their students in order to make appropriate decisions about all aspects of the teaching act. Emphasis is given to teaching methodology that encourages problem-solving, active participation, and assessment. Practicum hours - 15. Prerequisites: Fingerprint Clearance, EDU 303, and EDU 313 (may be taken concurrently); EDU 363 is recommended.

SED 442N: Secondary Theory and Methods **3 credits**

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate decisions about all aspects of teaching. Major emphasis is given to planning instructional objectives, planning lessons, assessing objectives, and developing teaching

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methodology, which encourages problem-solving, active participation, and assessment. Practicum hours - 15. Prerequisites: Fingerprint Clearance.

SED 443: Secondary Curriculum Development and Assessment **3 credits**

In this study of secondary school curriculum development, major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing a model curriculum. Practicum hours - 15. Prerequisites: Fingerprint Clearance and SED 442; SED 443 and SED 442 may be taken concurrently.

SED 443N: Secondary Curriculum Development and Assessment **3 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 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. This course focuses on the principles and practices involved in curriculum design. Participants will develop their own curriculum unit. Practicum hours - 15. Prerequisites: Fingerprint Clearance and SED 442N; SED 443N and SED 442N may be taken concurrently.

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 hours: 30. Prerequisite: Fingerprint Clearance.

SED 452: Learning Strategies Secondary School **3 credits**

This course is designed to assist pre-service and in-service teachers in developing a broad range of reading (to include decoding), teaching, and learning strategies to effectively enhance the learning of middle and secondary school students. A major emphasis is given to utilization of these strategies in the midst of today's socially and culturally diverse classrooms. Practicum hours - 30. Prerequisites: Fingerprint Clearance.

SED 452N: Reading and Learning Strategies for Middle and Secondary Schools **3 credits**

This course is designed to assist pre-service and in-service teachers in developing and implementing a broad range of literacy strategies to effectively enhance the content area 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. Practicum hours - 30. Prerequisites: 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 hours: 30. Prerequisites: Fingerprint Clearance, EDU 215, and EDU 230.

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 hours: 20. Prerequisites: Fingerprint Clearance and SED 444.

SED 462: Secondary Practicum **3 credits**

Taken concurrently with SED 452. this is a school-centered experience designed to provide prospective teachers with intensive involvement in a middle or secondary school with students and classroom teachers. May be taken concurrently with SED 442/542c. Prerequisites: EDU 303. Co-requisite: Must be taken concurrently with SED 452.

SED 480A: Student Teaching: Secondary School **6 credits**

The semester includes seminars in classroom management, assessment and professional preparation, and curriculum development. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admittance to the College of Education, completion of all secondary education coursework, and senior status.

SED 480B: Student Teaching: Secondary School **6 credits**

The semester includes seminars in classroom management, assessment and professional preparation, and curriculum development. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admittance to the College of Education, completion of all secondary education coursework, and senior status.

SED 480NA: Student Teaching: Secondary School **6 credits**

Teacher candidates are required to fulfill a 16-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 curriculum development, and to utilize applicable content standards, Arizona Professional Teacher's Standards, and Interstate New Teacher Assessment and Support Consortium Standards within the classroom. Prerequisites: One of the

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following combinations: 1) Admittance to the College of Education, completion of all secondary education coursework, and senior status; 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.

SED 480NB: Student Teaching: Secondary School 6 credits

This session is a continuation of Session A. Prerequisites for B: One of the following combinations: 1) Admittance to the College of Education, completion of all secondary education coursework, and senior status; or 2) 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 hours – 15. Prerequisite: SED 444.

SED 483: Methods of Teaching Science in Secondary Schools 4 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 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 hours: 30. Prerequisites: Fingerprint Clearance and SED 444.

SED 523N: Adolescent Literacy 3 credits

This course is designed to assist teacher candidates in understanding, evaluating and promoting effective pedagogy in adolescent literacy. Emphasis will be on adolescents and fluency, vocabulary skills, literary elements of narrative text, literary elements of expository text, evaluating adolescent literature for readability and motivation, adolescent literature based pedagogy, critical literacy and strategies in promoting critical literacy. Practicum hours - 30. Prerequisites: Fingerprint Clearance, EDU 363N, SPE 325N, ESL 433N, SED 442N.

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 hours: 30. Prerequisite: Fingerprint Clearance.

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 hours: 15. Prerequisite: Fingerprint Clearance.

SED 542: Secondary Theory and Methods 3 credits

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate decisions about all aspects of teaching. Major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem-solving, active participation, and assessment. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

SED 542N: Secondary Theory and Methods 3 credits

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate decisions about all aspects of teaching. Major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem-solving, active participation, and assessment. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

SED 543: Secondary Curriculum Development and Assessment 3 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 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. This course focuses on the principles and practices involved in curriculum design. Participants will develop their own curriculum unit. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

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SED 543N: Secondary Curriculum Development and Assessment **3 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 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. This course focuses on the principles and practices involved in curriculum design. Participants will develop their own curriculum unit. Practicum hours - 15. Prerequisites: PHI 303; EDU 313N; SED 442N; SED 452N and SED 462N may be taken concurrently with this course.

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 hours: 15. Prerequisite: Fingerprint Clearance.

SED 552: Reading Strategies for Middle and Secondary Schools **3 credits**

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. A major emphasis is given to the use of reading strategies for culturally and socially diverse classrooms including the use of literacy-based instruction in all content areas. The development and use of integrated and thematic approaches of instruction are addressed. Students are expected to observe and assist in a 7-12 classroom while taking this course. Practicum hours – 30. Prerequisite: Fingerprint Clearance.

SED 552N: Reading Strategies for Middle and Secondary Schools **3 credits**

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. A major emphasis is given to the use of reading strategies for culturally and socially diverse classrooms including the use of literacy-based instruction in all content areas. The development and use of integrated and thematic approaches of instruction are addressed. Students are expected to observe and assist in a 7-12 classroom while taking this course. Practicum hours – 30. 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 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 hours: 30. Prerequisite: Fingerprint Clearance.

SED 570N: 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 analyze various educational issues and will self-evaluate their own positions as they develop a personal belief system about their role as a secondary education teacher. Prerequisites: Fingerprint Clearance, EDU 520N, SED 552N.

SED 580A: Student Teaching Internship: Secondary I **6 credits**

Students are required to fulfill an 8-week internship experience in a classroom with a certified teacher. This course must be taken immediately preceding SED 580B Secondary II Student Teaching.

SED 580B: Student Teaching Internship: Secondary II **6 credits**

Students are required to fulfill an 8-week internship experience in a classroom with a certified teacher. This course must be taken immediately following SED 580A Secondary I Student Teaching.

SED 580NA: Student Teaching Internship: Secondary I **6 credits**

Teacher candidates are required to fulfill a 16-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 curriculum development, and to utilize applicable content standards, Arizona Professional Teacher's Standards, and Interstate New Teacher Assessment and Support Consortium Standards within the classroom. Prerequisites for A: All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. One of the following combinations: 1) Successful completion of all courses in the Program of Study, a 3.0 GPA, and approval and placement by the Office of Field Placement and Certification; or 2) 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 Assessments (AEPA).

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SED 580N-B: Student Teaching Internship: Secondary II **6 credits**

This session is a continuation of Session A. Prerequisite for B: SED 580NA.

Sociology (SOC)

SOC 101: Introduction to Sociology **3 credits**

A general overview of the concepts, theories, and methods used by sociologists to describe and explain the effects of social structure on human behavior. Course stresses development of the sociological perspective in everyday life.

SOC 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.

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 **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 270: Contemporary American Families **3 credits**

A survey of the important trends and issues facing families today. Emphasis is placed on establishing the existence and dimensions of the trends and analysis of the impact of these trends on individuals, couples, children and larger society. Legislative and political efforts to impact these trends will also be considered.

SOC 296: Social Research **3 credits**

Also JUS 296 and POS 296. An exploration of the various methods used by social scientists to find answers to the questions posed by their subject matter. Includes basic terminology, concepts and practice using methods such as surveys, experiments, field research, and evaluation research, as well as some unobtrusive methods. Prerequisite: SOC 101.

SOC 313: Cultural Anthropology **3 credits**

A study of the variety of cultures that have developed in human society. Attention is given to preliterate peoples in comparison with our own and other cultures. The origin and development of the cultures, their technologies, economies, social organizations, and beliefs are surveyed. Prerequisite: SOC101.

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 333: Marriage and the Family **3 credits**

Designed as a practical look at the subject with emphasis on understanding and applying the sociological research on marriage and family life to the student's present and future life. Cross-cultural and historical information is also presented. Prerequisite: SOC 101 or instructor's approval.

SOC 341: Social Problems **3 credits**

A survey of the various issues and problems faced by contemporary American society including crime, drug abuse, sexual variance, poverty, overpopulation, and family relations. Emphasis is placed upon how these problems arise from and are perpetuated by our modern social structure. Prerequisite: SOC 101.

SOC 350[Δ]: Social Psychology **3 credits**

Also PSY 350. A study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. A Writing-Intensive course. Prerequisite: PSY 101 or SOC 101.

SOC 353: Urban Sociology **3 credits**

An analysis of the evolution of the city, emphasizing the similarities and differences between cities of the past and cities today. An overview of major urban theorists is used to examine the experience of living in cities today, especially our definition and response to urban problems. Prerequisite: SOC 101.

SOC 363: Introduction to Probability and Statistics **3 credits**

Also JUS 363, POS 363, and PSY 363. A study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

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SOC 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 PSY 369. Prerequisite: PSY 102 or SOC 102.

SOC 383: Drug Abuse and Behavior **3 credits**

Also BlO 383 and HLT 383. An exploration of the problems of drub abuse and approaches toward solutions of those problems. Topics include pharmacology and epidemiology of drug use; psychological, legal, social, and cultural implications and principles of program planning. Prerequisite: SOC 341 or instructor's approval.

SOC 385: Human Sexuality **3 credits**

Also PSY 385. Taught from a Christian perspective, this course focuses on the areas of human sexual development across the life span, physical unity in marriage, pregnancy and childbirth, common problems in sexual behavior, and sexual values and ethics.

SOC 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.

SOC 423: American Minority Peoples **3 credits**

A study of the various minority groups in the United States and their sociological significance in the history of our nation and in our current culture. The history and present status of American immigration policy are also considered. Prerequisite: SOC 101 or instructor's approval.

SOC 431: Social Work **3 credits**

An overview of the training, tasks, and opportunities in the profession of social work. The student will be introduced to the skills, knowledge base, and functional role of the social worker. Exposure to various settings of social work practice will be provided. Prerequisites: SOC 101 and SOC 341.

SOC 483[Δ]: History of Social Thought **3 credits**

A study of social thought from ancient to modern times with emphasis on 19th-and 20th-century thought. Emphasis is placed upon how current social theories have been influenced by, but are different from, earlier social thought. A Writing-Intensive course. Prerequisite: SOC 101 or instructor's approval.

SOC 497: Internship in Sociology **1–4 credits**

The student is placed with an agency or organization in the community to gain practical insights and experience to complement their classroom learning. Every effort is made to place students in a setting corresponding to their interests or career goals. May be repeated for credit. Prerequisite: Instructor's approval and 12 credits of Sociology.

SOC 498: Advanced Topics in Sociology **3 credits**

Topics of interest to sociologists but not covered in-depth in other courses will be considered. The content (topic) will change each time the course is offered, so it may be repeated for credit. Examples of topics might include: Women in America, Suicide, Third World Issues, Social Movements, Collective Behavior, Social Inequality and Stratification, Sociology of Religion, Sociology of Health and Illness, Sociology of Mental Illness, Juvenile Delinquency, or Aging. Prerequisite: SOC 101 or instructor's approval.

SOC 499: Independent Study **1–4 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.

Spanish (SPA)

SPA 101: Elementary Spanish I **3 credits**

This course builds a foundation in the skills of listening, speaking, reading, and writing through the use of a text-workbook, classroom conversational practice, and outside cultural activities. Co-requisite: SPA 101L.

SPA 101L: Elementary Spanish I Lab **1 credit**

A lab course designed to complement and support the principles learned in SPA 101. Co-requisite: SPA 101.

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SPA 102: Elementary Spanish II **3 credits**

Continuation of SPA 101. Prerequisite: SPA 101 or equivalent. Co-requisite: SPA 102L.

SPA 102L: Elementary Spanish II Lab **1 credit**

A lab course designed to complement and support the principles learned in SPA 102. Co-requisite: SPA 102.

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 I 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 311: Spanish Conversation **3 credits**

This course helps the student to speak with fluency and standard pronunciation, to develop facility in the language, and to become conversant with culture, common expression, and everyday usage. Prerequisite: SPA 202 or instructor's approval.

SPA 312[Δ]: Composition and Grammar **3 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. A Writing-Intense course. Prerequisite: SPA 311 or instructor's approval.

SPA 319: Business and Professional Spanish **3 credits**

For the students already conversant in Spanish, this course is designed to give specific vocabulary and terminology distinctive in particular careers and professions (Business, Education, Law, Medicine, Ministry, Public and/or Social Services). Prerequisite: SPA 311 or instructor's approval.

SPA 342: Introduction to Literature in Spanish **3 credits**

Introduction to literary concepts, terminology, and theory with application to poetic, dramatics, and prose texts. Will include some study of Hispanic culture. Prerequisite: SPA 312 or instructor’s approval.

SPA 362[Δ]: Advanced Grammar and Composition **3 credits**

A course designed to provide an extensive review of Spanish language. The development of self-correction skills will be encouraged through the study of model texts by Spanish authors. A Writing-Intensive course. Prerequisite: SPA 312 or instructor's approval.

SPA 363: Spanish Civilization **3 credits**

In this course, students study the history, geography, and people of Spain through a chronological view of the colonization and civilization of the peninsula until the present. Prerequisite: SPA 312 or instructor's approval.

SPA 373: Hispanic Civilization **3 credits**

A study of the colonizing practices of Spain in the New World and their relevance to modern problems. Prerequisite: SPA 312 or instructor's approval.

SPA 383: Civilization of the Spanish Southwest **3 credits**

This course provides a study of the development of Hispanic civilization in the Southwest United States from the 16th Century. Prerequisite: SPA 312 or instructor's approval.

SPA 413: Spanish Literature **3 credits**

This course is designed to expand the student's knowledge of the literature and civilization of Spain. Prerequisite: SPA 342 or instructor's approval.

SPA 423: Hispanic Literature **3 credits**

This course provides a survey of Hispanic literature from the Colonial period to the present, emphasizing literary periods, style, and text analysis. Prerequisite: SPA 342 or instructor's approval.

SPA 493: Contemporary Issues **3 credits**

This course is designed to discuss and analyze contemporary events and issues in the Spanish-speaking world. Specific topics to be announced each offering. Prerequisite: SPA 311 or instructor's approval.

Special Education (SPE)

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

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process, appropriate instructional modifications and accommodations for exceptional students, hot topics and trends, and IDEA law. Practicum hours: 15. Prerequisite: Fingerprint Clearance.

SPE 325[Δ]: Educating Learners With Diverse Needs 3 credits

This course is a survey of the unique learning needs of exceptional students. Special focus will be given to the referral process, appropriate instructional modifications and accommodations for exceptional students, and IDEA law. A Writing-Intensive course. Practicum hours – 15. Prerequisites: Fingerprint Clearance and PSY 101.

SPE 325N: Educating Learners With Diverse Needs 3 credits

Emphasis will be placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom. Practicum hours—15. Prerequisites: Fingerprint Clearance.

SPE 329: 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. Prerequisites: No Fingerprint Clearance necessary.

SPE 329N: 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. Prerequisites: No Fingerprint Clearance necessary.

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. No Fingerprint Clearance necessary.

SPE 340: Special Education in Litigation and Law 3 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

SPE 340N: Special Education in Litigation and Law 3 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.

SPE 345: Characteristics of Students With Mental Retardation 3 credits

This course is an advanced study to provide the prospective special education teacher with an understanding of persons with mental retardation (MR), including related theories, research, characteristics, and etiology of mental retardation. Prerequisites: SPE 325/525, EDU 303.

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 Mental Retardation and Strategies to Teach Individuals With MR 4 credits

The focus of this course is to provide the teacher candidate in special education with knowledge of MR, including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with MR are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with MR in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with MR. Practicum hours: 20. Prerequisites: Fingerprint Clearance, SPE 226, and SPE 330.

SPE 352: Characteristics of Mental Retardation and Strategies to Teach Individuals With MR 3 credits

The focus of this course is to provide the teacher candidate in special education with knowledge of MR, including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with MR will be emphasized. Effective teaching strategies for planning, implementing, and

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evaluating instruction based on appropriate assessment for elementary and secondary students with MR in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329, and SPE 325.

SPE 352N: Characteristics of Mental Retardation and Strategies to Teach Individuals With MR 3 credits

The focus of this course is to provide the teacher candidate in special education with advanced knowledge of MR, including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with MR will be emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with MR in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329N, and SPE 325N.

SPE 354: Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD 3 credits

The focus of this course is to provide the teacher candidate 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 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 will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329, and SPE 325.

SPE 354N: Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD 3 credits

The focus of this course is to provide the teacher candidate in special education with advanced knowledge of LD, including the history with attention to law and litigation, definition, causes, and characteristics of learning disabilities in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD 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 will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Teacher candidates will actively participate in a class for students with LD. Practicum hours - 15. Prerequisites: SPE 329N and SPE 325N.

SPE 355: Characteristics of Students With Learning Disabilities 3 credits

This course is designed to provide the prospective special education teacher with advanced knowledge of the etiology of learning disabilities by discussing diagnostic techniques and related remedial practices. Prerequisites: SPE 325, EDU 303.

SPE 356: 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 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 EBD. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329, and SPE 325.

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: SPE 329N and SPE 325N.

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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 hours: 20. Prerequisites: SPE 226 and SPE 330.

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 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 hours: 20. Prerequisites: SPE 226 and SPE 330.

SPE 365: Characteristics of Students With Emotional and Behavioral Disorders **3 credits**

This course is an advanced study of the characteristics of individuals with emotional and behavioral disorders and the school-based educational programs designed to meet their needs. Prerequisites: SPE 325, EDU 303.

SPE 371: Education of Students With Physical and Health Impairments **3 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. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329, and SPE 325.

SPE 371N: Education of Students With Physical and Health Impairments **3 credits**

This course provides students with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Students investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329N, and SPE 325N.

SPE 376: Strategies for Teaching Students With Learning Disabilities **3 credits**

Students will learn methods and techniques of planning, implementing, and evaluating instructional strategies for educating elementary and secondary students with learning disabilities in special and regular education classes. A 45-credit K-12 school-centered practicum will be included in the coursework. Prerequisites: Admittance to the Teacher Education program, SPE 325, and SPE 355 or SPE 365 (may be taken concurrently), EDU 303.

SPE 386: Strategies for Teaching Students With Emotional and Behavioral Disorders **3 credits**

Students will learn methods and techniques of planning, implementing, and evaluating instructional strategies for educating elementary and secondary students with emotional and behavioral problems in special and regular education classrooms. A 45-credit K-12 school-centered practicum will be included in the coursework. Prerequisites: Admittance to the Teacher Education program, SPE 325, and SPE 355 or SPE 365 (may be taken concurrently), EDU 303.

SPE 435: Diagnosis and Assessment in Special Education **3 credits**

This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess

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learning needs of exceptional students. Practicum hours – 15. Prerequisites: SPE 325, EDU 303.

SPE 435N: Diagnosis and Assessment in Special Education **3 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, conducting meetings and conferences with parents and school professionals. A school-based practicum provides participants with experiences in standardized testing and case studies, problem-solving meetings, cooperative team planning, and inclusion processes. Practicum hours – 15. Prerequisites: SPE 325N, EDU 303N.

SPE 448B: Student Teaching in Special Education: Cross Categorical **6 credits**

Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in special education classrooms. The experience includes assessing, planning, and teaching lessons; managing behavior; and collaborating professionally. Prerequisites: Required special education courses for certificate, 2.50 GPA, and senior status.

SPE 448NB: Student Teaching in Special Education: Cross Categorical **6 credits**

Teacher candidates demonstrate mastery of the Arizona Professional Teacher's Standards and Council for Exceptional Children International Standards for Entry into Professional Practice in teaching students with disabilities for one semester. Under the direction of a certified special educator, the experience includes assessing, planning, and teaching lessons; managing behavior; and collaborating professionally. Prerequisite: EED 480NA.

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 hours: 15.

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 hours: 15.

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 (EBD). Causes, assessment, and appropriate interventions for students with EBD are discussed along with current over- and under-representation across populations. Practicum hours: 15.

SPE 514: Strategies to Teach Individuals With Mental Retardation **4 credits**

The focus of this course is to provide advanced knowledge of mental retardation (MR), including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated, 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 MR are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with MR in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR. Practicum hours: 15.

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 525: Educating Learners With Diverse Needs **3 credits**

Emphasis will be placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs;

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social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

SPE 525N: Educating Learners With Diverse Needs 3 credits

Emphasis will be placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

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 hours: 15.

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 529: 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.

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 530N: Effective Collaborative Processes 3 credits

In this course, emphasis is placed on practical applications of skills and strategies that are needed to fulfill the roles and responsibilities of educators and meet 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 diverse learners. Collaborative models and professional roles/responsibilities are also addressed. Practicum hours: 15. Prerequisite: Fingerprint Clearance.

SPE 535: Assessment and Diagnosis in Special Education 3 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 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 hours – 15. Prerequisites: SPE 529, SPE 525, One of more areas of disability: SPE 545 and SPE 596, or SPE 555 and SPE 576, or SPE 565 and SPE 586, or SPE 571, as well as SPE 535, and SPE 572.

SPE 535N: Assessment and Diagnosis in Special Education 3 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 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 hours – 15. Prerequisites: SPE 529N, SPE 525N, Characteristics and Strategies courses for MR, LD, or ED.

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 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 hours: 20. Prerequisites: SPE 522 and SPE 526.

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.

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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 hours: 15.

SPE 540: Special Education Litigation and Law 3 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. Prerequisites: SPE 529 and SPE 525.

SPE 540N: Special Education Litigation and Law 3 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.

SPE 545: Characteristics of Students with Mental Retardation 3 credits

The focus of this course is to provide the prospective special education teacher with advanced knowledge of MR, including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies addressed. Participants will actively participate in a class for students with MR. Prerequisites: SPE 529 and SPE 525.

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 548A: Student Teaching: Cross-Categorical I 6 credits

Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. This is an 8-week experience that must be taken immediately preceding SPE 548B Student Teaching II.

SPE 548B: Student Teaching: Cross-Categorical II 6 credits

Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. This is an 8-week experience that must be taken immediately following SPE 548A Student Teaching I.

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

Teacher candidates demonstrate mastery of the Arizona Professional Teacher's Standards and Council for Exceptional Children International Standards for Entry into Professional Practice in teaching students with disabilities for one semester. Under the direction of a certified special educator, teacher candidates will assess students with disabilities, plan and teach lessons, manage behavior, participate in IEP meetings, design and implement a behavior management program, and conduct a case study. The setting in which student teaching is conducted must have at least 3 of the following disability categories represented: emotional disability, learning disability, mental retardation, physical impairment, and/or health impairment. 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); 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.

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

This session is a continuation of Session A. Prerequisite for B: SPE 548NA.

SPE 550: Special Education Finance 3 credits

Participants investigate the policies, practices, and issues relating to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting. Prerequisites: Required courses for Certification in Special Education. Prerequisites: SPE 529 and SPE 525.

SPE 550N: Special Education Finance 3 credits

Participants investigate the policies, practices, and issues relating to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting. Prerequisites: Required courses for Certification in Special Education.

SPE 552N: Characteristics of Mental Retardation and Strategies to Teach Individuals With MR 3 credits

The focus of this course is to provide the teacher candidate in special education with advanced knowledge of MR, including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with MR will be emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for

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elementary and secondary students with MR in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 529N, and SPE 525N.

SPE 553: Characteristics of Mental Retardation and Strategies to Teach Individuals With MR 4 credits

The focus of this course is to provide teacher candidates in special education with advanced knowledge of mental retardation (MR), including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated, and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with MR are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with MR in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR. Practicum hours: 20. Prerequisites: Fingerprint Clearance, SPE 522, and SPE 526.

SPE 554N: Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD 3 credits

The focus of this course is to provide the teacher candidate in special education with advanced knowledge of LD, including the history with attention to law and litigation, definition, causes, and characteristics of learning disabilities in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD investigated, and assessment techniques and effective teaching strategies 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 will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Teacher candidates will teach lessons in a class for students with LD. Practicum hours – 15. Prerequisites: SPE 529N and SPE 525N.

SPE 555: Characteristics of Students With Learning Disabilities 3 credits

The focus of this course is to provide the prospective special education teacher with advanced knowledge of LD, including the history with attention to law and litigation, definition, causes, and characteristics of learning disabilities in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD investigated, and assessment techniques and effective teaching strategies addressed. Participants will actively participate in a class for students with LD. Prerequisites: SPE 529 and SPE 525.

SPE 556N: 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: SPE 529N and SPE 525N.

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 hours: 20. Prerequisites: SPE 522 and SPE 526.

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

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necessary to meet the individual needs of students with EBD. Practicum hours: 20. Prerequisites: SPE 522 and SPE 526.

SPE 560: Special Education Program Development 3 credits

Participants will demonstrate understanding of principles and processes of special education program development by designing, implementing, and evaluating programs for students with special needs. Prerequisite: All required courses for the program must be completed before taking this course.

SPE 560N: Special Education Program Development 3 credits

Participants demonstrate understanding of principles and processes of special education program development by designing, implementing, and evaluating programs for students with special needs. Prerequisites: Required courses for Certification in Special Education.

SPE 563: Physical Education for the Exceptional Child 3 credits

Participants will develop skills in methods and techniques of teaching exceptional students motor activities individually and in groups. Emphasis will be placed on creating individualized lesson plans with specific goals and objectives. Prerequisite: All required courses for the program must be completed before taking this course.

SPE 565: Characteristics of Students with Emotional Disabilities 3 credits

The focus of this course is to provide the prospective special education teacher with advanced knowledge of ED, including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with emotional and behavioral disorders. Students will investigate theories and models of emotional and behavioral disorders and related treatments. Assessment techniques and the factors involved in a diagnosis of behavior and emotional disorders are also addressed. Students will actively participate in a class for students with emotional and behavioral disabilities. Prerequisites: SPE 529 and SPE 525.

SPE 570: Action Research in Special Education 3 credits

Participants collaboratively engage in identifying personally significant and relevant problems in special education, reviewing the literature, designing and implementing research methodology, and evaluating results. Plans for further research are identified. Prerequisites: SPE 529, SPE 525, and SPE 535.

SPE 570N: Action Research in Special Education 3 credits

Participants collaboratively engage in identifying personally significant and relevant problems in special education, reviewing the literature, designing and implementing research methodology, and evaluating results. Plans for further research are identified.

SPE 571: Educational Implications for Students With Physical and Health Impairments 3 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 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. Practicum hours – 15. Prerequisites: SPE 529 and SPE 525.

SPE 571N: Educational Implications for Students With Physical and Health Impairments 3 credits

This course provides students with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Students investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 529N, and SPE 525N.

SPE 572: Philosophical and Social Issues in Education 3 credits

Participants will investigate historical, philosophical, and sociological influences that have shaped American education and current issues and future challenges facing educators . Activities include interviews and observations in the school and community. Each participant will create a personal philosophy of education.

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 activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. Practicum hours: 15. Prerequisites: Fingerprint Clearance, SPE 522, and SPE 526.

SPE 576: Strategies for Teaching Students With Learning Disabilities 3 credits

This course is designed to advance the special educator's understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with LD. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Participants will teach lessons in a class for students with LD. Prerequisites: SPE 529, SPE 525, and SPE 555.

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SPE 586: Strategies for Teaching Students With Emotional Disabilities **3 credits**

This course is designed to advance the special educator's understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ED. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with ED in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the behavior management plan necessary to meet the individual needs of students with ED. Participants will teach behavior in a class for students with ED. Prerequisites: SPE 529, SPE 525, and SPE 565.

SPE 590: Assistive Technology in Special Education **3 credits**

Participants become skilled at applying modifications and adaptations available through current low-tech and high-tech assistive devices designed to address individual needs for an appropriate education. Prerequisites: SPE 529, SPE 525, Characteristics and Strategies courses for MR, LD, ED, or P/HI, SPE 535.

SPE 590N: Assistive Technology in Special Education **3 credits**

Participants become skilled at applying modifications and adaptations available through current low-tech and high-tech assistive devices designed to address individual needs for an appropriate education.

SPE 595: Global Issues in Special Education **3 credits**

Participants explore special education programs and issues and in countries throughout the world and establish direct communication with special educators worldwide.

SPE 595N: Global Issues in Special Education **3 credits**

Participants explore special education programs and issues in countries throughout the world and establish direct communication with special educators worldwide.

SPE 596: Strategies for Teaching Students With Mental Retardation (MR) **3 credits**

This course is designed to advance the special educator's understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with MR. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with MR in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR. Prerequisites: SPE 529, SPE 525, SPE 545.

Systems Management (SYM)

SYM 180: Computer Application Modules **1 credit**

Basic studies of applications of electronic data processing. Modules include

A Word Processing

B Beginning Spreadsheets

J Accounting Applications (Prerequisite: ACC 211)

L Presentation Graphics

SYM 301: Principles of Information Systems **3 credits**

This introductory course covers the fundamental principles of information systems; integrates topics of management, organization, information, technology, and the systems approach; and emphasizes the planning, design, and implementation of information systems to aid decision-making.

SYM 302: Database and Decision Support Systems **3 credits**

This in-depth examination of database systems and the various computer-based support systems that are used to aid decision-making examines database systems, decision support systems, expert systems, and group decision support systems. Emphasis is on appropriate application and implementation. Quantitative and qualitative decision-making models and tools will be covered. Prerequisite: SYM 301.

SYM 303: Systems Analysis and Design **3 credits**

This course discusses systems thinking and behavior as they apply to business environments. An overview of modeling and simulation will be discussed in terms of gaining insights into business issues, emphasizing the benefits of using these tools in areas where effective decision-making is critical. Students will be expected to complete several individual modeling and simulation projects using a higher level, object-oriented (drag and drop) simulation application. No programming experience is required. Prerequisite: SYM 301.

SYM 304: Designing Business Web Pages **3 credits**

Student will learn to design and evaluate web pages for business applications. Considerations regarding internal organization and external user needs are discussed, along with evaluations of existing Internet Web sites. Types of available software applications are also considered. This is a hands-on course where students will be required to design simple sites on an individual basis and interconnected sites on a teaming basis. Prerequisite: SYM 301.

SYM 305: Business Programming **3 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. Includes an introduction to visual programming languages. Prerequisite: SYM 301.

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SYM 306: Data Communications and Networking 3 credits

This course focuses on the concepts, architectures, components, protocols, and standards for message movement within information networks. Involves extensive use of the network design process to develop detailed understanding regarding the integration of business and information technology perspectives. Prerequisite: SYM 301.

SYM 501: Applied Business Probability and Statistics 3 credits

This course is designed for students who have not had statistics in their undergraduate work or for those who desire a refresher in mathematics. Topics covered include the theory and application of basic mathematic rules, algebraic formulae and manipulations, graphing, probability principles, and descriptive and inferential statistics.

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 603: Information Systems 3 credits

Students examine managerial issues associated with the application of information systems in business settings. Beginning with an analysis of the broad meaning and nature of information and systems, the focus narrows specifically to computer technologies, configurations, and applications as tools to benefit business environments and then expands to the Internet and World Wide Web as they apply to strategic global enterprise systems.

SYM 633: Fundamentals of Six Sigma 3 credits

This course provides students with an overview of the history of quality programs, the six sigma methodology (commonly known as DMAIC), and introductory process measurement and improvement tools including process mapping, data collection, Pareto analysis, and identifying root cause. Successful completion of the course results in initial progress towards Six Sigma Green Belt certification.

SYM 634: Advanced Six Sigma 3 credits

This course focuses on Six Sigma process improvement. Students are instructed in the most common techniques of analyzing and improving business processes within the Six Sigma framework. Key topics include defining capability, determining sigma level, verifying root cause, conducting regression analysis, calculating COPQ, and developing control plans. Successful completion of the course is designed to result in fulfilling the requirements for Six Sigma Green Belt certification. Prerequisite: SYM 633.

SYM 635: Applied Six Sigma 3 credits

This course covers advanced problem solving using the Six Sigma methodologies. The course provides instruction on the first three phases of the DMAIC methodology using an applied project, including advanced statistical analysis methods, design of experiments, and presentation of project findings. Successful completion of the course is designed to result in fulfilling the requirements for Six Sigma Black Belt certification. Prerequisite: SYM 634.

SYM 653: Business Programming Management 3 credits

This course will focus on the analysis of business problems and information management issues to design and implement the software component of an organizational information system. Emphasis is placed on structured design and programming that includes an introduction and examination of visual programming languages.

SYM 654: Database Management System 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

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this course, students have established a wide repertoire of methods and strategies that are research-based and easily modified to today's complex classroom.

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 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. 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 509: Instructional Technology: Foundation and Framework **3 credits**

This course orients students to the program, the technology challenges in today's classroom, and the national standards guiding them. It includes an introduction to creating a professional portfolio. All of the listed objectives meet the International Society for Technology in Education Standards for Teachers. Prerequisite: Teaching experience – 3 years.

TEC 510: Curriculum and Instruction **3 credits**

This course provides in-depth study of brain-compatible learning experiences, designing curriculum units, and differentiating instruction for all students. Participants will use the skills of backward design, brain theory, other learning theory principles, curriculum mapping, and practical methods of differentiating learning to design a curriculum unit for a subject and grade level. The use of technology will be integrated in the course curriculum from the beginning. This course meets the International Society for Technology in Education (ISTE) Standard 2. Prerequisite: TEC 509.

TEC 525: Schools in a Multicultural Society **3 credits**

This course takes an objective look at dual language instruction, examining its different parts in a social environment. It also includes basic definitions and theoretical frameworks for thinking about bilingual education. This is packaged into an extensive, up-to-date coverage of timely issues such as using technology for communicative language teaching; using technology to teach oral communication skills, reading, and writing; teaching thinking and inquiry-based learning with English language learners; the relationships among culture, community, and diverse learners; and using computers for assessment in second language teaching. This course meets the International Society for Technology in Education (ISTE) Standards called NETS for Teachers. The objectives meet all of Section 6 of the National Education Teaching Standards (NETS). Prerequisites: TEC 509 and TEC 510.

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.

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TEC 535: Educational Applications of Technology 3 credits

Participants will investigate various learning theories and how these theories are contributing to technology enhanced educational practices. The most current issues facing educational technology will be addressed in a threaded discussion format as well as through classroom discussion and journal or online article research. As the one-computer classroom is a prevalent condition in many school districts, teachers will learn strategies for fully utilizing this source with the entire class. This course meets the International Society for Technology in Education (ISTE) Standard 5. Prerequisites: TEC 509 and TEC 510.

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 540: Research Techniques and Procedures 3 credits

This course facilitates the development of research knowledge and skill in practicing education professionals who must be knowledgeable, skilled, and adept in evaluating and interpreting research literature related to their job roles. Course content provides a basis for decision-making, change, and improvement and includes theory, techniques, design, and evaluation of research. This course meets the International Society for Technology in Education (ISTE) Standard 2. Prerequisites: TEC 509 and TEC 510.

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 545: Multimedia Instructional Strategies 3 credits

This course focuses on the effective use of multimedia in classroom instruction. Participants will learn to evaluate multimedia, select appropriate multimedia, and match instruction to multimedia resources. Prerequisites: TEC 509 and TEC 510.

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. Action inquiry will be required for the benchmark assignment.

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 multimedia resources. This course addresses curriculum mapping and using backward design to unwrap the NETS standards.

TEC 555: Design of Print-Based Media 3 credits

This course provides the educator with the necessary knowledge and tools to create print media that can be used in their educational setting. Participants will develop and apply an understanding of the design principles of proximity, alignment, repetition, and contrast. These principles will be interwoven into discussions, class activities, group activities, and independent work. Participants will produce four projects – a layered graphic, a flyer, a newsletter, and a brochure – that have an educational theme or communicate an educational concept, program, or event. This course meets the International Society for Technology in Education (ISTE) Standard 3. Prerequisites: TEC 509 and TEC 510.

TEC 560: Interactive Design for the Classroom 3 credits

The purpose of this course is to introduce students to the design of interactive classroom lessons and activities by integrating multiple intelligences and constructivist learning theories in multimedia and web design. This course meets the International Society for Technology in Education (ISTE) Standard #2. Prerequisites: TEC 509 and TEC 510.

TEC 565: Distance Learning 3 credits

The purpose of this course is to introduce students to the design of interactive lessons and activities for distance education. The course defines distance education, including history, theories, and practical applications. This course meets International Society for Technology in Education (ISTE) Standards 1 and 3. Prerequisites: TEC 509 and TEC 510.

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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 580: Practicum in Technology **3 credits**

This mentored practicum experience will encourage a cooperative arrangement among the key stakeholders. Upon completion, the candidate will possess an understanding of the complexity of being a leader in school and classroom technology use and training, ranging from development of a vision for technology support to demonstrating practical skills ensuring smooth day-to-day technology integration in teaching. The internship meets the following International Society of Technology Education (ISTE) Standards. Prerequisites: TEC 509, TEC 510, TEC 525, TEC 535, TEC 540, TEC 545, TEC 555, TEC 560, and TEC 565.

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 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 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 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 361: Valley Theatre Tour **3 credits**

A study of Valley theatres and their productions. Students will study dramatic criticism as well as attend productions and evaluate the performances.

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.

Teaching English to Speakers of Other Languages (TSL)

TSL 529: Foundation of Instruction for English Language Learners **3 credits**

This course provides the historical, sociological, political, and legal foundations of instructional programs for English Language Learners in the United States. This framework will serve as a basis for understanding, comparing, and evaluating current

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language models and prototypes. This course will also introduce students to primary theories of language learning and current methodologies and practices.

TSL 530: Methods of Teaching English to Speakers of Other Languages **3 credits**

In this course, students will be instructed in immersion strategies, English language development strategies, and numerous research-based methodologies in current practice. Students will examine ways of organizing the classroom for optimal language learning, including especially cooperative learning. In the course setting, they will also develop, practice, and assess language lessons that align with state and national standards for teaching English Language Learners.

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 533: English Linguistics **3 credits**

This course will familiarize students with the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language. Other topics introduced are pragmatics, semantics, sociolinguistics, historical linguistics, and first and second language acquisition. Although emphasis is placed on descriptive analysis of the English language, examples and illustrations from several language systems will be used.

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 535: Teaching a Second Language in the Content Areas **3 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 will examine ways to integrate language, literacy, and content area instruction in elementary, middle school and high school settings. They will create content-based language lessons that address a variety of learner proficiencies and cultural experiences.

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 539: Curriculum Development and Assessment **3 credits**

Teachers must be course developers as well as designers of instruction for daily and weekly lessons. In this course, students compare numerous syllabus types such as grammatical, text-based, and content-based. They also fully examine assessment for the purposes of identification, placement and instructional delivery. They subsequently design and fully develop the materials for a language unit that aligns with the state and national standards and current assessment practices.

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 542: Second Language Acquisition and Education **3 credits**

This course offers background understanding of how SLA research informs language teaching. It examines the interaction between SLA research findings and the teaching of listening comprehension, reading, vocabulary, writing and grammar, and shows how SLA research can help teachers appreciate individual learner differences and appropriately adapt their teaching styles. The course also examines the different roles that a second language plays in society, noting the political implications inherent in language education everywhere.

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TSL 544: Teaching in a Pluralistic Society **3 credits**

To be an effective educator, one needs knowledge of how student diversity affects and influences instruction. This course gives attention to instructional models that have proven successful with students from diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. It presents the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture and history and understanding cultural and individual differences in teaching and learning.

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 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 555: Practicum in TESOL **3 credits**

Students have direct participation and experience with English Language Learners at their chosen level of instruction, whether children or adults. In a supervised classroom, they will practice teaching and management skills, conduct assessments, and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community.

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.

TSL 570: Modern English Grammar **3 credits**

In this course, students are introduced to the linguistic analysis of English syntax, with attention given both to a descriptive approach that examines how sentences are constructed and how they relate to each other as well as to the traditional prescriptive grammar taught in most schools. Examples will be used that draw upon the latest linguistic and applied linguistic research and include discussions of problems that English Language Learners regularly encounter.

TSL 575: Child Language Acquisition **3 credits**

This course introduces the language educator to the current, central issues in the study of child language acquisition, or native language acquisition, including an examination of research on children's acquisition of phonology, pragmatics, morphology, syntax and the lexicon. It reviews the role of input in shaping the child's developing language system, including how language is acquired when the input is visual-gestural, as it is in sign language.

TSL 580: Reading Theories and Research **3 credits**

The focus of the course is to prepare classroom teachers to critically read published research on the teaching of reading to speakers of other languages, to integrate those findings with personal experience in order to make reflective instructional decisions, and to participate in pedagogical research and theory building. Using knowledge acquired during the course, students will develop a study team to improve instructional practices based on research findings. The study team will implement strategies and provide feedback and data on the application of the research findings.

University Studies (UNV)

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 101: University Success **3 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 103: University Success **4 credits**

This course is designed to provide 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 academic environment. Topics address three areas of student development:

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life management skills, academic skills, and campus and learning community awareness..

UNV 105: Writing Experience I **3 credits**

A course for students whose SAT or ACT scores indicate their need for a review of writing skills and strategies. UNV 105 reviews fundamentals such as grammar and sentence structure, as well as basics of topic selection, brainstorming activities, reading critically, and outlining. Students will begin with simple writing tasks, but will progressively increase from single paragraph construction to the five-paragraph model.

UNV 110: Writing Experience II **3 credits**

A course for students whose SAT or ACT scores indicate their need for a review of writing skills and strategies. UNV 110 reviews fundamentals such as grammar and sentence structure, as well as the basics of topic selection, brainstorming activities, reading critically, and outlining. Students will begin with simple writing tasks, but will progressively increase from single paragraph construction to writing college-level papers.

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 304: Science and the Christian Faith **3 credits**

This course encourages reflection on the relationship between science and the Christian faith. The first unit provides an historical survey of Christian perspectives on science. The second unit focuses on contemporary understandings of science, and practical issues such as genetics, environmental ethics and medical ethics. Prerequisite: BIB 103, BIB 113, or BIB 123.

UNV 305: The Christian Mind **3 credits**

This course examines the historical development of the Christian worldview and challenges students to consider the problems facing humanity in the 21st Century from a Christian perspective. Prerequisite: BIB 103, BIB 113, or BIB 123.

UNV 306: Foundations of the Christian Faith **3 credits**

Every Spring. This course examines the historical origin and development of the Christian faith and the ideas necessary to its interpretation. Prerequisite: BIB 103, BIB 113, or BIB 123.

UNV 310: Theological Ideas in Christian Art: A Historical Survey **3 credits**

The study of major theological themes along with aesthetic principles as they apply to Christian artistic expression across the ages.

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 320: Foundations of Interdisciplinary Studies **3 credits**

Introduces concepts and methods of interdisciplinary study critical analysis of contemporary vocational and cultural trends

UNV 325: Applied Interdisciplinary Studies **3 credits**

An online course where students gain practical knowledge and apply interdisciplinary coursework as it applies to real world settings. Group projects required.

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.

UNV 490: International Studies Senior Seminar **3 credits**

On demand. This is the capstone course for the International Studies major. Study is designed to bring the knowledge obtained in interdisciplinary courses into focus for the person who plans to work in an international relations field. Prerequisite: Senior status.

UNV 498: Advanced Topics in Faith and Disciplines **3 credits**

On demand. A repeatable, interdisciplinary seminar that deals with advanced topics in faith and academic disciplines. It equips students with critical and broad perspectives on important issues

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in science, society, and the Christian faith. Prerequisite: A UNV or HON 300-level course or instructor's approval.

Creative Arts in Worship (WOR)

WOR 201: Introduction to Worship **3 credits**

This course examines the biblical and historical roots of worship, explores the articulators of worship, and helps guide the participants in the development of pastorally sensitive, personally effective, and theologically sound worship services. The course will combine lectured, discussion, worship experience, and student-led worship: Prerequisite: None.

WOR 301: Arts and Worship **3 credits**

This course explores the use of the creative and performing arts as modes of communicating God's acts in history and life in the context of Christian worship. The course will combine lecture, discussion, worship experience, and student-led worship. Prerequisite: WOR 201.

WOR 302: Personal Worship Planning **3 credits**

This course focuses on the development of private devotional worship and its necessity as a base for leading public corporate worship. Prerequisite: WOR 201.

WOR 303: Planning Corporate Worship **3 credits**

This course examines how worship brings the congregation into God's presence through various elements of expression. This seminar style course combines lecture, discussion, worship experience, student-led worship, and process-oriented peer-review. Prerequisite: WOR 201.

WOR 401: Worship Leading Seminar **3 credits**

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.

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