



Grand Canyon University  
2006-2007 Academic Catalog  
Summer 2006

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, and the canceling of scheduled classes or other academic activities.

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

# Contact Information

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## Main University Switchboard

### Numbers:

(602) 639-7500  
(800) 800-9776

### University Mailing Address:

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

### University Street Address:

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

### Websites:

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

### Office of the Registrar:

Office of the Registrar  
Grand Canyon University  
P.O. Box 11097  
Phoenix, AZ 85061-1097  
Phone: (602) 639-7605  
Fax: (602) 639-7828  
Email: [registrar@gcu.edu](mailto:registrar@gcu.edu)

### Office of Student Life:

The Residence Life Office  
PO Box 11097  
Phoenix, AZ 85061-3030  
(602) 639-7705  
(800) 800-9776, ext 2860

### Center for International Education:

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

## Office of Spiritual Life

PO Box 11097  
Phoenix, AZ 85061-1097  
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Fax: (602)589-2548  
[ministry@gcu.edu](mailto:ministry@gcu.edu)

## Office of Residence Life:

Grand Canyon University  
P.O. Box 11097  
Phoenix, AZ 85061-3030  
Phone: (602) 639-6240

## Student Disabilities Office:

### Campus Students:

Grand Canyon University  
Student Life Office, Disabilities Coordinator  
Student Union  
3300 W. Camelback Road  
Phoenix, AZ 85017  
Phone: (602) 639-2244  
Fax: (602) 589-2759.  
Email: [Grounddisabilitiesoffice@gcu.edu](mailto:Grounddisabilitiesoffice@gcu.edu)

### Online Students:

Grand Canyon University  
Student Disabilities Office  
Smithey-Parker Building  
3300 W. Camelback Road  
Phoenix, AZ 85017  
Phone: (602) 639-6342  
Fax: (602) 589-2458  
Email: [Onlinedisabilitiesoffice@gcu.edu](mailto:Onlinedisabilitiesoffice@gcu.edu)

## Cooke Health and Wellness Center:

Grand Canyon University  
PO Box 11097  
Phoenix, AZ 85061-1097  
Phone: (602) 589-2869  
Fax: (602) 589-2759

## Arizona State Board for Private Post-secondary Education:

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

# Accreditation

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

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

## **Ken Blanchard College of Business**

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

## **College of Education**

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

## **College of Nursing**

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

## **College of Liberal Arts and Sciences**

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

# Authorization

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## **College of Education**

The Washington Higher Education Coordinating Board, P.O. Box 43430, Olympia, WA 98504-3430, authorizes Grand Canyon University to advertise and recruit for the following degrees: Master of Arts in Teaching, Master of Education in Education Administration, Master of Education in Special Education, Master of Education in Reading, and Master of Education in Technology.

Academic Catalog Version Record

<b>Edition</b>	<b>Version</b>	<b>Updated</b>	<b>Changes Made</b>
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# Grand Canyon University

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## Vision

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

## Mission Statement

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

## Historical Sketch

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

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

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

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

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

## Board of Directors

Bert Hayenga, Chief Executive Officer, Creative Leather Furniture

Charles Preston, JD

Dave Leyvas, President, Diversified Realty Services

Fred Miller, MD

Luke Buse, Buse Printing & Packaging

Ray Arvisu, President and Chief Executive Officer, Arvisu Promotions and Event Marketing

Sam Campana, Vice-President, National Audobon Society

## Contributors

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

Dave Brazell Stadium: David and Mildred Brazell

The Cooke Health Center: Alumni Association

Ethington Memorial Theatre: Peter and Anna Ethington  
Fleming Classroom Building and Library: Mr. and Mrs. William Fleming  
College of Nursing: Samaritan Foundation  
Tim Salmon Baseball Clubhouse: Tim and Marci Salmon  
Smith Arts Complex: C. J. and Thelma Smith  
Smithey-Parker Building: Jerry and Sarah Smithey along with Bill and Joyce Parker  
Tell Science Building: Mr. and Mrs. Andrew P. Tell  
Williams Building: Dr. Bill and Shirley Williams  
Hegel Hall: Dr. Joni Hegel

## University Administration

The administrative structure of the University supports all of the institution's operations. The current organizational chart, and broad descriptions of functions, is found on the GCU intranet and in the Faculty Resource Center.

## University Seal



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

University.

## University Mascot and Colors



The University mascot is the antelope. Antelope are native to the region surrounding Prescott, Arizona, near the college's first campus. The mascot reminds us of our heritage and humble beginnings. School colors are purple, black, and white.

Students, employees, or contractors of the University shall not use the Grand Canyon University name, logo, or mascot in connection with any commercial venture without written approval of the CEO.



# Grand Canyon University Academic Catalog Policy

# 2006–2007 Academic Calendar

## Traditional & Track I Course

### Summer I 2006: 5/08/06 – 8/27/06

#### Term Registration/Refund Schedule

Application deadline .....	April 28, 2006
Registration deadline .....	May 1, 2006
100% refund period .....	May 8 - 14, 2006
75% refund period .....	May 15 - 21, 2006
50% refund period .....	May 22 - 28, 2006
Last day to change to audit .....	May 28, 2006
0% refund period .....	May 29 - Aug 27, 2006

#### Instruction/Grade Calendars

##### 8 Week Classes

Class 1: Instruction period .....	May 8 - July 2, 2006
Class 1: Grades due/noon .....	July 9, 2006
Class 2: Instruction period .....	July 3 - Aug 27, 2006
Class 2: Grades due/noon .....	September 3, 2006
Break .....	Aug 28 - Sept 3, 2006

##### 5 Week Classes

Class 1: Instruction period .....	May 8 - June 11, 2006
Class 1: Grades due/noon .....	June 18, 2006
Class 2: Instruction period .....	June 12 - July 16, 2006
Class 2: Grades due/noon .....	July 23, 2006
Class 3: Instruction period .....	July 17 - Aug 20, 2006
Class 3: Grades due/noon .....	August 27, 2006
Break .....	Aug 28 - Sept 3, 2006

### Fall I 2006: 9/04/06 – 12/24/06

#### Term Registration/Refund Schedule

Application deadline .....	August 25, 2006
Registration deadline .....	August 28, 2006
100% refund period .....	September 4 - 10, 2006
75% refund period .....	September 11 - 17, 2006
50% refund period .....	September 18 - 24, 2006
Last day to change to audit .....	Sept 24, 2006
0% refund period .....	Sept 25 - Dec 24, 2006

#### Instruction/Grade Calendars

##### 16 Week Classes

Instruction begins .....	September 4, 2006
Instruction ends .....	December 17, 2006
Final Exam Schedule .....	December 18 - 22, 2006

##### 8 Week Classes

Class 1: Instruction period .....	Sept 4 - Oct 29, 2006
Class 1: Grades due/noon .....	November 5, 2006

Class 2: Instruction period .....	Oct 30 - Dec 24, 2006
Class 2: Grades due/noon .....	December 31, 2006

##### 5 Week Classes

Class 1: Instruction period .....	Sept 4 - Oct 8, 2006
Class 1: Grades due/noon .....	October 15, 2006
Class 2: Instruction period .....	Oct 9 - Nov 12, 2006
Class 2: Grades due/noon .....	November 19, 2006
Class 3: Instruction period .....	Nov 13 - Dec 17, 2006
Class 3: Grades due/noon .....	December 24, 2006

Christmas Break .....	Dec 25 - Jan 7, 2007
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### Spring I 2007: 1/08/07 – 5/06/07

#### Term Registration/Refund Schedule

Application deadline .....	December 29, 2006
Registration deadline .....	January 1, 2007
100% refund period .....	January 8 - 14, 2007
75% refund period .....	January 15 - 21, 2007
50% refund period .....	January 22 - 28, 2007
Last day to change to audit .....	Jan 28, 2007
0% refund period .....	Jan 29 – May 6, 2007

#### Instruction/Grade Calendars

##### 16 Week Classes

Instruction begins .....	January 8, 2007
Spring Break .....	March 5 - 11, 2007
Instruction ends .....	April 29, 2007
Final Exam Schedule .....	Apr 30 - May 3, 2007

##### 8 Week Classes

Class 1: Instruction period .....	Jan 8 - Mar 4, 2007
Class 1: Grades due/noon .....	March 11, 2007
Spring Break .....	March 5 - 11, 2007
Class 2: Instruction period .....	Mar 12 - May 6, 2007
Class 2: Grades due/noon .....	May 13, 2007

##### 5 Week Classes

Class 1: Instruction period .....	Jan 8 - Feb 11, 2007
Class 1: Grades due/noon .....	February 18, 2007
Class 2: Instruction period .....	Feb 12 - Mar 25, 2007
Spring Break .....	March 5 - 11, 2007
Class 2: Grades due/noon .....	April 1, 2007
Class 3: Instruction period .....	Mar 26 - Apr 29, 2007
Class 3: Grades due/noon .....	May 6, 2007

## Track II Courses

### Summer II 2006: 7/03/06 –10/29/06

#### Term Registration/Refund Schedule

Application deadline .....	June 23, 2006
Registration deadline.....	June 26, 2006
100% refund period.....	July 3 - 9, 2006
75% refund period.....	July 10 - 16, 2006
50% refund period.....	July 17 - 23, 2006
Last day to change to audit.....	July 23, 2006
0% refund period.....	July 24 - Oct 29, 2006

#### Instruction/Grade Calendars

##### 8 Week Classes

Class 1: Instruction period.....	July 3 - Aug 27, 2006
Class 1: Grades due/noon.....	September 3, 2006
Break .....	Aug 28 - Sept 3, 2006
Class 2: Instruction period.....	Sept 4 - Oct 29, 2006
Class 2: Grades due/noon.....	November 5, 2006

##### 5 Week Classes

Class 1: Instruction period.....	July 3 - Aug 6, 2006
Class 1: Grades due/noon.....	August 13, 2006
Class 2: Instruction period*.....	Aug 7 - Sept 17, 2006
Class 2: Grades due/noon.....	September 24, 2006
Class 3: Instruction period.....	Sept 18 - Oct 22, 2006
Class 3: Grades due/noon.....	October 29, 2006

\*Break .....

Aug 28 - Sept 3, 2006
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### Fall II 2006: 10/30/06 – 3/04/07

#### Term Registration/Refund Schedule

Application deadline .....	October 20, 2006
Registration deadline.....	October 23, 2006
100% refund period.....	Oct 30 - Nov 5, 2006
75% refund period.....	November 6 - 12, 2006
50% refund period.....	November 13 - 19, 2006
Last day to change to audit.....	Nov 19, 2006
0% refund period.....	Nov 20, 2006 - Mar 4, 2007

#### Instruction/Grade Calendars

##### 8 Week Classes

Class 1: Instruction period.....	Oct 30 - Dec 24, 2006
Christmas Break.....	Dec 25 - Jan 7, 2007
Class 1: Grades due/noon.....	December 31, 2006
Class 2: Instruction period .....	Jan 8 - Mar 4, 2007
Class 2: Grades due/noon.....	March 11, 2007

##### 5 Week Classes

Class 1: Instruction period.....	Oct 30 - Dec 3, 2006
Class 1: Grades due/noon .....	December 10, 2006
Class 2: Instruction period* .....	Dec 4, 2006 - Jan 21, 2007
Class 2: Grades due/noon .....	January 28, 2007
Class 3: Instruction period.....	Jan 22 - Feb 25, 2007
Class 3: Grades due/noon .....	March 4, 2007

\*Christmas Break .....

Dec 25 - Jan 7, 2007
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### Spring II 2007: 3/12/07 – 7/01/07

#### Term Registration/Refund Schedule

Application deadline.....	February 23, 2007
Registration deadline .....	February 26, 2007
100% refund period .....	March 12 - 18, 2007
75% refund period .....	March 19 - 25, 2007
50% refund period .....	Mar 26 - Apr 1, 2007
Last day to change to audit .....	April 1, 2007
0% refund period .....	Mar 26 - Jul 1, 2007

#### Instruction/Grade Calendars

##### 8 Week Classes

Spring Break.....	March 5 - 11, 2007
Class 1: Instruction period.....	Mar 12 - May 6, 2007
Class 1: Grades due/noon .....	May 13, 2007
Class 2: Instruction period .....	May 7 - July 1, 2007
Class 2: Grades due/noon .....	July 8, 2007

##### 5 Week Classes

Spring Break.....	March 5 - 11, 2007
Class 1: Instruction period.....	Mar 12 - Apr 22, 2007
Class 1: Grades due/noon .....	April 29, 2007
Class 2: Instruction period .....	Apr 23 - May 27, 2007
Class 2: Grades due/noon .....	June 3, 2007
Class 3: Instruction period .....	May 28 – July 1, 2007
Class 3: Grades due/noon .....	July 8, 2007

### Campus Holiday Schedule

New Year's Day*
Martin Luther King Day*†♦
President's Day*†♦
Good Friday*♦
Memorial Day*†♦
Independence Day*♦
Labor Day*†♦
Veteran's Day †♦
Thanksgiving and the following Friday*♦
Christmas Day*

† Evening Classes Meet

♦ Online Classes Meet

\* Campus Offices Closed



# Degrees Offered

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## GCU Degrees Offered

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

## Graduate Programs

### Master of Arts in Teaching

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

### Master of Education

The Master of Education degree is granted to those students who have completed a bachelor's degree from a regionally accredited institution and are seeking certification at the elementary or secondary level. An advanced Program of Study is included in that preparation or can be obtained after certification requirements are completed. This degree is available in the following specialized areas:

- Curriculum and Instruction: Reading
- Curriculum and Instruction: Technology
- Education Administration
  - Organizational Leadership
  - School Leadership
  - Eligible for Institutional Recommendation/Credential
- Elementary Education
  - Not Eligible for Institutional Recommendation/Non-Credential
  - Eligible for Institutional Recommendation/Credential
- Secondary Education
  - Not Eligible for Institutional Recommendation/Non-Credential
  - Eligible for Institutional Recommendation/Credential
- Special Education
  - Not Eligible for Institutional Recommendation/Non-Credential
  - Eligible for Institutional Recommendation/Credential
  - For Certified Special Educators
- Teaching English to Speakers of Other Languages

### Master of Business Administration

The Master of Business Administration is granted to those students who have completed a bachelor's degree from a regionally accredited institution. The program is designed

for completion in two years if all prerequisites have been met prior to enrollment.

- Emphasis in:
  - Accounting
  - Finance
  - Health Systems Management
  - Leadership
  - Marketing
  - Six Sigma

### Master of Science

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

- Executive Fire Service Leadership
- Leadership
- Nursing

## Undergraduate Programs

### Bachelor of Arts

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

Art Education  
Christian Leadership  
Christian Studies  
Communications  
English Literature  
English Teaching  
Graphic Design  
History  
International Studies  
Political Science  
Spanish

### Bachelor of Science

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

Accounting  
Applied Management  
Applied Ministry  
Athletic Training  
Biology (General)  
Biology (Human)  
Biology (Secondary Teaching)  
Business Administration  
Chemistry  
Chemistry (Secondary Teaching)  
Corporate Fitness and Wellness

Elementary Education  
Justice Studies  
Marketing  
Mathematics (Secondary Teaching)  
Music Education  
Organizational Sociology  
Physical Education  
Psychology  
Public Safety Administration  
Recreation  
Science for Elementary Teachers  
Secondary Education  
Sociology  
Special Education – LD/ED(EH)

### **Bachelor of Science in Nursing**

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

## Minors Offered

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

Athletic Coaching  
Behavioral Sciences  
Biology  
Biophysical Science  
Business  
Chemistry  
Christian Leadership  
Christian Studies  
Critical Thinking and Expression  
English  
English as a Second Language  
Exercise Science  
Family Studies  
German  
Health Education

History  
Humanities  
Justice Studies  
Mathematics  
Music  
Philosophy  
Photography  
Physical Education  
Physics  
Political Science  
Psychology  
Recreation  
Science Teaching  
Social Sciences  
Sociology  
Spanish  
Speech  
Studio Art  
Theatre  
Writing/Journalism

## Pre-Professional Programs

Students enrolled in some science degree programs may pursue a pre-professional program track. See the Department of Mathematics and Science section of the catalog for details.

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

# Admission Policies and Application Procedures

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## Admission Overview

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

Grand Canyon University does not discriminate on the basis of age, race, color, national origin, gender, or handicap in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: General Counsel, 3300 West Camelback Road, Phoenix, AZ 85017, (602) 639-6656.

## Standards for Undergraduate Admission

Undergraduate applicants, who do not have an Associate of Arts or an equivalent number of undergraduate-credit hours, at least 60, may be accepted for admission by meeting one of the criteria from each of the two categories below.

### Category A

- High school diploma
- General Education Diploma (GED)

### Category B

- An unweighted cumulative GPA of 2.25 or above
- GED average of 520 or above
- Composite score of 19 or above on the ACT
- Composite score of 920 or above on the Scholastic Aptitude Test (SAT)

Students who cannot supply evidence of the above criteria may request an ACCUPLACER examination. A score of 62/80/80 or above is required for admission.

Students with grade point averages between 2.0 and 2.25 may be admitted to Grand Canyon University undergraduate programs with specification. (See the Standards for Admission with Specification section of the catalog.)

Undergraduate applicants, who have an Associate of Arts or an equivalent number of undergraduate-credit hours, at least 60, from a regionally-accredited institution may be accepted for admission by meeting the criteria stated below.

### With an Associate of Arts

- Unweighted cumulative undergraduate GPA of 2.00 or above

### Without an Associate of Arts

- High school or General Education Diploma (GED)
- Unweighted cumulative undergraduate GPA of 2.00 or above

## Recommended Undergraduate Preparation

Some programs of study at GCU require a higher GPA for admission to their particular programs. A student desiring to be admitted into these programs should review the appropriate college section of the catalog for additional admission details.

Although not strictly required for admission, Grand Canyon University recommends a certain level of academic preparation to provide a solid foundation for undergraduate success. See the appropriate college section of the catalog for additional details.

## Early Admission Student

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

## Standards for Admission with Specification

If a student does not meet the qualifications for admission, he or she may request consideration for admission with specification. A student being considered for admission with specification may be asked to submit additional information such as personal references and an essay addressing academic history. Students may also need to schedule an interview to help clarify academic goals and help the University make an informed decision.

Acceptance under this plan will be accompanied by an individualized Program of Study to increase the student's potential for success at Grand Canyon University.

Admission with specification will require a student to limit the first semester's course work, meet regularly with an

Academic Advisor, take courses designed to develop competency in areas where improvement is needed, and participate in a cohort program.

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

## Standards for Graduate Admission

In addition to baccalaureate degrees, Grand Canyon University also offers master's degrees in several areas. Applicants to the graduate programs may be accepted for admission by meeting the criteria outlined below.

- Bachelor's degree from a regionally accredited college or university
- Cumulative undergraduate grade point average of 2.8 or better on degree-bearing transcript
- Master's degree from a regionally accredited college or university

Students with grade point averages below 2.8 may be admitted to Grand Canyon University graduate programs with specification. These students may be asked to take a reduced course load to ensure their success at GCU.

### Special Programs

Some programs of study at GCU require a higher GPA for admission to their particular programs. A student desiring to be admitted into these programs should review the appropriate college section of the catalog for additional admission details.

## Application Procedures

### General Procedures

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

1. Application for Admission. Prospective students must complete and sign the Application for Admission Form. It is important that they provide all the information requested. Incomplete applications may be returned.
2. A non-refundable application processing fee. The processing fee should accompany the application. Any Application for Admission Form received without an application processing fee will not be considered until the fee is received.
3. Official transcript(s). Prospective students must provide official transcripts from any colleges or regionally accredited universities they have attended; applicants are not permitted to disregard their records of enrollment at other institutions. These records must be mailed directly from the issuing school to the Office of the Registrar. Transcripts mailed or hand-carried by applicants are unacceptable unless they are

delivered in a sealed envelope from the issuing institution.

4. Applicants with less than 24 transferable credits earned at other colleges/universities after high school graduation must provide official transcripts from their high school demonstrating high school graduation. If applicants have completed work at an institution outside of the United States, they must have the work evaluated by an approved evaluation service selected by the University (see the section entitled Evaluation of Transfer Credit).
5. Applicants who have not graduated from high school but have passed the Test of General Educational Development (GED) will need to submit their GED scores and an official transcript of all high school work they have completed. GED applicants must be at least 18 years of age.
6. Applicants who have not graduated from high school or earned at least 24 transferable credits from a college or university must submit official test scores (ACT/SAT or ACCUPLACER).
7. Official test scores must be submitted to the Office of the Registrar from the testing organization or with the official high school transcripts. These examinations are offered on a regular basis throughout the country and in several locations overseas and should be taken as early as possible. Information, test dates, and additional score report request forms are available from high school counselors. Grand Canyon University's ACT code is 0092; GCU's SAT code is 4331.

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

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

### Post-acceptance Requirements

#### Traditional Students

After being granted accepted, campus-based applicants must provide verification of current Measles, Mumps, and Rubella (MMR) immunization. If born on or after January 1, 1957, prospective students must present documented evidence of immunization against or immunity to measles and rubella before they will be allowed to register for classes. University policy requires either a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunization. Measles information must include two measles (MMR) records, one at 15 months of age and one after age five. If no proof of immunization is available, then two MMRs not less than 30 days apart will be required. MMR immunization records should be returned to the Health Center.

#### Students in Online Programs

There are no post-acceptance requirements for Online students.

## International Student Admission

### General Information

An international student is defined as any student attending Grand Canyon University on a student visa issued by the United States government. The Center for International Education houses the International Advisor.

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

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

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

1. Pursuit of degree. This category is for students who desire to pursue a bachelor's or master's degree and meet the minimum qualifications for admission to the University, including a minimum TOEFL score of 500 written or 173 electronic for undergraduates and 550 written or 213 electronic for graduates.
2. American Language Program. This category is for students desiring to study in the United States who have not attained the required TOEFL score of 500 written or 173 electronic. After satisfactory completion of the American Language Program (ALP), students may receive a recommendation from the ALP faculty to have their TOEFL score requirement waived for Grand Canyon University admission.

### Application Procedures

In order to be considered for admission, international students must submit the following to the Center for International Education:

1. A completed and signed Application for Admission Form, parts A and D. It is important that international students provide all the information requested. Incomplete applications may be returned. It is to the prospective student's advantage to complete the admission process well in advance of the deadline. Application deadlines are below:
  - a. Fall semester (August) entry—July 1, or
  - b. Spring semester (January) entry—November 15
2. Official transcript(s).

- a. Secondary school. All international students must have completed a secondary school program that is equivalent to the 12th grade (high school) in the United States. An official transcript of students' secondary school work, written in English, must be sent directly from the school to the University. In some cases, students may be asked to send their secondary school transcript to an approved evaluation service; they will be notified if this is necessary. Hand-carried copies of transcripts are not acceptable. If students have finished at least 24 credits of college-level work at a United States school and have a GPA of at least 2.00 on a 4.00 scale, they do not need to submit their secondary school transcripts.
- b. College and/or university. Official transcripts of students' college or university work, written in English, must be sent directly from the college or university to Grand Canyon University. Transcripts mailed or hand-carried by applicants are unacceptable unless they are delivered in a sealed envelope from the issuing institution.
- c. In order to accurately and consistently evaluate foreign credentials, Grand Canyon University requires all international college or university transcripts to be evaluated by a University-approved evaluation service. The following is a listing of approved evaluation services:
  - AACRAO
  - Academic and Professional International Evaluations, Inc.
  - Academic Credentials Evaluation Institute, Inc. (ACEI)
  - American Education Research Corporation (AERC)
  - CGFNS
  - Educational Credential Evaluators, Inc.
  - Educational Records Evaluations Service, Inc.
  - Evaluation Service, Inc.
  - Foreign Credentials Services of America
  - Global Credential Evaluators
  - Institute for International Credentials Evaluation at CSU Fresno
  - International Consultants of Delaware, Inc.
  - International Education Research Foundation, Inc.
  - Lisano International: Foreign Educational Credential Evaluation (LI)
  - World Education Services, Inc.

Obtaining an evaluation is an additional step to awarding college or university credit from foreign transcripts. The fee for evaluation is the student's responsibility. Grand Canyon University will not award any transfer credit from foreign credentials without an evaluation from an approved evaluation service. Grand Canyon University requires that one of the approved services listed

above evaluate all international college or university transcripts.

- TOEFL score report. If a prospective student's native language is not English, his or her official score reports for the Test of English as a Foreign Language (TOEFL) must be sent directly to Grand Canyon University from the testing center. The following table shows the minimum required written or electronic scores that student must present in order to be considered for admission for each program.

<b>Admission into this program:</b>	<b>Required Written TOEFL Score</b>	<b>Required Electronic TOEFL Score</b>
College of Liberal Arts and Sciences: Undergraduate programs	500	173
Ken Blanchard College of Business: Undergraduate programs College of Nursing College of Education (except for the TSL program)	550	213
College of Education: Teaching English as a Second Language (TSL) program Ken Blanchard College of Business: Graduate programs	575	233

This requirement may be satisfied by a recommendation from the American Language Program faculty at Grand Canyon University, upon successful completion of the American Language Program. This requirement cannot be satisfied through experience in English programs at other schools. For information on TOEFL testing dates and locations in any country, write to:

TOEFL  
P.O. Box 899  
Princeton, NJ 08540  
USA

<http://www.ets.org/toefl/>

- ACT and SAT scores. Grand Canyon University does not require scores from these tests for international students; however, international athletes may be required to submit scores if planning to participate in athletic programs at Grand Canyon University.
- Personal references. At least two personal references, written in English, are required before prospective students can be considered for admission. A prospective student should select two people unrelated to him or her who are qualified to evaluate the student's academic potential and character. At least one should be a teacher or official of the student's

school. These letters of reference should be mailed directly to Grand Canyon University.

## Admission Procedures

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

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

- Financial guarantee. International applicants must furnish evidence of full financial support while in the United States, which means they have sufficient funds to meet one year of expenses. A bank statement or a letter on letterhead completed and signed by an officer of a known bank must be submitted.
- Immunization. Verification of two (2) Measles, Mumps, and Rubella (MMR) immunizations or documented evidence of immunization against or immunity to measles, mumps, and rubella before they will be allowed to register for classes. University policy requires a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunization. MMR records must include proof of two immunizations – one at 15 months of age and one after age five. If no proof of immunization is available, then two MMRs not less than 30 days apart will be required. MMR immunization records should be returned to the Health Center.
- Confirmation deposit. As a final confirmation of intent to attend Grand Canyon University, students are required to make a \$5,000 (US dollars) deposit, which will be applied to their first semester's expenses. If a student is unable to attend Grand Canyon University, his or her deposit will be refunded upon request. The deposit may be paid by check or money order, or students may telex the funds; the following is the information necessary to wire a deposit:

National Bank of Arizona  
6001 N. 24th Street  
Phoenix, AZ 85016  
Bank ABA Routing number: 122105320  
Account name: General Fund Checking  
Account number: 0700004774  
Student name

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

## American Language Program (ALP)

The American Language Program (ALP) offers pre-college English preparation courses for international students who have some English training but lack the TOEFL score (500 written or 173 electronic) for entrance into academic programs at Grand Canyon University. The ALP is designed to assist international students in studying

English and acquiring the skills necessary for entrance into a full academic program. Students who do not plan to complete a full academic program may also enroll in the ALP.

To apply for the ALP, students should complete steps 1-8 under the Application Procedures section. They should additionally indicate that they wish to enroll in the ALP.

Note: Acceptance into the ALP does not guarantee acceptance into a degree program. Students receive a certificate but do not earn credit hours toward a degree for this program. Student may not be enrolled in the American Language Program more than two years.

## Evaluation of English Proficiency

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

# General Academic Regulations

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## Overview

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

Students are responsible for following all applicable University policies and procedures. Students should note some Programs of Study have specific policies in addition to general University policy. A careful review of policies and other requirements for a given program is strongly recommended. All policies and procedures herein apply to both undergraduate and graduate students unless explicitly stated otherwise. Please contact your Enrollment Counselor or Academic Advisor for clarification and details.

## Communication of Policy

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

## Academic Advisement

Every GCU student is assigned an Academic Advisor (or Enrollment Counselor, if a new student) for the purpose of assisting the student with proper academic planning and guidance on policies and procedures at GCU. It is the student's responsibility to become familiar with and adhere to GCU policies and degree requirements as stated in the Catalog. Students are encouraged to communicate regularly with their Enrollment Counselor or Academic Advisor throughout their tenure at GCU to ensure that they are on track with degree requirements and progressing toward graduation. A degree audit, showing a student's record of coursework completed to date, is available through WebAdvisor.

## Academic Calendar

GCU operates on the semester plan, offering three 16-week semesters during the calendar year. Credit for coursework is expressed in terms of semester hours. Regardless of the length of a course or the specific time frame of when the course is offered within the semester, the policies for the term are applied when considering application, registration, and/or withdrawals. For more information, please see the Grand Canyon 2006-2007 Academic Calendar section of this catalog.

Grand Canyon University is a term based institution. As such, students enrolled in programs of study are enrolled in

a semester/term sequence. Students may enroll in one of two semester/term sequence options:

Track 1: Summer / Fall / Spring  
Track 2: Summer II / Fall II / Spring II

Grand Canyon University policy does not permit students to jump, change, or overlap tracks.

## Code of Conduct and Academic Standards

### Student Code of Conduct

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

1. Gives appropriate attention to college level work.
2. Attends class, exercises, and engagements as required.
3. Acknowledges and accepts the responsibility of honorable adherence to the University's standards, rules, policies, and procedures.
4. Supports and exhibits ethical behavior with fellow students, faculty, and staff.
5. Recognizes and embraces the diversity and personal values of others.
6. Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals.
7. Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and



- communication in all forms with fellow students, faculty, and staff.
8. Upholds confidentiality and respect for personal or professional information communicated in the classroom.
  9. Adheres to University policies and standards of academic honesty.

The following are examples of violations of the Code of Conduct. This list is not exhaustive and is intended only to provide examples.

1. Communicating in any form that threatens or violates the personal safety of any fellow student, faculty member, or member of the University staff
2. Communicating in any form that interferes with the educational process or any institutional function
3. Harassment in any form that creates a hostile or offensive educational environment for a student, faculty member, or staff member
4. Behaving in any way that disrupts or interferes with the educational process
5. Failing to comply promptly with any reasonable directive from a faculty member or University official
6. Failing to cooperate with officials in a University investigation
7. Using, distributing, or being under the influence of alcohol or illegal drugs while involved in a University class, setting, or sanctioned function or event
8. With the exception of authorized persons, permitting anyone access to one's classroom, attend class in one's stead, or attending class for another
9. Sharing one's password or using someone else's password for any University system or network

### **Reporting Code of Conduct Violations**

The University may take disciplinary action against a student who does not meet the University's Code of Conduct. Such action may take the form of a reprimand, restriction of certain privileges, suspension, or final dismissal.

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

### **Academic Dishonesty**

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

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

Acts of academic dishonesty, including plagiarism, are to be reported to the University and to the offending student(s) immediately upon discovery. The in-class penalty for academic dishonesty is determined by the instructor, and the instructor may recommend a University-level penalty. An in-class penalty may include, but is not limited to, requiring a rewrite of the assignment or paper with or without point deductions, awarding no or limited credits for a specific assignment or paper, or awarding a failing grade for the course. Note that an instructor may not prevent a student from attending or completing a course as this would be a University-level decision. A University-level penalty may include, but is not limited to, awarding a failing grade for the course, removing a student from class, or suspension or expulsion from the University.

All reports of academic dishonesty are filed with the Office of Academic Affairs, which reviews the report as well as any history of prior reports of academic dishonesty. This office then notifies the student if the University intends to take further action as a result of the particular report or as a result of the history of offenses. For more information, visit Canyon Cruiser at <http://my.gcu.edu>.

### **Academic Probation**

Academic probation restricts a student's eligibility for grants and scholarships administered by the University or for an office in any organization and prevents a student from graduating during the semester in which the academic probation is imposed. An undergraduate student is placed on academic probation if their cumulative GPA on 12 or more hours attempted at Grand Canyon University drops below 2.00. A graduate student is placed

on academic probation if their cumulative GPA drops below 3.0 at any time.

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

### Academic Suspension

Students who are placed on academic suspension are not permitted to enroll in courses following the semester in which the grade point average falls below the minimum allowances. An undergraduate student who has completed 24 hours in residence at the University will be suspended at the end of a semester in which his or her cumulative GPA falls below 2.0. A graduate student will be suspended at the end of a semester in which his or her cumulative GPA falls below 2.5.

A student who has been suspended may apply for reinstatement by contacting their Academic Advisor. A student subject to academic suspension for the third time is normally given final dismissal.

## Grievance Procedures: Code of Conduct and Academic Standards Violations

The grievance process described herein relates only to the classroom-related Code of Conduct violations or Academic Dishonesty issues. For more information about how non-classroom-related incidents are handled, please refer to the appropriate section of the Student Handbook.

A student may grieve an academically related University policy or decision, including a Code of Conduct or an Academic Dishonesty charge. Such grievances may involve, but are not limited to, final grades, charges of inappropriate conduct in class, discrimination or harassment, or issues pertaining to enrollment or tuition payment reimbursement. Plagiarism is an act of academic dishonesty that faculty may choose to handle in the classroom but may only be grieved after the final course grade is posted.

To file a grievance, the grieving party must contact his or her Academic Advisor to receive and complete a Grievance Form. This form must be submitted with all supporting documentation that clearly and explicitly describes the grievance and be able to demonstrate that he or she attempted in good faith to resolve the issues with the involved parties, where reasonably possible.

The appeal process is designed to offer the student two opportunities to be heard as illustrated in the table below. If the student is not satisfied with the outcome of his or her first level appeal, the student may grieve the first level appeal by filing a second grievance. As is true with the

first grievance, the second grievance must be initiated with the assistance of the Academic Advisor. The second grievance is escalated, depending on the issue, to the next level of authority:

<b>Issue that is Grieved</b>	<b>1st Appeal Level</b>	<b>2nd Appeal Level</b>
End of course grades	Program chair or equivalent in the appropriate college	Dean of the appropriate college
A published policy	Policy Grievance Committee	Vice President of Academic Affairs
A Code of Conduct violation that may result in sanctions up to and including suspension from GCU	Dean of the appropriate college	Vice President of Academic Affairs
A Code of Conduct violation that results in expulsion from GCU	Vice President of Academic Affairs	Provost and Chief Academic Officer

Note: A code of conduct violation that is also a violation of state or federal law may be turned over to the appropriate authorities for action and is not under the jurisdiction of the University.

A second appeal decision level grievance requires the student, with the assistance of his or her Academic Advisor, to submit additional documentation to justify a re-submission of the grievance. This two-tiered procedure is designed so that the student has an opportunity to provide additional information and is assured of fresh reanalysis of his or her grievance. The second level of appeal decision is the final decision of the University.

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

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

### Grievance Timelines

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

The University makes every effort to come to a decision and notify the student within 15 business days of receipt of

the grievance. However, in some cases the investigative process may lengthen this timeframe.

## Grievance Communication

Grievance decisions are normally communicated to the student via their GCU email address. Any questions regarding the grievance must be communicated to the Academic Advisor.

### Classification of Students and Courses

#### Student Classification Based on Credits

Freshmen are students who have not yet completed 30 credit hours.

Sophomores are students who have completed 30 to 59 credit hours.

Juniors are students who have completed 60 to 89 credit hours.

Seniors are students who have completed a minimum of 90 credit hours. (Note: Undergraduate students must have a cumulative 2.00 grade point average at the beginning of their final term in order to graduate.)

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

Graduate Students are students who have completed a bachelor's degree from a regionally accredited institution and have been admitted into the graduate program.

Second Degree Students are students who have completed a bachelor's degree from a regionally accredited institution and are completing the requirements for a second bachelor's degree.

Unclassified Students are students who are not working toward a degree and/or are not placed in a classification.

## Course Classification Based on Course Number

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

000-099 are remedial courses designed for students with deficiencies in specific content areas. Credits earned for these courses cannot be applied toward a degree program.

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

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

500-699 are graduate level courses.

Note: Students are expected to take required courses according to the course level that is appropriate for the student classification level.

## Courses

### Program of Study and Course

#### Availability and Cancellation Policy

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

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

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

- The student must be considered to be continuously enrolled in the program with any breaks in enrollment defined/documentated by the Leave of Absence Policy and Procedure.
- For an undergraduate student, the POS is determined by the COR in effect when the student declares a major. Undergraduate students will have access to their POS for six years after the start date of their COR.
- Graduate students will have access to the POS for four years after the start date of their COR.

## Course Length

The length of a course may be four, five, eight, or sixteen weeks, depending on program and/or delivery modality. However, regardless of the course length, the academic calendar and other term-based deadlines apply to the course in the term in which the course is delivered. For example, if a course runs during the last eight weeks of the term and the student chooses to drop the course without penalty, the student must initiate the withdrawal action within the allotted timeframe as prescribed by the Academic Calendar.

## Course Enrollment for Full-Time Status

An undergraduate student who is enrolled in a minimum of 12 credits during a term is considered a full-time student. Undergraduate students may not enroll in more than 18 credits except upon recommendation of the student's Academic Advisor.

A graduate student who is enrolled in five or more credits during a term is considered a full-time student. Graduate students may not enroll in more than 12 credits per semester except upon recommendation of the student's Academic Advisor.

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

International undergraduate students must be enrolled in a minimum of 12 credits each semester in order to maintain student status required for the F-1 visa.

Students may enroll in courses according to the dates established on the Grand Canyon Academic 2005–2006 Calendar. To enroll in courses, a student must contact their Enrollment Counselor (new students) or Academic Advisor (current students).

Academic status may affect financial aid eligibility. Please see the Financial Aid section of the catalog for details.

## Special Study Courses

Certain course numbers have been reserved for special study courses that departments of the University wish to approve. These fall into three categories: independent study, practicum/internship, and student teaching. To register for a special study course, students must obtain and complete appropriate forms with their Academic Advisor. These forms are then submitted to the Office of the Registrar where they will be reviewed to determine student eligibility. A Special Study Request Form must be submitted no later than the last day of registration.

## Independent Study

Independent study courses are numbered 499 (undergraduate) or 599/699 (graduate). Independent study courses allow a student to work closely with an instructor on a special topic that may involve research, seminars, or readings. A student may earn up to four credit hours, depending upon the amount of time and work involved. A student may take up to four hours of independent study per subject area unless otherwise specified for a specific major. Independent study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the Dean, Provost, and instructor. Independent study for Online students is restricted to a case-by-case need that must be approved by the College Dean and the Provost.

## Practicum

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

## Internship

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

## Student Teaching

Student teaching provides students with the opportunity to demonstrate their mastery of knowledge and skills in a live classroom setting. GCU requires full-time placement of student teachers for one complete semester in classrooms

associated with their major area(s) of interest under the direct supervision of a certified educator. For an entire semester, student teachers will assume all teaching duties and responsibilities necessary for effective teaching of students, including assessing students, planning and teaching lessons, and evaluating students' progress.

## Auditing Courses

A student may choose to audit a course for purposes of building knowledge without having the course included in the calculation of the student's grade point average. Online courses and professional studies courses may not be audited. Audited courses do not earn credit toward a degree and do not apply toward graduation requirements. Audited courses do not fulfill requirements for course prerequisites. At the time of registration, students indicate whether a course is to be audited or taken for credit. A student may change this status from credit to audit up until the last day to drop a course as posted on the Grand Canyon Academic 2005–2006 Calendar. Students may re-take a course for credit that was previously taken as an audited course. A student may not change the status from audit to credit after the last day to add a course as posted in the Grand Canyon Academic 2005–2006 Calendar. A student cannot earn a letter grade for an audited course; instead, a grade of S (Satisfactory) or U (Unsatisfactory) appears on the student's transcript. It is the student's responsibility to ascertain from the instructor the expectations for satisfactory standing in the audited course, and it is the student's responsibility to notify the instructor of this change in status in order to modify grading standards and expectations.

## Repeating Courses

A grade of D or F earned at Grand Canyon University may be removed from an undergraduate student's GPA only by repeating the course at Grand Canyon University. Undergraduate students must repeat any upper division courses completed in which a grade of less than C was earned.

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

Students may repeat any given course only once. The last grade earned is considered the grade of record as it pertains to credit toward graduation and the student's cumulative GPA. The original grade and the grade earned in the repeated course are reflected on the transcript. A course in a Program of Study may not be repeated once the degree has been awarded. The student should note that graduate schools or other institutions may calculate grades in an alternate fashion.

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

## Technology Requirements for Online Courses

Students participating in GCU Online courses must have the following minimum hardware and software:

### PC Hardware (minimum requirements)

- Pentium 500 MHz processor
- 64 megabytes of ram memory (128 recommended)
- 20 megabytes of free disc space
- 56K modem
- Plug-ins for browser
- Real Player or QuickTime
- Most recent/highest version of Acrobat Reader
- Sound card and speakers

### PC Software (minimum requirements)

- Windows 98 (Windows 2000 or Windows XP recommended)
- Microsoft Office Suite 97 to include Word, Excel, PowerPoint, and Outlook (MS Office Suite 2003 or higher recommended)
- Internet Explorer 6.0
- Current anti-virus software updated monthly

## Grades/Grading System

### Undergraduate Grading Scale

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

Letter Grade	Point Scale	GPA Value	Interpretation of Level of Performance
A	93-100	4.0	Superior; extraordinary scholarship; outstanding performance
A-	90-92	3.7	
B+	87-89	3.3	
B	83-86	3.0	Above average; good work
B-	80-82	2.7	
C+	77-79	2.3	
C	73-76	2.0	Average; standard performance; acceptable college work
C-	70-72	1.7	
D+	67-69	1.3	
D	63-66	1.0	Passing but below standard
D-	60-62	0.7	
F	< 60	0.0	Failure or unauthorized withdrawal
I	NA	Incomplete	Course work is incomplete
W	NA	0.0	Authorized withdrawal; no credit
CR	NA	0.0	Campus Only: Credit

			given, but no grade or GPA value
S	NA	0.0	Campus Only: Satisfactory completion of audit or non-credit course
U	NA	0.0	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
NR	NA	0.0	Grade status not reported by instructor
IP	NA	0.0	Course currently in progress

### Graduate Grading Scale

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

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

NR	NA	0.0	Grade status not reported by instructor
IP	NA	0.0	Course currently in progress

Note: In graduate courses, students will be evaluated by the grading scale shown above. If a graduate student earns a grade below C, he or she will be required to repeat the course and bring up the grade in order to continue in the program.

### **Class Attendance and Participation**

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

### **Grade Point Average (GPA)**

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

### **Undergraduate GPA**

Undergraduate students must earn a minimum grade point average of 2.0 for a minimum of 128 semester hours, of which 45 hours must be upper division credit.

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

### **Graduate GPA**

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

### **Incomplete Grades**

An incomplete may be granted by an instructor during the last week of a course if 1) the student is experiencing a

physical/extreme circumstance that prevents him or her from completing the assignments by the course end date, and 2) the student is passing the course at the last week of the class, and 3) the student has no outstanding Incompletes, and 4) the course fees and tuition are paid in full. Incompletes are not intended for students who have fallen behind in their studies and request an extension past the last day of class solely to submit materials.

The decision of granting an incomplete contract falls solely on the instructor. If the instructor grants an incomplete, the instructor and the student must complete an Incomplete Contract Form completed by the instructor, which lists all eligible assignments to be completed by the student and the deadline date. The student must submit all assignments within four weeks of the last day of the course. The instructor must submit a final grade for the student, or the grade of I will be changed to a failing grade. Neither the incomplete nor the failing grade may be changed to a W. A student with more than one outstanding Incomplete may not register for any additional courses until the requirements for all outstanding Incompletes have been fulfilled.

### **Grade Changes**

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

A miscalculation or error in grading has been detected by the instructor/student after final grades have been submitted.

A final grade may be changed after the five-week deadline only if a University investigation of a grade dispute grievance supports a change of grade or an instructor fails to submit a final grade to replace an Incomplete grade by the deadline.

To change a student's final grade, an instructor must complete and submit a Grade Change Form to the Office of the Registrar.

### **Course Grade Disputes**

A final grade for a course may be disputed within five weeks of the last day of the course. Students may not file a grade grievance with the University for a grade/score on an individual assignment during the course. Students are expected to employ and demonstrate open and respectful communication with the instructor to resolve a grade dispute prior to submitting a grade grievance to the University.

## **Withdrawal**

### **Course Withdrawal (Drop)**

Students may officially withdraw from a course (drop a course) prior to the last day to drop a course as published in the Grand Canyon 2006–2007 Academic Calendar. A student will earn no grade if the course is dropped within the first 21 days of the semester. Tuition refunds are determined by the date the student submits the Drop Form. Students are responsible for all non-refundable charges published in the Refund Policy section of the Catalog.

Before withdrawing from a course, students are strongly advised to speak with their Finance Counselor to understand any financial ramifications of dropping a course.

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

### **Administrative Withdrawal**

Students may be administratively withdrawn from classes for non-attendance. Students who neglect to notify the University of their intent to withdraw from classes retain financial responsibility for all registered courses.

### **Official University Withdrawal**

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

To officially withdraw from the University, a student must notify their Academic Advisor, who will direct them to the Complete Withdrawal Form. When submitting the Complete Withdrawal Form, the student may be asked to identify the reason for withdrawing from the University and to participate in an exit interview.

### **Leave of Absence**

For a given semester or term, a student may choose to not register. The student must submit a Leave of Absence Form. The student is considered to be on a leave of absence and maintains admitted status with the University. Students taking a leave of absence should contact their Academic Advisor. A student who does not register for classes for two consecutive years will be automatically withdrawn from the University.

### **Military Deployment**

In support of those students who are in any branch of the U.S. military service, a student who is deployed for active duty while enrolled in courses may withdraw from each class without financial penalty, upon presenting an original copy of military orders to the Office of the Registrar. The student may choose a tuition refund or a tuition credit which is applied upon their return to GCU. These students may take these courses again at their next opportunity. A grade of W will appear on the student transcript for each class. If deployment occurs after 87% of the course is completed, the instructor will calculate the student's final grade pro rata and submit that grade at the end of the semester. The student is considered on a leave of absence, and all policies and procedures apply regarding withdrawing from a course, all courses, or the University.

## **Academic Honors**

### **Freshman Honor Roll**

At the close of each semester, GPAs for freshman students carrying 12 or more semester hours with a minimum of eight semester hours of graded courses are calculated to determine eligibility for this honor. Those freshman students whose semester GPA is 3.00 or above qualify for the Freshman Honor Roll.

### **Sophomore Honor Roll**

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

### **Dean's List**

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

### **Junior Marshals**

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

### **Ray-Maben Scholars**

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

### **Graduation with Honors**

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

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

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

For walking purposes for graduation, honor candidates will be decided by using the GPA from the December semester before the May graduation ceremony. Students will be

informed regarding whether or not they are a walking honors candidate during the Spring graduation ceremony. Walking honors does not guarantee actual honors will be granted and displayed on your transcript or diploma. True honors will be determined at the time of the posting of the degree.

## Other Honors

### Wall Street Journal Award

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

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

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

## Student Records

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

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

These rights are as follows:

1. The right to inspect and review educational records within 45 days of the day the University receives a request for access. Students should submit written requests that identify the record(s) they wish to inspect to the Registrar, Dean, VPAA, or Provost. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request an amendment of education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the

student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit, personnel, and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Executive Cabinet; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

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

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

- Student's name
- Local address and telephone number
- Permanent address and telephone number
- Canyon Cruiser login
- Email address



- Date and place of birth
- Hometown
- Degrees and awards received and dates
- Dates of attendance (current and past)
- Full or part-time enrollment status
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams
- Most recently attended educational institution
- Major field of study
- Academic levels
- Residency status
- Photographs

## Academic Disability Services

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

It is the student's responsibility to request the exception/modification by completing an Accommodation Request Form prior to the date services are expected. To allow the University sufficient time to make appropriate plans, requests should be submitted no later than two (2) weeks (10 working days) prior to the start of the term. Processing of accommodations begins after complete information is received. A new request must be submitted for each term. The University cannot provide accommodations that are not requested.

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

### Accommodation steps:

1. Complete the Accommodation Request Form.
2. Obtain disability and/or special needs documentation from a medical provider (such as a doctor,

psychologist, psychiatrist, etc.) or from testing services (such as WAIS and other testing).

3. Turn in a copy of the above items to the appropriate office listed below.
  - a. Campus students submit requests by:
    - i. Mail –  
Grand Canyon University  
Student Life Office, Disabilities Coordinator  
3300 W. Camelback Road  
Phoenix, AZ 85017
    - ii. Fax – (602) 589-2759.  
All documents must contain the student's name and be addressed: Attn: Campus Student Disabilities Coordinator.
    - iii. Email – [Grounddisabilitiesoffice@gcu.edu](mailto:Grounddisabilitiesoffice@gcu.edu).  
The subject line of the email is the student's name (last, first).
    - iv. Delivering the paperwork at the Disability Services office in the Student Life Office in the Student Union.
  - b. Online students submit requests by:
    - i. Mail –  
Grand Canyon University  
Online Disabilities Office  
Smithey-Parker Building  
3300 W. Camelback Road  
Phoenix, AZ 85017
    - ii. Fax – (602) 589-2458.  
All documents must have the student's name and Attn: Online Student Disabilities Coordinator.
    - iii. Email – [Onlinedisabilitiesoffice@gcu.edu](mailto:Onlinedisabilitiesoffice@gcu.edu).  
The subject line of the email is the student's name (last, first).

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

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

# Financial Information

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## Preface

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

## Payment Policy

### Payment Deadlines

Effective January 1, 2006, all cash and direct bill payment options must be paid in full by day 30 of the term. Initial statements will be generated and emailed to the student account upon registration or on Day 1 for Direct Bill accounts. A payment reminder will go out on day 22 of the term.

\*\*If the student chooses to rely on Financial Aid for payment of their student account, then the application for financial aid must be completed by day 21 of the term or the Method of Payment will default to CASH, and the student will be subject to the GCU Payment policy. Please see the Financial Aid section for additional details.

Payments must be received by the due date, whether the student receives a Billing Statement or not. It is the sole responsibility of the student to adhere to payment deadlines of his/her tuition and fees.

If the student makes changes resulting in increased costs (after the payment deadline), they are required to make full payment of the difference when the changes are made. Tuition and fees are assessed when the student registers.

### Failure to Pay

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

All cash and direct bill payment options must be received in full by day 30 of the current term or a hold will be placed on the Student Account.

A Business Office hold will prohibit any future class registration as well as prohibit the purchase and distribution of any official GCU transcripts. Any student that has a hold placed on their account will be subject to University collection efforts.

Students with a Business Office hold will be notified via email to their student email account. Students are responsible for the status of their account regardless of University communication. Students may view their account status through the University web portal, WebAdvisor.

Failure to comply with the stated policies of the University's Business Office may result in an administrative withdrawal from classes and/or submission to credit bureau reporting. Students will not receive transcripts until all accounts are satisfied in the University's Business Office, at the discretion of the University.

For current Tuition and Fees, please visit <http://my.gcu.edu>, and click on Financial Services.

### Lopes One Card

The University uses a debit card system known as the Lopes One Card. This system enables students to purchase meals, textbooks, and other items. The card serves as the student identification card and contains the student's photo to deter unauthorized use.

The University Business Office encodes a dollar amount on each student's card based on what the student requests or is required to have. Residence suite and hall students, for instance, are required to purchase a meal plan, which allows the University to fulfill its obligation to provide adequate and balanced nutrition to residents lacking cooking facilities. Other students may request that their Lopes One Card be credited with a certain amount, enabling them to be conveniently used at the Bookstore, Coffee House, AV Lab, Health Center, and Copy Center.

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

Board plans are required for dorm residents and are optional for students living in the apartments, residential suites, and commuter students. There are no refunds for unused meals. Board plans are valid only during the semester in which they are purchased.

Students may purchase additional credit in the University's Business Office to apply on their Lopes One Cards for use in the Bookstore, Coffee House, AV Lab, Health Center, and Copy Center. The additional credit will be charged to

the student's account. Students receiving financial aid can use the Lopes after they have been financially cleared. Any unused amount will remain on the card and can be used in a future semester or credited to the student's account.

## Room and Board

A student living in the residence suites or halls is charged room and board at the time of registration. The residence suites and dining hall are closed during Thanksgiving and Christmas holidays, Spring Break, and between the close of the Spring semester and the opening of the Fall semester. Current GCU students, faculty, staff, and guests may purchase individual meals for cash at the Cafeteria or Snack Bar.

## Tuition and Fees

Tuition and fee information may be found on the University website. Please see the Student Life section for more information on housing.

## Special Class Fees

Certain University classes require payment of fees or deposits for materials, breakage, and/or rental. Refer to the University website for details.

## Mandatory Student Health Insurance

All traditional on-campus undergraduate students taking 12 credits or more are required to carry health and accident insurance. Students will be charged for the University-sponsored student health insurance at registration. The University-sponsored plan provides in-and-out patient coverage up to the limit (see current brochure for limit) of reasonable and customary charges. Insurance brochures are available in the Health Center.

A student with comparable health insurance, including coverage for acute and follow-up health care in the Phoenix area, may apply to waive the student plan. (An insurance policy with emergency only care in Phoenix is not considered comparable insurance.) When submitting a waiver, students must attach front and back copies of their insurance cards and return them to their Academic Advisor by the posted term deadline. A new waiver and a copy of insurance card are due each academic year. All waivers are subject to verification and approval.

The University cannot cancel student health insurance or international insurance later than the waiver deadline.

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

Those students taking less than 12 credits, professional studies students, off-site students, and graduate students are exempt from this University requirement and will not be automatically charged at the time of registration but may choose to enroll in the student health insurance. All of the above students except off-site students may choose to

enroll in the student health insurance plan. The enrollment deadline is the same as the waiver deadline.

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

## Refund Policies

### Add/Drop

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

A tuition refund for dropping a course is subject to the Academic Calendar refund schedule for the specified semester. Tuition refund is calculated on the date the completed Drop Form is received in the Office of the Registrar. A drop fee will be charged to the student.

### Complete Withdrawal

Students who completely withdraw from the University must submit a Complete Withdrawal Form to the Office of the Registrar. This form is available in the Office of the Registrar, on the University website, and in the Advisement Center. Tuition refund is subject to the Refund Schedule and is calculated on the date the Complete Withdrawal Form is received in the Office of the Registrar. A complete withdrawal fee will be charged to the student. Students are responsible for non-refundable charges based on the tuition refund schedule listed on the Academic Calendar.

Students who reside in campus housing and completely withdraw from the University must properly check out of their residence hall room or apartment with University Housing personnel. Failure to properly check out will result in additional fines. Both residence halls and apartment accounts will be prorated from the date the proper checkout is filed.

## Refunds and Fees

### Title IV Calculations

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

The Office of Financial Services regularly runs reports that identify students who have completely withdrawn from classes. Official withdrawal occurs when the student

submits a Complete Withdrawal Form to the Office of the Registrar.

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

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

- In the case of withdrawal before the first day of classes, 100% of the student's Title IV aid must be returned.
- In the case of withdrawal prior to the 60% point in the semester, the Office of Financial Aid will calculate the percentage of the semester actually completed by the student. That percentage will be applied to the student's Title IV aid and will be considered earned aid. The student may retain any earned aid. For example: If the semester is 100 days long and the student attends class for 45 days, they have completed 45% of the semester and, therefore, have earned 45% of any Title IV aid that was awarded them. In this instance, 55% of the student's aid would be returned to the federal government or to the student's lender.
- If the withdrawal occurs at or after the 60% point in the semester, 100% of the student's Title IV aid is considered earned. The University will retain 100% of its institutional costs for the semester, and the student may retain any remainder.

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

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

Complete withdrawal fees and drop fees may be found in on the GCU website, available at <http://my.gcu.edu>.

#### **Tuition Refund Schedule**

Tuition refund schedule may be found in the Grand Canyon Academic 2005–2006 Calendar.

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

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

#### **Refund Check Policy**

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

#### **Grievance for a Refund**

In the event that a student must withdraw from the University because of sickness or unavoidable cause, he or she may grieve the refund amount by completing a Grievance Form. Please see the General Academic Regulations/Grievance Procedures section of this catalog. The student is required to provide additional documentation to support the appeal (e.g., doctor's verification of illness). Appeals cannot be considered until a Complete Withdrawal Form is submitted to the Office of the Registrar.

## **Financial Aid**

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

### **Eligibility**

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

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

### **Application Process**

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

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

### **Preference/Deadline Dates**

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

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

## Financial Need Assessment

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

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

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

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

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

## Award Procedures

Students who are interested in participating in the Federal Work Study program must contact Career Services at [careerservices@gcu.edu](mailto:careerservices@gcu.edu) for information on the application procedure for jobs on- and off-campus. See the Student Employment section for more detailed information.

## Financial Aid and Enrollment

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

Undergraduate students enrolled part-time may be eligible for a prorated portion of their financial aid. Some

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

## Inform the Office of Financial Aid

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

## Satisfactory Academic Progress

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

1. Qualitative: Undergraduate students must maintain a minimum cumulative GPA of at least a 2.00 for all Grand Canyon University coursework. Graduate students must maintain a minimum cumulative GPA of a 3.00 for all Grand Canyon University coursework.
2. Quantitative: Students receiving financial aid must demonstrate progress toward degree completion. Federal regulations require students to complete their Program of Study within a measured maximum time frame that cannot exceed 150% of the published length of the program. To determine the quantitative satisfactory academic progress component, the number of required credits to earn a degree is multiplied by 150%. (For example, if 128 credit hours were needed to earn a degree, multiply 128 by 150%, which would equal 192 credit hours.) The sum of the number of earned credits multiplied by 150% will be the maximum number of attempted credit hours for which a student can receive aid.

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

earned credits but are counted as attempted credits. Credits earned for repeated coursework, in addition to the original credits, will be counted as earned and attempted credits.

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

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

## Student Responsibilities

Each student should do the following:

1. Accurately complete and return all applications, additional documentation, verification forms, corrections, and/or new information that is requested by the Office of Financial Services or any other agency providing financial assistance. Errors or omissions may delay the disbursement of eligible funds.
2. Read and understand all documentation and/or agreements that he/she signs and submits to any department and/or agency.
3. Review the award letter and all other notices sent to him/her regarding the responsibilities and conditions that must be adhered to by students receiving financial aid.
4. Understand what portion of his/her financial aid package is gift-aid (it does not have to be repaid or earned) and what portion is self-help aid (it must be repaid or earned). If any portion of the self-help aid is in the form of a student loan, the student must know the total amount of the loan, the interest rate assessed to the amount borrowed, the repayment schedule, the time-frame of the repayment schedule, and the start date for the repayment schedule.
5. Notify the lender(s) of any changes to his/her name, address, and enrollment status if the student is a loan borrower.

6. Review and understand the amounts pertaining to the cost of attendance and the Refund Policy for Grand Canyon University as stated in the Financial Information section of the University Catalog.
7. Review and comply with all rules and regulations pertaining to academic, financial aid, and University conduct policies.
8. Know that any intentional misrepresentation of information on applications and/or documentations submitted for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
9. Be aware of the appeal process and procedures.

## Scholarships

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

The purpose of the academic scholarship program is to enable undergraduate students to complete their bachelor degree. GCU scholarships are not awarded for summer courses. GCU scholarships do not apply to second degrees or double majors. Most baccalaureate programs at Grand Canyon University require 128 hours to complete. If a student declares a major that requires more than 128 credit hours to complete, then the academic scholarship may apply for the necessary additional hours required to earn the degree. A Financial Aid Appeal Form must be completed to request this. However, scholarships would not be applicable if a student chooses to change majors necessitating additional courses above the 128 hours required for a degree.

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

If students use the scholarship award to pay the tuition for a course and then withdraw, the award will be adjusted accordingly; students are advised to check with the Business's Office for information regarding the effect of the scholarship adjustment to their student account balance. Recipients of any Grand Canyon University scholarship that requires full-time enrollment will lose that scholarship if they drop below full-time enrollment. The scholarship will be revoked for the semester that the student dropped below full-time status and for all future



semesters. Students can appeal any scholarship by completing a Financial Aid Appeal Form.

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

## Scholarship Requirements

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

1. Enrollment. Register and complete the minimum credit hours each semester at Grand Canyon University, depending on the individual requirements of the scholarship. Audited classes do not count towards credit hour requirements. The taking of audit classes may adversely affect your financial aid. It is strongly recommended that you contact the Office of Financial Aid before choosing to audit a class.
2. GPA. Maintain a minimum Grand Canyon University cumulative grade point average (GPA) of at least 2.0.
3. Undergraduate credit hours. Traditional, undergraduate scholarships may be renewed for up to 128 undergraduate credit hours at Grand Canyon University. If you declare a major that requires more than 128 credit hours, please contact the Office of Financial Aid.
4. Students may receive only one GCU Academic Scholarship during a given academic year.

### Academic Excellence Scholarship

Students with a demonstrated record of academic excellence are eligible to apply for this scholarship. Once earned, the scholarship is renewable for four years, provided the renewal criteria are satisfied. The deadline to apply for this scholarship is May.

Students who would like more information about this scholarship may contact the Office of Enrollment at 800-800-9776, ext. 6478 to request an application.

### ROTC Scholarships

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

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

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

### Christian Service Scholarships

The purpose of the Christian Service Scholarship (CSS) is to develop Christian student leaders through the various Grand Canyon University ministries so that greater ministry impact can be achieved in the GCU, local, and global communities. Scholarship assistance will be provided to selected full-time undergraduate students in good academic standing with the University. These students will represent GCU and fully support its Mission, Guiding Principles, and Five Pillars in addition to the University's Christian heritage. The deadline to apply for this scholarship is April.

Students who are interested in learning more about this scholarship should contact the Office of Spiritual Life to obtain an application. Applicants can call 800-800-9776.

### Resident Aide Scholarships

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

Students who are interested in learning more about this scholarship should contact the Office of Residential Life to obtain an application. Applicants can call 800-800-9776.

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

ASGCU Representative Scholarships are open to all current and new students who desire to serve the student body in their student government through leadership, community building and ownership in student activities. Each ASGCU Representative will be required to serve on one of the 6 below committees:

- ASGCU Events;
- ASGCU Communications;
- ASGCU Athletic Support;
- ASGCU Intramurals;
- ASGCU Marketing; or
- ASGCU Community Service.

The application deadline for positions is March. Students who are interested in learning more about this scholarship should contact the Office of Student Life to obtain an application. Applicants can call 800-800-9776.

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

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

- ASGCU President (Elected Position)
- ASGCU Vice President (Elected Position)
- ASGCU Event Coordinator
- ASGCU Communication Coordinator
- ASGCU Intramural Coordinator

- ASGCU Marketing Coordinator
- ASGCU Community Service Coordinator
- ASGCU Student Voice Coordinator

The application deadline for positions is March. Students who are interested in learning more about this scholarship should contact the Office of Student Life to obtain an application. Applicants can call 800-800-9776.

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

Interested scholar-athletes may contact the Office of Enrollment at 800-800-9776, ext. 6478 to request an application.

## Loan Programs

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

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

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

The Federal Perkins Loan provides low interest, long-term loans for graduate and undergraduate students who are United States citizens or permanent residents. The amounts awarded vary, depending on financial need and the availability of limited funds. No interest is charged nor is repayment required while the borrower is enrolled at least halftime. Nine months after the borrower ceases to be enrolled at least half time, payments begin at an interest rate of 5%. Loan repayment must be completed within a ten-year period at a minimum repayment rate of \$40 per month. Under certain circumstances, a portion of the loan may be canceled for designated public service. To be considered for this loan, a student must file the application for Federal Student Aid. The application procedure is described in the Financial Aid Application Process section.

All financial records pertaining to Federal Perkins Loans awarded to Grand Canyon University students are maintained by the Grand Canyon University Business Office. They may be reached at 1-800-800-9776 ext 2880 or locally at 602-639-6605. For questions on award amounts only, please contact the Grand Canyon University Office of Financial Aid at 1-866-343-3734 or locally at 602-639-6600.

### Federal Perkins Loan Requirements

- Recipients of the Federal Perkins Loan must sign a Promissory Note.
- The Federal Perkins Promissory Note must be signed before the Perkins Loan will credit your student account. Loans for any Summer semester cannot credit your student account before July 1.

- Undergraduate students must be enrolled for at least 6 credit hours a semester in an eligible program at Grand Canyon University to qualify for this loan. (Audited classes do not count towards the 6 credit hours.)
- Graduate students must be enrolled for at least 5 credit hours a semester at Grand Canyon University to qualify for this loan. (Audited classes do not count towards the 6 credit hours.)

### Federal Family Education Loans (FFEL)

These loans are secured from an off-campus lending agency such as a bank, credit union, savings and loan association, or insurance agency. To be considered for this loan, a student must file an Application for Federal Student Aid.

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

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

### Annual and Aggregate Loan Limits

	Academic Year Dependent Status Maximum Federal (Subsidized & Unsubsidized)	Academic Year Independent Status Maximum Federal (Subsidized & Unsubsidized)
<b>Annual Limits</b>		
Year 1	\$2,625	\$6,625
Year 2	\$3,500	\$7,500
Year 3, 4, & 5	\$5,500	\$10,500
Graduate/ Professional		\$18,500
<b>Aggregate Limits</b>		
Undergraduate	\$23,000	46,000
Graduate/ Professional	n/a	\$138,500

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

1. See the Office of Financial Services for the most current interest rate that applies to Federal Student Loans.
2. Borrowers must meet the general eligibility requirements and be enrolled at least halftime each semester in an eligible program.
3. Repayment on the principle loan balance and the interest begins six (6) months after the borrower drops below half-time enrollment status or graduates.
4. Monthly loan payments will not be less than fifty dollars (\$50) and must be repaid within the time-period specified by the terms of your repayment contract.



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

### **PLUS Loans**

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

### **Graduate PLUS Loan**

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

### **Disbursement of Student Loans**

The United States Department of Education requires that there be multiple disbursements of loans. If the loan period is for one semester, the loan must be disbursed in equal amounts; the first half to be disbursed at the beginning of the semester and the second half to be disbursed after the mid-point of the semester. The loan disbursement dates are dependent upon the receipt date of the loan application and the federal regulations. According to federal regulations, first-time, first-year undergraduate borrowers may not receive their first loan disbursement for the academic year until after 30 days have passed from the first day of classes. Contact the Office of Financial Services for more information regarding disbursement of federal student loans.

### **Students Receiving Over-awards**

Federal regulations require all schools to return the amount of federal assistance disbursed to a student that is greater than the amount earned by the student according to the number of days the recipient is enrolled as a student. (Refer to the Refund Policies listed earlier in this catalog for more details.) Therefore, the University will withhold and promptly return to the lender the federal loan disbursement not yet delivered to the student that exceeds the eligible amount of assistance, including all financial aid awards. The school may only return to the lender the calculated ineligible portion.

## **Student Employment**

Student employment at Grand Canyon University seeks opportunities to provide academic or career oriented jobs,

develop life skills, and meet college expenses.

Employment opportunities include Federal Work Study (FWS), Non-Federal Work Study (NFWS), community service, and off-campus jobs. Positions are posted daily on the northeast outside wall of the Office of Student Life. Information regarding work-study positions may be obtained from Career Services.

Employment Guides are also available from the Human Resources Office to assist students with employment procedures.

### **Federal Work Study Programs (FWS)**

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

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

### **Non-Federal Work Study**

1. **Non-Federal Work Study** is funded by the employing department at GCU and provides job opportunities to students needing to earn money during their enrollment.
2. **Eligibility:** The employer determines if a student is qualified to perform the duties a position requires. The FAFSA and proof of financial need is not required.
3. **Remuneration:** The employer determines the rate of pay for each position.
4. **How to Apply:** A student completes a Student Employment Application available from the Office of Student Life. The front desk assistants will make copies of the application for you to distribute to potential employers and the original must remain on file in the Office of Student Life, which has listings of current positions available to assist in your search. The student is responsible for distributing their application and setting up interviews for the desired positions. When the student is hired for a position, the student will be required to complete a Payroll Authorization Form available from the Office of Student Life. The form will be sent to Accounting and

then returned to Student Life upon approval. Student Life will contact the student to pick up the approved authorization. The student will then be responsible to submit the approved Payroll Authorization Form to the Human Resource Department and will be required to complete an I-9 and W-4 forms. At this time, the student will be required to present a government issued picture ID and a Social Security card. After the student's identification has been received, the student will receive a Work Permit that the student will submit to their employer before working.

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

### **Student Responsibilities**

Students are expected to do the following:

1. Report to work promptly.
2. Notify supervisors in advance if they will be late or absent from work.

3. Refrain from conducting personal business and schoolwork on the job.
4. Accurately report the hours worked (sign time sheet).
5. Dress appropriately according to position.
6. Monitor earnings in relation to their Federal Work Study award.
7. Give two weeks notice before resigning.

### **General Information**

The Office of Student Life hours are 8AM to 5PM, Monday through Friday. To contact by phone, please call (602) 589-2847.

### **Off-Campus Jobs**

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

### **Approvals**

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

# Evaluation of Transfer Credit

## General Policies

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

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

The following guidelines are used in determining acceptability of courses:

1. The University generally accepts courses from regionally accredited colleges and universities provided the work is not of a highly specialized nature and a grade of C or better is earned. Transfer Credit Practices of Designated Educational Institutions, published by the American Association of Collegiate Registrars and Admissions Officers, is used as a general guide in determining acceptability. No course with a grade below C will count toward the required number of hours for graduation for an undergraduate degree.
2. In order to accurately and consistently evaluate foreign credentials, Grand Canyon University requires all international college or university transcripts to be evaluated by a University-approved evaluation service. Obtaining an evaluation is an additional step to awarding college or university credit from foreign transcripts. The fee for evaluation is the responsibility of the student.
3. The University will recognize a maximum of 83 hours of lower division and 15 hours of upper-division credit from regionally accredited colleges or universities. Among the 83 lower division credits may be community college credit, technical credit, military service credit, professional/life learning credit, and/or credit by examination. Credit will be granted only for courses with grades of C or better. See the section entitled Direct Transfer Plan for additional information regarding the acceptability of associate degrees earned at community colleges.
4. Credit earned at colleges and universities that are not regionally accredited will not be accepted.
5. A Guide to the Evaluation of Educational Experiences in the Armed Services is used as a resource in evaluating credit earned while serving in the armed forces. Four hours of physical education credit will be awarded upon submission of the DD-214. Other credit will be granted only for work in liberal arts areas. No technical credit will be accepted. All work will be considered lower division. Credit will not be awarded if a student has earned 83 or more college credits prior to completion of the military training program.
6. A maximum of 16 hours technical credit earned at a regionally accredited college or university will be accepted as general elective credit toward graduation.
7. The University does recognize and award some credit for life experience and/or professional training. Students should contact their Academic Advisor for details. The University will award no more than 30 credit hours for life/professional training and such credit is only available at the undergraduate level.
8. The University reserves the right to require students to validate certain credits by testing, if necessary.
9. When coursework is equivalent, transfer credit from a semester system institution is evaluated and placed onto the academic record on a 1:1 ratio, e.g., 3 semester hours are evaluated as 3 semester hours on the academic record.
10. When coursework is equivalent, transfer credit from a quarter system institution is evaluated and converted to semester hours on a 1:.66 ratio (See equivalency table below).

Quarter Hours	Equivalency in Semester Hours
5	3.33
4	2.66
3	2.00
2	1.33
1	.66

- Courses that are evaluated and converted to a fractional amount of credit (e.g., 2.66) will be rounded up or down accordingly in content to satisfy the content requirement of a given GCU course.
- Example A:  
If a student completed 4 quarter hours of ENG 101, the hours would be converted to 2.66 semester hours of ENG 101 at GCU. For purposes of fulfilling the course content requirement, this would be rounded up to 3 credit hours and the student would then fulfill GCU's 3 semester hour ENG 101 content

requirement. However, the student would earn only 2.66 semester hours toward the overall requirement of 128.

▪ Example B:

If a student completed 3 quarter credit hours of ENG 101, the hours would be converted to 2.00 semester hours of ENG 101 at GCU. The 2 credit hours would count toward the overall requirement of 128 hours, but would not fulfill GCU's 3 semester hour ENG 101 content requirement. The student would have to take ENG 101 at GCU because there is no 1-hour course equivalent to ENG 101.

## Undergraduate Students

All undergraduate students accepted to Grand Canyon University with prior college or university course credit will receive an official transfer credit evaluation from the Office of the Registrar showing how the courses completed at each previous school will transfer.

Evaluations will include the total number of credits accepted, as well as a course-by-course breakdown indicating how each class may be applied toward University graduation requirements. Courses may be accepted as upper or lower division general electives, upper or lower division major or minor electives, or as directly equivalent University courses. Students who wish to substitute credit for a course taken either externally or internally toward the completion of a degree program must complete and submit a Special Study Request Form.

## Graduate Students

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

The following guidelines are used in determining acceptability of graduate course:

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

## Transfer Credit

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

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

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

## Advanced Placement (AP), College Level Examination Program (CLEP), American Council on Education (ACE), Professional Schools and Training (PST), and Life Learning Papers (LLP)

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

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

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

Certain restrictions apply to these programs. Students are limited to 30 semester hours for credit by examination, extension, and correspondence, including no more than 12 hours by correspondence. Credit will only be given when it does not duplicate credit previously earned and is not for a course more elementary than one for which the student has earned college credit. CLEP credit will be given only for examinations completed after July 1965. The University will recognize no more than 83 hours of lower-division credit, plus an additional 15 hours of upper-division credit, if appropriate. Transfer students who received credit by examination at a previous college must submit an official score report to Grand Canyon University's Office of the Registrar for evaluation. Credit given for experience or testing does not automatically transfer from one school to another.

## Advanced Placement Requirements (AP)

Exam	Score	Hours	Equivalency
Art History	5/4 3	6 3	ARH 233/234 ARH 233 or ARH 234
Art Studio – Drawing	5 4	6 3	Humanities Electives Humanities Elective
Art Studio – General	5 4	6 3	Humanities Electives Humanities Elective
Biology	5 4 3	8 4 4	BIO 181/182 BIO 181 BIO 100
Chemistry	5 4 3	8 4 4	CHM 113/115 CHM 113 CHM 101
Computer Science A	5/4	3	CSC 100
Computer Science AB	5/4 3	6 3	CSC Electives CSC Elective
Economics – Intro Macro	5/4	3	ECN 201
Economics – Intro Micro	5/4	3	ECN 202
English – Language/Comp	5/4	6	ENG 101/102
English – Literature/Comp	5/4	6	ENG 101/102
Environmental Science	5/4	3	Science Elective
French – Language	5/4	12-16	FRE 101/102/201/202 + dept conference
French – Literature	5/4	12-16	FRE 101/102/201/202 + dept conference
German – Language 101/102/201/202	5/4	12-16	GER + dept conference
History : Amer. or European or 103/104	5/4 3	6 3	HIS 105/106 HIS elective
Mathematics – Calculus AB	5/4	8	MAT 270/271
Mathematics – Calculus BC	5/4 3	12 4-8	MAT 270/271/272 possible lower
division	+ dept conf.		MAT credit
Music	5/4	3	Humanities
Physics B	5 4 3	8 4 4	PHY 111/112 PHY 111 PHY 101
Physics C – Electricity/ Magnetism	5/4	4	PHY 112
Physics C – Mechanics	5/4	4	PHY 111
Political Science – AmGovt & Pol.	5/4	3	POS 252
Political Science – CoGovt & Pol	5/4	3	POS 380 LD credit
Psychology	5/4	3	PSY 101

Spanish Language	5/4	12-16	SPA 101/102/201/202 + dept conference
	3		Possible LD
	+ dept conf.		SPA credit
Spanish Literature	5/4	12-16	SPA 101/102/201/202 + dept conference
	3		Possible LD
	+ dept conf.		SPA credit
Statistics	5/4	3	MAT 213

## College Level Examination Program Requirements (CLEP)

General Examination	Score	Hours	Equivalency
English Composition w/Essay			
1978 Scale	610+	6	ENG 101/102
1986 Scale	500+	6	ENG 101/102
CBT Scale	50+	6	ENG 101/102
Humanities	50+	6	Humanities Electives
Mathematics	50+	3	MAT 120
Natural Sciences	50+	8	Elective Credit
Social Sciences and History	50+	6	Elective Credit
Subject Examination	Score	Hours	Equivalency
American Government	50+	3	POS 252
American History – Early Col. To 1877	50+	3	HIS 103
American History – 1865 – Present	50+	3	HIS 104
American Literature Analysis and Interp. of Literature	50+	3	ENG Elective Credit
Calculus with Elementary Functions	60+	4	MAT 270
College Algebra (1993) (Replaces College Algebra {1979})	50+	3	MAT 121
College Algebra and Trigonometry	50+	3	MAT 121
College French	42-51	8	FRE 101/102
College French	52-80	16	FRE 101/102/201/202
College German	42-51	8	GER 101/102
College German 101/102/201/202	52-80	16	GER
College Spanish	42-51	8	SPA 101/102
College Spanish	52-80	16	SPA 101/102/201/202
English Literature Freshman College Composition with Essay (Replaces College Composition and Freshman English)	50+	6	ENG 101/102
General Biology	50+	8	BIO 181/182
General Chemistry	50+	8	CHM 113/115
Human Growth and Development	50+	3	PSY 341 LD credit
Information Systems and Computer Applications	50+	3	CIS 180 A, B, C
Introduction to Educational Psychology	—	0	No Credit

Introductory Accounting	50+	6	ACC 211/212		2	MUS 191A <b>AND</b>	
Introductory Business Law	50+	3	Bus Elective		2	MUS 191B	
Introductory Psychology	50+	3	PSY 101	Philosophy	4,5,6,7	3	PHI 101
Introductory Sociology	50+	3	SOC 101	Psychology	5,6,7	3	PSY 101
Principles of Macroeconomics (Replaces Introductory Macroeconomics)	60+	3	ECN 201	Russian	4	4	RUS 101
Principles of Management	—	0	No Credit		5,6,7	4	RUS 101 <b>AND</b>
Principles of Marketing	—	0	No Credit		4	4	RUS 102
Principles of Microeconomics (Replaces Introductory Microeconomics)	60+	3	ECN 202	Spanish A <b>OR</b>	4	4	SPA 101
Trigonometry	50+	3	MAT elective	Spanish B	5,6,7	4	SPA 101 <b>AND</b>
Western Civilization – Ancient Near East to 1648	50+	3	HIS 105			3	SPA 102
Western Civilization – 1648 – Present	50+	3	HIS 106	Theater Arts	4	3	TRE 120
					5,6,7	3	TRE 120 <b>AND</b>
						3	TRE 150

### International Baccalaureate Credit (IB)

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

Subject	Score	Hours	Equivalency
<b>(Higher level exams only)</b>			
Art/Design	4	3	DGN 112
	5,6,7	3	DGN 112 <b>AND</b>
		3	ART 111
Biology	4	4	BIO 181/181L
	5,6,7	4	BIO 181/181L <b>AND</b>
		4	BIO 182/182L
Chemistry	4	4	CHM 113/113L
	5,6,7	4	CHM 113/113L <b>AND</b>
		4	CHM 115/115L
Economics	4	3	ECN 201
	5,6,7	3	ECN 201 <b>AND</b>
		3	ECN 202
English A	4	3	ENG 101
	5,6,7	3	ENG 101 <b>AND</b>
		3	ENG 102
English B			No Credit
Geography	5,6,7	3	GEO 121
German A <b>OR</b>	4	4	GER 101
German B	5,6,7	4	GER 101 <b>AND</b>
		4	GER 102
History – American	4	3	HIS 103
	5,6,7	3	HIS 103 <b>AND</b>
		3	HIS 104
History – European	4	3	HIS 105
	5,6,7	3	HIS 105 <b>AND</b>
		3	HIS 106
Math	4,5,6,7	3	MAT 270
Methods or Mathematics			
Advanced	4	3	MAT 270
Math	5,6,7	3	MAT 270 <b>AND</b>
		3	MAT 271
Music	4	3	MUS 252
	5,6,7	3	MUS 252 <b>AND</b>

### American Council on Education (ACE)

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

### Professional Schools and Training (PST)

Students may create and submit a PST by documenting contact hours required for experiences of professional schooling and training such as seminars, workshops, certificate training programs, formalized on-the-job training, licenses and apprenticeships. Grand Canyon University will award, when equivalent, one semester hour of credit for every 15 seat hours of training for the related college course you challenge. The PST can be used to fulfill a general education or an elective requirement. Students should submit PSTs by using the cover pages.

Completed PSTs with accompanying fees may be sent to:  
Grand Canyon University  
Office of the Registrar / PST  
PO Box 11097  
Phoenix AZ 86061-1097

Students should note that incomplete PSTs will be not be reviewed and will be returned to the student. Students will be notified of the outcome of the review within 3-4 weeks of receipt of the PST. Students are notified through their Canyon Cruiser email account.

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

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

### Lifelong Learning Papers (LLP)

Students may create and submit an LLP by documenting life experience in the form of an essay. Grand Canyon University will award credit to students for life experiences when such experiences are deemed equivalent to a GCU course by the evaluator. Credit earned through

the LLP process can only be used to fulfill a general education or an elective requirement. Students must include the LLP cover pages as the cover sheets of the essay. The LLP cover pages must be included when the paper is submitted for review.

Complete LLPs with accompanying fees may be sent to:  
Grand Canyon University  
Office of the Registrar / LLP  
PO Box 11097  
Phoenix AZ 86061-1097

Students should note that incomplete LLPs will be not be reviewed and will be returned to the student. Students will

be notified of the outcome of the review within 3-4 weeks of receipt of the LLP. Students are notified through their Canyon Cruiser email account.

LLP Submission Fees: \$75 per credit submitted for review

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

# Graduation Requirements

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## Overview

The completion of the required 128 semester hours for a baccalaureate degree usually requires four years of 32 semester hours each. The freshman and sophomore years are usually spent in general or introductory courses in diversified liberal arts areas. During the remaining two years, the student may concentrate in the field of major interest. The work for the entire program consists of The Grand Experience requirements (general education requirements), major and minor subjects, and elective courses.

Students completing a graduate program must meet the curricular requirements per the Program of Study.

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

## Choice of Catalog

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

1. A candidate for a degree from Grand Canyon University may elect to meet the requirements for graduation as outlined in the catalog in effect at the time of his/her original matriculation or those of any subsequent catalog, provided the student has remained in continuous enrollment at Grand Canyon University. Continuous enrollment is defined as consecutive terms; enrollment in the Summer session is not relevant for the traditional campus student. Any changes of catalog year need to be reported and changed on your Graduation Application in the Office of the Registrar to ensure correct degree evaluation.
2. A student who has been readmitted after a period of non-attendance or after attending an institution other than Grand Canyon University (including an Arizona community college) will graduate under the requirements for graduation as stated in the catalog at the time of readmission. This provision applies whether the period of non-attendance at Grand Canyon University was voluntary or due to academic suspension.
3. Students who complete one degree program and then wish to pursue a second degree do not necessarily do so under the same catalog as their first degree. These students must meet the catalog requirements in effect at the time they begin work toward the second degree, unless they have remained in continuous enrollment for both degrees and both degrees will be posted at the same time.
4. Students who transfer directly to Grand Canyon University from an Arizona community college will be permitted to follow the degree requirements specified in the Grand Canyon University catalog in effect at the time they were initially enrolled in an Arizona community college, providing their college attendance has been continuous and they remain continuously enrolled at Grand Canyon University after transferring. (Such a student may instead elect to

graduate under any subsequent catalog issued while the student is in continuous enrollment.)

## Grade Requirements for Graduation

- Undergraduate: To graduate at the end of a given semester, an undergraduate student must have a cumulative 2.00 GPA (C) at the beginning of the final semester.

**Major Grade Point Average:** Undergraduate students must also have at least a cumulative 2.00 GPA in their majors and are not permitted to count any course with a grade below C toward their majors. Higher GPAs are required by specific departments and colleges.

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

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

## Residency Requirements

Undergraduate students must complete at least 30 semester hours at Grand Canyon University to satisfy residency requirements.

Students with a minor are required to complete:

- 21 semester hours in the major; 15 of which must be upper division.
- 9 semester hours in the minor, 3 of which must be upper division.

Students without a minor are required to complete:

- 30 semester hours in the major; 18 of which must be upper division.

Graduate students must complete a minimum of two thirds of the courses required in their Program of Study in residence at Grand Canyon University.



## Graduation Credit

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

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

### Upper Division Credit

For a baccalaureate degree, a student must earn a minimum of 45 semester hours in upper division (300 or above) courses. Undergraduate students must have at least a cumulative 2.00 GPA in upper division requirements and are not permitted to count any course with a grade below C.

### Writing Intensive Course Credit

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

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

The criteria the writing-intensive course designation are as follows:

- 50% or more of the grade depends on critical inquiry writing assignments that emphasize gathering, organizing, and evaluating information, and communicating findings that are appropriate in format and language for a given discipline.
- At least two substantial research writing assignments that extend beyond, but are reinforced by, the information provided in lectures.

- All writing assignments add up to a minimum of 10 pages of text (3000 words) over the course of a term.
- At least one writing assignment involves a revision opportunity after students receive feedback on a first draft.
- Writing assignments require use of academic or professional publications.
- Students are required to use electronic tools effectively, (e.g., Microsoft Word®, electronic library resources).

## Second Degree\*

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

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

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

## Double Degree\*

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

1. Obtain permission from the Office of the Registrar and the dean(s) of the college(s) under which the degrees are offered.
2. File an Intent to Graduate Form with the Office of the Registrar noting each degree sought.
3. Fulfill the GE requirements, all degree prerequisites and requirements, and all other University requirements for each degree sought.
4. The two degrees must be different (e.g., B.A. and B.S. or B.S. and B.S.N.). A minor only needs to be completed in one of the two degrees.
5. Complete a minimum of 30 credit hours at Grand Canyon University beyond the requirements for the first degree (e.g., a minimum of 158 credit hours if the requirements for the first degree were completed after 128 hours).
6. Complete the requirements for both degrees before being granted either degree.

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

## Graduation Application

Students must file a Graduation Application with the Office of the Registrar to initiate the graduation-audit process. Before submitting the Graduation Application, which can be downloaded from the GCU Web site, students must pay a one-time, non-refundable fee. Degrees

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

- GCU receipt of all official transcripts from colleges/universities where additional courses have been completed to satisfy GCU degree requirements.
- All necessary Course Substitution Forms received and approved by the Office of the Registrar.

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

## Commencement

### Academic Regalia for Commencement

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

## Attendance at Commencement

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

## Eligibility to Participate in Commencement

Prospective graduates who have filed a Graduation Application in the established timeframe mentioned above and have been deemed eligible will be invited to participate in the May commencement exercises. Students must provide proof of registration from colleges/universities where additional courses will be completed in the Spring 2006 term to satisfy GCU degree requirements. Also, students planning to complete requirements in the Summer sessions must file a written plan with the Office of the Registrar to account for all outstanding requirements. If the plan has been approved by the Office of the Registrar, the student may participate in the May commencement exercises. Summer graduates with more than 12 hours to complete in the Summer sessions will not be allowed to participate in the May commencement exercises.

# Academic Services and Resources

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## University Learning Center

Academic support is available to any Grand Canyon University student at the University Learning Center (ULC). The ULC, located online and in the GCU Library, offers tutoring services in writing, mathematics, and selected science courses. Tutors are trained to provide assistance to students and encourage self-directed critical evaluation to promote academic excellence and develop critical thinking skills. Students who are having difficulty in their classes are encouraged to consult with their instructors in conjunction with visiting the ULC. Tutoring services are available during open time periods and by appointment. The ULC also provides make-up exam proctoring services and ACCUPLACER exam services by appointment. Contact the ULC at [learningcenter@gcu.edu](mailto:learningcenter@gcu.edu).

## Grand Canyon University Library

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

### Library Services include:

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

### Collections include:

- Books – paper and electronic
- Journals – paper, microfiche, electronic
- Full-text journal databases
- Curriculum resource room
- Music CDs
- Videos/DVDs

## Campus Computer Center

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

## Office of Graduate Studies

The Office of Graduate Studies reinforces the University's commitment to excellence in graduate study by defining the graduate experience and identifying those qualities expected of GCU graduate students. Information on online

and campus graduate programs of study and accreditation is available through the Office of Graduate Studies as well as policy information specific to the graduate experience that facilitates the successful completion of graduate study at GCU.

## Institutional Review Board

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

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

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

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

## Career Services

GCU Career Services is a career counseling and resource center dedicated to empowering students as active participants in their own career development. Through career exploration and experiential opportunities, students are motivated to expand their knowledge of themselves and the world of work in a dynamic global community.

Career Services encourages the discovery and refinement of students' work values, interests and skills, and their relationship to academic and career planning. With Career Services resources, professional knowledge and support, students become responsible for their transition to productive academic endeavors and satisfying employment. This mission is accomplished through collaboration with students, faculty, staff, employers, the general public and the use of state of the art technology. In addition to assisting with internships, resumes, cover letters, and employer connections, GCU Career Services advertises employment opportunities on job boards and in employment books located in the Student Union across from the Fitness Center, and on the GCU Canyon Cruiser webpage ([www.gcu.edu](http://www.gcu.edu)).

Students can access the services and resources of GCU Career Services Center, situated within the Office of Student Life located in the Student Union. The Career Center is accessible during the usual university hours of operation. Career Counseling is by appointment. To make an appointment with a Career Counselor phone 602-589-2512.

Career Services observes the University's alternative hours schedule during the summer. Some special programs and events also are available during evening and weekend hours, as scheduled. Currently enrolled GCU students and GCU alumni are eligible for all services. Students taking GCU classes at distant locations or on online also are eligible for all services. They may visit the GCU campus offices, access our web services, and contact our Career Center at 623-298-5501.

# Drug-Free Campus & Workplace Policy

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

## Description of Health Risks

Drugs and/or alcohol use contribute to:

65% of all suicides

70% of all drowning deaths

83% of all fire deaths

50% of all motor vehicle accidents

70% of all homicides

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

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

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

**Marijuana** (cannabis) (*nicotina glauca*) is an illegal drug that impairs memory, perception, judgment, and hand-eye

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

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

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

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

space, may occur.) The effects are usually shorter lasting than those of LSD, yet the dangers are very similar.

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

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

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

fatigue, irritability, strong hunger, and deep depression that may lead to suicide.

## Description of Drug & Alcohol Counseling

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

Alcoholics Anonymous  
602-264-1341

Al-Anon and Ala-teen Information  
602-249-1251

Alcohol & Drug Abuse Hotline  
1-800-444-9999

Alcohol and Drug Abuse  
602-258-7714

Alcohol and Drug Recovery Center  
1-800-247-2322

Drug & Alcohol Treatment Institute  
602-275-3233

Crossroads (Drug & Alcohol Recovery)  
602-279-2585

Teen Challenge  
602-271-4081

Terros, Inc.  
602-249-1749

## Institutional Sanctions

All faculty, staff and students are prohibited from unlawfully manufacturing, distributing, dispensing, possessing or using illicit drugs and alcohol on this campus or as part of any of its activities.

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

# Student Life

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## Statement of Principle

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

**Hail to thee, Grand Canyon College,  
Alma Mater true.  
Set amidst the desert's glory,  
Highest praise to you.  
So to God our hopes aspiring,  
This our pledge divine:  
Striving, seeking, finding, serving  
God and all mankind.**

## Student Life Mission Statement

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

1. Christ-likeness
2. Academic success
3. A lifestyle of personal excellence

## Student Handbook

The Student Handbook is published in Canyon Cruiser annually by the Office of Student Life. It provides information and procedures. It is the student's responsibility to become familiar with and adhere to the procedures contained within the Student Handbook.

## Residence Life

Any traditional campus student officially admitted to Grand Canyon University is eligible to apply to live in campus housing. Freshmen and sophomore students under 21 years of age are encouraged to live in the Residence Halls. Married students, students with children, those with 60 credit hours or more, or individuals who are 21 years old or older may apply to live in the North Rim Apartments. Seniors graduating in the Spring term may be eligible to stay in campus housing until July 31st as long as all current students who applied for summer apartment housing are placed.

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

Apartments are available in an unfurnished format and are assigned by priority. However, once the priority deadline has passed, the apartments will be assigned on a first come, first serve basis to all those who meet the North Rim Apartment qualifications. All utilities, including local

telephone service and basic cable, are included in the semester charge.

Students must maintain full-time enrollment status to be eligible to remain in campus housing. Part-time students over the age of 21 can petition to live on campus in the North Rim Apartments.

If you need special housing accommodations, please complete the Accommodation Request Form and follow the procedures as outlined in the section of the catalog on Academic Disability Services.

## Food Service

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

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

## Application for Resident Housing

A completed application and one-time \$200 housing fee is required for placement in campus housing. Roommate assignments for residence hall students will be based on preferences indicated by the student on the Housing Application (Hegel Hall or Campus Apartments). Roommate selections for the apartments are made by the student, not the University, unless indicated on the application.

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

## Check In

Housing Services – Residence Life serves students by preparing administrative files, assigning roommates,

coordinating the apartment roommate process, and creating a campus culture through programming by the RAs. No student is allowed to move in without first contacting the Office of Residence Life. Specified check-in dates and times are posted online at <http://my.gcu.edu/> on the Residence Life page, or students can call Residence Life at (602) 589-2860. Upon arriving on campus, residents should go to the Office of Residence Life or, if applicable, a designated check-in area. If a resident is moving in after the designated move-in time, he or she should page the RA on duty.

### **Check Out**

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

## Student Code of Conduct

Please refer to the student code of conduct policy under General Academic Regulations/Student Responsibility Guidelines and Code of Conduct in this catalog.

## Spiritual Life

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

Areas of Ministry include:

**Praise Team:** Student-led praise team for Chapel and special event worship.

**Prayer:** Designated prayer and devotional times taking place Monday – Friday mornings in McKinley Banquet Hall as well as Tuesdays and Wednesdays in the Office of Spiritual Life.

**Community Service:** Canyon Kids, Adopt-A-Block, After-School Tutoring, Hospital Volunteerism, Church and Ministry Fair, and the collaborated efforts with Habitat for Humanity, Convoy of Hope, Salvation Army, World Vision, Food for the Hungry.

**Missions:** Continued development of Global Mission opportunities such as the L.A. Dream Center, India, Kenya, Ecuador, Thailand, Greece, etc.

**Worship on the Slab:** Monthly praise and worship in casual open-air atmosphere.

**Virtual Ministry:** Online Ministry to connect and enhance university-wide spiritual life and climate impact. Virtual Ministry, available through Canyon Cruiser, contains Virtual Chapel, Prayer and Praise, Discussion Forum, Calendar of Events, and more.

**Small Groups Bible Study:** Weekly study groups that meet for additional spiritual growth and accountability (including men's and women's studies, nurses' and athlete's studies, etc).

**Chapel:** Weekly fifty-five minute voluntary corporate worship service incorporating praise music, Biblical teaching/preaching, prayer, testimonials, drama, etc.

**Discipleship:** Weekly one-on-one personal spiritual mentoring and accountability.

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

Spiritual Life growth opportunities include the following:

### **Personal Growth**

The GCU campus pastor and committed residence life staff are eager to support and help direct students in their spiritual journey. The campus pastor and student life staff often conduct community service ministries in the surrounding neighborhoods in which students are encouraged to participate.

### **Corporate Worship**

Students, staff, and faculty have weekly opportunities to come together for lively worship and uplifting teaching. Guest speakers include the campus pastor, student leaders, as well as well-known pastors, community leaders, and best-selling authors.

### **Student-led Bible Study**

The campus pastor and the residence life staff support and encourage student-led Bible study. Bible studies are a valuable part of the residence life experience.

### **Student Organizations**

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



# Intercollegiate Athletics

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## Mission Statement

The Grand Canyon University Department of Intercollegiate Athletics is dedicated to providing quality programs and athletic experiences for men and women with interest and ability that is consistent with the stated mission and values of the University. We are committed to the development of the whole person. The department strives to educate and involve students and the university community in the promotion of personal growth. This personal growth involves intellectual maturity, Christian character, and competitive excellence. The department strives to prepare men and women to be student-athletes distinguished by integrity, effort to succeed, and Christian conduct.

We expect our student-athletes to pursue excellence on the courts and playing fields, in the classroom, and in our community. Students who choose to participate in our athletic programs are challenged to lead lives committed to health, discipline, perseverance, and stewardship. We expect our student-athletes, coaches, and staff to emulate Christ in all aspects of their lives including their academic and athletic endeavors.

## Description of Athletics Program

Intercollegiate sports for women include soccer, volleyball, basketball, golf, softball, and tennis. Men's intercollegiate sports include soccer, basketball, baseball, and golf. Intercollegiate sports facilities include Antelope Gym (basketball and volleyball), Brazell Stadium (baseball), Stapleton-Pierson Field (softball), The GCU Soccer Complex (Soccer) and the Youngker Tennis Center (Tennis).

## National Collegiate Athletic Association (NCAA)

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA)—Division II. Admission to Grand Canyon University does not guarantee eligibility to participate in intercollegiate athletics. Interested students are encouraged to contact the head coach of the sport in which they have interest. The NCAA Compliance and Eligibility Coordinator at GCU can provide information regarding eligibility to participate in intercollegiate sports. The NCAA has additional resources to assist prospective student-athletes with regard to eligibility:

[http://www2.ncaa.org/legislation\\_and\\_governance/eligibility\\_and\\_conduct/index.html](http://www2.ncaa.org/legislation_and_governance/eligibility_and_conduct/index.html).

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA)—Division II.

The basic aims of the intercollegiate athletic program are as follows: Members of Division II believe that a well-conducted intercollegiate athletics program, based on sound educational principles and practices, is a proper part of the educational mission of a university or college and that the educational welfare of the participating student-athlete is of primary concern.

Members of Division II support the following principles in the belief that these objectives assist in defining the division and the possible differences between it and other divisions of the Association. This statement shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences. A member of Division II:

- Believes in promoting the academic success of its student-athletes, measured in part by an institution's student-athletes graduating at least at the same rate as the institution's student body;
- Believes that participation in intercollegiate athletics benefits the educational experience of its student-athletes and the entire campus community;
- Believes in offering opportunities for intercollegiate athletics participation consistent with the institution's mission and philosophy;
- Believes in preparing student-athletes to be good citizens, leaders and contributors in their communities;
- Believes in striving for equitable participation and competitive excellence, encouraging sportsmanship and ethical conduct, enhancing diversity and developing positive societal attitudes in all of its athletics endeavors;
- Believes in scheduling the majority of its athletics competition with other members of Division II, insofar as regional qualification, geographical location and traditional or conference scheduling patterns permit;
- Recognizes the need to balance the role of the athletics program to serve both the campus (participants, student body, faculty-staff) and the general public (community, area, state);
- Believes in offering opportunity for participation in intercollegiate athletics by awarding athletically related financial aid to its student-athletes;
- Believes that institutional control is a fundamental principle that supports the educational mission of a Division II institution and assumes presidential involvement and commitment. All funds supporting athletics should be controlled by the institution. The emphasis for an athletics department should be to operate within an institutionally approved budget, and compliance with and self-enforcement of NCAA regulations is an expectation of membership; and

- Believes that all members of Division II should commit themselves to this philosophy and to the

regulations and programs of Division II.

# Special University Programs

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## Preface

While the University is organized into several colleges, there are some academic programs which fall outside the subject matter taught in any of the colleges and other programs which cross over the boundaries of two or more colleges. Some of these programs offer specific courses; others offer services or educational experiences to specific groups of students. Some programs are totally staffed and operated within the University. Others involve relationships with other colleges, universities, organizations, or countries. All are designed to better allow the University to accomplish its mission.

Students should contact the College of Liberal Arts and Sciences for more information on the Special University Programs:

College of Liberal Arts and Sciences  
3300 West Camelback Road  
Phoenix, AZ 85017  
Phone: (602) 639-8405  
Fax: (602) 589-2410

## Honors Program

The Honors Program is designed for academically gifted students with a strong desire to explore the connections between disciplinary fields. The Grand Canyon University Honors Program provides an integrated learning experience that offers students the challenge to fulfill their intellectual and personal potential in a unique interdisciplinary curriculum.

Team-taught classes creatively combine traditional academic disciplines and encourage students to appreciate how the pieces of their world fit together. The Honors core interdisciplinary courses help students establish vital connections among the various areas of study, while a Senior Project enables students to demonstrate scholarship within their selected major field of study.

Students will develop a community of scholarship and learning through classroom and co-curricular activities. They will explore historic and contemporary issues in ethics, the arts, literature, economics, philosophy, natural sciences, the environment, and other fields with fellow Honors students and professors in a shared experience that fosters group camaraderie and friendship. Students that are interested in the Honors Program may apply through the Director of the Honors Program. Scholars 100 students that apply for admittance into the program receive automatic acceptance. More information concerning general criteria for selection is available through the Director of the Honors Program.

## Center for International Education

Grand Canyon University is committed to education which helps citizens expand their worldview and deepen their understanding of the peoples of the world. Study-abroad programs operate under the idea that firsthand knowledge of other peoples and their cultures builds international awareness, creates concern for God's human creation, and contributes to a more just and peaceful world. Since 1983, Grand Canyon University's students, faculty, and staff

have traveled to over forty countries to teach, minister, or study. The Center for International Education was established in 1986 to enhance and increase study-abroad programs.

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

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

## Study Abroad and International Programs

Study abroad students typically enroll at Grand Canyon University in a holding course such as UNV 300 to retain their enrollment and eligibility for financial aid. Upon successful completion of the semester, the specific credit for the experience replaces the holding course. Students are required to affirm with their major advisor how study abroad courses will apply to Grand Canyon University's requirements.

## Grand Canyon University Study Abroad Programs

- **China:** Grand Canyon University has relationships in China with the Guangxi Education Commission,

making all the institutions within the Guangxi region available to students. In far northwest China, Xinjiang Agriculture University receives ten students each summer. These students teach English as a Second Language for one month.

- **Germany:** Grand Canyon University's German language students may accompany their instructor to the University of Heidelberg Sprachlabor to enhance their German language training.
- **Hong Kong:** Through an agreement with Hong Kong Baptist University, students may study at that University for a semester or a year. Grand Canyon University owns a room in a new dormitory built on land left to HKBU when the British left the island. The University offers a variety of courses taught in English, as well as language courses. Hong Kong offers an exciting location for study.
- **Hungary:** Each summer students from Grand Canyon University teach English as a Second Language at Eszterhazy Karoly Teacher Training College. Several of the Hungarian students then come to campus to experience American culture and language.
- **Israel:** Grand Canyon University is a member of a consortium of more than 100 schools who send students to study at the Jerusalem University College, an Evangelical Protestant Christian university-level institution established in 1957 and located in Jerusalem, Israel. The school offers long and short term programs, graduate and undergraduate programs, as well as short-term academic study tours. The institution is dedicated to the study of the geography, culture, history, languages, and archeology of biblical lands as they relate to biblical interpretation and a better understanding of the Middle East.
- **Lithuania:** Teaching English as a Second language is the focus of this summer program in Vilnius, Lithuania.
- **Mexico:** A relationship with the Universidad Kino in Phoenix's sister city of Hermosillo offers students the opportunity to study Spanish or business for a summer, semester, or year. Students may add a service component to this program by working in an orphanage school on the campus of Universidad Kino.

### Contemporary Music Center (CMC)

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

## Council for Christian Colleges and Universities Programs

The Council for Christian Colleges and Universities (CCCU) offers and coordinates several programs for which Grand Canyon University students who are juniors or seniors and have a GPA of at least 2.75 are eligible to apply. Students who have previously attended these programs have returned to campus to report that these have been life-changing experiences. These programs are all based on the idea of integrating one's personal faith with the experience of learning through life experience in internships or service opportunities. Preference is given to early applicants. Applications may be obtained from the Center for International Education. Final admission to any of the programs is the decision of the CCCU.

### American Studies Program

Founded in 1976, the American Studies Program has served hundreds of students from council member institutions as a Washington, DC campus. ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field and explore pressing national and international issues in public policy seminars which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis, and real world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's Lordship in putting their beliefs into practice. The aim of the program is to help coalition schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 credits.

### China Studies Program

The China Studies Program allows students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses in the historic, cultural, religious, geographical, and economic realities of this strategic populous nation. In addition to the study of standard Chinese, students will assist Chinese students learning English, allowing for one-on-one interaction. Students earn 16 credits.

### Latin America Studies Program (LASP)

Students of council member colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program seeks to introduce students to as wide a range of Latin American experiences as possible through the study of language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin

Americans. Students also participate in a service opportunity and travel for three weeks to nearby Latin American nations. Students earn 16 credits.

### **Los Angeles Film Studies Center (LAFC)**

The Los Angeles Film Studies Center is designed to train students of council member institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn, and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in cultures and the relationship of faith to work in this very important industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and the seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 credits.

### **Oxford Honors Program (OHP)**

Honors and other highly qualified students of council member institutions have the exciting opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrative Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature, and philosophy. Students earn 16 credits.

### **Oxford Summer School Program**

The summer equivalent of the Oxford Honors Program allows students of council member institutions to spend a summer term studying at the Center for Medieval and Renaissance Studies (CMRS) of Keble College at Oxford University. The program includes multidisciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics, and religion of early modern Europe. Students earn 6-9 credits, which are administered directly to member institutions by CMRS.

### **Middle East Studies Program (MESP)**

The Middle East Studies Program, based in Cairo, Egypt, allows council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and literary traditions of Middle East people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Students earn 16 credits.

### **Russian Studies Program (RSP)**

RSP students are exposed to the depth and diversity of Russian culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses (History and Sociology of Religion in Russia; Russian Peoples, Cultures, and Literature; and Russia in Transition), students receive instruction in the Russian language,

choosing either four or six credits of language course work. For those opting for four credits of Russian, a semester course entitled International Russian Relations and Business in Russian is available. Students generally earn 16 credits.

### **Summer Institute of Journalism (SIJ)**

Council campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, DC. Fifteen students are selected to participate in the Institute, which lasts from mid-May to mid-June. The Institute blends classroom experience with hands-on work and is an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Participants also take part in seminars taught by communications professors from council member institutions, take part in the field trips, and complete workshop projects for local newspapers. The course provides valuable insight and training in gathering and writing news, editing copy, and designing layout. The institute seeks to develop students as Christian journalists – exhibiting both professionalism and legal/ethical integrity. Students generally earn 4 credits.

## **Reserve Officer Training Programs (ROTC)**

Through an agreement with Arizona State University in Tempe, Arizona, students at Grand Canyon University can take classes in ROTC. Students register for the classes at Grand Canyon University and attend the courses at Grand Canyon University or Arizona State University, depending on the course.

The goal of ROTC classes is to provide a foundation of military knowledge and skills needed by junior officers in the military. Students may take ROTC credit in Military Science (Army).

For further information, contact Grand Canyon University at (602) 639-6340, [rotcofficer@gcu.edu](mailto:rotcofficer@gcu.edu), or Arizona State University Army ROTC at (480) 965-3318.

## **Army ROTC**

### **Purpose**

The Department of Military Science, Army ROTC (Reserve Officers' Training Corps), is a 4- or 2-year program that consists of the basic and the advance courses. One of the best leadership courses in the country, ROTC is a college elective that prepares students with the tools, training and experiences that will help them succeed in any competitive environment. In classes and during hands-on training labs, students will learn what it takes to lead others, motivate groups and how to conduct missions as an Officer in the U.S. Army. Upon successful completion of the advance course and college graduation, students will earn a commission in the U.S. Army as a Second Lieutenant and become a leader for life.

## **ROTC Basic Course**

Any student who is enrolled fulltime at GCU (or as approved by the professor of military science) can enroll in military science basic courses. The basic course (MIS 101, 102, 201, and 202) takes place during the first 2 years in college as 3-credit, elective courses. Each course includes a hands-on lab each semester. Students will learn basic military skills, the fundamentals of leadership and begin the groundwork toward becoming an Army leader. Students may enroll in basic course classes without a military commitment.

## **Leader's Training Course (2-year program)**

Scholars who want to achieve something even greater than a college degree and who aspire to be leaders, may join the Army ROTC program by attending a 4-week, summer Leader's Training Course (LTC) that consists of intense classroom and field training. This course is an accelerated version of the 2-year basic course listed above and will qualify students for enrollment into the advance course (requirements listed below) providing they have 2-years of college remaining (undergraduate or graduate). Students who attend this course will receive a stipend, transportation to and from Fort Knox, KY, housing, and meals. Those who want to receive 4 college credits for this course may enroll in MIS 205: Leader's Training Course. Students who attend this course may also qualify for a 2-year scholarship upon successful completion.

## **ROTC Advance Course**

The advance course takes place during a student's last 2 years in college as 3-credit, elective courses (MIS 301, 302, 401, and 402). Each course includes a hands-on lab each semester, plus a summer Leadership Development and Assessment Course (LDAC). Students will learn advanced military tactics and gain experience in team organization, planning and decision-making. To benefit from the leadership training in the advance course, all students must have completed either the basic course (4-year program) or have attended the Leader's Training Course (2-year program). Students must meet the following qualifications to be enrolled in the advance course:

1. be a citizen of the United States citizen;
2. be of sound physical condition and pass the U.S. Army physical fitness test;
3. meet the required professional military educational requirements;
4. be at least 17 years of age to enroll into the advance course and be able to complete all commissioning requirements before age 30 (age can be waived to age 32); and
5. commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component (U.S. Army Reserve or Army National Guard) upon college graduation.

## **Leadership Development and Assessment Course (Advance Course Program)**

Every ROTC cadet who enters into the Advanced Course attends the Leader Development and Assessment Course. It is a 4-week summer course designed to evaluate and train all Army ROTC cadets. This course normally takes place between the junior and senior years of college and is conducted at Fort Lewis, Washington. Students who attend this course will receive a stipend, transportation to and from camp, housing, and meals. Students who want to receive 4 college credits for this course may enroll in MIS 303: National Advance Leadership Course.

## **The Commitment**

Army ROTC cadets who receive an Army ROTC scholarship or enter the Army ROTC Advanced Course must commit to being commissioned a Second Lieutenant in the U.S. Army and to complete an 8-year period of service with the Army. Students may serve full-time on active duty, part-time in either the U.S. Army Reserves or the Army National Guard, or a combination of full-time and part-time.

## **Scholarship Programs**

Students who accept an Army ROTC scholarship must also commit to accepting a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component (U.S. Army Reserve or Army National Guard) upon college graduation. Scholarships provide either 100 percent costs for tuition, labs, and fees; or, costs for room and board up to the amount of tuition costs. In addition, scholarship students will receive a book stipend of \$450 per semester. Students receiving ROTC tuition scholarships may also be eligible for a GCU room and board scholarship. Army ROTC offers 2-, 3-, and 4-year scholarship programs to outstanding young men and women based on the time remaining to complete a degree. Scholarships are awarded based on a student's merit and grades, not financial need.

1. High School 4-year: The national high school 4-year, active duty, scholarship is for high school students planning on attending a 4-year college program. Applications should be submitted by November 15. Applications submitted past that date will be considered; however, late applications may not be as competitive due to selection time frames. Applications may be obtained at: [www.rotc.usaac.army.mil](http://www.rotc.usaac.army.mil).
2. College 4-, 3- and 2-year: These active duty scholarships are for students already enrolled full time in college. Contact the GCU Army ROTC Department at [rotcofficer@gcu.edu](mailto:rotcofficer@gcu.edu) for more information, or call: (602) 639-6340.
3. Guaranteed Reserve Forces Duty (GRFD): These reserve components, 2- and 3-year scholarships, are strictly dedicated for those students desiring to serve in the U.S. Army Reserve or Army National Guard. Contact the GCU Army ROTC Department at

rotcofficer@gcu.edu for more information, or call (602) 589-2825.

### **Living Expenses**

Scholarship and all Advance Course students also receive a monthly, non-taxable, living allowance for each school year. The amount depends on a student's level in the ROTC curriculum: Freshman: \$300; Sophomore: \$350; Junior: 450; Senior: \$500 per month. If you chose to live in the GCU dorms, you may be eligible to receive a GCU ROTC Housing Scholarship for up to \$3,750 towards your room and board.

### **Simultaneous Membership Program**

Under this program, ROTC students may simultaneously be members of the Army Reserve or the National Guard. The combination of advance course living allowance and pay for Army Reserve or National Guard participation can provide between \$550 and \$1,000 per month.

### **Graduate and Professional Studies Programs**

Graduate students may also enroll in the ROTC program. Outstanding students who desire to earn graduate or professional degrees may request and receive an educational, active duty, delay of up to 4 years to complete school.

### **Nurse Program**

GCU is one of only 56 universities nation-wide that has a partnership in nursing with the U.S. Army and has been the largest program in the Southwest and second largest on the West Coast. Through ROTC, nursing students will distinguish themselves from their peers by developing unique characteristics of leadership and officership. In addition to scholarship benefits, students may be reimbursed for: nurse malpractice insurance, immunization and testing fees, nursing uniforms and clinical supplies, clinical fees, NCLEX-RN review course and testing fees, and a Littman cardiology stethoscope. Nurse students will also have the opportunity to attend professional training during the Nurse Summer Training Program (NSTP). NSTP is a 3-week, 120-hour, clinical rotation program at major Army medical centers throughout the United States and Germany. This paid clinical elective is offered between a student's junior and senior year and after completing the Leaders Development and Assessment Course. This program is designed to introduce students to the Army Medical Department and to the roles and responsibilities of an Army Nurse. Students who want to receive 4 credits for NSTP should coordinate with their ROTC instructor.

# Grand Experience (General Education Requirements)

## Overview

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

## University Competencies

1. Academic Community in Christ  
Integrate an understanding of the Christian world-view and its relevance to the dimensions of life
2. Ethics and Values  
Make judgments informed by Christian virtues and ethical principles
3. Global Citizenship  
Participate responsibly in diverse communities
4. Communication  
Use written and oral expression effectively
5. Artistic Appreciation  
Integrate an appreciation of artistic expression and its role in human endeavors
6. Integration of Knowledge  
Implement critical thinking to evaluate ideas and integrate knowledge
7. Reasoning  
Reason effectively in numerical and verbal terms
8. Intellectual Mastery  
Comprehend and integrate their discipline with other disciplines

## Grand Experience Requirements by Modality

General Education Requirements	Online Modality	Campus Modality
Christian Studies: Total of 6 credits		
3 credits	INT 463 or BIB 113 Online: Students have a choice between two courses	any Christian Studies or Christian Foundations course
3 credits	PHI 101 or BIB 123 Online: Students have a choice between two courses	any Christian Studies or Christian Foundations course

Communication: Total of 3 credits	COM 101	COM 101
English Composition: Total of 6 credits		
3 credits	ENG 101 <sup>A</sup>	ENG 101 <sup>A</sup>
3 credits	ENG 102 <sup>A</sup>	ENG 102 <sup>A</sup>
Fine Arts: Total of 3 credits	MUS 252	any art, theater, music
Humanities: Total of 6 credits		
3 credits history	HIS 107	HIS 103, HIS 104, HIS 107, HIS 108
3 credits philosophy or literature	PHI 222	PHI 222/ PHI 329 or literature course
Mathematical Inquiry: Total of 3 credits	MAT 121	MAT 121 or higher
BS (Scientific Inquiry): Total of 8 credits OR	BIO 100	BIO, CHM, GLG, PHY
	CHM 101	BIO, CHM, GLG, PHY
BA or BM (Language Inquiry): Foreign Language: 8 credits	SPA 101 SPA 102	Foreign Language Courses
Social Sciences: Total of 3 credits	PSY 101	PSY 101, SOC 101, POS 100, ECN 201, ECN 202, JUS 100
<b>Total Grand Experience Credits: 38</b>		

## Policies

Christian studies courses may be taken from the Christian Foundations and/or the Christian Expressions categories. We recommend students take three credits from each category.

GCU will accept transfer credits to meet the Grand Experience Christian Studies requirements that have the



following course prefixes and meet the specified guidelines:

1. A course prefix that indicates Biblical and/or theological studies courses (e.g. BIB, THEO)
2. A course prefix that indicates Christian studies or Christian leadership or ministry courses (e.g. MIN – Ministry, CHL – Christian Leadership)
3. A course prefix that indicates humanities (e.g. HUM) courses and has in its catalog/course description explicit and direct reference to ethics, or human values, or worldview, or religion
4. A course prefix that indicates philosophy (e.g. PHI) courses and has in its catalog/course description explicit and direct reference to ethics, or human values, or worldview, or metaphysics, or religion
5. A course prefix that indicates religion courses (e.g. REL)

## Self-Placement in English Classes

Freshman and transfer students have the opportunity to make an important decision that may affect their success in courses at Grand Canyon University. They have the choice of enrolling in one of two courses that have proven to be beneficial for students who need to improve writing skills in order to succeed at meeting college-level communication expectations. Specifically, if a student's ACT scores are 1 to 18 and/or their SAT verbal score is 200 to 389, then the administration strongly recommends that students enroll in UNV 105 (Writing Experience I). If ACT scores are 19-20 and/or SAT Verbal scores are 390 to 469, the administration strongly recommends that these students enroll in UNV 110 (Writing Experience II). Even if ENG 101 and 102 have already been completed at another institution, these students will likely benefit from taking either of these courses if their test scores fall within these lower ranges. Also, students who have been away from college for an extended amount of time will benefit greatly from taking these courses as a refresher of the basics. See the chart below for complete placement information. Students who have been placed in ENG 103 Honors Composition based on ACT and/or SAT scores may satisfy the requirements of the English section the Grand Experience requirements by successfully completing this course. ENG 103 replaces ENG 101 and ENG 102 in content but not in total credit hours. Only English faculty may place students in ENG 103 based on SAT and/or ACT test scores.

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

## Degree Emphasis

By the beginning of the junior year, undergraduate students are required to select one subject area, to be known as their major, in which they must present at least 30 semester hours of acceptable credit. In certain areas of study, the number of hours required for a major exceeds 30. 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 and are not permitted to count in the major any course with a grade below 2.00. A candidate for a secondary teaching certificate must have a 2.50 average or above in the teaching major.

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

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

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

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



# Grand Canyon University Academic Catalog Programs

# The Ken Blanchard College of Business

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## College Description

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

## College Features

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

## Division of Business Studies

The Division of Business Studies exists to serve both undergraduates who are preparing to initiate careers and working professionals who are seeking to develop their careers further. Grand Canyon University is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the following degrees: Bachelor of Science in Accounting, Bachelor of Science in Business Administration, Bachelor of Science in Marketing, and Master of Business Administration.

The Division of Business Studies offers a Bachelor of Science (BS) degree with majors in Accounting, Business Administration, and Marketing. The accounting major is designed to prepare students for professional practice in corporate accounting and finance or for management positions in business. Completing the requirements for the accounting major qualifies students to sit for the Certified Management Accountant (CMA) examination. The business administration major is a broadly-based degree that emphasizes technical, human, and conceptual skills that encompass all functional areas of business. The marketing major combines a strong business core with special emphasis in market forces, marketing strategy, and sales management.

The Master of Business Administration (MBA) program, designed for working professionals, provides emphases in Accounting, Finance, Health Systems Management, Leadership, Marketing, and Six Sigma. The Master of Business Administration (MBA) degree is designed for working professionals who desire to complete their graduate degree without interrupting their professional careers. The program consists of 39-51 graduate credit hours. Students with the necessary academic or professional background who complete two courses per semester on a trimester basis will be able to complete the MBA program in just over two years.

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

- Institute of Management Accountants (IMA) Student Chapter, 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.

## Division of Professional Studies

For working adults seeking an undergraduate degree, the Division of Professional Studies offers a Bachelor of Science degree completion program in Applied Management in both campus and online modalities. This program offers a rigorous, challenging, and meaningful education that is compatible with the schedules of working adults.

The Division of Professional Studies also offers the Master of Science in Leadership which takes a highly regarded and innovative approach to leadership education for managers and executives.

## Division of Business Studies

### Degree Requirements

#### Undergraduate Program Credits

▪ The Grand Experience	38 credits
▪ Business Core	54 credits
▪ Major Requirements	24 credits
▪ Free Electives*	12 credits

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Total Bachelor of Science Requirements 128 credits

\*Applies to campus students only.

#### Business Core

ECN 201	Macroeconomic Principles	3 credits
MGT 301	Principles of Management	3 credits
BUS 307 <sup>Δ</sup>	Business Communication	3 credits
MKT 301	Principles of Marketing	3 credits
FIN 301	Fundamentals of Business Finance	3 credits

BUS 318	Ethical Issues in Business and Society	3 credits
BUS 251	Business Statistics	3 credits
ECN 202	Microeconomics Principles	3 credits
BUS 310	Business Law I	3 credits
MGT 415	Organizational Behavior	3 credits
ACC 211	Financial Accounting	3 credits
ACC 212	Managerial Accounting	3 credits
SYM 301	Principles of Information Systems	3 credits
MGT 310	Production and Operations Management	3 credits
BUS 406	International Business	3 credits
MGT 433	Human Resource Management	3 credits
BUS 418	Entrepreneurship	3 credits
BUS 480 <sup>A</sup>	Strategic Management	3 credits

Total Business Core Hours 54 credits

<sup>A</sup> Writing-Intensive course

## Bachelor of Science in Accounting Degree Requirements

The accounting program is designed to prepare students for professional practice in corporate accounting, corporate finance, or public accounting. Completing the requirements for the accounting major qualifies students to sit for the Certified Management Accountant (CMA) examination.

▪ The Grand Experience	38 credits
▪ Business Core	54 credits
▪ Accounting Major	24 credits
▪ Free Electives*	12 credits

Total Bachelor of Science in Accounting 128 credits

\*Applies to campus students only.

### Accounting Major Requirements

ACC 321	Intermediate Accounting I	3 credits
ACC 322	Intermediate Accounting II	3 credits
ACC 331	Cost Accounting	3 credits
ACC 332	Advanced Cost Accounting	3 credits
ACC 383	Advanced Accounting	3 credits
ACC 429	Corporate Taxation	3 credits
ACC 430	Accounting Information Systems	3 credits
ACC 401	Financial Statement Analysis	3 credits

Total Accounting Major 24 credits

## Bachelor of Science in Business Administration Degree Requirements

The business administration program is broad-based and cross-functional in nature. The degree requirements are designed to prepare students for general careers in business, with specific emphasis placed on management skill development.

▪ The Grand Experience	38 credits
▪ Business Core	54 credits
▪ Business Administration Major	24 credits
▪ Free Electives*	12 credits

Total Bachelor of Science in Business Administration 128 credits

\* Applies to campus students only.

### Business Administration Major Requirements

ACC 331	Cost Accounting	3 credits
MGT 435	Project Management	3 credits
SYM 303	Systems Analysis and Design	3 credits
AMP 490	Organizational Development and Change	3 credits
MKT 480	Marketing Management	3 credits
BUS 315	Business Law II	3 credits
MKT 302	Buyer and Consumer Behavior	3 credits
FIN 402	Intermediate Finance	3 credits

Total Business Administration 24 credits

### Business Administration Major with an Emphasis in Healthcare Management Requirements

ACC 331	Cost Accounting	3 credits
MGT 435	Project Management	3 credits
SYM 303	Systems Analysis and Design	3 credits
AMP 490	Organizational Development and Change	3 credits
MKT 480	Marketing Management	3 credits
HSM 301	Principles of Healthcare Management	3 credits
HSM 402	Healthcare Economics and Finance	3 credits
HSM 418	Ethical Concerns in Healthcare	3 credits

Total Business Administration 24 credits

### Business Administration Major with an Emphasis in Management of Information Systems Requirements

ACC 331	Cost Accounting	3 credits
MGT 435	Project Management	3 credits
SYM 303	Systems Analysis and Design	3 credits
AMP 490	Organizational Development and Change	3 credits
MKT 480	Marketing Management	3 credits
SYM 302	Database and Decision Support Systems	3 credits
SYM 305	Business Programming	3 credits
SYM 306	Data Communications and Networking	3 credits

Total Business Administration 24 credits

## Bachelor of Science in Applied Management

The Applied Management Program is a bachelors' degree completion program designed for the adult working professional 25 years and older that has complete at least two years of college. 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.

AMP 370	System Concepts	3 credits
AMP 330	Group Dynamics	3 credits
AMP 340	Management Principles	3 credits
AMP 410	Ethical Decision-Making	3 credits
AMP 350	Managerial Communications	3 credits
AMP 360	Information Technology and Systems	3 credits
AMP 420	Marketing Environment	3 credits

AMP 430	Human Resources	3 credits
AMP 440	Financial Decision-Making	3 credits
AMP 450	Leadership and Vocation	3 credits
AMP 460	Project Management	3 credits
AMP 470	Global Management	3 credits
AMP 480	Small Business Entrepreneurship	3 credits
AMP 490	Organizational Development and Change	3 credits
AMP 495	Action Research Project	3 credits

Total Bachelor of Science in Applied Management 45 credits

## Bachelor of Science in Marketing Degree Requirements

The marketing program prepares students for entry-level positions in marketing. The degree requirements are designed to equip students with advanced skills in the areas of advertising and promotion, marketing research, consumer behavior, and marketing strategy.

▪ The Grand Experience	38 credits
▪ Business Core	54 credits
▪ Marketing Major	24 credits
▪ Free Electives*	12 credits

Total Bachelor of Science in Marketing 128 credits

\*Applies to campus students only.

### Marketing Major Requirements

MKT 302	Buyer and Consumer Behavior	3 credits
MKT 303	Sales and Sales Management	3 credits
MKT 304	Promotion and Advertising	3 credits
MKT 306	Services Marketing	3 credits
MKT 409	Retailing and E-tailing	3 credits
MKT 425	International Marketing	3 credits
MKT 440	Marketing Research and Reporting	3 credits
MKT 480	Marketing Management	3 credits

Total Marketing 24 credits

### Business Minor Requirements

Required Business Minor Core:

ACC 211	Financial Accounting	3 credits
ACC 212	Managerial Accounting	3 credits
ECN 201	Macroeconomic Principles	3 credits
OR		
ECN 202	Microeconomics Principles	3 credits
FIN 301	Fundamentals of Business Finance	3 credits
MGT 301	Principles of Management	3 credits
MKT 301	Principles of Marketing	3 credits

Total Credits for Business Minor 18 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:

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

2. A maximum of two semesters of internships may be taken. The second semester should be taken with a different organization than the first.
3. A maximum of six credit 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.
4. No academic credit will be granted for performing duties in the student's current job. An internship with a student's past or current employer must be for a special internship assignment and not be a part of his or her regular job assignment. In no case will academic credit be granted for work done in the past.
5. A faculty member within the Business Division will serve as faculty sponsor for their internship. The faculty sponsor will assist the student in developing written goals for the internship and in working with the student's employing organization.
6. A Reflection Paper is required of all interns. Normally, this is written at the end of the internship experience. It should include the intern's self-evaluation of whether the internship goals were met and why. It should also include a discussion of how the skills needed to succeed in the internship compare with those developed within the coursework included in the student's academic major. The faculty sponsor and the Director of the Internship Program will grade reflection papers.
7. At the end of the semester, interns will receive a grade of either credit (CR) or non-credit (U). The Director of the Internship Program and the faculty sponsor will make this determination based on the quality of the intern's reflection paper and the written evaluation of the intern's supervisor in the employing organization.

## Graduate Programs

### Master of Business Administration

The Ken Blanchard College of Business offers the Master of Business Administration (MBA) degree, with available emphases in Accounting, Finance, Health Systems Management, Leadership, Marketing, and Six Sigma. The program is designed to afford students the opportunity to develop cross-functional business-management skills, preparing business practitioners for advanced management and executive positions. Students have the option of completing two emphasis areas as part of their MBA degree. The Ken Blanchard College of Business MBA Program is fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

### Additional Graduate Business Admission Requirements

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

complete the four MBA Fundamentals courses with a cumulative GPA of 3.0 or higher.

## Master of Business Administration

### Degree Requirements

The MBA program is designed for experienced business professionals. The curriculum prepares student for advanced management positions in functional or line units within business organizations.

▪ MBA Fundamentals*	12 credits
▪ Business Administration Core	30 credits
▪ Emphasis	9 credits

Total Master of Business Administration 39-51 credits

### MBA Fundamentals Coursework\*

MKT 501	Economics and Marketing Principles	3 credits
ACC 501	Accounting Principles	3 credits
SYM 501	Applied Business Probability and Statistics	3 credits
FIN 501	Finance Principles	3 credits

Total MBA Fundamentals 12 credits

\*MBA Fundamentals Coursework has been developed by the Ken Blanchard College of Business faculty to prepare non-business students (those not holding an undergraduate degree in a business discipline) for the rigors of the MBA program and to supply the student with the basic knowledge needed to take graduate level academic work in business. Successful completion of the four courses will demonstrate the student's potential to successfully complete the MBA program. Successful completion requires a minimum 3.0 GPA with no course receiving a grade lower than B-. Courses of C+ or lower must be repeated.

### Master of Business Administration Core

BUS 602	Managerial Communications	3 credits
ECN 607	Managerial Economics	3 credits
MGT 602	Organizational Behavior	3 credits
BUS 601	Quantitative Methods in Business	3 credits
ACC 605	Managerial Accounting	3 credits
MKT 606	Marketing Management	3 credits
BUS 604	Organizational Ethics	3 credits
FIN 608	Managerial Finance	3 credits
SYM 603	Information Systems	3 credits
MGT 609	Strategic Management	3 credits

Total Master of Business Administration 30 credits

### Areas of Emphasis

The requirement for an emphasis is to take three courses (9 semester credits in lieu of electives) in one area as listed below:

#### Accounting Emphasis

The MBA accounting emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in accounting that prepares students for advanced management positions in corporate or public accounting.

ACC 612	Internal Auditing	3 credits
ACC 619	Accounting Theory	3 credits
ACC 620	Financial Statement Analysis	3 credits

#### Finance Emphasis

The MBA finance emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in finance that prepares students for advanced management positions in corporate finance or investment banking.

ACC 620	Financial Statement Analysis	3 credits
FIN 624	Management of Working Capital	3 credits
FIN 626	Investments	3 credits

#### General Management Emphasis

The Masters of Business Administration with an Emphasis in General Management program is designed for working professionals who desire to complete a program of study that allows focus across technical, human, and conceptual skills that encompass the functional areas of business. As such, the program allows the student to develop custom emphasis areas that share strong foundations across accounting, economics, finance, information systems, management, marketing and quantitative methods provided in the core courses. Through flexible elective course selection opportunities are maximized for depth of learning across a wide variety of business content areas. The degree provides a broad management perspective as well as the analytical and interpersonal skills needed to succeed in a competitive business environment.

Select any Tier I course.	3 credits
Select any Tier II course.	3 credits
Select any Tier III course.	3 credits

#### Tier I Courses

ACC 612	Internal Auditing	3 credits
ACC 620	Financial Statement Analysis	3 credits
HSM 620	Health Systems Management	3 credits
MGT 623	Organizational Development and Change	3 credits
MKT 624	Services Marketing	3 credits
SYM 653	Business Programming Management	3 credits
SYM 633	Fundamentals of Six Sigma	3 credits

#### Tier II Courses

ACC 619	Accounting Theory	3 credits
FIN 624	Management of Working Capital	3 credits
HSM 621	Healthcare Finance	3 credits
MGT 625	Leadership Styles and Development	3 credits
MKT 625	Seminar in Marketing	3 credits
SYM 654	Database Management Systems	3 credits
SYM 634	Advanced Six Sigma	3 credits

\*Students may not take SYM 634 unless they selected SYM 633 in Tier I.

#### Tier III Courses

ACC 620	Financial Statement Analysis	3 credits
FIN 626	Investments	3 credits
HSM 622	Ethical concerns in Healthcare	3 credits
MGT 626	Organizational Systems and Cultures	3 credits
MKT 628	International Marketing	3 credits
SYM 655	Data Communications and Network Management	3 credits

#### Health Systems Management Emphasis

The MBA health systems management emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in health systems management that prepares students for advanced management or senior administration positions in the healthcare industry.

HSM 620	Healthcare Systems Management	3 credits
HSM 621	Healthcare Finance	3 credits
HSM 622	Ethical Concerns in Healthcare	3 credits

#### *Leadership Emphasis*

The MBA leadership emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in leadership theory and application.

MGT 623	Organizational Development and Change	3 credits
MGT 625	Leadership Styles and Development	3 credits
MGT 626	Organizational Systems and Cultures	3 credits

#### *Management of Information Systems Emphasis*

The Master of Business Administration with an Emphasis in Management of Information Systems program is designed for experienced business professionals. The curriculum prepares students for advanced management positions in functional or line units within business organizations.

SYM 653	Business Programming Management	3 credits
SYM 654	Database Management Systems	3 credits
SYM 655	Data Communications and Network Management	3 credits

#### *Marketing Emphasis*

The MBA marketing emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in marketing that prepares students for advanced management positions in corporate marketing or brand management.

MKT 624	Marketing of Services	3 credits
MKT 625	Seminar in Marketing	3 credits
MKT 628	International Marketing	3 credits

#### *Six Sigma Emphasis*

The MBA Six Sigma emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in Six Sigma theory, methodology, and project management skills.

SYM 633	Fundamentals of Six Sigma	3 credits
SYM 634	Advanced Six Sigma	3 credits
SYM 635	Applied Six Sigma	3 credits

#### **Dual-Degree Programs**

The Ken Blanchard College of Business offers two dual-degree graduate programs: the Master of Business Administration and Master of Science in Leadership, as well as the Master of Business Administration and Master of Science-Nursing: Nursing Leadership in Health-Care Systems<sup>◆</sup>.

<sup>◆</sup> Information concerning the Master of Science-Nursing: Nursing Leadership in Health-Care Systems program is located in the College of Nursing section of the catalog.

#### **Master of Business Administration/Master of Science in Leadership (Dual-Degree)**

The Master of Business Administration and Master of Science in Leadership (MBA/MSL) dual-degree program is designed to afford students the opportunity to develop cross-functional business management skills as well as cognitive and behavioral skills necessary to be an effective leader.

▪ MBA Fundamentals*	12 credits
▪ Business Administration Core	30 credits
▪ Master of Science in Leadership	27 credits

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Total Master of Business Administration and Master of Science in Leadership 57-69 credits

MGT 623	Organizational Development and Change	3 credits
MGT 625	Leadership Styles and Development	3 credits
MGT 626	Organizational Systems and Cultures	3 credits
MLE 605	Leading High-Performance Teams	3 credits
MLE 619	Power, Politics, and Influence	3 credits
MLE 617	Leadership and Innovation	3 credits
LDR 657	Leading Global Organizations	3 credits
LDR 650	Diversity Management and Leadership	3 credits
MLE 621	Contemporary Issues in Leadership	3 credits

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Total Master of Science in Leadership 27 credits

## Division of Professional Studies

### Undergraduate Programs

The Applied Management Program is a bachelor's degree completion program designed for the adult working professional 25 years and older who has completed at least two years of college (63 semester-credit hours). 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.

▪ Grand Experience	38 credits
▪ Professional Studies Core Requirements	45 credits
▪ Elective Requirements	45 credits

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Total Degree Credits 128 credits

#### **Applied Management Core**

AMP 370	Systems Concepts	3 credits
AMP 330	Group Dynamics	3 credits
AMP 340	Management Principles	3 credits
AMP 410 <sup>A</sup>	Ethical Decision-Making	3 credits
AMP 350	Managerial Communications	3 credits
AMP 360	Informational Technology and Systems	3 credits
AMP 420	Marketing Environment	3 credits
AMP 430	Human Resources	3 credits
AMP 440	Financial Decision-Making	3 credits
AMP 450	Leadership and Vocation	3 credits
AMP 460	Project Management	3 credits

AMP 470	Global Management	3 credits
AMP 480	Small Business Entrepreneurship	3 credits
AMP 490	Organizational Development and Change	3 credits
AMP 495	Capstone- Action Research Project	3 credits

Total Bachelor of Science in Applied Management 45 credits

## Graduate Programs

### Master of Science in Leadership Degree Requirements

The Masters of Science in Leadership (MSL) degree program is designed to provide applied cognitive and behavioral skill sets necessary to be an effective leader. The MSL program curriculum explores values, content knowledge, and skills required to understand and apply effective leadership within corporate and social contexts.

MLE 601	Introduction to Organizational Leadership	3 credits
MGT 625	Leadership Styles and Development	3 credits
BUS 604	Organizational Ethics	3 credits
MLE 605	Leading High-Performance Teams	3 credits
MLE 619	Power, Politics, and Influence	3 credits
MGT 626	Organizational Systems and Cultures	3 credits
MLE 613	Strategic Planning and Decision-Making	3 credits
MGT 623	Organizational Development and Change	3 credits
MLE 617	Leadership and Innovation	3 credits
LDR 657	Leading Global Organizations	3 credits
LDR 650	Diversity Management and Leadership	3 credits
MLE 621	Contemporary Issues in Leadership	3 credits

Total Master of Science in Leadership 36 credits

### Master of Science in Leadership in Disaster Preparedness and Crisis Management Degree Requirements

The Disaster Preparedness and Crisis Management emphasis will provide courses in the areas of occupational health and safety, disaster preparation and crisis management, and environmental issues directly related to leadership skills development and content required of leaders in the area of emergency public safety and response.

MLE 601	Introduction to Organizational Leadership	3 credits
MGT 625	Leadership Styles and Development	3 credits
BUS 604	Organizational Ethics	3 credits
MLE 605	Leading High-Performance Teams	3 credits

MLE 619	Power, Politics, and Influence	3 credits
MGT 626	Organizational Systems and Cultures	3 credits
MLE 613	Strategic Planning and Decision-Making	3 credits
MLE 623	Organizational Development and Change	3 credits
MLE 617	Leadership and Innovation	3 credits
EFL 627	Disaster Preparation and Crisis Management	3 credits
EFL 628	Environmental Issues and Hazard Management	3 credits
EFL 670	Contemporary Issues in Disaster Preparedness & Crisis Management	3 credits

Total Master of Science in Leadership 36 credits

### Master of Science in Leadership with an Emphasis in Information Security

The Master of Science in Leadership with an Emphasis in Information Security degree program is designed to provide the applied cognitive and behavioral skill sets necessary to develop highly ethical leaders who are able to address critical issues in information security. The MSL-IS program curriculum addresses values, content knowledge, and skills necessary to effectively protect the nation's information and information systems.

SYM 603	Information Systems	3 credits
MGT 629	Organizational Security Systems and Awareness	3 credits
BUS 605	Legal and Ethical Practices in Information Security	3 credits
RES 615	Applied Research Development in Information Security	3 credits
BUS 606	Business and Security Risk Analysis	3 credits
MLE 601	Introduction to Organizational Leadership	3 credits
MLE 606	High Performance Information Security Project Management	3 credits
MGT 628	Information Security and Organizational Change Development	3 credits
MGT 625	Leadership Styles and Development	3 credits
MLE 614	Strategic and Technological Trends in Information Security	3 credits
RES 616	Qualitative and Quantitative Analysis	3 credits
MLE 618	Leadership and Innovation in Information Security Management	3 credits
MLE 619	Power, Politics, and Influence	3 credits

Total Master of Science in Leadership with an Emphasis in Information Security 36 credits



# The College of Education

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## College Description

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

## College 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+ credits 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.

*All College of Education (COE) students* must provide verification of finger print clearance (through a state issued finger print card or a state issued teaching certificate) and two letters of recommendation from supervisors or other professionals. Undergraduate COE students will not be allowed to enroll in EDU303 until these documents are provided. Graduate students will not be allowed to enroll in courses beyond their second course until these documents are provided. Students already in the system must provide these documents as soon as possible and will not be allowed to complete student teaching or internship components without them.

*All College of Education students seeking an Arizona teaching or administrative credential or an Institutional Recommendation "IR"* must complete program requirements for their degree program which include verification of finger print clearance; two letters of recommendation from supervisors or other professionals 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 [www.aepa.nesinc.com](http://www.aepa.nesinc.com). It is the student's responsibility to determine what, if any, testing is necessary for their individual state.

For information on program requirements contact an academic advisor. For information on field experience

requirements including: practicum, student teaching, and internships please contact the College of Education Field Experience Directors.

### **\*Student teaching:**

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

### **\*\*Internship:**

Taken at the conclusion of all course work; 8 consecutive weeks; an unpaid, ½ time placement with an approved COE mentor administrator; can not be done over the summer months; required for an IR

## Undergraduate Course Work

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

### **Additional Undergraduate College of Education Admission Requirements**

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

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

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

1. All candidates must submit two letters of reference; one from a supervisor and another professional reference
2. 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 EDU 303. Copies of the Fingerprint Clearance Card should be sent to:

The College of Education  
3300 West Camelback Road  
Phoenix, AZ 85017

3. The teacher education program of Grand Canyon University is approved by the Arizona State Board of Education. All Elementary Education, Special Education, and Secondary Certification majors must meet the requirements for the Grand Canyon University state-approved certification program prior to graduation. If state certification requirements change, students must meet the new requirements regardless of the catalog under which they will be graduating.

### Additional COE Graduation Requirements

COE students are required to complete an assessment e-Portfolio. The e-Portfolio is the final assessment of students in each program, and is contributed to throughout the Program of Study. Final submission of the e-Portfolio is required to be eligible for graduation and must use the e-Portfolio product supported/used by GCU.

### Bachelor of Science Degree Programs

These programs are designed for the preparation of elementary, secondary, and special education certified teachers offering study in a specialized area of education.

Coursework is offered in the following areas:

- *Bachelor of Science in Elementary Education*  
Coursework is offered leading to certification in Elementary Education with a minor in Special Education, teaching English as a second language, or a content area commonly taught in grades K-8 in the Arizona public schools
- *Bachelor of Science in Secondary Education*  
Coursework is offered leading to certification in Art Education, Biology (Secondary Teaching), Chemistry (Secondary Teaching), English Teaching, History, Mathematics (Secondary Teaching), Music Education, Physical Education, Physics (Secondary Teaching). Refer to the respective departments for a listing of major requirements within the Academic Catalog. The student will complete a double major in Secondary Education and in the content area. A minor is recommended but not required.
- *Bachelor of Science in Special Education*  
Coursework is offered leading to certification in Special Education-Cross Categorical (offered as a double major with Elementary Education)

### Endorsements

Endorsements (K-12) are available in Art, English as a Second Language, Music, and Physical Education. In order to qualify for an endorsement, one must first have an

Elementary Certificate, a Secondary Certificate, or a Special Education Certificate. The endorsement involves at least 30 semester credits in the specific teaching field and includes the methods of teaching in the specific teaching field at the elementary level and the secondary level. In order for the College of Education to recommend a student for the K-12 Endorsement, the student must student teach at the elementary level (grades K-8) as well as at the secondary level (grades 7-12).

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

For the full endorsement, a total of 21 semester credits of coursework is required, as well as six additional credits of language training or passage of an Arizona classroom proficiency exam or other second language learning experience as stated by the Arizona State Department of Education. Although Spanish is the usual language of choice, any foreign language, including sign language, will fulfill this requirement. Further information is available in the College of Education.

For a provisional endorsement, three semester credits of ESL methods and three semester credits of ESL courses towards the full endorsement are required. The provisional endorsement is valid for three years and is not renewable. All GCU undergraduate elementary education majors will automatically qualify for provisional ESL endorsement simply by completing their program.

Students may select ESL as a minor and automatically qualify for full ESL endorsement. One of the required courses, ESL 423 SEI English Language Teaching: Foundations and Methodologies, is already required in the programs for both elementary and secondary education majors; a second, ESL 420 English Linguistics, is already required in the elementary education major. Therefore, elementary education majors need only take 15 credits beyond their required program to receive full endorsement, and secondary majors, only 18.

### English as a Second Language Endorsement Requirements

EDU 300	Teaching in a Pluralistic Society	3 credits
ESL 423	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL 410	Advanced Language Teaching Methodologies and Assessment	3 credits
ESL 411	Language Teaching Curriculum and Materials Design	3 credits
ESL 414	English in its Social Setting	3 credits
ESL 480	Internship in ESL	3 credits

## Graduate Coursework

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:

1. All candidates must submit a copy of their Fingerprint Clearance Card from their state Department of Public Safety or comparable agency and/or a copy of the state issued teaching certificate prior to enrolling in the third course of the declared program. Copies of the Fingerprint Clearance Card should be sent to:  
The College of Education  
3300 West Camelback Road  
Phoenix, AZ 85017
2. Eligibility for teaching certification
3. Additional information is required for the following degrees:
  - a. Master of Arts in Teaching: A copy of current teaching certificate
  - b. Master of Education in Special Education for Currently Certified Teachers: A copy of current teaching certificate
  - c. Master of Education in Secondary Education: A certifiable major in secondary education content area. This major is any course of study commonly taught in grades 7-12 in public schools.

### Additional Graduate Graduation Requirements

COE students are required to complete an assessment e-Portfolio. The e-Portfolio is the final assessment of students in each program, and is contributed to throughout the Program of Study. Final submission of the e-Portfolio is required to be eligible for graduation and must use the e-Portfolio product supported/used by GCU.

## Master of Arts Degree Programs<sup>∞</sup>

Coursework is offered in the following areas:

- M.A. in Teaching\*\*

### Master of Education Degree Programs

These programs are designed for students who seek knowledge of educational theory and practice beyond the basic preparation offered in undergraduate teacher education programs.

Coursework is offered in the following areas:

- M.Ed. in Elementary Education\*
- M.Ed. in Secondary Education\*
- M.Ed. in Education Administration\*\*
- M.Ed. in Reading\*\*
- M.Ed. in Instructional Technology\*\*

- Master of Education (M.Ed.) in School Counseling: Elementary\*
- Master of Education (M.Ed.) in School Counseling: Secondary\*
- M.Ed. in Special Education \*\*\*

\*These degrees are designed for holders of a bachelor's degree (in an area other than education) seeking initial teacher certification and a graduate degree. These students will meet the criteria for an institutional recommendation from GCU for teacher certification in elementary or secondary education, as well as the goals of the graduate program.

\*\*These degrees are designed for currently certified teachers. The degree in Educational Administration leads to Arizona principal certificates.

\*\*\*There are three degree options available. One option leads to Arizona teacher certification. Another option is designed for currently certified teachers. A third option allows the student to complete their Master's degree without certification.

∞ Program offerings may vary by modality.

## Undergraduate Degree Requirements

### Student Teaching

Student teaching is 16 consecutive weeks and is a 40-hour a week commitment. Deadlines for applying for student teaching are as follows:

- To teach during Fall semester – January 15
- To teach during Spring semester – September 1

### Required Testing for Certification

Prior to certification, the Arizona Department of Education requires a passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment (AEPA) and a passing score on the elementary education subject knowledge portion of the AEPA. The College of Education faculty recommends that both portions of the AEPA be taken during student teaching. To receive Institutional Recommendation a student must take and pass the AEPA for Arizona certification. Students should check with their state department of education for their own state teacher certification guidelines.

### Education Core

EDU 183	Exploring Education as a Career	3 credits
EDU 303 <sup>Δ</sup>	Foundations of Education	3 credits
EDU 313	Educational Psychology	3 credits
EDU 363	Instructional Technology	3 credits
ESL 423*	SEI English Language Teaching: Foundations and Methodologies	3 credits

Total Education Core 15 credits

\* Provisional ESL Endorsement requires six credits of ESL coursework to include ESL 423: SEI English Language Teaching: Foundations and Methodologies. Six credits of a foreign language or foreign language proficiency or other second language learning as stated by the Arizona State Department of Education will be required prior to receiving the full ESL Endorsement.

<sup>Δ</sup> Writing-Intensive course

## Bachelor of Science in Special Education/Elementary Education, a Double Major with Certification in

## Cross Categorical (Grades K-12) (Eligible for Institutional Recommendation/Credential)

▪ The Grand Experience	38 credits
▪ Education Core	15 credits
▪ Special Education Requirements	32 credits
▪ Elementary Education Requirements	27 credits
▪ Free Electives	16 credits

Total Bachelor of Science in Special Education/  
Elementary Education Requirements 128 credits

### Special Education: Cross Categorical

SPE 325 <sup>Δ</sup> Educating Learners with Diverse Needs	3 credits
SPE 345 Characteristics of Students with Mental Retardation	3 credits
SPE 355 Characteristics of Students with Learning Disabilities	3 credits
SPE 365 Characteristics of Students with Emotional and Behavioral Disorders	3 credits
SPE 371 Characteristics of Students with Physical and Health Impairments	3 credits
SPE 376 Strategies for Teaching Students with Learning Disabilities	3 credits
SPE 386 Strategies for Teaching Students with Emotional and Behavioral Disorders	3 credits
SPE 435 Diagnosis and Assessment in Special Ed	3 credits
SPE 448 Student Teaching: Cross Categorical	8 credits

Total Special Education Credits 32 credits

### Elementary Education Requirements

ESL 420* English Linguistics	3 credits
EED 323 Curriculum and Methods: Science	3 credits
EED 403 Curriculum and Methods: Mathematics	4 credits
EED 463 Curriculum and Methods: Social Studies	3 credits
EED 473 Curriculum and Methods: Literacy: Reading/Language Arts GR 4-8	3 credits
EED 443 Curriculum and Methods: Literacy: Reading/Language Arts GR K-3	3 credits
EED 480 Student Teaching: Elementary School	8 credits

Total Elementary Education Credits 27 credits

\* Provisional ESL Endorsement requires six credits of ESL coursework to include ESL 423: SEI English Language Teaching: Foundations and Methodologies. Six credits of a foreign language or foreign language proficiency or other second language learning as stated by the Arizona State Department of Education will be required prior to receiving the full ESL Endorsement.

<sup>Δ</sup> Writing-Intensive course

## Bachelor of Science in Elementary Education (Grades K-8) (Eligible for Institutional Recommendation/Credential) (Minor Recommended)

▪ The Grand Experience	38 credits
▪ Education Core	15 credits
▪ Major Requirements	31 credits
▪ Minor Requirements	24 credits
▪ Free Electives	20 credits

Total Bachelor of Science in Elementary  
Education Requirements 128 credits

### Elementary Education Major Requirements

ESL 420* English Linguistics	3 credits
EED 323 Curriculum and Methods: Science	3 credits
EED 403 Curriculum and Methods: Mathematics	4 credits
EED 463 Curriculum and Methods: Social Studies	3 credits
EED 473 Curriculum and Methods: Literacy: Reading/Language Arts GR 4-8	3 credits
EED 443 Curriculum and Methods: Literacy: Reading/Language Arts GR K-3	3 credits
EED 480 Student Teaching: Elementary School	12 credits

Total Elementary Education Major credits 31 credits

\* Provisional ESL Endorsement requires six credits of ESL coursework to include ESL 423: SEI English Language Teaching: Foundations and Methodologies. Six credits of a foreign language or foreign language proficiency or other second language learning as stated by the Arizona State Department of Education will be required prior to receiving the full ESL Endorsement.

<sup>Δ</sup> Writing-Intensive course

## Bachelor of Science in Secondary Education/Certification (Grades 7-12) (Eligible for Institutional Recommendation/Credential) (Content Minor Recommended) Degree Requirements

▪ Education Core	15 credits
▪ Secondary Certification	27 credits

Total Bachelor of Science in Secondary  
Education/Certification Requirements 43 credits

### Secondary Education Certification

SPE 325 <sup>Δ</sup> Educating Learners w/ Diverse Needs	3 credits
SED 442 Secondary Methods	3 credits

Acceptance into the College of Education is required for the following coursework:

SED 443 Secondary Curriculum Development and Assessment	3 credits
SED 452 Learning Strategies Secondary School	3 credits
SED 462 Secondary Practicum	3 credits
SED 480 Student Teaching: Secondary School	12 credits

Total Secondary Certification 27 credits

<sup>Δ</sup> Writing-Intensive course

## 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.

### Master of Arts in Teaching Degree (Not Eligible for Institutional Recommendation/Non-Credential) Requirements

The following courses are required courses and must be taken in the sequence given below:

EDU 529	Foundation and Framework	3 credits
EDU 519	The Engaged Mind	3 credits
EDU 520	Classroom Management	3 credits
EDU 521	Current Classroom Methods and Strategies	3 credits
EDU 590	Educational Action Research	3 credits
EDU 530	Educational Leadership	3 credits
EDU 550	Technology Enhanced Instructional Design	3 credits
EDU 583	Teaching Reading in the Content Area	3 credits
EDU 532	Legal Issues in Education	3 credits
EDU 560	Curriculum Assessment for School Improvement	3 credits
Total Master of Arts in Teaching		30 credits

### Master of Education in Education Administration Degree Requirements

▪ Education Administration Core	27 credits	
▪ Emphasis	9 credits	
Total Master of Education Administration		36 credits

### Master of Education (M.Ed.) in Educational Administration Core

The following courses are required courses and must be taken in the sequence given below:

EDA 529	Education Administration Foundation and Framework	3 credits
EDA 531	Survey of Organizational Theory	3 credits
EDA 530	Educational Leadership	3 credits
EDA 532	Legal Issues in Education	3 credits
EDA 533	Public School Finance	3 credits
EDA 550	Supervision and Instructional Leadership	3 credits
EDA 560	Curriculum Development for School Improvement	3 credits
EDA 570	Action Research in Education Administration	3 credits
EDA 590	Educational Leadership in Technology	3 credits

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Total Master of Education in Education Administration	27 credits
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### Areas of Emphasis

The requirement for an emphasis is to take three courses (9 semester credits in lieu of electives) in one area as listed below:

#### Master of Education (M.Ed.) in Educational Administration (Eligible for Institutional Recommendation/Credential)

The Master of Education in Education Administration (Eligible for Institutional Recommendation/Credential) is a program designed for any individual interested in Educational Administration in the K-12 setting and is seeking an administrative certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of school leadership, administrative foundations, organizational theory, K-12 legal issues, public school finance, curriculum development, and instructional leadership. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must be prepared to complete a part time 8 week administrative internship component at the end of the program. Graduates of the program are prepared to become informed educational administrators in public and private schools and other settings requiring an administrative credential. Students must have a teaching certificate or be eligible for certification to be admitted into this program. The student should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in an administrative credentialing program. In some circumstances students may have opportunities to assist in key events with an administrator before their Internship begins. Due to the fact that many of the assignments given for EDA 580 either occur at the beginning or end of school, students may begin logging Internship hours up to 8 weeks preceding EDA 580 with the approval of Director of Field Experiences. Students need to request this in writing and be approved before they can begin logging Internship hours.

EDA 540	The Principalship	3 credits
ESL 523	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDA 580	Internship in Educational Administration	3 credits

#### Master of Education (M.Ed.) in Education Administration with an Emphasis in Organizational Leadership (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Education in Educational Administration Organizational Leadership Emphasis (Not Eligible for Institutional Recommendation/Non-Credential) is a program designed for any individual interested in the

administration of educational and social services settings for children in the Grade K-12 setting, but who must postpone a school site-based administrative internship, or who does not choose to seek a K-12 administrative certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational leadership, organizational theory, and strategic management.

Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a school or children's social services setting to complete the program assignments. Graduates of the program are prepared to become educational leaders in the home, church, private schools, and other settings not requiring an administrative credential. The students are also prepared to move into an administrative internship/credentialing component with Grand Canyon University at a later date. Students must have a current K-12 teaching certificate.

MGT 625	Leadership Styles and Development	3 credits
MGT 626	Organizational Systems and Cultures	3 credits
MGT 609	Strategic Management	3 credits

**Master of Education (M.Ed.) in Educational Administration with an Emphasis in School Leadership (Not Eligible for Institutional Recommendation/Non-Credential)**

The Master of Education in Educational Administration with an Emphasis in School Leadership (Not Eligible for Institutional Recommendation/Non-Credential) is a program designed for any individual interested in School Leadership in the K-12 setting but does not need to seek an administrative certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of school leadership, administrative foundations, organizational theory, K-12 legal issues, public school finance, curriculum development, and instructional leadership. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 school to complete the program assignments. Graduates of the program are prepared to become informed educational administrators in the home, church, private schools, and other settings not requiring an administrative credential. The students are also prepared to move into an administrative internship component with Grand Canyon University at a later date.

EDA 540	The Principalship	3 credits
ESL 523	SEI English Language Teaching: Foundations and Methodologies	3 credits
EDA 541	The Assistant Principalship	3 credits

**Master of Education in Elementary Education Degree Requirements**

Elementary Education Core	33 credits
Eligible/Not Eligible Emphasis	12 credits
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Total Master of Education in Elementary Education	45 credits

**Master of Education in Elementary Education Degree Core**

The following courses are required courses and must be taken in the sequence given below:

EDU 570	Philosophical/Social Issues	3 credits
EDU 523	Advanced Educational Psychology Reading/ Language Arts	3 credits
SPE 525	Educating Learners w/ Diverse Needs	3 credits
ESL 523	SEI English Language Teaching: Foundations and Methodologies*	3 credits
EED 543	Prescriptive Reading and Practicum	3 credits
EED 573	Curriculum and Methods: Literacy:	
ESL 520	English Linguistics*	3 credits
EED 563	Curriculum and Methods: Social Studies	3 credits
EED 523	Curriculum and Methods: Science	3 credits
EED 503	Curriculum and Methods: Mathematics	3 credits
EDU 563	Instructional Technology	3 credits

Total Master of Education in Elementary Education	33 credits
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\* Provisional ESL Endorsement requires six credits of ESL coursework. Six credits in a foreign language or a foreign language proficiency is required prior to receiving the full ESL Endorsement.

**Master of Education in Elementary Education Degree Requirements (Eligible for Institutional Recommendation/Credential)**

The Master of Education in Elementary Education (Eligible for Institutional Recommendation/Credential) is a program designed for any individual interested in the education of children in the Grade K-8 setting, but who seeks a teaching certificate. The format and courses of the state and regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a Gr. K-8 classroom to complete the program assignments. Students must be prepared to complete a full-time 16 week student teaching component at the end of the program. Graduates of the program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential. The student should consult the Grand Canyon University Catalog and academic advisor on

current policies and procedures inherent in a teacher credentialing program.

EED 580 Student Teaching 12 credits

**Master of Education (M.Ed.) in Elementary Education (Not Eligible for Institutional Recommendation/Non-Credential)**

The Master of Education in Elementary Education (Not Eligible for Institutional Recommendation/Non-Credential) is a program designed for any individual interested in the education of children in the K-8 setting, but who must postpone student teaching, or who does not choose to seek a teaching certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, prescriptive reading, teaching methods, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-8 classroom to complete the program assignments. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching credential. The students are also prepared to move into a student teaching/credentialing component with Grand Canyon University at a later date.

RDG 525 Literacy in a Multicultural Society 3 credits

TEC 535 Educational Applications of Technology 3 credits

EDU 520 Classroom Management 3 credits

EDU 590<sup>Δ</sup> Educational Action Research 3 credits

<sup>Δ</sup> Writing-Intensive course

**Master of Education in Curriculum and Instruction: Reading Degree Requirements (Not Eligible for Institutional Recommendation/Non-Credential)**

The following courses are required courses and must be taken in the sequence given below:

RDG 509 Reading: Foundation and Framework 3 credits

RDG 510 Curriculum and Instruction 3 credits

RDG 545 Foundation, Cognition and Emergent Literature 3 credits

RDG 535 Descriptive Linguistics and Phonics\* 3 credits

RDG 540 Research Techniques and Procedures 3 credits

RDG 521 Developmental and Corrective Reading Process\* 3 credits

RDG 525 Literacy in a Multicultural Society 3 credits

RDG 515 Children, Adolescents, and Learning 3 credits

RDG 583 Teaching Reading in the Content Areas 3 credits

RDG 580 Internships/Practicum in Reading\* 3 credits

Total Master of Education in Curriculum and Instruction: Reading 30 credits

\* Required for Arizona endorsement in Reading.

**Master of Education in Curriculum and Instruction: Technology Degree Requirements (Not Eligible for Institutional Recommendation/Non-Credential)**

The following courses are required courses and must be taken in the sequence given below:

TEC 509 Instructional Technology: Foundation and Framework 3 credits

TEC 510 Curriculum and Instruction 3 credits

TEC 525 Schools in a Multicultural Society 3 credits

TEC 535 Educational Applications of Technology 3 credits

TEC 540 Research Techniques and Procedures 3 credits

TEC 545 Multimedia Instructional Strategies 3 credits

TEC 555 Design of Print-Based Media 3 credits

TEC 560 Interactive Design for the Classroom 3 credits

TEC 565 Distance Learning 3 credits

TEC 580 Practicum/Internship: Technology 3 credits

Total Master of Education in Curriculum and Instruction: Technology 30 credits

**Master of Education in Secondary Education Degree Requirements\***

▪ Secondary Education Core 18 credits

▪ Eligible/Not Eligible Emphasis 12 credits

Total Master of Education in Secondary Education 30 credits

**Master of Education in Secondary Education Degree Core**

The following courses are required courses and must be taken in the sequence given below:

EDU 570 Philosophical/Social Issues 3 credits

EDU 523 Advanced Educational Psychology 3 credits

SPE 525 Educating Learners w/ Diverse Needs 3 credits

ESL 523 SEI English Language Teaching: Foundations and Methodologies\* 3 credits

SED 552 Reading and Learning Strategies for Middle and Secondary School \* 3 credits

SED 542 Secondary Methods 3 credits

Total Master of Education in Secondary Education Core 18 credits

\*A minimum of 24 content credits must be completed in an area commonly taught in Arizona secondary schools prior to admission to the Master of Education in Secondary Education program (e.g., math, English, biology). Undergraduate coursework may be used to meet this requirement.

**Master of Education (M.Ed.) in Secondary Education (Eligible for Institutional Recommendation/Credential)**

The Master of Education in Secondary Education (Eligible for Institutional Recommendation/Credential) is a program designed for any individual interested in the education of children in the Grade 7-12 setting who is seeking a teaching certificate. The format and courses of the state and regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share

knowledge and experience in areas of educational psychology, reading strategies, teaching methods, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice based experiences. Students must have access to a Gr. 7-12 classroom to complete the program assignments. Students must be prepared to complete a full-time 16 week student teaching component at the end of the program. Graduates of the program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential. Students must have a minimum of 24 units in a content area commonly taught in public Gr. 7-12 schools to be admitted to the program. The student should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in a teacher credentialing program.

SED 580 Student Teaching 12 credits

**Master of Education (M.Ed.) in Secondary Education (Not Eligible for Institutional Recommendation/Non-Credential)**

The Master of Education in Secondary Education (Not Eligible for Institutional Recommendation/Non-Credential) is a program designed for any individual interested in the education of children in the Grade 7-12 setting, but who must postpone student teaching or who does not choose to seek a teaching certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guides students through observational and practice based experiences. Students must have access to a Gr. 7-12 classroom to complete the program assignments. Graduates of the program are prepared to become informed educators in the home, church, private schools and other settings not requiring a teaching credential. If the student wishes, the students are also prepared to move into a student teaching/credentialing component with Grand Canyon University at a later date.

Students must have a minimum of 24 units in a content area commonly taught in public Gr. 7-12 schools to be admitted to the program.

RDG 525 Literacy in a Multicultural Society 3 credits  
 TEC 535 Educational Applications of Technology 3 credits  
 EDU 520 Classroom Management 3 credits  
 EDU 590<sup>^</sup> Educational Action Research 3 credits

<sup>^</sup> Writing-Intensive course

**Master of Education in Special Education for Certified Special Educators Degree Requirements**

The Master of Education in Special Education for Certified Special Educators (Non-Institutional Recommendation/Non-Credential) is a program designed for any individual interested in advanced studies in special education and who currently certified. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, mental retardation, emotional and physical disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program will be prepared to work with special needs populations and implement individualized educational plans to accommodate the students various learning needs.

The following courses are required courses and must be taken in the sequence given below:

SPE 529 Special Education Foundations and Framework 3 credits  
 SPE 525 Educating Learners with Diverse Needs 3 credits

Choose two areas of disability:

**Mental Retardation (MR)**

SPE 545 Characteristics of Students with Mental Retardation 3 credits  
 SPE 596 Strategies for Teaching Students with Mental Retardation 3 credits

**Learning Disabilities (LD)**

SPE 555 Characteristics of Students with Learning Disabilities 3 credits  
 SPE 576 Strategies for Teaching Students with Learning Disabilities 3 credits

**Emotional/Behavioral Disabilities (ED)**

SPE 565 Characteristics of Students with Emotional/Behavioral Disorders 3 credits  
 SPE 586 Strategies for Teaching Students with Emotional/Behavioral Disorders 3 credits

**Physical/Health Impairments (PHI)**

SPE 571 Education of Students with Physical & Health Impairments 3 credits  
 SPE 563 Physical Education for the Exceptional Student 3 credits

The following courses are required:

SPE 570 Action Research in Special Education 3 credits



SPE 535	Diagnosis and Assessment in Special Ed.	3 credits
SPE 540	Special Education Litigation and Law	3 credits
SPE 550	Special Education Finance	3 credits
SPE 560	Special Ed. Program Development	3 credits
SPE 590	Assistive Technology in Special Ed.	3 credits

Total Master of Education in Special Education for Certified Special Educators 36 credits

### Master of Education (M.Ed.) in Special Education Degree Requirements

▪ Special Education Core	33 credits
▪ Eligible/Not Eligible Emphasis	12 credits

Total Master of Special Education 45 credits

### Master of Education (M.Ed.) in Special Education Degree Core

SPE 529	Special Education Foundations and Framework	3 credits
SPE 525	Educating Learners with Diverse Needs	3 credits
SPE 545	Characteristics of Students with Mental Retardation	3 credits
SPE 596	Strategies for Teaching Students with Mental Retardation	3 credits
SPE 555	Characteristics of Students with Learning Disabilities	3 credits
SPE 576	Strategies for Teaching Students with Learning Disabilities	3 credits
SPE 565	Characteristics of Students with Emotional Disabilities	3 credits
SPE 586	Strategies for Teaching Students with Emotional Disorders	3 credits
SPE 571	Educational Implications for Students with Physical and Health Impairments	3 credits
ESL 523	SEI English Language Teaching: Foundations and Methodologies	3 credits
SPE 535	Diagnosis and Assessment in Special Education	3 credits

Total Master of Education in Special Education 33 credits

### Master of Education (M.Ed.) in Special Education (Eligible for Institutional Recommendation/Credential)

The Master of Education in Special Education (Eligible for Institutional Recommendation/Credential) is a cross-categorical program designed for any individual interested in the education of special needs children in the K-12 setting, who wishes to seek a teaching certificate. The format and courses of the state and regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each

course guide students through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning needs. Students must be prepared to complete a full time 16 week student teaching component at the end of the program. The student should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in a teacher credentialing program.

SPE 548 Student Teaching: Cross Categorical

### Master of Education (M.Ed.) in Special Education (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Education in Special Education, (Not Eligible for Institutional Recommendation/Non-Credential) is a cross-categorical program designed for any individual interested in the education of special needs children in the K-12 setting, but who must postpone student teaching, or who does not choose to seek a teaching certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning needs. The students are also prepared to move into a student teaching/credentialing component with Grand Canyon University at a later date.

RDG 525 Literacy in a Multicultural Society 3 credits

TEC 535 Educational Applications of Technology 3 credits

EDU 520 Classroom Management 3 credits

EDU 590<sup>^</sup> Educational Action Research 3 credits

<sup>^</sup> Writing-Intensive course

### Master of Education (M.Ed.) Teaching English to Speakers of Other Languages (TESOL) (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Education in Teaching English to Speakers of Other Languages (TESOL) is a program designed for already certified teachers or administrators with an interest in teaching ESL students in the classroom or serving as a district ESL coordinator. The format and courses of the regionally accredited program are tailored to meet the

needs of the adult learner, who is a certified teacher or administrator, and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in an unsupervised internship which guides students through observational and practice based experiences. Graduates of the program are prepared to become leaders in the ESL/TESOL initiatives districts must undertake in an ever increasing school climate of diversity.

TSL 529	Foundation of Instruction for English Language Learners	3 credits
TSL 530	Methods of Teaching English to Speakers of Other Languages	3 credits
TSL 533	English Linguistics	3 credits
TSL 535	Teaching a Second Language in the Content Areas	3 credits
TSL 542	Second Language Acquisition and Education	3 credits
TSL 544	Teaching in a Pluralistic Society	3 credits
TSL 570	Modern English Grammar	3 credits
TSL 580	Reading Theories and Research	3 credits
TSL 539	Curriculum Development and Assessment	3 credits
TSL 575	Child Language Acquisition	3 credits
TSL 555	Internship in TESOL	3 credits

Total Master of Education Teaching English to Speakers of Other Languages 33 credits

### Master of Education (M.Ed.) in School Counseling: Elementary (Eligible for Institutional Recommendation/Credential)

The Master of Education in School Counseling - Elementary (Eligible for Institutional Recommendation/Credential) is a program designed for any individual with a bachelor's degree interested in seeking certification as a school counselor. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of professional counseling, psychology of learning, psychological perspectives on marriage, the family and children, principals of human development, and appraisal of children with special education needs. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-8 classroom to complete the program requirements. This program requires 600 clock hours of internship occurring in a school counseling setting, under the supervision of a site supervisor, that includes a minimum of 240 direct service

clock hours as outlined by the Council for Accreditation of Counseling and Related Educational Programs.

EPC 525	Ethical Issues in Professional Counseling	3 credits
EPC 530	Theories in Counseling Psychology	3 credits
EPC 531	Principles of Guidance	3 credits
EPC 532	Research Techniques & Procedures	3 credits
EPC 533	Methods and Techniques in Counseling	3 credits
EPC 534	The School Counselor in a Multicultural Society	3 credits
EPC 535	Psychology of Learning	3 credits
EPC 536	Psychological Perspectives on Marriage, the Family, and Children	3 credits
EPC 537	Appraisal of Children with Special Education Needs	3 credits
EPC 630	Principles of Human Development	3 credits
EPC 631	Psychological Measurement and Appraisal	3 credits
EPC 633	Guidance and Counseling in Elementary Schools	3 credits
EPC 635	Methods of Group Process	3 credits
ESL 523	SEI English Language Teaching: Foundations and Methodologies	3 credits
EPC 639	Internship in Counseling	6 credits

Total Master of Education in School Counseling: Elementary 48 credits

### Master of Education (M.Ed.) in School Counseling: Secondary (Eligible for Institutional Recommendation/Credential)

The Master of Education in School Counseling - Secondary (Eligible for Institutional Recommendation/Credential) is a program designed for any individual with a bachelor's degree interested in seeking certification as a school counselor. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of professional counseling, psychology of learning, psychological perspectives on marriage, the family and children, principals of human development, and appraisal of children with special education needs. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a middle or high school classroom to complete the program requirements. This program requires 600 clock hours of internship occurring in a school counseling setting, under the supervision of a site supervisor, that includes a minimum of 240 direct service clock hours as outlined by the Council for Accreditation of Counseling and Related Educational Programs.

EPC 525	Ethical Issues in Professional Counseling	3 credits
EPC 530	Theories in Counseling Psychology	3 credits
EPC 531	Principles of Guidance	3 credits
EPC 532	Research Techniques & Procedures	3 credits
EPC 533	Methods and Techniques in Counseling	3 credits
EPC 534	The School Counselor in a Multicultural Society	3 credits
EPC 535	Psychology of Learning	3 credits
EPC 536	Psychological Perspectives on Marriage, the Family, and Children	3 credits
EPC 537	Appraisal of Children with Special Education Needs	3 credits
EPC 630	Principles of Human Development	3 credits
EPC 631	Psychological Measurement and Appraisal	3 credits
EPC 634	High School Career Information and Guidance	3 credits
EPC 635	Methods of Group Process	3 credits
ESL 523	SEI English Language Teaching:	

	Foundations and Methodologies	3 credits
EPC 639	Internship in Counseling	6 credits
Total Master of Education in School Counseling: Secondary		48 credits

## College of Education Authorization

Grand Canyon University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 15, 2006, and authorizes Grand Canyon University to advertise and recruit for the following degrees: Master of Arts in Teaching, Master of Education in Education Administration, Master of Education in Special Education, Master of Education in Reading, and Master of Education in Technology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98504-3430

# The College of Nursing

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## College Description

More than two decades 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 tracks: pre-licensure, accelerated/fast track, and degree completion for already licensed and registered nurses. Building on the baccalaureate degree, the College offers the Master of Science with a major in Nursing (MS Nursing) featuring four concentrations: Family Nurse Practitioner, Nursing Leadership in the Health Care System, Clinical Nurse Specialist, and Nursing Education. 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 accelerated/fast track BSN track allows students who have fulfilled all prerequisites to complete a degree in approximately 18 months.

## College Features

The College of Nursing 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.

## Undergraduate Degree Requirements

### Additional Admissions Requirements for the Pre-Licensure BSN Degree

In addition to the general Undergraduate Admission Requirements listed in the Admission Policy and Procedure 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 should apply to the College of Nursing, during the semester in which all prerequisite course work will be completed (semester prior to

nursing coursework). Students must maintain a cumulative prerequisite GPA of 3.0.

3. A maximum of two different prerequisite courses may be repeated only once to earn a grade of C or above.
4. All applicants are required to take the Nurse Entrance Test (NET).
5. Applications for Fall admission are considered the previous Spring semester, applications for Spring admission are reviewed during the previous Fall semester.
6. Acceptance into the College is determined by the College of Nursing criteria and availability of clinical spaces.
7. Upon admission to the College of Nursing, students must provide health information to the Student Health Center including:
  - a. Health history
  - b. Physical examination
  - c. Proof of immunization or immunity for Measles, Mumps, Rubella, Varicella, Td Booster, TB Screen, drug screen, Hepatitis B is recommended
  - d. Background check
  - e. Current CPR certification for professional rescuer is required

### Graduation Requirements for the Pre-Licensure BSN 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.

### Additional Admission Requirements for the RN/B

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

- Applicants for the RN-B track must have a current unencumbered, unrestricted license as a registered nurse in the state where they are employed as an RN.

## Undergraduate Degree Requirements

### Bachelor of Science in Nursing (BSN)

#### Pre-Licensure

▪ The Grand Experience	38 credits
▪ Nursing Core	20 credits
▪ Major Requirements	66 credits
▪ Free Electives *	4 credits

Total Pre-Licensure BSN Requirements 128 credits

\* Only applies to campus students.

#### Bachelor of Science in Nursing Core

BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credit
BIO 304	Applied Nutrition	3 credits
BIO 308	Pathophysiology	3 credits
PSY 363	Introduction Probability and Statistics	3 credits
PSY 341	Lifespan Development	3 credits

Total Bachelor of Science in Nursing Core 20 credits

\*\*\* Pre-licensure students without a recent and strong biology background should register for BIO 181, General Biology, prior to registering for BIO 201.

#### Nursing Major

NUR 206	Introduction to Nursing & Gerontology	6 credits
NUR 207	Therapeutic Communication	2 credits
NUR 309	Health Assessment	3 credits
NUR 303	Introduction to Pharmacology	3 credits
NUR 311	Adult Health Nursing I	6 credits
NUR 312	Adult Health Nursing II	6 credits
NUR 313	Nursing Care of the Childbearing Family	6 credits
NUR 314	Family Centered Child Health Nursing	6 credits
NUR 398Δ	Introduction to Nursing Research	3 credits
NUR 411	Community Health Nursing	5 credits
NUR 412	Home Health Care Nursing	3 credits
NUR 413	Community Mental Health Nursing	5 credits
NUR 443	Management/Leadership & Management of Health Care System and Policy	6 credits
NUR 497	Preparation for Licensure	1 credit
NUR 498Δ	Practicum in Nursing	3 credits
NUR 446	Trends and Issues in Nursing	2 credits

Total Nursing Major Credits 66 credits

Δ Writing-Intensive course

### Registered Nurse to Bachelor of Science in Nursing (RN/B)

The RN/B 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, healthcare management, and professional nursing practice and leadership. Opportunities are provided to apply concepts, theories, and research in the RN's clinical practice. Both the science and art of nursing are integral components of the program and are woven throughout. Graduates of the program are prepared to become leaders in the nursing profession.

#### RN/B Degree Requirements

▪ Block Transfer <sup>#</sup>	83 credits
▪ RN/B Core	36 credits
▪ Upper Division Electives	9 credits

Total RN/B 128 credits

<sup>#</sup> Graduates of associate's degree or diploma programs in nursing may transfer as many as 83 credits into the University. The RN/B program requires 45 upper-division credits. A total of 128 credit hours (earned through program credits, transfer credits, life-learning credits) is needed to complete the entire degree.

\* Any student entering the RN/B program must be a licensed RN in the State of Arizona or must be able to be licensed in Arizona within thirty days of beginning the program. GPA of 2.8 or greater is required.

#### RN/B Core

NRS 430	Professional Dynamics	3 credits
NRS 429	Family Centered Health Promotion	3 credits
NRS 433 <sup>Δ</sup>	Introduction to Nursing Research	3 credits
NRS 434	Health Assessment	3 credits
NRS 431	Community Health Systems and Concepts I	3 credits
NRS 438	Community Health Systems and Concepts II	3 credits
NRS 437	Ethical Decision Making in Health Care	3 credits
NRS 349	Spirituality in Healthcare	3 credits
NRS 436	Nursing Management Concepts	3 credits
NRS 439	Leadership in Nursing and Health Care	3 credits
NRS 440	Trends and Issues in Health Care	3 credits
NRS 441 <sup>Δ</sup>	Professional Capstone Project	3 credits

Total RN/B Core Credits 36 credits

#### Upper Division Electives

PSY 363	Introduction to Probability and Statistics *	3 credits
BIO 308	Pathophysiology**	3 credits
NRS 356	Issues in Pharmacology**	3 credits

Total RN/B Core Credits 9 credits

Δ Writing-Intensive course

\* Although the statistics requirement may be satisfied as a lower-division course, a lower-division course will not count toward the fulfillment of the upper-division requirements.

\*\* The specified electives are suggested for the nursing clinician, as well as those who continue to the master's program. Other upper-division courses may be acceptable to complete the elective requirements.

## Graduate Degree Requirements

### Additional Graduate Nursing Admission Requirements

In addition to the general Graduate Admission Requirements listed in the Admission Policy and Procedure section, all College of Nursing graduate program candidates must hold a bachelor's degree in nursing from 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 MSNL), health assessment (FNP, CNS, NEd), and pathophysiology (FNP, CNS, NEd)\*. Students must also present a valid unrestricted and unencumbered U.S. RN license with no history of discipline in the state of practice.

\* Courses must be shown on official transcripts.

Upon admission, the following will be required to:

1. Contact the State Board of Nursing Variance in state of residence to determine the requirements for certification of nurse practitioner/advanced practice
2. Seek clinical placement:
  - a. FNP: Letter of Participation by a certified NP Preceptor/Physician/PA
  - b. CNS: Letter of Participation by a certified CNS in specialty area if possible
  - c. NEd: Letter of Participation by a Nurse Educator
3. Provide evidence of Professional Nursing Liability Insurance (\$1 mil) per event and \$3 mil total coverage for the FNP, CNS, and NEd tracks

### Master of Science-Nursing (MS Nursing)

The four concentrations offered for the Master of Science-Nursing are the following:

1. Family Nurse Practitioner (FNP)
2. Nursing Leadership in Health Care Systems (NL)
3. Clinical Nurse Specialist (CNS)
4. Nursing Education (NEd)

#### Nursing Core

NUR 501	Advanced Nursing Issues and Role	3 credits
NUR 503	Health Care Policy and Finance Issues	3 credits
NUR 505	Advanced Nursing Theory	3 credits
NUR 507	Health Care Research, Analysis, and Utilization	3 credits
NUR 511	Evidence-based Practice Project	3 credits
<hr/>		
Total Core Credits		15 credits

### Master of Science-Nursing: Family Nurse Practitioner (FNP)

The MS-FNP concentration prepares the advanced professional nurse for advance practice as a primary care provider. The FNP makes independent critical judgments in all levels of prevention including health promotion, health promotion, health screening, illness prevention and restoration and rehabilitation for individuals, families, communities, and populations. The FNP performs comprehensive health assessments, diagnoses, prescribes

pharmacologic and non-pharmacologic treatments to manage acute and chronic health problems to achieve quality cost effective outcomes in a culturally sensitive context. The role of the nurse practitioner includes educating, consulting, collaborating, using research to make practice decisions, and influencing professional and public policies. Within various practice settings, the FNP provides health care throughout the life cycle emphasizing care of the older adult. In preparation for the future, the FNP role synthesizes elements of the clinical nurse specialist practice role of assessing and addressing the needs not only of clients, but health care personnel and systems. This expanded role includes case management, marketing, business management, reimbursement, quality improvement, teaching of professionals, and broad based consultation.

### Family Nurse Practitioner Degree Requirements

Nursing Core	15 credits
Major Requirements	35 credits
<hr/>	
Total Family Nurse Practitioner	50 credits

### Family Nurse Practitioner Major

NUR 642	Adv Physiology & Pathophysiology*	3 credits
NUR 644	Adv Pharmacology*	3 credits
NUR 640	Adv Health Assessment and Diagnostic Reasoning (1 clinical credit)*	4 credits
NUR 646	Health Promotion in Advanced Practice Nursing* (1 clinical credit)	4 credits
NUR 648	Advanced Practice Management of Common Health Care Problems across the Lifespan (1 clinical credit)*	3 credits
NUR 650	Advanced Practice Management of Acute Health Care Problems Across the Lifespan (3 clinical credits)*	6 credits
NUR 652	Advanced Practice Management of Chronic Health Care Problems Across the Lifespan (4 clinical credits)*	7 credits
NUR 654	Diverse Applications of Advanced Practice Concepts*	2 credits
NUR 661	Advanced Practice Clinical Practicum (3 clinical credits)*	3 credits
<hr/>		
Family Nurse Practitioner Credits		35 credits

\* Required for Post Masters FNP Certificate

### Master of Science-Nursing: Nursing Leadership in Health Care Systems (NL)

The Nursing Leadership in Health Care Systems, the MS-NL concentration, prepares the advanced professional nurse for distinction in a leadership role for today's rapidly changing health care delivery systems. This track is designed to apply both the cognitive and behavioral skill sets necessary to be an effective leader. The entire curriculum of the MS-NL program explores values, content knowledge, and skills required to understand and apply effective leadership requirements in the health care environment.

### MS-NL Degree Requirements

▪ Nursing Core	15 credits
▪ Major Requirements	21 credits

Total Nursing Leadership in Health Care Systems 36 credits

#### Nursing Leadership in Health Care Systems

MLE 601	Introduction to Organizational Leadership	3 credits
MGT 625	Leadership Styles and Development	3 credits
BUS 604	Organizational Ethics	3 credits
MLE 605	Leading High Performance Teams	3 credits
MGT 626	Organizational Systems and Cultures	3 credits
MGT 623	Organizational Development and Change	3 credits
LDR 650	Diversity Management and Leadership	3 credits

Nursing Leadership in Health Care Systems 21 credits

### Master of Science-Nursing: Adult Clinical Nurse Specialist (CNS)

The MS-CNS concentration prepares the 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, facilitator of learning, collaboration, systems thinking, advocacy/moral agency, caring practices and response to diversity.

#### Clinical Nurse Specialist Degree Requirements

▪ Nursing Core	15 credits
▪ Major Requirements	27 credits

Total Adult Clinical Nurse Specialist 42 credits

#### Adult Clinical Specialist Major

NUR 642	Advanced Physiology & Pathophysiology*	3 credits
NUR 644	Advanced Pharmacology*	3 credits
NUR 640	Advanced Health Assessment and Diagnostic Reasoning (1 clinical credit)*	4 credits
NUR 655	CNS I Theoretical Foundations (2 clinical credits)*	4 credits
NUR 645	Theories and Methods of Teaching*	3 credits
NUR 657	CNS II Influencing Change in Healthcare Systems (3 clinical credits)*	6 credits
NUR 663	CNS Clinical Internship (4 clinical credits)*	4 credits

Adult Clinical Nurse Specialist Credits 27 credits

\* Required courses for Post Master's CNS Certificate

### Master of Science-Nursing: Adult Clinical Nurse Specialist (CNS) (education focus)

#### Adult Clinical Nurse Degree Requirements

Nursing Core	15 credits
Major Requirements	33 credits

Total Adult Clinical Nurse Specialist 48 credits

#### Adult Clinical Specialist Major (with education focus)

NUR 642	Advanced Physiology & Pathophysiology*	3 credits
NUR 644	Advanced Pharmacology*	3 credits
NUR 645	Theories and Methods of Teaching*	3 credits
NUR 640	Adv. Health Assessment & Diagnostic Reasoning (1 clinical credit)*	4 credits
NUR 649	Curriculum Development*	3 credits
NUR 655	CNS I Theoretical Foundations (2 clinical credits)*	4 credits
NUR 647	Instructional Development for Distance Learning*	3 credits
NUR 657	CNS II Influencing Change in Healthcare Systems (3 clinical credits)*	6 credits
NUR 660	CNS Clinical Internship/Teaching Practicum (4 clinical credits)*	4 credits

Adult Clinical Nurse Specialist (education focus) 33 credits

\* Required courses for Post Master's CNS Certificate with education focus.

### Master of Science-Nursing: Nursing Education

The Nurse Educator Track (MS-NEd) concentration prepares advanced professional nurses in the nursing role specialty of nursing education. The NEd track addresses the expanding educational needs of the nursing profession. The Nurse Educator may practice in a variety of settings. The Nurse Educator will be prepared to practice in acute or chronic care settings as a staff-educator or in a role that is responsible for planning implementing and evaluating continuing education programs. The Advanced-Professional Nurse Educator will also be prepared to assume a faculty position in a traditional college of nursing or in a non-traditional program that relies on online technology as a teaching medium. Competencies of the Professional Practice Nurse Educator include utilizing assessing educational needs, planning programs to meet those needs and evaluating the outcomes of their programs. This is accomplished in the context of an evidence-based practice model.

#### Nursing Educator Degree Requirements

Nursing Core	15 credits
Major Requirements	23 credits

Total Nursing Education 38 credits

#### Nursing Education Major

NUR 642	Advanced Physiology & Pathophysiology	3 credits
NUR 644	Advanced Pharmacology	3 credits
NUR 645	Theories and Methods of Teaching*	3 credits
NUR 649	Curriculum Development*	4 credits
NUR 640	Advanced Health Assessment and Diagnostic Reasoning	4 credits

NUR 647	Instructional Development for Distance Learning*	3 credits
NUR 665	Teaching Practicum	4 credits
Nursing Education		23 credits

\* Required courses for Post Master's NEd Certificate

**Master of Business Administration and Master of Science in Nursing: Nursing Leadership in Health Care Systems (Dual-Degree)♦**

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

▪ MBA Fundamentals*	6 credits
▪ Business Administration Core	30 credits
▪ Master of Science-Nursing: Nursing Leadership in Health-Care Systems	27 credits

Total Master of Business Administration and Master of Science-Nursing:  
Nursing Leadership in Health-Care Systems 63 credits

♦ This degree is offered in conjunction with the College of Business. Further information can be found under the College of Business section of the catalog.

ACC 501	Accounting Principles	3 credits
FIN 501	Finance Principles	3 credits
Total MBA Fundamentals		6 credits

MGT 626	Organizational Systems and Cultures	3 credits
MGT 625	Leadership Styles and Development	3 credits
MGT 623	Organizational Development and Change	3 credits
NUR 501	Advanced Nursing Issues and Roles	3 credits
NUR 503	Healthcare Policy and Finance Issues	3 credits
NUR 505	Advanced Nursing Theory	3 credits
NUR 507	Healthcare Research Analysis and Utilization	3 credits
NUR 511	Evidence-based Practice Project	3 credits
LDR 650	Diversity Management and Leadership	3 credits

Total Master of Science-Nursing:  
Nursing Leadership in Health-Care Systems 27 credits

## College of Nursing Accreditation

The BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW Suite 530, Washington DC 20036-1120, 202-887-6791. The College of Nursing programs are approved by the Arizona State Board of Nursing. The College is a member of the American Association of Colleges of Nursing, and is a charter member of the Western Institute of Nursing.



# College of Liberal Arts and Sciences

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## College Description

To accomplish the mission of the college, students are presented with theoretical perspectives examining the workings of the human mind, cultural diversity, and the integration of faith and discipline. In addition, they receive the opportunity to develop talents in various fine arts. The College aims to produce individuals with a broad range of knowledge, special competence in a particular branch of academics, and individuals who possess attitudes and skills for intellectual discipline and lifelong learning. The College of Liberal Arts and Sciences provides courses for the Grand Experience, the University's general education program. The college provides the largest variety of majors and minors of any academic unit.

## College Features

The faculty members have committed themselves to provide training in communication for all students matriculating through courses within the University. Graduating students should have the tools for effective academic and professional discourse. Thus, many courses within the college have writing and speaking components. Acquiring these tools will enable students to be articulate, both within their chosen discipline and within larger academic and professional contexts.

In addition, the College is dedicated to developing the talent of students through majors in the performing and fine arts areas. A wide range of curricular and extracurricular opportunities exists to help students develop in musical performance and knowledge, in various visual and plastic arts, and in theatrical production and performance.

The College is composed of the Department of Christian Studies, the School of Applied Ministry, the Department of Humanities, the Department of Social Sciences, the Department of Fine Arts, and the Department of Mathematics and Science. The music program is a candidate for accreditation in the National Association of Schools of Music and is currently following the guidelines set by NASM.

## Recommended Undergraduate Preparation

### English:

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

### Mathematics:

1. Three years of high school mathematics courses: two years of algebra and one year of a math course that requires algebra as a prerequisite, or
2. Minimum test score of 20 on the ACT Math or 520 on the SAT Math, or

3. Two transferable three-credit college pre-algebra courses, or one transferable three-credit college algebra course.

### Laboratory Science:

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

### Social Science:

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

#### Section A:

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

#### Section B:

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

## Department of Christian Studies

### Department Description

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

A vital part of the student's development in ministry is the exploration of a personal call to ministry. Each Christian

Studies student should be able to identify and verbalize his/her experience of being called to ministry.

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

Christian Studies students may choose from two traditional degree programs. Both of these degree programs seek to provide a solid foundation for working with people in all fields of Christian endeavor, as well as to prepare students for the rigors of graduate education. Students should examine and choose the degree program that best fits their goals in ministry. Christian Studies students may also choose a newly-initiated degree program that stresses hands-on learning.

The Bachelor of Arts in Christian Studies degree is designed to provide students with both focus and flexibility as they prepare themselves for Christian vocation. After providing each student with a strong foundational core, the program allows each student to select two concentrations from the list of seven that follows: Biblical Studies, Biblical Languages, Christian Education: Youth, Christian Education: International Ministry, Historical/Theological, Philosophy, and Worship.

The Bachelor of Arts in Philosophy degree and Philosophy minor are designed to equip students with the tools needed for developing Christian solutions to philosophical and ethical problems. The degree and minor aim at providing a sound grasp of philosophy in general and sharpening the analytical skills needed for meaningful participation in philosophy.

The School of Applied Ministry (SAM) is a brand new initiative of the University to provide students with a learning environment where they not only obtain a strong biblical foundation but also a greater degree of practical applications in their particular field of ministry. Students will experience learning through hands-on opportunities as well as classroom instruction.

The School of Applied Ministry currently offers a Bachelor of Arts in Christian Studies with an Emphasis in Applied Ministry with three different ministry emphases, Youth, Pastoral, or Worship. Each emphasis is designed to provide the student with the optimal learning experience resulting in a specific career opportunity once they have earned the degree.

The Bachelor of Arts in Christian Studies with an Emphasis in Applied Ministry: Youth, Pastoral, or Worship are designed around a common set of core classes that all students who enter the SAM will take as a part of their study at Grand Canyon University. However, upon

completion of the core, the student will be able to select an emphasis with unique courses to their specific ministry goal.

The Christian Leadership minor is designed to support the student's major by focusing on transferable management and leadership skills, styles, and models understood within a Christian context. An important facet of this minor is its internship component.

The Christian Studies minor is designed to provide students with a basic yet fundamentally sound foundation for understanding the essential beliefs and practices of Christianity.

The Department of Christian Studies also offers a non-traditional degree completion program in Christian Leadership. The Christian Leadership program at Grand Canyon University adopts a servant leadership perspective and applies it to 21st century issues, responding to the particular needs of today and tomorrow's leaders. The program is designed to sharpen leadership capabilities in any setting, while introducing and applying Christian ideals to the workplace.

## Bachelor of Arts in Christian Studies Degree Requirements

▪ The Grand Experience*	38 credits
▪ Christian Studies Core	15 credits
▪ Major Requirements (2 concentrations)	36 credits
▪ Free Electives**	39 credits

Total Bachelor of Arts in Christian Studies Degree 128 credits

\* BIB 113 and BIB 123 required.

\*\* Only applies to campus students.

### Christian Studies Core

HTH 373	Christian Doctrines	3 credits
MIN 202	Introduction to Ministry	3 credits
MIN 315	Spiritual Formation Δ	3 credits
MIN 490	Senior Seminar Δ	3 credits
MIN 497	Christian Studies Internship	3 credits

Total Christian Studies Core 15 credits

Δ Writing-Intensive course

### Biblical Studies Concentration

BIB 313	Biblical Interpretation	3 credits
BIB 423	General Epistles & the Revelation	3 credits
OR		
BIB 453	Old Testament Poetry	3 credits
BIB 432	Old Testament Prophets	3 credits
BIB 433	The Gospels	3 credits
BIB 442	The Pentateuch	3 credits
BIB 443	Epistles of Paul	3 credits

Total Biblical Studies 18 credits

### Biblical Languages Concentration

GRK 274	Beginning Greek I	4 credits
GRK 284	Beginning Greek II	4 credits
GRK 373	Advanced Greek III	3 credits
GRK 383	Advanced Greek IV	3 credits

	Elective (GRK 472 & 482 OR HEB 198)	4 credits
GRK 472	Textual Criticism	2 credits
AND		
GRK 482	Greek Reading	2 credits
OR		
HEB 198	Biblical Hebrew	4 credits
Total Biblical Languages		18 credits

#### Christian Education: Youth Concentration

MIN 213	Survey of Christian Education	3 credits
MIN 300	Introduction to Youth Ministry	3 credits
MIN 343	Teaching & Guiding Youth	3 credits
MIN 443	Leadership for Ministry	3 credits
MIN 498	Special Topics in Youth Ministry	3 credits
PSY 373	Adolescent Psychology	3 credits
Total Christian Education: Youth		18 credits

#### Christian Education: International Ministry Concentration

INT 343	History of Christian Missions	3 credits
INT 303	Cross-Cultural Communication	3 credits
INT 333	Christianity and Culture	3 credits
INT 363	Issues in Contemporary Missions	3 credits
INT 498	Special Topics in Cross Cultural Communication	3 credits
HTH 463	World Religions	3 credits
Total Christian Education: International Ministry		18 credits

#### Historical/Theological Concentration

*Church History (choose 3 different courses)*

HTH 303	History of Christianity in America	3 credits
HTH 363	Medieval and Reformation History	3 credits
HTH 343	Early Christian History	3 credits
HTH 498*	Special Topics in Christian History	

*Theology (choose 3 different courses) 3 credits*

HTH 355	Biblical Theology	3 credits
HTH 365	Historical Theology	3 credits
HTH 375	Contemporary Theology	3 credits
HTH 498*	Special Topics in Theology	3 credits
Total Historical/Theological		18 credits

\* Special Topic courses may be taken only once.

#### Philosophy Concentration

PHI 101	Introduction to Philosophy	3 credits
PHI 215	Introduction to Logic	3 credits
PHI 225	Introduction to Ethics	3 credits
PHI 318	Faith and Reason	3 credits
PHI —	400 level Elective except PHI 490	3 credits

*History of Philosophy (choose 1 course)*

PHI 312	Foundation of Western Thought	3 credits
PHI 313	Shapers of the Modern Mind	3 credits
PHI 314	Medieval Philosophy	3 credits
Total Philosophy		18 credits

#### Worship Concentration

WOR 201	Introduction to Worship	3 credits
WOR 301	The Arts in Worship	3 credits
WOR 302	Personal Worship	3 credits
WOR 303	Planning Worship	3 credits
WOR 401	Leading Worship Seminar/Practicum	3 credits

WOR 498	Special Topics in Worship	3 credits
Total Worship		18 credits

### Bachelor of Arts in Christian Studies with an Emphasis in Applied Ministry: Pastoral Degree Requirements

▪ The Grand Experience*	56 credits
▪ Christian Studies Major	48 credits
▪ Applied Ministry: Pastoral Emphasis	24 credits

Total Bachelor of Arts in Christian Studies with an Emphasis in Applied Ministry: Pastoral		128 credits
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\* BIB 113 and BIB 123 required.

\*\* Only applies to campus students.

#### Christian Studies Major

MIN 200	Survey of Practical Applications in Ministry	3 credits
MIN 202	Introduction to Ministry	
MIN 213	A Survey of Christian Education	3 credits
MIN 220	Management for Ministry	3 credits
PHI 225	Introductions to Ethics	3 credits
MIN 315	Spiritual Formation	3 credits
HTH 373	Christian Doctrines	3 credits
HTH 355	Biblical Theology	3 credits
HIS 200	Christian History	3 credits
HTH 365	Historical Theology	3 credits
PHI 318	Faith and Reason	3 credits
HTH 375	Contemporary Theology	3 credits
INT 333	Christianity and Culture	3 credits
BIB 313	Biblical Interpretation	3 credits
CHL 442	The Leader as Coach and Mentor	3 credits
CHL 436	Leadership for Ministry	3 credits
Total Christian Studies Major		48 credits

#### Pastoral Emphasis

MIN 373	Introduction to Pastoral Ministry	3 credits
CHL 446	Issues in Counseling	3 credits
MIN 411	Financial Decision Making in Ministry	3 credits
COM 410	Effective Ministerial Communications	3 credits
MIN 420	Fundamentals of Marketing for the Christian Leader	3 credits
MIN 412	Ministerial Organizational Development and Change	3 credits
MIN 475	Issues in Contemporary Pastoral Ministry	3 credits
MIN 497	Ministerial Internship	3 credits
Total Pastoral Emphasis		24 credits

### Bachelor of Arts in Christian Studies with an Emphasis in Applied Ministry: Worship Degree Requirements

▪ The Grand Experience*	56 credits
▪ Christian Studies Major	48 credits
▪ Applied Ministry: Worship Emphasis	24 credits

Total Bachelor of Arts in Christian Studies	
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with an Emphasis in Applied Ministry:		
Worship		128 credits
* Only applies to campus students.		
<b>Worship Emphasis</b>		
WOR 201	Introduction to Worship	3 credits
WOR 301	Arts and Worship	3 credits
WOR 302	Personal Worship Planning	3 credits
WOR 303	Planning Corporate Worship	3 credits
MCH 378	Music in Worship	3 credits
WOR 401	Worship Leading Seminar	3 credits
WOR 475	Issues in Contemporary Worship Ministry	3 credits
MIN 497	Ministerial Internship	3 credits
Total Worship Emphasis		24 credits

## Bachelor of Arts in Christian Studies

with an Emphasis in Applied Ministry:

### Youth Degree Requirements

- The Grand Experience\* 56 credits
- Christian Studies Major 48 credits
- Applied Ministry: Youth Emphasis 24 credits

Total Bachelor of Arts in Christian Studies  
with an Emphasis in Applied Ministry: Youth 128 credits  
\* Only applies to campus students.

### Youth Emphasis

MIN 300	Introduction to Youth Ministry	3 credits
MIN 343	Teaching and Guiding Youth	3 credits
PSY 373	Adolescent Psychology	3 credits
COM 410	Effective Ministerial Communications	3 credits
BIB 410	Interpreting the Bible for Youth	3 credits
MIN 412	Ministerial Organizational Development and Change	3 credits
MIN 476	Issues in Contemporary Youth Ministry	3 credits
MIN 497	Ministerial Internship	3 credits
Total Youth Emphasis		24 credits

### Christian Studies Minor\*

BIB 313	Biblical Interpretation	3 credits
HTH 373	Christian Doctrines	3 credits
HTH* —	Elective (any upper division Christian Studies HTH course)	3 credits
MIN 202	Introduction to Ministry	3 credits
MIN 315	Spiritual Formation	3 credits
PHI 101	Introduction to Philosophy	3 credits
OR		
PHI 225	Introduction to Ethics	3 credits
Total Minor Credits		18 credits

\* Prerequisite are BIB 113 and BIB 123.

### Philosophy Minor\*

PHI 101	Introduction to Philosophy	3 credits
PHI 215	Intro to Logic	3 credits
PHI 225	Intro to Ethics	3 credits
Choose one of the following:		3 credits
PHI 312	Ancient Philosophy	3 credits
PHI 313	Modern Philosophy	3 credits
PHI 314	Medieval Philosophy	3 credits

PHI —	Philosophy Electives	6 credits
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Total Minor Credits		18 credits
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\* Prerequisite are BIB 113 and BIB 123.

### Christian Leadership Minor\*

HTH 373	Christian Doctrines	3 credits
MIN 202	Introduction to Ministry	3 credits
MIN 220	Management for Ministry	3 credits
MIN 315	Basic Christian Discipleship	3 credits
MIN 443	Leadership for Ministry	3 credits
MIN 497	Ministerial Internship	3 credits

Total Minor Credits		18 credits
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\* Prerequisite are BIB 113 and BIB 123.

## Bachelor of Arts in Christian Leadership Degree Requirements (Non-Traditional)

Transfer Credits	60 credits
Christian Leadership Major	36 credits
Free Electives*	32 credits

Total General Curriculum Requirements		128 credits
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\* Only applies to campus students.

### Christian Leadership Major

CHL 430	Dynamics of Groups	3 credits
ENG 431	Career and Life Learning Assessment	3 credits
CHL 432	Leadership Theory and Praxis	3 credits
CHL 434 <sup>Δ</sup>	Research Methodology	3 credits
CHL 436	Administration Aspects of Leadership	3 credits
CHL 438	Spiritual Formation of Leaders	3 credits
CHL 440	Building Interpersonal Relationships	3 credits
CHL 442	The Leader as Coach and Mentor	3 credits
CHL 444	Ethical Challenges for the Christian Leader	3 credits
CHL 446	Issues in Counseling	3 credits
CHL 448	Leadership in the Global Community	3 credits
CHL 450	Professional Project Elective	3 credits

Total Christian Leadership		36 credits
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Δ Writing-Intensive course

## Department of Fine Arts

### Department Description

The education of an artist is best accomplished when there is an emphasis on the development of visual capacity together with the full realization of intellectual and spiritual growth. A Bachelor of Arts degree is offered in Art Education, Graphic Design, and Studio Art. The Art Education program offers the student the knowledge and skills necessary to teach art in the elementary or secondary classroom. Graphic Design majors receive classroom instruction in concept development, design principles, computer training, professional portfolio development, and internships. The Studio Art program provides a specialization in two-dimensional or three-dimensional art, focusing on art as a tool for creative expression within the context of culture and society.

Courses are designed to involve the student in active participation and to develop artistic skills in critical appreciation, historical understanding, the forming of art objects, and the teaching of art. Lower division courses are open to all students with no prerequisites.

## Bachelor of Arts in Graphic Design

### Degree Requirements

▪ The Grand Experience	38 credits
▪ Graphic Design Major	54 credits
▪ Free Electives*	36 credits

Total Bachelor of Arts in Graphic Design 128 credits

\* Only applies to campus students.

### Graphic Design Major

ARH 233 Art History I	3 credits
OR	
ARH 234 Art History II	
ART 211 Drawing I	3 credits
ART 201 Photography I	3 credits
DGN 112 Two-Dimensional Design	3 credits
DGN 223 Advertising Design	3 credits
DGN 233 Graphic Design I	3 credits
DGN 263 Digital Layout and Illustration	3 credits
ARH 439Δ Contemporary Art History	3 credits
ART 301 Photography II	3 credits
ART 311 Drawing II	3 credits
ART 318 Figure Drawing	3 credits
ART 353 Digital Darkroom and Illustration	3 credits
DGN 333 Graphic Design II	3 credits
DGN 411 Graphic Design Internship	3 credits
DGN 431Δ Portfolio Preparation	3 credits
DGN 433 Graphic Design III	3 credits
DGN 463 On-Line Media Design	3 credits
DGN 464 Digital Pre-Press	3 credits

Total Graphic Design 54 credits

Δ Writing-Intensive course

## Music Program Description

The Music program offers various areas of study for the student desiring to pursue music as a profession. It provides classes, ensembles, and private music instruction for students majoring in other fields and contributes to the cultural environment of the University community. Students may choose programs leading to the Bachelor of Music, Bachelor of Arts, and Bachelor of Science degrees.

The program is dedicated to developing the musicianship of each student through excellence in the classroom and all performing areas. Students from the entire University join with music majors and minors in performing in a variety of ensembles, opera, and musical productions each year.

Recitals and concerts by students, ensembles, and faculty provide the University community and the Phoenix area with opportunities to hear some of the finest music being performed today.

Scholarships are available by audition.

## Bachelor of Arts in Applied Music

### Degree Requirements (Minor Required)

▪ The Grand Experience	38 credits
▪ Applied Music Core	41 credits
▪ Emphasis	18-28 credits
▪ Minor	19-22 credits
▪ Free Electives*	0-12 credits

Total Bachelor of Arts in Applied Music 128 credits

\* Only applies to campus students.

### Applied Music Core

MUS 232 Applied Piano	2 credits
AND	
MUS 432 Applied Piano	2 credits
OR	
MUS 231 Keyboard	2 credits
AND	
MUS 431 Keyboard	2 credits
MAP 390 Junior Recital	0 credits
MAP 490 Senior Recital	0 credits
MEN —* Major Ensemble	8 credits
MUS 009# Recital Attendance	
(maximum 8 semesters)	0 credits
MUS 191A Aural Perception	2 credits
MUS 191B Harmony I	2 credits
MUS 192A Aural Perception II	2 credits
MUS 192B Harmony II	2 credits
MUS 291A Advanced Aural Perception I	2 credits
MUS 291B Advanced Harmony I	2 credits
MUS 292A Advanced Aural Perception II	2 credits
MUS 292B Advanced Harmony II	2 credits
MUS 371Δ Music History I	3 credits
MUS 372Δ Music History II	3 credits
MUS 381 Conducting I	2 credits
MUS 391 Counterpoint	2 credits
MUS 392 Form and Analysis	3 credits
MUS 001† Piano Proficiency	0 credits

Total Applied Music Core 41 credits

# All music majors and music minors must be enrolled in MUS 009 every semester of private applied study through Grand Canyon residency up to 8 semesters (4 for music minors).

Δ Writing-Intensive course

### Instrumental Emphasis

Students planning to choose an instrumental concentration must demonstrate an acceptable level of technique, performance, and musical ability as determined by the instrumental faculty. Students unable to do this will be admitted to the program on a two semester probationary status. During this time, they must achieve the proper technical and musical levels to be allowed to continue as an instrumental major. This applies to all degree plans.

### Brass Emphasis

MUS 239 Applied Brass	8 credits
MUS 439 Applied Brass	8 credits
MUS 232 Applied Piano	1 credit
MUS 391 Counterpoint	2 credits

Total Brass Emphasis 19 credits

### *Percussion Emphasis*

MUS 235	Applied Percussion	8 credits
MUS 435	Applied Percussion	8 credits
MUS 232	Applied Piano	1 credit
MUS 391	Counterpoint	2 credits
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Total Percussion Emphasis		19 credits

### *Strings Emphasis*

MUS 237	Applied Strings	8 credits
MUS 437	Applied Strings	8 credits
MUS 232	Applied Piano	1 credit
MUS 391	Counterpoint	2 credits
<hr/>		
Total Strings Emphasis		19 credits

### *Woodwinds Emphasis*

MUS 240	Applied Woodwinds	8 credits
MUS 440	Applied Woodwinds	8 credits
MUS 232	Applied Piano	1 credit
MUS 391	Counterpoint	2 credits
<hr/>		
Total Woodwinds Emphasis		19 credits

### *Classical Guitar Emphasis*

MUS 233	Applied Classical Guitar	6 credits
MUS 433	Applied Classical Guitar	8 credits
MUS 234	Applied Studio Guitar	2 credits
OR		
MUS 434	Applied Studio Guitar	2 credits
MUS 232	Applied Piano	1 credit
MUS 391	Counterpoint	2 credits
<hr/>		
Total Classical Guitar Emphasis		19 credits

### *Studio Guitar Emphasis*

MUS 234	Applied Studio Guitar	6 credits
MUS 434	Applied Studio Guitar	6 credits
MUS 233	Applied Classical Guitar	2 credits
MUS 433	Applied Classical Guitar	2 credits
MED 351	Instrumental Organization	2 credits
<hr/>		
Total Studio Guitar Emphasis		18 credits

### **Piano Emphasis**

Students pursuing a music degree with piano as the major instrument must audition for the piano faculty at the completion of the first semester of study. At this time, students must demonstrate an acceptable level of technical proficiency and musical ability as determined by the piano faculty. Students must perform standard advanced piano literature (Beethoven Sonatas, Bach Preludes and Fugues, Schubert Impromptus, etc.). Students unable to perform at the acceptable level will be admitted to the program on a two semester probationary status. At the end of the second semester of probation, they must re-audition demonstrating the required technical and musical abilities necessary for admission to piano major status. This applies to all degree plans.

MUS 232	Applied Piano	8 credits
MUS 432	Applied Piano	8 credits
MUS 373	Piano Literature I	2 credits

MUS 374	Piano Literature II	2 credits
MUS 420	Advanced Keyboard Skills	1 credit
MUS 425	Piano Pedagogy I	2 credits
MUS 426	Piano Pedagogy II	2 credits
MUS 429	Accompanying	1 credit
<hr/>		
Total Piano Emphasis		26 credits

### **Vocal Emphasis**

Students planning to choose voice as their major performing emphasis must demonstrate an acceptable level of technique, performance, and music ability as determined by the vocal faculty. Students unable to do this will be admitted to the program on a two semester probationary status. During this time, they must achieve the proper technical and musical levels to be allowed to continue as a vocal major. This applies to all degree plans.

MUS 231	Applied Voice	8 credits
MUS 431	Applied Voice	8 credits
MUS 111	Italian Diction	1 credit
MUS 112	French Diction	1 credit
MUS 211	German Diction	1 credit
MUS 375Δ	Song Literature I	2 credits
MUS 376Δ	Song Literature II	2 credits
MUS 481	Vocal Pedagogy	2 credits
<hr/>		
Total Vocal Emphasis		25 credits

Δ Writing-Intensive course

## **Bachelor of Science in Music for Secondary Teachers Degree**

### **Requirements**

In order to graduate with K-12 endorsement, 16 credits of student teaching (EED 480 - grades K-6, and SED 480 - grades 7-12) must be completed.

The Bachelor of Science degree in Music for Secondary Teachers is offered with an emphasis in Choral Conducting or Instrumental Conducting. Students pursuing a Music for Secondary Teachers major must meet the requirements for Music Education Core and Emphasis. All Music for Secondary Teachers majors must complete seven semesters of ensemble participation according to emphasis. Additional credits beyond the seven may be taken for credit or audit.

All music majors and music minors must be enrolled in MUS 009 every semester of private applied study through Grand Canyon residency up to 9 semesters (4 for music minors). The Department of Music includes a minimal level of piano performance as a requirement for all music majors. Four semesters of piano are required to strengthen keyboard skills and assist the student in passing the piano proficiency examination. If the proficiency is completed early, the student must still meet the four semester requirement. Students must pass the piano proficiency examination before student teaching and before the senior recital.

▪ The Grand Experience	38 credits
▪ Music Education Core	54 credits
▪ Secondary Education Certification	27 credits

▪ Emphasis	14 credits
<hr/>	
Total Bachelor of Science in Music for Secondary Teachers	133 credits
* Only applies to campus students.	
<b>Music Education Core</b>	
MED 003 Music Educator's National Conference (4 semesters membership)	0 credits
MUS 231-41 Applied Instrument	4 credits
MUS 431-41 Applied Instrument	3 credits
MUS 232 Applied Piano (Keyboard Majors: MUS 231)	2 credits
MUS 432 Applied Piano (Keyboard Majors: MUS 231)	2 credits
MEN — Major Ensemble (one per semester)	7 credits
MUS 009 Recital Attendance (seven semesters)	0 credits
MUS 191A Aural Perception I	2 credits
MUS 191B Harmony I	2 credits
MUS 192A Aural Perception II	2 credits
MUS 192B Harmony II	2 credits
MUS 291A Advanced Aural Perception I	2 credits
MUS 291B Advanced Harmony I	2 credits
MUS 292A Advanced Aural Perception II	2 credits
MUS 292B Advanced Harmony II	2 credits
MUS 371Δ Music History I	3 credits
MUS 372Δ Music History II	3 credits
MUS 381 Conducting I	2 credits
MUS 392 Form and Analysis	3 credits
MUS 001 Piano Proficiency	0 credits
MED 232 Woodwind Instrument Class	1 credit
MED 241 Brass Instrument Class	1 credit
MED 251 Percussion Instrument Class	1 credit
MED 252 String Instrument Class	1 credit
MED 381* Music in the Elementary Grades	3 credits
MED 382 Music in the Junior and Senior High School	3 credits
MUS 382 Conducting II	2 credits
<hr/>	
Total Music Education Core	54 credits

\* MED 381 is not required for Secondary certification but is required for K - 12 Endorsement.

Δ Writing-Intensive course

**Choral Conducting Emphasis (Major Applied Instrument, Voice, or Piano)**

MAP 390 Junior Recital (Conducting)	0 credits
MUS 236 Applied Conducting	2 credits
OR	
MUS 436 Applied Conducting	2 credits
MUS 111 Italian Diction	1 credit
MUS 112 French Diction	1 credit
MUS 211 German Diction	1 credit
MUS 391 Counterpoint	2 credits
MUS 411 Choral Arranging	2 credits
MUS 471 Choral Literature	3 credits
MUS 481 Vocal Pedagogy	2 credits
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Total Choral Emphasis	14 credits

**Instrumental Conducting Emphasis**

MAP 390 Junior Recital (Conducting)	0 credits
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MUS 236 Applied Conducting	2 credits
OR	
MUS 436 Applied Conducting	2 credits
MED 351 Instrumental Music Organization	2 credits
MED 403 Advanced Rehearsal Techniques	2 credits
MED 442 Instrumental Literature and Pedagogy	2 credits
MUS 167 Classic Guitar	1 credit
MUS 320 Jazz Improvisation	1 credit
MUS 391 Counterpoint	2 credits
MUS 462 Orchestration	2 credits

Total Instrumental Emphasis 14 credits

**Instrumental Emphasis Minor**

MUS 231-41 Applied Instrument	4 credits
OR	
MUS 431-41 Applied Instrument	4 credits
MPC 109 Class Piano	3 credits
OR	
MPC 209 Class Piano	3 credits
OR	
MPC 309 Class Piano	3 credits
OR	
MPC 409 Class Piano	3 credits
OR	
MVC 109 Class Voice	3 credits
OR	
MUS 231 Applied Voice	3 credits
OR	
MUS 431 Applied Voice	3 credits
MEN — Major Ensemble	3 credits
MUS 009# Recital Attendance (four semesters)	0 credits
MUS 191A Elementary Theory: Aural Perception I	2 credits
MUS 191B Elementary Theory: Harmony I	2 credits
MUS 381 Conducting I	2 credits
MUS 371Δ Music History I	3 credits
OR	
MUS 372Δ Music History II	3 credits

Total Instrumental Emphasis Minor 19 credits

**Piano Emphasis Minor**

MUS 232 Applied Piano	2 credits
MUS 432 Applied Piano	2 credits
MVC 109 Class Voice	3 credits
OR	
MUS 231 Applied Voice	3 credits
OR	
MUS 431 Applied Voice	3 credits
MEN — Major Ensemble	3 credits
OR	
MUS 429 Accompanying	3 credits
OR	
MUS 420 Advanced Keyboard Skills	3 credits
OR	
MEN 304 Piano Ensemble	3 credits
MUS 009# Recital Attendance (four semesters)	0 credits
MUS 191A Elementary Theory: Aural Perception I	2 credits
MUS 191B Elementary Theory: Harmony I	2 credits

MUS 381	Conducting I	2 credits
MUS 371Δ	Music History I	3 credits
OR		
MUS 372Δ	Music History II	3 credits

Total Piano Emphasis Minor 19 credits  
 Δ Writing-Intensive course

### Vocal Emphasis Minor

MUS 231	Applied Voice	2 credits
MUS 431	Applied Voice	2 credits
MPC 109	Class Piano	3 credits
OR		
MPC 209	Class Piano	3 credits
OR		
MPC 309	Class Piano	3 credits
MEN —	Major Ensemble	3 credits
MUS 009	Recital Attendance (4 semesters)	0 credits
MUS 111	Italian Diction	1 credit
MUS 112	French Diction	1 credit
MUS 211	German Diction	1 credit

MUS 191A	Elementary Theory: Aural Perception I	2 credits
MUS 191B	Elementary Theory: Harmony I	2 credits
MUS 381	Conducting I	2 credits
MUS 371Δ	Music History I	3 credits
OR		
MUS 372Δ	Music History II	3 credits
Total Vocal Emphasis Minor		22 credits
Δ Writing-Intensive course		

## Department of Humanities

### Program Descriptions

The Department of Humanities is comprised of the traditional disciplines of the liberal arts that increase our understanding of human actions in the past and present. These disciplines focus on the analysis of written texts and oral communications as unique products of the diverse human community. The department is committed to the concept that “all truth is God’s truth” and seeks to integrate historic Christian truths into the various disciplines.

The Department of Humanities serves two principal functions—the provision of a liberal arts education and specialized training for future careers including graduate studies.

English offers majors in English Literature and English Teaching and minors in English and Writing/Journalism. English majors are given the opportunity to gain the knowledge and professional competence to effectively communicate in written and oral discourse. They also gain a wider knowledge in American literature, English literature, linguistics, grammar, and the history of English.

Study of a foreign language increases the student’s awareness and appreciation of other people and cultures, as well as provides a means of communication. The study

encourages students to pursue new areas of interest and provides the means to enhance many career fields.

The International Studies major is designed for students who may enter such varied fields as diplomacy, government service, international communications, worldwide religious service, and other fields where international understanding and expertise is required. The International Studies major requires a period of at least six weeks abroad and intermediate language proficiency in a second language.

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.

The Communication Studies program seeks to enable students to communicate effectively, think critically, and develop skills in a variety of disciplines. Courses are designed to provide students with skills in the areas of art, business, English, journalism, and speech. The Communications degree is broadly based in order to provide a wide variety of experiences. An area of emphasis is provided to help prepare the student for professional work in the field of broadcasting, journalism, photojournalism, and public relations.

### Bachelor of Arts in English Literature Degree Requirements (Minor Required)

▪ Grand Experience	38 credits
▪ Major	42 credits
▪ Minor Required	18-26 credits
▪ Free Electives*	22-30 credits

Total Bachelor of Arts in English Literature  
128 credits

\* Only applies to campus students.

### English Literature Major

ENG 200	Analysis of World Literature	3 credits
ENG 421	Shakespeare	3 credits
ENG 422	Major Authors	3 credits
ENG 423	Literary Movement	3 credits
ENG 453	Christianity and Literature	3 credits
ENG 490	Senior Seminar	3 credits
ENG —	Language, Linguistics, Linguistic History	6 credits
ENG —Δ	Writing Electives	3 credits
ENG —	Literature Survey	9 credits
ENG —	Genre Study	6 credits

Total English Literature 42 credits  
 Δ Writing-Intensive course

### Bachelor of Arts in English for Secondary Teachers Degree Requirements

▪ Grand Experience	38 credits
▪ Major	41 credits
▪ Secondary Education Certification	27 credits



▪ Free Electives\* 22 credits

Total Bachelor of Arts in English for Secondary Teachers 128 credits

\* Only applies to campus students.

**English for Secondary Teachers Major**

ENG 200 <sup>Δ</sup>	Analysis of World Literature	3 credits
ENG 221	English Literature I	3 credits
ENG 222	English Literature II	3 credits
ENG 300	English Practicum	2 credits
ENG 341	American Literature I	3 credits
ENG 342	American Literature II	3 credits
ENG 421	Shakespeare	3 credits
ENG 423	Literary Movement	3 credits
ENG 453	Christianity and Literature	3 credits
ENG 490 <sup>Δ</sup>	Senior Seminar	3 credits
ENG —	Language, Linguistics, Linguistic History	6 credits
ENG —	Genre Study	3 credits
ENG — <sup>Δ</sup>	Writing Electives	3 credits

Total English Teaching 41 credits

<sup>Δ</sup> Writing-Intensive course

**Bachelor of Arts in History Degree Requirements (Minor Required)**

▪ Grand Experience	38 credits
▪ Major	39 credits
▪ Minor Required	18-26 credits
▪ Free Electives*	25-33 credits

Total Bachelor of Arts in History 128 credits

\* Only applies to campus students.

**History Major**

HIS 103	US History to 1877	3 credits
HIS 104	US History since 1877	3 credits
HIS 107	World History before 1500	3 credits
HIS 108	World History after 1500	3 credits
HIS 246 <sup>Δ</sup>	History and Historians	3 credits

**European History (select two of the following):**

HIS 322	Medieval History	3 credits
HIS 333	Early Modern Europe	3 credits
HIS 352	History of England to 1688	3 credits
HIS 367	Studies in 20th Century Europe	3 credits
HIS 413 <sup>Δ</sup>	Russian History	3 credits
HIS —	additional courses	3 credits

**United States History (select two of the following):**

HIS 343	Colonial & Revolutionary America	3 credits
HIS 345	United States since 1945	3 credits
HIS 409 <sup>Δ</sup>	Civil War and Reconstruction	3 credits
HIS 416 <sup>Δ</sup>	American Diplomatic History	3 credits
HIS 498 <sup>Δ</sup>	Adv Topics: The American West	3 credits
HIS —	additional courses	3 credits

**Non-Western History (select one of the following):**

HIS 317	Studies in the Non Western World	3 credits
HIS —	300-level Elective	3 credits
HIS —	400-level Elective	3 credits
HIS — <sup>Δ</sup>	400-level Elective	3 credits

Total History 39 credits

<sup>Δ</sup> Writing-Intensive course

**Bachelor of Arts in International Studies Degree Requirements (Minor Required)**

▪ Grand Experience	38 credit
▪ Major	45 credits
▪ Minor Required	18-26 credits
▪ Free Electives*	19-27 credits

Total Bachelor of Arts in International Studies 128 credits

\* Only applies to campus students.

\* Study abroad required.

\* Intermediate-level proficiency in second language required.

**International Studies Major**

GEO 121	World Geography	3 credits
HIS 107	World History before 1500	3 credits
OR		
HIS 108	World History after 1500	3 credits
PSY 101	Introduction to Psychology	3 credits
PHI 225	Introduction to Ethics	3 credits
SOC 101	Introduction to Sociology	3 credits
COM 314 <sup>Δ</sup>	Intercultural Communications	3 credits
PHI 463	World Religions	3 credits
POS 323	International Relations	3 credits
SOC 313	Cultural Anthropology	3 credits
SOC 498	Adv. Topics: Third World Issues	3 credits
UNV 300 <sup>‡</sup>	Study Abroad	0 credits
UNV 490 <sup>Δ</sup>	International Studies Seminar	3 credits

Electives (choose four of the following courses):

HIS 413	Russia and Eastern Europe	3 credits
HIS 317	Studies in the Non-Western World	3 credits
HIS 498	Advanced Topics: Latin American History	3 credits
POS 380	Comparative Governments	3 credits
BUS 406	International Business	3 credits
ENG 200	Analysis of World Literature	3 credits
ENG 315	English in its Social and Historical Settings	3 credits
ECN 201	Macroeconomics	3 credits
ECN 202	Microeconomics Principles	3 credits
INT 333	Christianity and Culture	3 credits
INT 363	Issues in Contemporary Missions	3 credits
INT 498	Special Topics	3 credits
POS 497	Political Science Internship	3 credits
POS 498	Advanced Topics: Public Policy	3 credits
SPA 373	Hispanic Civilization	3 credits
FIN 425	International Trade and Finance	3 credits
MKT 425	International Marketing	3 credits

Total International Studies 45 credits

<sup>Δ</sup> Writing-Intensive course

**Bachelor of Arts in Spanish Degree Requirements (Minor Required)**

▪ Grand Experience	38 credit
▪ Major	44-48 credits
▪ Minor Required	18-26 credits
▪ Free Electives*	16-28 credits

Total Bachelor of Arts in Spanish 128 credits

\* Only applies to campus students.

**Spanish Major**

SPA 201	Intermediate Spanish I	4 credits
SPA 202	Intermediate Spanish II	4 credits
	Second Foreign Language 101 and 102	6 or 8 credits
SPA 311	Spanish Conversation	3 credits
SPA 312Δ	Spanish Composition and Grammar	3 credits
SPA 342	Reading Analysis of Literary Texts	3 credits
SPA 362Δ	Adv Spanish Grammar & Composition	3 credits
SPA 493	Contemporary Issues	3 credits
Choose two of the following courses:		
SPA 363	Spanish Civilization	3 credits
SPA 373	Hispanic Civilization	3 credits
SPA 383	Civilization of the Spanish Southwest	3 credits
FLA 480	Foreign Language Teaching Methods	3 credits
Choose one of the following courses:		
SPA 413	Spanish Literature	3 credits
SPA 423	Hispanic Literature	3 credits
Choose two from the following options:		
	Any additional 300/400-level SPA course	3 credits
FRE 201	Intermediate French (or other language with approval)	4 credits
OR		
GER 201	Intermediate German (or other language with approval)	4 credits
FRE 202	Intermediate French (or other language with approval)	4 credits
OR		
GER 202	Intermediate German (or other language with approval)	4 credits
ENG 314	Advanced Grammar	3 credits
COM 314	Intercultural Communication	3 credits

Total Spanish 44-48 credits

Δ Writing-Intensive course

## Bachelor of Arts in Communication Studies Degree Requirements (Emphasis Required)

▪ The Grand Experience	38 credits
▪ Communications Core	51 credits
▪ Emphasis	12 credits
▪ Free Electives*	27 credits

Total Bachelor of Arts in Communication Studies 128 credits

\* Only applies to campus students.

### Communications Core

ART 201	Photography I	3 credits
COM 301	Broadcasting	3 credits
COM 310	Principles of Public Relations	3 credits
COM 314Δ	Intercultural Communication	3 credits
COM 497	Internship	3 credits
DGN 223	Advertising Design	3 credits
DGN 263	Computer Graphics I	3 credits
ENG 201	Intermediate Grammar	3 credits
ENG 301Δ	Advanced Composition	3 credits

ENG 313Δ	Business and Technical Writing	3 credits
JRN 200	News Writing and Reporting	3 credits
JRN 201	Principles and Practices of Print Media	3 credits
JRN 314	Small Newspaper I	3 credits
SPC 113	Fundamentals of Speech	3 credits
SPC 292	Group Discussion	3 credits
SPC 311	Advanced Public Speaking	3 credits
SPC 398	Communications and the Media	3 credits

Total Communications 51 credits

Δ Writing-Intensive course

### Broadcasting Emphasis

COM 307	Sports Broadcasting	3 credits
OR		
COM 399	Broadcasting Practicum	3 credits
COM 498	Advanced Topics	3 credits
SPC 318	Voice and Diction	3 credits
SPC 378	Oral Interpretation of Literature	3 credits

Total Emphasis Credits 12 credits

### Public Relations Emphasis

COM 498	Advanced Topics	3 credits
JRN 300	Advanced News Writing & Reporting	3 credits
MKT 301	Principles of Marketing	3 credits
MKT 304	Promotion and Advertising	3 credits

Total Emphasis Credits 12 credits

## Department of Mathematics and Science

### Biology Program Description

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

### Bachelor of Science in Biology Degree Requirements

The Biology degree program is designed primarily to provide students with a strong foundation for a variety of graduate and professional programs and careers in the science disciplines. Advisors assist students in tailoring their programs with appropriate electives to allow them to pursue careers including medicine, research, and environmental quality.

▪ The Grand Experience	38 credits
▪ Biology Core	68 credits
▪ Free Electives*	22 credits

Total Bachelor of Science in Biology 128 credits

\* Only applies to campus students.

### Biology Core

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 301Δ	Science Communication I	2 credits
BIO 302Δ	Science Communication II	2 credits
BIO 320	Fundamentals of Ecology	4 credits
BIO 332	Cell Biology	3 credits
BIO 340	Genetics	3 credits
BIO 340L	Genetics Lab	1 credit
BIO 360	Basic Physiology	3 credits
BIO 360L	Basic Physiology Lab	1 credit
BIO —§	Biology Electives	17 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
PHY 111	General Physics I	3 credits
PHY 111L*	General Physics I Lab	1 credit
PHY 112	General Physics II	3 credits
PHY 112L*	General Physics II Lab	1 credit
<b>Total Biology Core</b>		<b>68 credits</b>

### Biology Electives

Choose at least one course from each category:

#### Biodiversity

BIO 350	Comparative Invertebrate Zoology	4 credits
BIO 370	Arizona Flora	4 credits
BIO 411	Conservation Biology	3 credits
BIO 445	Evolutionary Biology	3 credits
BIO 481	Vertebrate Zoology I	4 credits
BIO 482	Vertebrate Zoology II	4 credits
Morphology/Advanced Physiology		
BIO 308	Pathophysiology	3 credits
BIO 373	Human Gross Anatomy and Dissection	4 credits
BIO 433	Histology	4 credits
BIO 444	Endocrinology	3 credits
Microbial and Molecular Biology		
BIO 205	Microbiology	4 credits
BIO 345	Immunology	3 credits
BIO 443	Molecular Genetics	3 credits
CHM 360	Principles of Biochemistry	3 credits
CHM 360L	Principles of Biochemistry Lab	1 credit

<sup>Δ</sup> Writing-Intensive course

§ To complete the 17 credit Biology Electives requirement, students may take any course with a BIO prefix excluding BIO 100, 105, 201, 202, 305, 306, 307, 309, and all recitation courses.

\* PHY 115, 115L University Physics I and PHY 116, 116L University Physics II may be substituted.

## Bachelor of Science in Human Biology

### Degree Requirements

The Bachelor of Science in Human Biology Degree is designed to provide students a strong foundation that meets or exceeds the required criteria for entry into the allied health professional programs and careers. Advisors

assist students in tailoring their programs with appropriate electives that enhance their pursuit of careers such as physicians assistants, physical therapists, occupational therapists, and sports health care specialists.

▪ The Grand Experience	38 credits
▪ Human Biology Core	72 credits
▪ Free Electives*	18 credits

Total Bachelor of Science in Human Biology 128 credits

\* Only applies to campus students.

### Human Biology 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 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credit
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
BIO 205	Microbiology	4 credits
BIO 301 <sup>Δ</sup>	Science Communication I	2 credits
BIO 302 <sup>Δ</sup>	Science Communication II	2 credits
BIO 308	Pathophysiology	3 credits
BIO 340	Genetics	3 credits
BIO 340L	Genetics Lab	1 credit
BIO —	Electives	14 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
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
PSY 101	General Psychology	3 credits
PSY 341	Lifespan Development	3 credits
PSY 466	Abnormal Psychology	3 credits
One of the following:		
BIO 305	Introduction to Physical Therapy	2 credits
BIO 306	Introduction to Occupational Therapy	2 credits
BIO 307	Practice of Medicine by Physician Assistants	2 credits
BIO 309	Introduction to Pharmacy	2 credits
<b>Total Human Biology Core</b>		<b>72 credits</b>

### Biology Electives\*

Choose at least one course:

EXS 335	Kinesiology	3 credits
EXS 340	Exercise Physiology	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
CHM 360	Principles of Biochemistry	3 credits
CHM 360L	Principles of Biochemistry Lab	1 credit
Choose at least one course:		
BIO 332	Cell Biology	3 credits

BIO 345	Immunology	3 credits
BIO 373	Human Gross Anatomy and Dissection	4 credits
BIO 383	Drug Abuse Seminar	3 credits
BIO 433	Histology	4 credits
BIO 443	Molecular Genetics	3 credits

<sup>^</sup> Writing-Intensive course

\* To complete the 14-credit Upper Division Biology electives requirement, students may take additional courses from Group I and Group II or any upper division courses with a BIO, CHM, or PHY prefix, excluding BIO, 100, BIO 105, BIO 360, CHM 101, CHM 101L, PHY 101, PHY 101L, and all recitation courses.

## Bachelor of Science in Biology for Secondary Teachers Degree Requirements

The Bachelor of Science in Biology for Secondary Teachers Degree is designed to provide students a strong foundation in the biological sciences along with an introduction into the relevant concepts associated with the physical sciences.

▪ The Grand Experience	38 credits
▪ Biology Teaching Core	46 credits
▪ Secondary Education Certification	27 credits
▪ Free Electives*	17 credits

Total Bachelor of Science in Biology Teaching 128 credits

\* Only applies to campus students.

### Biology for Secondary Teachers 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 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credit
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
BIO 301 <sup>^</sup>	Science Communication I	2 credits
BIO 302 <sup>^</sup>	Science Communication II	2 credits
BIO 320	Fundamentals of Ecology	4 credits
BIO 340	Genetics	3 credits
BIO 340L	Genetics Lab	1 credit
BIO 480	Methods of Teaching Science in Secondary Schools	3 credits
BIO —	Upper Division Bio. Elective(s)	4 credits
CHM 101	Introduction to Chemistry	3 credits
CHM 101L†	Introduction to Chemistry Lab	1 credit
CIS 180	Computer Info. System Modules	3 credits
PHY 101	Introduction to Physical Science	3 credits
AND		
PHY 101L	Introduction to Physical Science Lab	1 credit
OR		
PHY 111	General Physics I	3 credits
AND		
PHY 111L	General Physics I Lab	1 credit
Total Biology Teaching		46 credits

<sup>^</sup> Writing-Intensive course

CHM 113, 113L General Chemistry I and CHM 115, 115L General Chemistry II are required for Chemistry minors.

## Physical Sciences Program Description

The Physical Sciences program provides curricula for students wishing to major in biochemistry, chemistry, chemistry for secondary teachers, physical science, physics for secondary teachers, and science for elementary teachers. These majors are designed to prepare students for graduate school, medical, veterinary, or dental school, engineering, technician careers in industry, government or business, or employment in high school or elementary school science teaching. Minors are offered in biophysical science, chemistry, physics, and science teaching. Students with advanced placement credit from high school physics or chemistry courses are encouraged to apply for credit in General Physics or General Chemistry.

The diverse backgrounds of the faculty, with expertise in biochemistry, biophysics, material science, meteorology, solid state chemistry, analytical chemistry, catalysis and organometallics, science education, and technology enhanced education, ensure each student a broad exposure to the physical sciences. Each faculty member is committed to serving students, whether in providing service courses in chemistry and physics, leading students in their choice of major, or helping well-qualified students find educational internships or research experiences. The Physical Sciences program emphasizes teaching excellence, analytical thinking, practical laboratory experiences, spiritual growth, and social awareness, all within a Christian liberal arts setting.

### Bachelor of Science in Chemistry Degree Requirements (Minor Required)

The Bachelor of Science in Chemistry Degree is designed to provide students a strong foundation for a variety of graduate and professional programs and careers in the science disciplines. Completion of this degree adequately prepares students for graduate research studies in broad range of chemistry disciplines and technical careers in the chemical industries.

▪ The Grand Experience	38 credits
▪ Chemistry Core	63 credits
▪ Minor	20-24 credits
▪ Free Electives*	3-9 credits

Total Bachelor of Science in Chemistry 128 credits

\* Only applies to campus students.

### Chemistry Core

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 301 <sup>^</sup>	Science Communication I	2 credits
CHM 302 <sup>^</sup>	Science Communication II	2 credits
CHM 314	Analytical Chemistry	3 credits
CHM 314L	Analytical Chemistry Lab	2 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
CHM 441	Physical Chemistry I	3 credits
CHM 441L	Physical Chemistry I Lab	1 credit
CHM 442	Physical Chemistry II	3 credits
CHM 442L	Physical Chemistry II Lab	1 credit
CHM —	Upper Division Chemistry Electives (excluding CHM 396, 480, and recitation classes)	7 credits
CIS 180	Computer Information Systems Modules	3 credits
MAT 270	Analytical Geometry and Calculus I	4 credits
MAT 271	Analytical Geometry and Calculus II	4 credits
MAT 272	Analytical Geometry and Calculus III	4 credits
PHY 115	University Physics I	3 credits
PHY 115L	University Physics I Lab	1 credit
PHY 116	University Physics II	3 credits
PHY 116L	University Physics II Lab	1 credit
<b>Total Chemistry</b>		<b>63 credits</b>

<sup>Δ</sup> Writing-Intensive course

## Bachelor of Science in Chemistry for Secondary Teachers Degree Requirements

The Bachelor of Science in Chemistry for Secondary Teachers Degree is designed to provide students a strong foundation in the chemical sciences along with an introduction into the relevant concepts associated with biological sciences and other physical sciences.

▪ The Grand Experience	38 credits
▪ Chemistry Teaching Core	47 credits
▪ Secondary Education Certification	27 credits
▪ Free Electives*	16 credits

**Total Bachelor of Science in Chemistry Teaching** 128 credits

\* Only applies to campus students.

### Chemistry Teaching Core

BIO 100**	Biology Concepts	3 credits
BIO 100L	Biology Concepts Lab	1 credit
BIO 105**	Environmental Biology	3 credits
BIO 105L	Environmental Biology Lab	1 credit
CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit
CHM 301 <sup>Δ</sup>	Science Communication I	2 credits
CHM 302 <sup>Δ</sup>	Science Communication II	2 credits
CHM 314	Analytical Chemistry	3 credits
CHM 314L	Analytical Chemistry Lab	2 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
CHM 480	Methods of Teaching Science in the Secondary Schools	3 credits
CHM —	Upper Division Chemistry Electives (excluding CHM 396 and recitation classes)	4 credits
CIS 180	Computer Information Systems Modules	3 credits
PHY 101	Introduction to Physical Science	3 credits
PHY 101L	Introduction to Physical Science Lab	1 credit

**Total Chemistry for Secondary Teachers** 47 credits

\*\* BIO 181 and BIO 182 are required for biology minors.

<sup>Δ</sup> Writing-Intensive course

## Bachelor of Science in Science for Elementary Teachers Degree Requirements

The teaching major or minor in science is designed to give prospective teachers a broad introduction to science rather than specialization in one field. It is particularly useful for teachers in grades 4–8 who will be teaching both life and physical sciences.

▪ The Grand Experience	38 credits
▪ Science for Elementary Teachers Major	39 credits
▪ Elementary Education Certification	42-46 credits
▪ Free Electives*	5-9 credits

**Total Bachelor of Science for Elementary Teachers** 128 credits

\* Only applies to campus students.

### Science for Elementary Teachers Major

BIO 105	Environmental Biology	3 credits
BIO 105L	Environmental Biology Lab	1 credit
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit
CHM 113**	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115**	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit
CIS 180	Computer Information Systems Modules	3 credits
GLG 101	General Geology	3 credits
GLG 101L	General Geology Lab	1 credit
PHY 101	Introduction to Physical Science	3 credits
PHY 101L	Introduction to Physical Science Lab	1 credit
PHY 107	Astronomy	3 credits
PHY 107L	Astronomy Lab	1 credit
CHM 301 <sup>Δ</sup>	Science Communication I	2 credits
OR		
PHY 301 <sup>Δ</sup>	Science Communication I	2 credits
CHM 302 <sup>Δ</sup>	Science Communication II	2 credits
OR		
PHY 302 <sup>Δ</sup>	Science Communication II	2 credits

**Total Science for Elementary Teachers** 39 credits

\*\* Concurrent enrollment in recitation sections for CHM and PHY courses strongly recommended.

^ Writing-Intensive course

**Biology Minor Requirements**

BIO 181	General Biology I	4 credits
BIO 182	General Biology II	4 credits
BIO —	Biology Electives including 6 credits upper division (excluding recitations)	12 credits
<b>Total Biology Minor</b>		<b>20 credits</b>

**Chemistry Minor Requirements<sup>∞</sup>**

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
CHM —	Upper Division Chemistry (excluding CHM 396, 480, and recitation classes)	4 credits
<b>Total Chemistry Minor</b>		<b>20 credits</b>

<sup>∞</sup> Students desiring teaching certification should take 24 credits for a minor. Please refer to the Secondary Education Certification in the College of Education.

**Physics Minor Requirements<sup>∞</sup>**

PHY 115**	University Physics I	3 credits
PHY 115L	University Physics I Lab	1 credit
PHY 116	University Physics II	3 credits
PHY 116L	University Physics II Lab	1 credit
PHY 361	Introduction to Modern Physics	3 credits
PHY —+	Physics Electives (excludes recitation classes; six credits must be upper division)	9 credits
<b>Total Physics Minor</b>		<b>20 credits</b>

<sup>∞</sup> Students desiring teaching certification should take 24 credits for a minor. Please refer to the Secondary Education Certification in the College of Education.

\*\* PHY 115 requires a prerequisite of MAT 271 Calculus.

+ Upper Division Electives may include: CHM 441, CHM 442, PHY 311, PHY 312, PHY 361, or PHY 496.

**Biophysical Science Minor Requirements**

BIO 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credit
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
BIO —	Upper Division Biology Elective	4 credits
EXS 335 <sup>^</sup>	Kinesiology	3 credits
PHY —	Upper Division Physics/ OR Chemistry Electives (excluding PHY/CHM 396 or 480)	6 credits
<b>Total Biophysical Science Credits</b>		<b>21 credits</b>

<sup>^</sup> Writing-Intensive course

**Science Teaching Minor Requirements<sup>∞</sup>**

BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit
CHM 101	Introduction to Chemistry	3 credits
CHM 101L	Introduction to Chemistry Lab	1 credit
PHY 101	Introduction to Physical Science	3 credits
AND		
PHY 101L	Introduction to Physical Science Lab	1 credit
OR		
PHY 111	General Physics I	3 credits
AND		
PHY 111L	General Physics I Lab	1 credit
BIO —	Electives in Science (6 credits must be upper division)	
OR		
PHY —		8 credits
<b>Total Science Teaching Minor</b>		<b>24 credits</b>

<sup>∞</sup> Please refer to the Secondary Education Certification in the College of Education. Elementary certification is required rather than secondary certification.

**Mathematics Program Description**

Since every degree at Grand Canyon University has a mathematics requirement, the mission of the Mathematics faculty is to focus on the needs of students from all disciplines who have diverse interests and backgrounds. The faculty strive to prepare the students, whether they are majoring in mathematics or some other area, by offering them a mathematical framework that may serve as a foundation for graduate studies or careers in teaching, industry, or business.

Mathematics is a broad, applicable, and playful subject. In recent times, especially since the advent of the digital computer, mathematics has expanded into a collection of mathematical sciences that include pure and applied mathematics, computation, computer science, statistics, operations research, and other areas. Themes of structure, randomness and chaos, techniques of computation, analysis and visualization, and modes of thought involving proof, counter-example, intuition, and creation of unifying concepts are hallmarks of mathematics. Mathematical ideas have found application not only in the physical sciences but increasingly in the life, social, and management sciences, and even in the arts and humanities. The pace of discovery and invention in mathematics remains high. Mathematics is indeed the “queen and servant of the sciences.” The Mathematics program offers a major in Mathematics for Secondary Teaching.

Students who have completed advanced or accelerated courses in mathematics in high school may apply for advanced placement with regard to certain mathematics courses. An individualized program may be tailored for students who plan to continue their study elsewhere in an

engineering program, but who also desire a strong foundation in mathematics and the advantages of a Christian liberal arts setting.

The facilities for mathematics include the Dynamical Systems Lab where students use computers to study fractals, chaos, and iterations.

## Bachelor of Science in Mathematics for Secondary Teachers Degree

### Requirements

▪ The Grand Experience	38 credits
▪ Mathematics Teaching Core	47 credits
▪ Secondary Education Certification	27 credits
▪ Free Electives*	16 credits

Total Bachelor of Science in Mathematics Teaching 128 credits

\* Only applies to campus students.

### Mathematics for Secondary Teachers Major

CSC 105	Introduction to Programming Languages	3 credits
MAT 270	Analytical Geometry and Calculus I	4 credits
MAT 271	Analytical Geometry and Calculus II	4 credits
MAT 272	Analytical Geometry and Calculus III	4 credits
MAT 300Δ	Introduction to Mathematical Thought	3 credits
MAT 310	College Geometry	3 credits
MAT 342	Linear Algebra	3 credits
MAT 363	Probability and Statistics	3 credits
MAT 371	Advanced Calculus I	3 credits
MAT 373	Differential Equations	3 credits
MAT 443	Abstract Algebra	3 credits
MAT 483Δ	Mathematics in the Secondary School	3 credits
PHY 115	University Physics I	3 credits
PHY 115L	University Physics I Lab	1 credit
PHY 116	University Physics II	3 credits
PHY 116L	University Physics II Lab	1 credit

Total Mathematics for Secondary Teachers 47 credits  
Δ Writing-Intensive course.

### Mathematics Minor Requirements<sup>∞</sup>

MAT 270	Analytical Geometry and Calculus I	4 credits
MAT 271	Analytical Geometry and Calculus II	4 credits
MAT 272	Analytical Geometry and Calculus III	4 credits
MAT 342	Linear Algebra	3 credits
MAT —	Mathematics Electives (at least three credits upper division, excluding MAT 483 <sup>†</sup> )	6 credits

Total Mathematics Minor 21 credits

<sup>∞</sup> Students desiring teaching certification should refer to the Secondary Education Certification in the College of Education.

<sup>†</sup> Those having a major in the College of Education may use MAT 483.

## Athletic Training, Physical Education, and Recreation

### Department Description

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

The Athletic Training, Corporate Fitness and Wellness, Physical Education, and Recreation majors comprise 44-47 credits of study with a minor required. Minors include Athletic Coaching, Exercise Science, Health Education, Physical Education, and Recreation.

An Athletic Trainer is a qualified allied health care professional educated and experienced in the management of health care problems associated with sports participation. The Athletic Training major prepares the student to become a certified athletic trainer who is qualified to work in a variety of settings including high schools, colleges and universities, professional sports, clinics, and other areas as an integral part of the health care team. The student will receive education in prevention, care, immediate treatment, rehabilitation, and management of athletic related injuries and illnesses. The education includes clinical rotations on and off campus that require at least 1000 credits of clinical experience that must be completed before graduation. Students are also required to take a physical exam and sign a technical standards agreement prior to full acceptance to ensure ability to complete tasks associated with the position. The selection of student athletic trainers is competitive. A completed admission application should be submitted by April 1, after completing at least 75 observation credits and athletic training student prerequisite requirements. Students will be accepted to the program by June 1 for priority admission.

The Corporate Fitness and Wellness major can lead, along with practical experience, to eligibility in any of the following areas: Exercise Leader, Health/Fitness Instructor, or Personal Trainer with the American College of Sports Medicine or Certified Strength and Conditioning Specialist or Personal Trainer with the National Strength and Conditioning Association.

The Physical Education major and minor will prepare students for State Board of Education Certification or Endorsement, along with meeting College of Education requirements, at either the elementary or secondary level.

The Recreation major and minor will prepare the student as a recreation professional who can supervise and implement recreation programs and manage recreation facilities.

The Athletic Coaching minor emphasizes skills to assist the future teacher or other professional who wishes to coach interscholastic, intercollegiate, or other sports teams in all aspects of preparation for competition. Successful completion of coursework will meet level three guidelines from NASPE or State Board of Education requirements for coaching certification.

The Exercise Science minor will especially enable the Human Biology or Allied Health major to obtain a degree from Grand Canyon University by providing a concentrated field of study of valuable knowledge and skills to enhance admittance possibilities in allied health professional schools.

The Health Education minor is designed to prepare students to enter the commercial health industry as an educator, or with College of Education coursework, to receive State Board of Education Endorsement.

### Bachelor of Science in Athletic Training Degree Requirements

Students must complete 1,000 supervised athletic training internship credits and clinical experience check sheet prior to graduation.

- The Grand Experience 38 credits
- Athletic Training Core 49 credits
- Free Electives\* 41 credits

Total Bachelor of Science in Athletic Training 128 credits

\* Only applies to campus students.

#### Athletic Training Core

BIO 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credit
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
PED 292	Teaching of Individual Activities II	2 credits
EXS 295	Clinical Instruction in Athletic Training 1	3 credits
EXS 314	Care and Prevention of Athletic Injuries	3 credits
EXS 324	Recognition & Evaluation of Athletic Injuries	3 credits
EXS 335 <sup>Δ</sup>	Kinesiology	3 credits
EXS 340	Physiology of Exercise	3 credits
EXS 385	Therapeutic Modalities	3 credits
EXS 386	Pharmacological Agents in Sports Medicine	2 credits
EXS 395	Clinical Instruction in Athletic Training 2	2 credits
EXS 414 <sup>Δ</sup>	Advanced Athletic Training	3 credits

EXS 424	Athletic Training Administration	3 credits
EXS 426	Theory of Prescribing Exercise	3 credits
EXS 426L	Theory of Prescribing Exercise Lab	1 credit
EXS 494	Clinical Instruction in Athletic Training 3	2 credits
EXS 495	Clinical Instruction in Athletic Training 4	2 credits
HLT 270	First Aid and Safety	3 credits

Total Athletic Training 49 credits

<sup>Δ</sup> Writing-Intensive course

### Bachelor of Science in Corporate Fitness and Wellness Degree Requirements (Minor Required)

- The Grand Experience 38 credits
- Corporate Fitness/Wellness Core 39 credits
- Minor 24-25 credits
- Free Electives\* 26-27 credits

Total Bachelor of Science in Corporate Fitness and Wellness 128 credits

\* Only applies to campus students.

#### Corporate Fitness and Wellness Core

BIO 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credit
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
EXS 335 <sup>Δ</sup>	Kinesiology	3 credits
EXS 340	Physiology of Exercise	3 credits
EXS 383	Measurement in Physical Education	3 credits
EXS 497	Internship in Exercise Science	3 credits
EXS —	Upper Division Electives	9 credits
HLT 270	First Aid and Safety	3 credits
PED 246 <sup>Δ</sup>	Instructional Strategies in Physical Education	3 credits
PED 292	Teaching of Individual Activities II	2 credits
PED —	Professional Activities (Select 3 from PED 252, 262, 282, 292)	2 credits

Total Corporate Fitness and Wellness 39 credits

<sup>Δ</sup> Writing-Intensive course

### Bachelor of Science in Physical Education Degree Requirements (Minor Required)

- The Grand Experience 38 credits
- Physical Education Core 38 credits
- Secondary Education Certification<sup>∞</sup> 27 credits
- Minor 24-25 credits
- Free Electives\* 0-1 credits



Total Bachelor of Science in Physical Education		128 credits
* Only applies to campus students.		
<b>Physical Education Core</b>		
EXS 335 <sup>Δ</sup>	Kinesiology	3 credits
EXS 340	Physiology of Exercise	3 credits
EXS 383	Measurement in Physical Education	3 credits
HLT 253	Anatomy and Physiology	3 credits
HLT 270	First Aid and Safety	3 credits
PED 240	Introduction to Physical Education	3 credits
PED 246 <sup>Δ</sup>	Instructional Strategies in Physical Education	3 credits
PED 363	Physical Education for the Exceptional Child	3 credits
PED 403	Physical Education for the Elementary Grades	3 credits
PED 413	Physical Education for the Secondary School	3 credits
PED —	Professional Activities (Select 4 from PED 252, 262, 282, 292)	8 credits
PED —	Upper Division Electives	3 credits
Total Physical Education Major		38 credits

<sup>Δ</sup> Writing-Intensive course

∞ In order to graduate with a K-12 Endorsement, 16 credits of student teaching (EED 480 - grades K-6, and SED 480 - grades 7-12) must be completed.

### Bachelor of Science in Recreation Degree Requirements (Minor Required)

▪ The Grand Experience	38 credits
▪ Recreation Core	40 credits
▪ Minor	24-25 credits
▪ Free Electives*	25-26 credits

Total Bachelor of Science in Recreation 128 credits

\* Only applies to campus students.

#### Recreation Core

HLT 270	First Aid and Safety	3 credits
PED 246 <sup>Δ</sup>	Instructional Strategies in Physical Education	3 credits
PED —	Professional Activities (Select 2 from PED 252, 262, 282, 292)	4 credits
REC 203	Introduction to Recreation	3 credits
REC 213	Recreational Leadership	3 credits
REC 215	Recreational Programming	3 credits
REC 313	Outdoor Recreation	3 credits
REC 423	Recreation Administration	3 credits
REC 424	Recreation Facility Management	3 credits
REC 425 <sup>Δ</sup>	Recreation for Special Populations	3 credits
REC 497	Internship in Recreation	9 credits
Select two of the following:		
BUS 307	Business Communication	3 credits
MGT 301	Principles of Management	3 credits
MKT 301	Principles of Marketing	3 credits

Total Recreation 40 credits  
<sup>Δ</sup> Writing-Intensive course

#### Athletic Coaching Minor Requirements

EXS 314	Care and Prevention of Athletic Injuries	3 credits
PED 246 <sup>Δ</sup>	Instructional Strategies in Physical Education	3 credits
PED —	Professional Activities (Select 2 from PED 252, 262, 282, 292)	4 credits
PED —	Athletic Coaching (Select 2 from PED 323, 333, 334, or equivalent)	9 credits
PED 433	Theory of Coaching	3 credits
PED 497	Internship in Athletic Coaching	2 credits

Total Athletic Coaching Minor 24 credits

<sup>Δ</sup> Writing-Intensive course

#### Exercise Science Minor Requirements

EXS 314	Care and Prevention of Athletic Injuries	3 credits
EXS 335 <sup>Δ</sup>	Kinesiology	3 credits
EXS 340	Physiology of Exercise	3 credits
EXS 383	Measurement in Physical Education	3 credits
EXS 497	Internship in Exercise EXS or HLT Upper Division Electives	9 credits

Total Exercise Science Minor 24 credits

<sup>Δ</sup> Writing-Intensive course

#### Health Education Minor Requirements

HLT 253	Anatomy and Physiology	3 credits
HLT 270	First Aid and Safety	3 credits
HLT 382	Principles of Public Health	3 credits
HLT 383	Drug Abuse Seminar	3 credits
HLT 423	Health Administration	3 credits
HLT 480	Methods of Teaching Health	3 credits
HLT 496	Environmental Health	3 credits
HLT 497	Internship in Health Education	3 credits

Total Health Education Minor 24 credits

#### Physical Education Minor Requirements

EXS 335 <sup>Δ</sup>	Kinesiology	3 credits
EXS 383	Measurement in Physical Education	3 credits
HLT 253	Anatomy and Physiology	3 credits
PED 246 <sup>Δ</sup>	Instructional Strategies in Physical Education	3 credits
PED —	Professional Activities (Select 2 from PED 252, 262, 282, 292)	4 credits
PED 363	Physical Education for the Exceptional Child	3 credits
PED 403	Physical Education for the Elementary Grades	3 credits
OR		
PED 413	Physical Education for	

Secondary School	
PED or EXS Upper Division Electives	3 credits
<hr/>	
Total Physical Education Minor	25 credits
^ Writing-Intensive course	
<b>Recreation Minor Requirements</b>	
PED 246 <sup>Δ</sup> Instructional Strategies in Physical Education	3 credits
PED — Professional Activities (Select 2 from PED 252, 262, 282, 292)	4 credits
REC 203 Introduction to Recreation	3 credits
REC 213 Recreational Leadership	3 credits
OR	
REC 215 Recreational Programming	3 credits
REC 313 Outdoor Recreation	3 credits
OR	
REC 425 <sup>Δ</sup> Recreation for Special Populations	
REC 423 Recreation Administration	3 credits
OR	
REC 424 Recreation Facility Management	
REC 497 Internship in Recreation	5 credits
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Total Recreation Minor	24 credits
^ Writing-Intensive course	

## Department of Social Sciences

### Department Description

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

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

Organizational Sociology is a non-traditional degree for adults (25 or older) seeking a degree completion program. It encourages students to study and enrich their workplace experience, by giving them a Christian and an academic perspective from which to understand their personal behavior and that of their organization.

Political Science is the study of politics and government through an integrated approach that recognizes global and normative perspectives as well as the local and empirical. Leaders of the new millennium should learn what is, and ponder what should be, regarding topics such as the relationship between the individual citizen and the collective body politic. The Political Science major is designed for students with interest and career goals that are more empirically rather than philosophically driven. Those seeking graduate study in Political Science might prefer this course of study to the Political Science major with a

Political Thought emphasis. Each student should discuss their options with an advisor. The Political Science major with a Political Thought emphasis is designed for students with interest and career goals that are more philosophically rather than empirically driven. Pre-Law students might prefer this course of study to the Political Science major. Each student should discuss his/her options with an advisor.

The Critical Thinking and Expression minor helps students develop skills necessary for success in law school and a career in the law, or any endeavor requiring these talents; basic objectives include the development of comprehensive, articulate communication, a critical understanding of human institutions, and analytical skills.

Psychology offers a broad array of courses that increase our understanding of human actions in the past and present. Individualized instruction is encouraged through 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 Science in Justice Studies

#### Degree Requirements (Minor Required)

▪ The Grand Experience	38 credits
▪ Justice Studies Core	45 credits
▪ Minor	18-24 credits
▪ Free Electives*	21-27 credits

Total Bachelor of Science in Justice Studies 128 credits

\* Only applies to campus students.

#### Justice Studies Major

JUS 100	Introduction to Justice Studies	3 credits
JUS 101	Issues in Justice Studies	3 credits
JUS 303	Criminal Justice Theory	3 credits
JUS 306	The Police Function	3 credits
JUS 308 <sup>*</sup>	Adjudication Function	3 credits
JUS 310	Correctional Function	3 credits
JUS 461	Substantive Law	3 credits
JUS 462	Procedural Law	3 credits
JUS 296	Social Research	3 credits
JUS 363	Intro to Probability and Statistics	3 credits
JUS 490 <sup>Δ</sup>	Senior Seminar	3 credits
JUS 497	Internship in Justice Studies	3 credits
JUS 498	Electives	6 credits
SOC 350	Social Psychology	3 credits
OR		
SOC 341	Social Problems	3 credits
OR		
SOC 423	American Minority Peoples	3 credits
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Total Justice Studies Core		45 credits
Δ Writing-Intensive course		

## Bachelor of Science in Public Safety Administration Degree Requirements

▪ Transfer	60 credits
▪ Public Safety Administration Core	45 credits
▪ Free Electives*	23 credits

Total Bachelor of Science in Public Safety Administration 128 credits

\* Only applies to campus students.

### Public Safety Administration Major

PSA 329	Public Safety Seminar	3 credits
PSA 330	Group Dynamics	3 credits
PSA 350	Managerial Communication	3 credits
PSA 337	Psychology of Professional Development	3 credits
PSA 351 <sup>Δ</sup>	Public Safety and the Community	3 credits
PSA 332	Political and Legal Systems	3 credits
PSA 433 <sup>Δ</sup>	Research Methodology	3 credits
PSA 435	Strategic Planning	3 credits
PSA 438	Human Resource Management	3 credits
PSA 439	Leadership in Public Safety	3 credits
PSA 440	Ethics in Public Safety	3 credits
PSA 360 <sup>Δ</sup>	Information Technology and Systems	3 credits
PSA 460	Project Management	3 credits
PSA 490	Organizational Development & Change	3 credits
PSA 495	Public Safety Capstone	3 credits

Total Bachelor of Science in Public Safety Administration 45 credits

Δ Writing-Intensive course

## Bachelor of Science in Organizational Sociology Degree Requirements

▪ Transfer	60 credits
▪ Organizational Sociology Core	36 credits
▪ Free Elective*	32 credits

Total Bachelor of Science in Organizational Sociology 128 credits

\* Only applies to campus students.

### Organizational Sociology Core

SCS 430	Social Psychology	3 credits
ENG 431	Career/Life Learning Assessment	3 credits
SCS 432	Urban Social Issues	3 credits
SCS 450	Soc Analysis of Organizations	3 credits
SCS 433	Research Methodology	3 credits
COM 314	Intercultural Communication	3 credits
SOC 313	Cultural Anthropology	3 credits
SCS 442	Reading/Writing Social Research	3 credits
ENG 436	Literary Analysis	3 credits
SCS 451	Conflict Resolution	3 credits
SCS 440	Social Ethics	3 credits
SCS 441	Soc Research Project Presentation	3 credits

Total Sociology Core 36 credits

## Bachelor of Arts in Political Science Degree Requirements (Minor Required)

▪ The Grand Experience	38 credits
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▪ Organizational Sociology Core	36 credits
▪ Minor	18-24 credits
▪ Free Electives*	30-36 credits

Total Bachelor of Arts in Political Science 128 credits

\* Only applies to campus students.

### Political Science Major

POS 100	Introduction to Political Science	3 credits
POS 252	Federal Government	2 credits
POS 262	Arizona Government	1 credit
POS 323	International Relations	3 credits
POS 344	Political Thought	3 credits
POS 380	Comparative Governments	3 credits
POS 416	American Diplomatic History	3 credits
POS 296	Social Research	3 credits
POS 363	Introduction to Probability and Statistics	3 credits
POS 370	Politics, Religion and Ethics (capstone)	3 credits
POS 497	Internship	3 credits
POS 498	Electives	6 credits

Total Political Science Core 36 credits

## Bachelor of Arts in Political Science with an Emphasis in Political Thought Degree Requirements (Minor Required)

▪ The Grand Experience	38 credits
▪ Political Science Core	40 credits
▪ Minor	18-24 credits
▪ Free Electives*	26-32 credits

Total Bachelor of Arts in Political Science with an Emphasis in Political Thought 128 credits

\* Only applies to campus students.

### Political Science, Political Thought Emphasis Major

POS 100	Introduction to Political Science	3 credits
PHI 101	Introduction to Philosophy	3 credits
PHI 225	Introduction to Ethics	3 credits
POS 252	Federal Government	2 credits
POS 262	Arizona Government	1 credit
POS 323	International Relations	3 credits
POS 344	Political Thought	3 credits
POS 380	Comparative Governments	3 credits
POS 416	American Diplomatic History	3 credits
POS 370	Politics, Religion, and Ethics (capstone)	3 credits
POS 497	Internship	3 credits
POS 498	Electives	6 credits

Total Political Science, Political Thought Emphasis 36 credits

It is recommended that students take elective courses in the following areas: economics, history, geography, philosophy, and English literature. Those intending on going to law school should consider the Critical Thinking & Expression minor and meet with the Pre-Law advisor at the earliest opportunity.

## Bachelor of Science in Psychology

### Degree Requirements (Minor Required)

▪ The Grand Experience	38 credits
▪ Psychology Core	45 credits
▪ Minor	18-24 credits
▪ Free Electives*	21-27 credits

Total Bachelor of Science in Psychology 128 credits

\* Only applies to campus students.

### Psychology Major

PSY 350 <sup>Δ</sup>	Social Psychology	3 credits
PSY 315	Personality Psychology	3 credits
PSY 324	Learning and Cognition	3 credits
PSY 253	Personality Development	3 credits
PSY 353	Child Psychology	3 credits
PSY 363	Introduction to Probability and Statistics	3 credits
PSY 373	Adolescent Psychology	3 credits
PSY 430	Industrial and Organizational Psychology	3 credits
AMP 330	Group Dynamics	3 credits
PSY 466	Abnormal Psychology	3 credits
PSY 443	Fundamentals of Counseling and Guidance	3 credits
PSY 414 <sup>Δ</sup>	History and Systems of Psychology	3 credits
PSY 450	Experimental Psychology	3 credits
SOC 383*	Drug Abuse and Behavior	3 credits
PSY 401*	Psychology of Death and Dying	3 credits

Total Psychology Core 45 credits

Δ Writing-Intensive course

\* Campus students may choose an alternative elective.

## Bachelor of Science in Sociology Degree Requirements (Minor Required)

▪ The Grand Experience	38 credits
▪ Psychology Core	39 credits
▪ Minor	18-24 credits
▪ Free Electives*	27-33 credits

Total Bachelor of Science in Sociology 128 credits

\* Only applies to campus students.

### Sociology Major

SOC 101	Understanding Society	3 credits
SOC 296	Social Research	3 credits
SOC 483 <sup>Δ</sup>	History of Social Thought	3 credits
SOC 341	Social Problems	3 credits
SOC 350	Social Psychology	3 credits
SOC 423	American Minority Peoples	3 credits
SOC 498	Social Inequality and Stratification	3 credits
SOC 497	Internship in Sociology	3 credits
SOC 363	Intro. to Probability and Statistics	3 credits
SOC 490 <sup>Δ</sup>	Senior Seminar	3 credits
SOC 498	Electives (Maximum of 6 credits in other Social Sciences area)	9 credits

Total Sociology Core 39 credits

Δ Writing-Intensive course

### Behavioral Sciences Minor Requirements

SOC 101	Understanding Society	3 credits
SOC 483 <sup>Δ</sup>	History of Social Thought	3 credits

OR

SOC 313	Cultural Anthropology	3 credits
PHI 101	Introduction to Philosophy	3 credits
PSY 101	General Psychology	3 credits
PSY —	Upper division Psychology Electives	6 credits

OR

SOC —	Upper division Sociology electives	6 credits
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Total Behavioral Science Minor 18 credits

Δ Writing-Intensive course

### Justice Studies Minor Requirements

JUS 100	Introduction to the Justice System	3 credits
JUS 101	Issues in Justice Studies	3 credits
JUS 303	Theory of Criminal Justice	3 credits
JUS 306	The Police Function	3 credits
JUS 308 <sup>Δ</sup>	The Adjudication Function	3 credits
JUS 310	The Correctional Function	3 credits
JUS 498	Elective	3 credits

Total Justice Studies Minor 21 credits

Δ Writing-Intensive course

### Political Science Minor Requirements

POS 100	Introduction to Political Science	3 credits
POS 252	Federal Government	2 credits
POS 262	Arizona Government	1 credit
POS 370 <sup>Δ</sup>	Politics, Religion and Ethics	3 credits
POS 344 <sup>Δ</sup>	Political Thought	3 credits

OR

POS 498	Advanced Topics: Political Parties	3 credits
POS 323	International Relations	3 credits

OR

POS 380	Comparative Government	3 credits
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OR

POS 498	Advanced Topics: "Hot Spots"	3 credits
HIS 416	American Diplomatic History	3 credits

OR

POS 416	American Diplomatic History	3 credits
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Total Political Science Minor 18 credits

Δ Writing-Intensive course

### Critical Thinking and Expression Minor Requirements

ENG 211	Persuasive Writing	3 credits
ENG 301 <sup>Δ</sup>	Advanced Composition	3 credits
ENG 314	Advanced Grammar	3 credits
PHI 215	Introduction to Logic	3 credits
PHI 222	Foundations in Analytical Thinking	3 credits
PHI 322	Case Studies	3 credits

Choose one of the following courses

POS 370	Politics, Religion and Ethics	3 credits
POS 417	Constitutional History	3 credits
PHI 475	Christianity & the Legal Profession	3 credits

Choose one of the following courses

PHI 329	Biomedical Ethics	3 credits
PHI 303	Philosophy of Education	3 credits
SOC 296	Social Research	3 credits
JUS 296	Social Research	3 credits

PSY 363	Introduction to Probability & Statistics	3 credits
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SOC 363	Introduction to Probability & Statistics	3 credits
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MAT 300	Introduction to Mathematical Thought	3 credits
BUS 318	Ethical Issues in Business and Society	3 credits
HTH 303	History of Christianity in America	3 credits
BIO 320	Fundamentals of Ecology	3 credits
BIO 360	Basic Physiology	3 credits

Total Critical Thinking and Expression Minor 24 credits  
 Δ Writing-Intensive course

**Psychology Minor Requirement**

PSY 101	General Psychology	3 credits
PSY 253	Personality Development	3 credits
PSY 350 <sup>Δ</sup>	Social Psychology	3 credits
PSY —	Upper division Psychology electives	9 credits

Total Psychology Minor 18 credits  
 Δ Writing-Intensive course

**Social Sciences Minor Requirements**

ECN 201	Macroeconomic Principles	3 credits
OR		
ECN 202	Microeconomics Principles	3 credits
GEO —	Geography elective	3 credits
POS 252	Federal Government	2 credits
POS 262	Arizona Government	1 credit
PSY 101	General Psychology	3 credits
PSY 353	Child Psychology	3 credits

OR		
PSY 373	Adolescent Psychology	3 credits
SOC 101	Understanding Society	3 credits

Choose one group below:

HIS 103	Early American History	3 credits
AND		
HIS 104	Recent American History	3 credits
OR		
HIS 107	World History before 1500	3 credits
AND		
HIS 108	World History after 1500	3 credits

Total Social Sciences Minor 24 credits

**Sociology Minor Requirements**

SOC 101	Understanding Society	3 credits
SOC 483 <sup>Δ</sup>	History of Social Thought	3 credits
SOC 498	Social Inequality and Stratification	3 credits
SOC 423	American Minority Peoples	3 credits
SOC —	Upper division Psychology electives	6 credits

Total Sociology Minor 18 credits  
 Δ Writing-Intensive course

**Master of Science in Executive Fire Service Leadership Degree Requirements**

The Master of Science in Executive Fire Service Leadership Program (MSEFSL) offers an opportunity for graduates of the National Fire Academy's Executive Fire Officer Program (NFA-EEOP) to complete a graduate degree. It also offers an opportunity for fire professionals who have not participated in or completed the NFA-EEOP to complete a graduate degree.

A graduate of EFOP, or a current EFOP student, can transfer American Council on Education (ACE) approved graduate credits, earned through the NFA-EFOP, to Grand Canyon University and take additional credits in the MSEFSL program, to complete a rigorous, pertinent, and fully accredited master's degree in Executive Fire Science Leadership.

The program is offered entirely online and can be completed in as quickly as 18 months, depending on the amount of credit transferred into the program. MSDFSL courses are facilitated by professors who possess first-hand knowledge and experience in the fire service/emergency management fields. These professors are familiar with current fire service issues and bring a wealth of theoretical and applicable information and insight to the online learning environment.

EFL 623	Community and Human Service Delivery	3 credits
EFL 620	Organizational Theory and Behavior	3 credits
EFL 625	Public Sector Ethics	3 credits
EFL 621	Information Systems	3 credits
EFL 622	Public Policy	3 credits
EFL 624	Public Sector Finance	3 credits
EFL 626	Advanced Strategic Planning	3 credits
EFL 630	Applied Fire Service Research	3 credits
EFL 629	Occupational Health and Safety	3 credits
EFL 627	Disaster Preparation and Crisis Management	3 credits
EFL 631	Legal Aspects of Fire Service	3 credits
EFL 628	Environmental Issues and Hazard Management	3 credits

Total Master of Science in Leadership 36 credits

# Faculty

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## Jennifer Scott

Provost & Chief Academic Officer  
B.S., Management, Park College; M.A., Organizational Management, University of Phoenix; Ph.D., Organization and Management, Capella University

## James G. Beggs

Dean, College of Liberal Arts & Sciences  
B.A., Baptist College; M.A., Southwest Missouri State University; Ph.D., Louisiana State University

## Godwin Igein

Dean, Academic Services Department  
B.B.A., University of Texas at El Paso; M.B.A., City University; Ph.D., Union Institute and University

## Kathleen Nosal Player

Dean, Ken Blanchard College of Business  
B.S.N., St. Joseph's College; M.S., Nova Southeastern University; Ed.D., University of Sarasota

## Fran Roberts

Dean, College of Nursing  
B.S., Elmhurst College; M.S., Arizona State University, Ph.D., University of Colorado

## Teresa Stoops

Dean, College of Education  
B.A., University of Northern Colorado; M.A., Adams State College, Ed.D., Seattle Pacific University

## Freda Turner

Dean, Graduate Programs and Studies

## Amy Weibel

Dean, University Assessment  
B.S., Arizona State University; M.S. New Mexico State University; Ph.D., Wayne State University

## Ken Blanchard College of Business

### Karen Carr

Instructor of Management Information Systems  
B.A. University of South Florida; M.B.A., University of South Florida

### Donna DeMilia

Instructor of Accounting  
B.B.A., M.B.A., Pace University

### Kim Donaldson

Assistant Professor of Economics and Management  
B.C.E., M.B.A., Dalhousie University; M.I.M., Thunderbird, the Garvin School of International Management

### Ryan Lunsford

Instructor of Marketing and International Business;  
Director of Internships  
B.S., M.B.A., Texas A&M University; M.A., M.S., University of Texas at Dallas

### Robert K. McLean

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

### David Perkins

Instructor of Business Administration  
B.E.T., Southwest Minnesota State University; M.T., M.B.A., Arizona State University

### Dennis Profitt

Professor of Finance  
B.S., Central Missouri State; M.B.A., Bradley University;  
Ph.D., St. Louis University

### Scott A. Quatro

Associate Dean, Ken Blanchard College of Business;  
Associate Professor of Management  
B.A., Pepperdine University; M.B.A., College of William and Mary; Ph.D., Iowa State University

### Jody Summerford

Director of Applied Management/M.S. Leadership;  
Associate Professor  
B.S., M.Ed., Georgia Southern University; Ed.D., University of Georgia; Post Doc., Northern Arizona University

## College of Education

### Robert L. Campbell

Assistant Professor of Technology  
B.A., Arizona State University; M.Ed., Arizona State University; Ph.D., Northern Arizona University

Professor of Education

B.A., California State University; M.Ed., University of Sydney; Ph.D., University of Illinois

### Margaret Gritsavage

### Betz Frederick

Assistant Professor of Education; Campus Practicum EXP  
B.A., Hunter College; M.A., Michigan State University;  
Ed.D.

### **Kay Hansen**

Director of Field Experiences, Curriculum, Language, and  
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B.S., St. Mary of the Plains College; M.Ed., Arizona State  
University; Doctoral Candidate, Arizona State University

### **Bethyl Pearson**

Professor of Education

B.A., Albion College; M.Ed., Wright State University;  
M.A., Michigan State University, Ph.D., Michigan State  
University

### **Anthony Poet**

Associate Dean, College of Education

B.A., Arizona State University;  
M.A.O.M., University of Phoenix;  
Ed.D., Nova Southeastern University

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University

### **Kevin Thrasher**

Assistant Director of Distance Learning

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Arizona; Doctoral Candidate, Arizona State University

## **College of Liberal Arts and Sciences**

### **Neal R. Adam**

Assistant Professor of Biology

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

### **Michael Baird**

Professor of Christian Studies

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

### **Sharon Baltmanis**

Clinical Education Coordinator, Athletic Training

Assistant Professor of Exercise Science

B.S., Indiana University; M.S., Arizona School of Health  
Sciences

### **Christina Bandelin**

Assistant Professor of Music

B.S., Grand Canyon University; M.M., Southern  
Methodist University

### **William Larry Barron, III**

Chair, Department of Social Sciences

Professor of Psychology

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

### **Mary Clyde**

Visiting Professor of English

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Utah; M.F.A., Vermont College

### **Stephen T. Donohue**

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B.A., M.A., Ed.D., New Mexico State University

### **Douglas Dye**

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Seminary; Ph.D., Washington State University

### **Judith K. Eroe**

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State University

### **Treva K. Gibson**

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### **Melinda R. Heiner**

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University

### **James P. Helfers**

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### **Kristen Hendrickson**

Assistant Professor of Chemistry

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

### **Thomas Holeva**

Assistant Professor of Mathematics

B.A., Boston University; M.S., Drexel University

### **James Jordan**

Laboratory Manager for Physical Sciences

Assistant Professor of Chemistry

B.S., Northern Arizona University; M.S., Arizona State  
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### **Jim Klemaszewski**

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### **William Kuehl**

Professor of Health, Exercise Science, and Physical  
Education

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

### **Carolyn Markey**

Assistant Professor of Chemistry  
B.S., Northern Arizona University; M.S., University of Florida; Ph.D., Baylor University

### **Charles Maxson**

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

### **Mik Milem**

Director of School of Applied Ministry  
B.A., Oral Roberts University; M.A., Methodist Theological School

### **Haley Peebles**

Faculty Associate in Biology  
B.S., Grand Canyon University

### **Claude N. Pensis**

Professor of Humanities  
B.S., University of Wisconsin; M.F.A., University of Wisconsin - Madison

### **David Reiter**

Professor of Philosophy  
B.A., Covenant College; M.A.R., Westminster Seminary; Ph.D., University of Nebraska

### **Dennis Richmond**

Assistant Professor of Sociology and Political Science  
M.A., University of Hawaii

### **Sheila Schumacher**

Instructor of Art Graphic Design  
B.S., Arizona State University

### **Cindy Seminoff**

Director of Athletic Training; Associate Professor of Exercise Science  
B.S., University of South Alabama; M.S., Arizona State University

### **Gregory L. Schaefer**

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B.A., University of Arizona; M.A., Southwestern Baptist Theological Seminary; M.A., Northwestern University

### **Malcolm Sloan**

Faculty Associate in Recreation  
B.A., University of Miami; M., M.I.M., Thunderbird Graduate School of International Management

### **Anna Faith Smith**

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Instructor of Humanities  
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### **Fletcher Smith**

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

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### **Mark A. Taylor**

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### **Brooke L. Townsend**

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### **K. Mark Wooden**

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Chair Department of Math and Science  
Assistant Professor of Biology  
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### **Clark Youngblood**

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

## **College of Nursing**

### **Mary Kay Flynn**

Associate Professor of Nursing  
B.S.N., University of Evansville; M.A. in Nursing, University of Iowa; D.N.Sc., University of San Diego

### **Amy Fryberger**

Assistant Professor of Nursing  
B.S., Goshen College; M.S., University of Washington

### **Elizabeth Gilbert**

Associate Dean of Graduate Programs; Associate Professor of Nursing  
B.S., Union College; M.S., Lorna Linda University; Certified Family Nurse Practitioner, Arizona State University



**Lisa Jaurique**

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**Mary LaValley**

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Graduate School of Nursing

**Patti Luttrell**

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**Ebere Onyeador**

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**Michele Peters**

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**Marsha Ramstad**

Assistant Professor of Maternity Nursing  
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

**Martha Schmidt**

Assistant Professor  
B.S.N., Arkansas State University; M.P.A., University of San Francisco; M.S.N., University of Phoenix

**Tracy Schreiner**

Director, RN/B Program; Associate Professor of Nursing; BSN, Grand Canyon University; MBA, Regis University

**Patricia Shannon**

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

**Sherri Spicer**

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

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



# Grand Canyon University Academic Catalog

## Course Descriptions

# Course Descriptions

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**ACC 211: Financial Accounting** 3 credits

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

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**ACC 212: Managerial Accounting** 3 credits

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

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**ACC 321: Intermediate Accounting I** 3 credits

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

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

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

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**ACC 331: Cost Accounting** 3 credits

A study of principles of internal accounting, including job order systems, activity-based costing, and budgeting. Prerequisites: ACC 212.

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**ACC 332: Advanced Cost Accounting** 3 credits

Continuation of ACC 331. A study of technical management accounting topics designed for the accounting major. Prerequisites: ACC 331.

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**ACC 383: Advanced Accounting** 3 credits

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

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**ACC 401: Financial Statement Analysis** 3 credits

A detailed analysis and interpretation of a firm's three principal financial statements. Special focus is placed on the accounting principles used in the statements. Prerequisites: ACC 321 or FIN 301.

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**ACC 429: Corporate Taxation** 3 credits

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

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

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

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**ACC 495: Accounting Theory** 3 credits

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

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**ACC 501: Accounting Practices** 3 credits

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

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**ACC 605: Managerial Accounting** 3 credits

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

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**ACC 612: Internal Auditing** 3 credits

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

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**ACC 619: Accounting Theory** 3 credits

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

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

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

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**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.

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**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.

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**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.

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**AES 104: Leadership Lab** **0 credits**

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

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

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

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**AES 202: Leadership Lab** **0 credits**

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

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

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

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**AES 204: Leadership Lab** **0 credits**

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

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

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

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**AES 302: Leadership Lab** **0 credits**

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

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

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

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**AES 304: Leadership Lab** **0 credits**

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

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

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

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**AES 402: Leadership Lab** **0 credits**

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

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

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

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**AES 404: Leadership Lab** **0 credits**

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

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**AMP 330: Group Dynamics** **3 credits**

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This course examines how group behavior affects organizational effectiveness, decision-making, conflict resolution, and strategies for efficient group and task management.

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**AMP 335<sup>A</sup>: Career and Life Assessment** **3 credits**

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This course focuses on the preparation of students' personal portfolios and professional life-learning experiences. This course is a writing-intensive course and is not offered online. It is an on-campus only course.

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**AMP 340: Management Principles** **3 credits**

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This course focuses on real-world management situations concerned with planning, organizing, leading, and controlling. General management and basic management processes will be examined.

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**AMP 350: Managerial Communication** **3 credits**

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Students will demonstrate the fundamentals and application of writing and presentation used in formal settings in the professional environment.

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**AMP 360: Informational Technology and Systems** **3 credits**

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This course provides an overview of management issues and technologies that a business professional needs to understand to effectively deal with the rapidly changing world of information systems. Although many technologies are covered, it is not intended to be a technology class. The major focus is on the organizational, management, and technology dimensions of information systems.

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**AMP 370: Systems Concepts** **3 credits**

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The focus of this course will be on analysis of organizations using the systems model and application of the systems model for solving organizational problems.

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**AMP 410<sup>A</sup>: Ethical Decision-Making** **3 credits**

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This seminar style course on business ethics will focus on applying a principle-centered approach to business and personal issues. This course leads to an exploration of the philosophy of life, ethical theories, and values as a base of ethics and accountability in business and a responsible lifestyle.

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**AMP 420: Marketing Environment** **3 credits**

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This course will emphasize the marketing concept, consumer behavior, the need for market research, and the elements of the marketing mix (product, price, place, and promotion).

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**AMP 430: Human Resources** **3 credits**

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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.

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**AMP 440: Financial Decision-Making** **3 credits**

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

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

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

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**AMP 460: Project Management** **3 credits**

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This course addresses basic concepts in project management, emphasizing a balance between the technical aspects of project work. Topics include the emerging importance of project management, tools and techniques to plan and schedule projects, the manager's role in coordinating projects, and how managers need to be aware of culture influences.

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**AMP 470: Global Management** **3 credits**

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This course emphasizes practical skills needed for effective management of people and processes in a 21st century global business context. It places the student in the role of a manager of any nationality, encouraging the student to take a truly global perspective in dealing with dynamics of international management.

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**AMP 480: Small Business Entrepreneurship** **3 credits**

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This course explores basic concepts for successful operations of small business, including starting and managing a successful new business venture.

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**AMP 490: Organizational Development and Change** **3 credits**

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

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**AMP 495: Capstone-Action Research Project** **3 credits**

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This course provides a structured way for managers to take an overview and general management perspective. Emphasis will be placed on a capstone project that synthesizes major elements of the Applied Management program.

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**ARE 323: Art Media and Methods for the Elementary Teacher** **3 credits**

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Introduction to the language and structure of art education with an emphasis on practical hands-on experiences suitable for children at various elementary levels. Includes specific knowledge of two- and three-dimensional processes, classroom observation, and actual teaching experience. Attention is also given to the study of the artwork of children of all ages from early childhood to mid-adolescence. Prerequisites: Admission to the College of Education and junior status.

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**ARE 423: Art in the Secondary School** **3 credits**

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Exploration of materials, theory, and organization for presenting art activities and development in the arts for students at the secondary school level. Prerequisites: Admission to the College of Education and junior status.

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**ARH 100: Art Appreciation** **3 credits**

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Designed specifically for non-art majors and minors with emphasis on the meaning of art as it relates to the personal interests of each individual. The understanding of art will be pursued by examining its history and by personal observation through field trips, slides, and videos.

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**ARH 233: Art History I** **3 credits**

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A survey of ancient Near Eastern, Egyptian, Greek, Roman, and Medieval European art up to the Renaissance.

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**ARH 234: Art History II** **3 credits**

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A survey of Occidental Art during the Renaissance, Mannerist, Baroque, Rococo, Neo-Classic, Romantic and Modern epochs.

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**ARH 439Δ: Contemporary Art History** **3 credits**

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A survey of recent and current trends in art with special consideration of post-modernism and new concepts with media and modes of presentation. A Writing-Intensive course.

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**ARH 498: Special Topics in Art History** **3 credits**

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Topics of interest in Art History not covered in other courses. Examples of topics might include specific subject matter such as the history of photography, aesthetics, or the art of a specific era, people or region. May be repeated for credit under different titles.

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**ART 201: Photography I** **3 credits**

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An introduction to black-and-white photography, including exploration of basic techniques in camera operation, film and print processing, composition, and presentation. Lecture and darkroom laboratory sessions.

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**ART 211: Drawing I** **3 credits**

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An introduction to the basic elements of line, value, texture, and surface manipulation with emphasis on composition and dry media usage such as pencils and charcoal.

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**ART 223: Painting I** **3 credits**

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Introduction to the preparation, use of materials, and methods of painting with an emphasis on color theory and composition.

**ART 231: Sculpture I** **3 credits**

An introduction to the sculpting processes of carving, modeling, and fabricating, emphasizing volume, movement, and space.

**ART 252: Printmaking I** **3 credits**

An introduction to basic techniques of printmaking such as etching, monoprinting, aquatint, and linocut processes. Creative ideas will be emphasized as well as the development of basic technical skills.

**ART 263: Ceramics I** **3 credits**

An introduction to the nature of clay and glazes, with an emphasis placed on the forming techniques of hand-building.

**ART 272: Jewelry I** **3 credits**

An introduction to the basic jewelry processes of working with metal and silversmithing techniques, lost-wax casting, ceramic jewelry, fused glass, mixed media, polyforms, and plastics.

**ART 301: Photography I** **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. Prerequisite: ART 201.

**ART 311: Drawing II** **3 credits**

Exploration of rendering objects and landscapes through the use of a variety of wet and dry media, color pencils, pastels, as well as mixed media. Prerequisite: ART 211 or instructor's approval.

**ART 318: Figure Drawing** **3 credits**

This course is designed to familiarize the student in rendering the human figure effectively and accurately. Using live models, the scope of this course includes studies in proportion, perception, anatomy, composition, and expression with a variety of drawing materials. Prerequisite: ART 211.

**ART 323: Painting II** **3 credits**

An exploration of techniques of underpainting, glazing, impasto, and direct easel wets, with an emphasis on color thinning and experimentation. Prerequisite: ART 223 or instructor's approval.

**ART 331: Sculpture II** **3 credits**

Continued exploration of sculpting processes of casting, carving, and plastics. Prerequisite: ART 231.

**ART 332: Art Workshop** **3 credits**

Designed to offer the student the opportunity to experience the use of a special process or medium in a workshop setting. May be repeated for credit under different medium titles.

**ART 341: Sculpture III** **3 credits**

By arrangement. A study of advanced studio problems and techniques in sculpture. Course may be repeated for up to six credits of credit. Prerequisites: Instructor's approval, ART 231, and ART 331.

**ART 351: Photography III** **3 credits**

By arrangement. Advanced studio problems and techniques in photography. Course may be repeated for up to six credits of credit. Prerequisites: Instructor's approval, ART 201, and ART 301.

**ART 352: Printmaking II** **3 credits**

In-depth exploration of printmaking processes with emphasis on developing awareness in contemporary application. Photographic processes will be examined. Prerequisite: ART 252.

**ART 353: Digital Darkroom and Illustration** **3 credits**

Study of illustration using photos as a primary content and computer programs as the methodology. Course may be repeated for up to six credits of credit.

**ART 363: Ceramics II** **3 credits**

An exploration of using the potter's wheel and continued study of the process of forming clay. Emphasis is also placed on glaze application and surface decoration. Prerequisite: ART 263.

**ART 372: Jewelry II** **3 credits**

A continuation of the techniques of jewelry-making with advanced problems in fabrication and casting. Emphasis will be on creative design and developing an awareness of contemporary trends. Prerequisite: ART 272.

**ART 383: Ceramics III** **3 credits**

By arrangement. Advanced studio problems and techniques in ceramics. Course may be repeated for up to six credits of credit. Prerequisites: Instructor's approval, ART 263, and ART 363.

**ART 411: Drawing III** **3 credits**

By arrangement. A study of advanced studio problems and techniques in drawing. Course may be repeated for up to six credits of credit. Prerequisites: Instructor's approval, ART 211, and ART 311.

**ART 423: Painting III** **3 credits**

By arrangement. A study in advanced studio problems and techniques in painting. Course may be repeated for up to six credits of credit. Prerequisites: Instructor's approval, ART 223, and ART 323.

**ART 431: Portfolio Preparation** **3 credits**

The students will investigate ways to successfully market themselves as professional artists and to prepare for application to graduate programs and careers in art. Each student will also prepare and present an exhibition of upper division art in area of concentration, along with a slide or CD portfolio. A Writing-Intensive course. Prerequisite: Instructor's approval.

**ART 452: Printmaking III** **3 credits**

By arrangement. A study in advanced studio problems and techniques in printmaking. Course may be repeated for up to six credits of credit. Prerequisites: Instructor's approval, ART 252, and ART 352.

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**ART 472: Jewelry III** **3 credits**

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By arrangement. A study in advanced studio problems and techniques in jewelry. Course may be repeated for up to six credits of credit. Prerequisites: Instructor's approval, ART 272, and ART 372.

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**BIB 103: Survey of the Bible** **3 credits**

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An introduction to the study of the Bible, providing essential background information of God's redemptive work throughout history. This course, in combination with UNV 304, UNV 305, or UNV 306, will meet the Grand Experience requirements of the University but does not serve as a required prerequisite for certain upper division courses.

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**BIB 113: Old Testament History** **3 credits**

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An introductory and historical survey of the Old Testament. Attention is given to the study of the Bible itself, its institutions, literature, and history of the national life of the Hebrew people from earliest times to close of the Old Testament period.

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**BIB 123: New Testament History** **3 credits**

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A general historical survey of the New Testament, beginning with the inter-biblical period, with the main emphasis given to the Gospels and Acts.

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**BIB 313: Biblical Interpretation** **3 credits**

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This course helps equip students more interested in more serious Biblical Studies to understand and use basic principles of Biblical interpretation. An introduction to the nature of Bible interpretation is given. The majority of the course will focus on developing skills in exegesis of Scripture, using a nine-step approach. Prerequisites: BIB 113 and BIB 123.

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**BIB 410: Interpreting the Bible for Youth** **3 credits**

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Future youth leaders in interpreting and communicating the Bible to a youth audience to develop the necessary skills in exegesis, scripture outline, and content analysis throughout the course. The majority of the course will focus on developing the skills necessary to assist others to relate the Bible to modern situations facing youth and their families. Successful completion of the course will entail interpreting assigned Scripture and relating it to current situations.

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**BIB 423: General Epistles and the Revelation** **3 credits**

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A study of the historical background, authorship, and exegetical analysis of the General Epistles (Hebrew; James; I and II Peter; I, II, and III John; and Jude) and The Revelation. Prerequisites: BIB 113, and BIB 123.

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**BIB 432: Old Testament Prophets** **3 credits**

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A study of the writings of the prophets of the Old Testament, with special attention given to the Messianic element, the occasion of writing, authorship, content, and interpretation. Prerequisites: BIB 113 and BIB 123.

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**BIB 433: The Gospels** **3 credits**

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A study of the life of Jesus, with special attention given to his person, teachings, and work. Prerequisites: BIB 113 and BIB 123.

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**BIB 442: The Pentateuch** **3 credits**

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A study of the first five books of the Bible with special emphasis given to the scriptural record of beginnings and of early Hebrew history, religion, and law. Prerequisites: BIB 113 and BIB 123.

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**BIB 443: The Epistles of Paul** **3 credits**

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A study of the life and times of the apostle Paul, with emphasis on an interpretation of his epistles and their historical setting. Prerequisites: BIB 113 and BIB 123.

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**BIB 453: Old Testament Poetry** **3 credits**

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A study of the poetical books of the Old Testament, with reference to their literary style, occasion of writing, authorship, content, and interpretation. Prerequisites: BIB 113 and BIB 123.

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**BIB 463: Biblical Backgrounds** **3 credits**

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A geographical and archaeological survey of Palestine and the countries near it, and an examination of the important political, social and religious customs, and conditions which have a bearing on the Biblical History. Prerequisites: BIB 113 and BIB 123.

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**BIB 498: Special Topics** **3 credits**

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Topics of interest to students not covered in-depth in other courses will be considered. Prerequisites: Sophomore status and three credits of Bible.

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**BIB 499: Independent Study** **1-4 credits**

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Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four credits, depending upon 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. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

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**BIO 100: Biology Concepts** **4 credits**

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A complete overview of the science of biology from a human perspective. Topics include cells, energetics, ecology, inheritance, evolution, embryology, anatomy, and physiology. This course does not apply toward Biology majors. Includes a one credit lab.

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

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A laboratory course designed to complement and support the principles being learned in Biology 100 lecture. Prerequisites: Concurrent enrollment in BIO 100.

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**BIO 105: Environmental Biology** **4 credits**

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A study of the fundamentals of ecology and their relevance to human impact on natural ecosystems. Three credits lecture, one credit lab. This course does not apply toward Biology majors.

**BIO 105L: Environmental Biology Lab 1 credit**

A laboratory course designed to complement and support the principles being learned in Biology 105 lecture. Prerequisites: Concurrent enrollment in BIO 105.

**BIO 181: General Biology (Majors) I 4 credits**

A study of biological concepts emphasizing the interplay of structure and function, particularly at the molecular, cellular, and organismal levels of organization. Three credits lecture, one credit lab.

**BIO 181L: General Biology I Lab 1 credit**

A laboratory course designed to complement and support the principles being learned in Biology 181 lecture. Prerequisites: Concurrent enrollment in BIO 181.

**BIO 182: General Biology (Majors) II 4 credits**

A study of the characteristics of the major groups of plant and animal life, and the ecological interaction of organisms with each other and their environment. Three credits lecture, one credit lab. Prerequisite: BIO 181 and BIO 182.

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

A laboratory course designed to complement and support the principles being learned in Biology 182 lecture. Prerequisites: Concurrent enrollment in BIO 182.

**BIO 184: Plant Biology 4 credits**

A study of the principles and processes in plant biology with emphasis on vascular plants. Includes a survey of the plant kingdom, plant ecology, and economic botany. Three credits lecture, one credit lab.

**BIO 201: Human Anatomy and Physiology I 3 credits**

A study of the structure and function of cells and the following human systems: skeletal, muscular, and nervous. Three credits lecture. No credit for Biology (general) or Environmental Biology majors.

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

A study of the gross anatomy and functions of the skeletal, muscular, and nervous systems. Laboratory involves the integrated use of human cadavers, animal demonstrations, and computer-assisted instruction. Three credits lab. No credit for Biology (general) or Environmental Biology majors. Prerequisite: Concurrent enrollment in BIO 201 lecture.

**BIO 201R: Human Anatomy and Physiology I: Recitation 1 credit**

A recitation course designed to complement and support the principles being taught in BIO 201 lecture. One credit recitation. Prerequisite: Concurrent enrollment in BIO 201 lecture.

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

A study of the structure and function of the following human systems: endocrine, cardiovascular, respiratory, digestive, renal, and reproductive. Three credits lecture.

No credit for Biology (general) or Environmental Biology majors. Prerequisite: BIO 201 or instructor's approval.

**BIO 202L: Human Anatomy and Physiology II: Laboratory 1 credit**

A study of the gross anatomy and functions of the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. Laboratory involves the integrated use of human cadavers, animal demonstrations, and computer-assisted instruction. One credit lab. No credit for Biology (general) or Environmental Biology majors. Prerequisite: Concurrent enrollment in BIO 202 lecture.

**BIO 202R: Human Anatomy and Physiology II: Recitation 1 credit**

A recitation course designed to complement and support the principles being taught in BIO 202 lecture. One credit recitation. Prerequisite: Concurrent enrollment in BIO 202 lecture.

**BIO 205: Microbiology 4 credits**

An introduction to the principles and applications of microbiology, with a study of the general characteristics of microorganisms and their relationship to humans. Three credits lecture, one credit lab. Prerequisites: BIO 181 and BIO 182.

**BIO 213: Introduction to Wildlife Ecology and Management 3 credits**

Introduction to the principles of wildlife management in the United States, including philosophy of wildlife management, environmental laws, public policy, and principles of applied conservation biology. Three credits lecture. Prerequisites: BIO 181 and BIO 182.

**BIO 301A: Science Communication I 2 credits**

Also PHY 301 and CHM 301. A study of how to gather, analyze, and communicate scientific information. Topics covered include various forms of written communication, publishing research results, and oral presentation techniques. A Writing-Intensive course. Prerequisite: BIO 181 and BIO 182.

**BIO 302A: Science Communication II 2 credits**

Also PHY 302 and CHM 302. A weekly seminar series of scientists presenting their current research to a mixed audience of students and faculty. A Writing-Intensive course. Prerequisite: BIO 301, and junior or senior status.

**BIO 304: Applied Nutrition 3 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 are used to promote health and prevent illness.

**BIO 305: Introduction to Physical Therapy 2 credits**

An introduction to the professional and practical field of physical therapy. A text supplements guest speakers, open discussions, question/answer sessions, and examinations. Students must also either observe a physical therapist in the field or present a case. Prerequisites: BIO 201.



**BIO 306: Introduction to Occupational Therapy** **2 credits**

An introduction that includes observation of occupational therapists at work, experience with patients, writing of journals, discussions, public speaking, and interactions with guest speakers. Two credits lecture. May be repeated for up to four credits credit. Prerequisites: BIO 201.

**BIO 307: Practice of Medicine by Physician Assistants** **2 credits**

An informative course on the history of the Physician Assistant (PA) profession from inception to current status. Emphasis is on current practice venues. Interaction with practicing PA's will be accomplished by guest speakers. Two credits lecture. May be repeated for up to four credits credit. Prerequisites: BIO 201.

**BIO 308: Pathophysiology** **3 credits**

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

**BIO 308R: Pathophysiology: Recitation** **1 credit**

A recitation course designed to complement and support the principles being taught in BIO 308 lecture. One credit recitation. Prerequisite: Concurrent enrollment in BIO 308 lecture.

**BIO 309: Introduction to Pharmacy** **2 credits**

An informative course on the history of the pharmacy profession from inception to current status. Emphasis is on current practice venues, including the clinical knowledge base required for a practicing pharmacist, plus hospital, retail, and managed care opportunities.

**BIO 320: Fundamentals of Ecology** **4 credits**

A study of plants and animals as individuals and in communities in relation to their physical and biological environment. Three credits lecture, one credit lab. Prerequisites: BIO 181 and BIO 182.

**BIO 323 Principles of Genetics for Healthcare Professionals** **1 credit**

This course is designed to introduce nursing students to the role of genetics in healthcare. The course begins with a basic review of genetic principles and inheritance patterns. Students will apply principles of genetics to select conditions through genetic screening, education and counseling techniques, and various treatment approaches. Nursing implications will be discussed in relation to specific genetic defects. The course includes a discussion of ethical, moral, and legal implications of genetics for nurses as well as the Human Genome Project.

**BIO 332: Cell Biology** **3 credits**

A comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Three credits lecture. Prerequisites: BIO 181 and BIO 182.

**BIO 340: Genetics** **4 credits**

A comprehensive examination of the principles of heredity and variation, including Mendelian genetics, molecular

genetics, and population genetics. Three credits lecture, three credits lab. Prerequisites: BIO 181 and BIO 182.

**BIO 340L: Genetics Lab** **1 credit**

A laboratory course designed to complement and support the principles being learned in Biology 340 lecture. Prerequisites: Concurrent enrollment in BIO 340.

**BIO 340R: Genetics: Recitation** **1 credit**

A recitation course designed to complement and support the principles being taught in the BIO 340 lecture. One credit recitation. Prerequisite: Concurrent enrollment in BIO 340 lecture.

**BIO 345: Immunology** **3 credits**

This course is designed to be a general overview of immunology. Special emphasis is placed upon development of humoral and cellular immunity, complement system, HLA antigens, immune system disorders, hypersensitivity reactions, autoimmunity, transfusion, transplantation, and cancer immunology and immunotherapy. Prerequisites: BIO 181 and BIO 182.

**BIO 350: Comparative Invertebrate Zoology** **4 credits**

A study of the systematics, morphology, life history, and ecology of invertebrate organisms. Three credits lecture, one credit lab. Prerequisites: BIO 181 and BIO 182.

**BIO 360: Basic Physiology** **3 credits**

A study of the functions of cells, organs, and systems of vertebrates, with emphasis on humans. Three credits lecture. Prerequisites: BIO 181 and BIO 182.

**BIO 360L: Basic Physiology: Laboratory** **1 credit**

Laboratory exercises that complement topics of BIO 360 lectures. Three credits lab. Prerequisite: Concurrent enrollment in BIO 360 lecture.

**BIO 370: Arizona Flora** **4 credits**

A study of the principles of systematic botany with an emphasis on identification of the vascular flora of Arizona. Three credits lecture, one credit lab. Prerequisite: BIO 184.

**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. Three credits lecture, one credit lab. This course cannot be taken as an audit. Prerequisites: BIO 181, BIO 182, and instructor's approval; students must apply for this course during the preceding Fall semester.

**BIO 383: Drug Abuse Seminar** **3 credits**

Also HLT 383 and SOC 383. An exploration of the problems of drug abuse and approaches toward solutions of those problems. Topics include pharmacology and epidemiology of drug use; psychological, legal, social, and cultural implications; and principles of program planning.

**BIO 411: Conservation Biology** **3 credits**

and alternate years. A survey of the science of conserving global biodiversity, including philosophies and values,

species conservation, habitat protection, and sustainable development. Prerequisite: BIO 320.

**BIO 413: Principles of Fisheries Management** **4 credits**

A survey of the principles of aquatic systems, ecology and fisheries management, and biology. Three credits lecture, three credits lab. Prerequisite: BIO 213, BIO 320.

**BIO 426: Aquatic Ecology** **4 credits**

A study of the physical and biological components of aquatic ecosystems and adaptations of aquatic organisms. Laboratory investigations include methods of sampling and analyzing water and aquatic life. Three credits lecture, one credit lab. Prerequisite: BIO 320.

**BIO 430: Developmental Biology** **4 credits**

A comprehensive examination of human development from fertilization through birth including genetic regulation, molecular pattern formation, teratology, and developmental anomalies. Three credits lecture, one credit lab. Prerequisites: BIO 181 and BIO 182.

**BIO 433: Histology** **4 credits**

A study of the microscopic structure and function of human tissues. Three credits lecture, one credit lab. Prerequisites: BIO 181 and BIO 182.

**BIO 443: Molecular Genetics** **3 credits**

This course will provide a comprehensive coverage of the present state of knowledge in the field of molecular genetics. It will include discussion of DNA and chromosome structure, contemporary molecular genetics laboratory techniques, including PCR and cloning, gene mapping, gene organization, mutation and repair, cancer genetics, and genetic testing. Prerequisites: BIO 340.

**BIO 444: Endocrinology** **3 credits**

Advanced presentation of concepts in endocrinology with emphasis on the role of hormones in reproduction, development, metabolism and disease. Both systemic and molecular aspects of endocrinology are covered in this course. Prerequisites: BIO 201 and BIO 202, or BIO 360.

**BIO 445: Evolutionary Biology** **3 credits**

An introduction to evolutionary biology including a historical overview and a modern understanding of the processes of biological evolution. Topics include history and philosophy of the theory, natural selection, historical geology, speciation, population genetics, phylogenetic systematics, evolutionary ecology, and the role of development in the evolutionary process. The nature of science is examined, and students are challenged to understand scientific and faith-based perspectives. Prerequisites: BIO 181, BIO 182; and BIO 340 strongly recommended.

**BIO 480: Methods of Teaching Science in the Secondary School** **3 credits**

Methods of instruction, organization, and presentation of content in teaching science. Two credits lecture, one credit lab.

**BIO 481: Vertebrate Zoology I** **4 credits**

A study of the systematics, morphology, natural history, and ecology of fish, amphibians, and reptiles. Three credits lecture, one credit lab. Prerequisites: BIO 181 and BIO 182.

**BIO 482: Vertebrate Zoology II** **4 credits**

Systematics, morphology, natural history, and ecology of birds and mammals. Three credits lecture, one credit lab. Prerequisites: BIO 181 and BIO 182.

**BIO 496: Advanced Topics in Biology** **1-4 credits**

Each year appropriate topics will be offered at an advanced level. Credit will range from one to four credits depending on the topic. May be repeated for credit. Prerequisite: Instructor's approval.

**BIO 497: Internship** **1-4 credits**

The internship provides an opportunity for students to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. See Department Chair for specific information. Prerequisite: Instructor's approval.

**BIO 498: Research in Biology** **3 credits**

A detailed study of one or more biological problems. May be repeated for up to nine credits of credit, three of which may count toward electives in biology. Prerequisites: BIO 181, BIO 182, CHM 113, 113L, CHM 115, 115L, and instructor's approval.

**BIO 499: Independent Study** **1-4 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.

**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 121.

**BUS 307<sup>A</sup>: 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 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 318: 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 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 429: International Business****Practicum** **3 credits**

A field-based experience. This involves overseas travel to a selected location where tours, speakers, and other business-related activities are scheduled. This is followed by special study and other activities upon return. Prerequisites: Instructor approval.

**BUS 480<sup>A</sup>: 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 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. Prerequisites: 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 615: Business Law Seminar** **3 credits**

This course focuses on practical business law issues that arise frequently. It is directed to a limited number of topics that are often misunderstood by business people. Case studies in each area will be discussed in detail, including analysis of both the legal and factual aspects of more than a single legal issue.

**BUS 624: Entrepreneurship** **3 credits**

Opportunities, risks, and problems associated with business development and operation are discussed. Topics include both the design of new ventures and the management of business growth and development. Both domestic and international opportunities are discussed.

**BUS 626: International Business** **3 credits**

This course covers the cultural, social, economic, and political factors important to the management of international business. Also discussed are currency exchange risks, the determination of market potential, assessing host country controls on business, market incentives, and political risk.

**CAW 201: Introduction to****Christian Worship** **3 credits**

This course will examine the Biblical and historical roots of worship, explore the articulators of worship, and help

guide the participants in the development of pastorally sensitive, personally effective, and theologically sound worship services.

**CAW 300: Worship Participation** **2 credits**

A practicum, whereby students may choose the area of worship ministry in which they are most interested and participate in that area. Students should choose either the music, speech/performance, or theatre fields. Participation may be either on or off campus, or a combination of both, but must be supervised. May be repeated for a maximum of four credit hours. Prerequisite: CAW 201

**CHI 101: Elementary Chinese I** **4 credits**

A class stressing conversation; uses a text, audio materials, and cultural information to develop basic understanding, speaking, reading, and some writing skills.

**CHI 102: Elementary Chinese II** **4 credits**

Continuation of CHI 101. Prerequisite: CHI 101 or instructor's approval.

**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<sup>A</sup>: 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 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 440: Building Interpersonal Relationships** **3 credits**

Students assess and examine their own communication styles, personality types, and understanding of relationships. They will practice interpersonal skills necessary for strong building and maintaining of relationships. Students develop an understanding of who they are, the necessity of establishing their own trustworthiness, and the importance of effective communication techniques in fostering relationships.

**CHL 442: 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 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 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.

**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. Three credits lecture. Prerequisites: Concurrent enrollment in CHM 101L and CHM 101R.

**CHM 101L: Introduction to General,  
Organic, and Biochemistry: Laboratory** **1 credit**

A laboratory course designed to complement and support the principles being learned in Chemistry 101 lecture. Prerequisites: Concurrent enrollment in CHM 101 lecture and CHM 101R.

**CHM 101R: Introduction to General,  
Organic, and Biochemistry: Recitation** **1 credit**

Problem solving techniques as assistance for students taking Introduction to Chemistry (CHM 101). One credit recitation. Prerequisites: Concurrent enrollment in CHM 101 lecture and CHM 101L.

**CHM 113: General Chemistry I** **3 credits**

An exploration of the principles and practice of modern chemistry. Topics include the chemical and physical properties of elements and compounds, reaction stoichiometry, energetics, and atomic and molecular structure. Three credits lecture. Prerequisites: MAT 121 or equivalent and concurrent enrollment in CHM 113L and CHM 113R.

**CHM 113L: General Chemistry I:  
Laboratory** **1 credit**

A laboratory course designed to complement and support the principles being learned in CHM 113 lecture. Prerequisites: MAT 121 or equivalent and concurrent enrollment in CHM 113 lecture and CHM 113R.

**CHM 113R: General Chemistry I:  
Recitation** **1 credit**

Problem solving techniques as assistance for students taking General Chemistry I. One credit recitation. Prerequisites: Concurrent enrollment in CHM 113 lecture and CHM 113L.

**CHM 115: General Chemistry II** **3 credits**

Continuation of CHM 113. Topics include thermodynamics, kinetics, descriptive chemistry, analytical chemistry, electrochemistry, and nuclear chemistry. Three credits lecture. Prerequisites: Concurrent enrollment in CHM 115L and CHM 115R.

**CHM 115L: General Chemistry II:  
Laboratory** **1 credit**

A laboratory course designed to complement and support the principles being learned in CHM 115 lecture. Prerequisites: Concurrent enrollment in CHM 115 lecture and CHM 115R.

**CHM 115R: General Chemistry II:  
Recitation** **1 credit**

Problem solving techniques as assistance for students taking General Chemistry II. One credit recitation. Prerequisites: Concurrent enrollment in CHM 115 lecture and CHM 115L.

**CHM 198: Special Topics** **1-3 credits**

To include topics at the introductory level.

**CHM 298: Special Topics  
in Chemistry** **1-3 credits**

To include topics at the introductory level.

**CHM 301<sup>A</sup>: Science Communication I** **2 credits**

Also BIO 301 and PHY 301. Study of how to gather, analyze, and communicate scientific information. Topics covered include various types of written communication, publishing research results, and oral presentation techniques. A Writing-Intensive course. Prerequisites: CHM 113 and CHM 115.

**CHM 302<sup>A</sup>: Science Communication II** **2 credits**

Also BIO 302 and PHY 302. A weekly seminar series of scientists presenting their current research to a mixed audience of students and faculty. A Writing-Intensive course. Prerequisites: CHM 301 and junior or senior status.

**CHM 314: Analytical Chemistry** **3 credits**

A survey of methods of chemical analysis based on reactions, physical properties, kinetics, and equilibrium using both chemical and instrumental techniques. Three credit lecture. Prerequisites: CHM 115 and concurrent enrollment in CHM 314L.

**CHM 314L: Analytical Chemistry:  
Laboratory** **2 credits**

Laboratory emphasis on developing skills and technique, data analysis, and effective communication of experimental results. Both instrumental and wet chemical techniques are explored. Prerequisite: Concurrent enrollment in CHM 314 lecture.

**CHM 331: Organic Chemistry I** **3 credits**

A systematic study of the chemistry of carbon compounds. Topics include nomenclature, structure, synthesis, reactions, and analysis of aliphatic and aromatic compounds. Prerequisite: CHM 115 and concurrent enrollment in CHM 331L and CHM 331R.

**CHM 331L: Organic Chemistry I: Laboratory** **1 credit**

Laboratory course to develop basic laboratory skills useful for synthesis of compounds, isolation of natural products, and study of reaction mechanisms. Prerequisites: Concurrent enrollment in CHM 331 lecture and CHM 331R.

**CHM 331R: Organic Chemistry I: Recitation** **1 credit**

Problem solving techniques as assistance for students taking CHM331 lecture. One credit recitation. Prerequisites: Concurrent enrollment in CHM 331 lecture and CHM 331L.

**CHM 332: Organic Chemistry II** **3 credits**

Continuation of CHM 331. Topics include reaction mechanisms, kinetics, approaches to chemical synthesis, and qualitative analysis of organic compounds. Three credits lecture. Prerequisites: CHM 331 and concurrent enrollment in CHM 332L and CHM 332R.

**CHM 332L: Organic Chemistry I: Laboratory** **1 credit**

Continuation of CHM 331L involving more complicated techniques for synthesis, instrumental analysis, and structure elucidation. Prerequisites: Concurrent enrollment in CHM 332 lecture and CHM 332R.

**CHM 332R: Organic Chemistry II: Recitation** **1 credit**

Problem solving techniques as assistance for students taking CHM 332 lecture. One credit recitation. Prerequisites: Concurrent enrollment in CHM 332 lecture and CHM 332L.

**CHM 360: Principles of Biochemistry** **3 credits**

Practical introduction to lab techniques used in biological preparations, analysis, and functional studies of proteins, carbohydrates, lipids, and nucleic acids. Three credits lecture. Prerequisites: CHM 331 or CHM 332, and concurrent enrollment in CHM 360L and CHM 360R.

**CHM 360L: Principles of Biochemistry: Laboratory** **1 credit**

Laboratory course designed to augment CHM 360 lecture topics. Practical experience in laboratory technique, data collection, and analysis related to biological molecules. Prerequisite: Concurrent enrollment in CHM 360 lecture and CHM 360R.

**CHM 360R: Principles of Biochemistry: Recitation** **1 credit**

A recitation course designed to complement and support the principles being learned in the CHM 360 lecture. One

credit recitation. Prerequisites: Concurrent enrollment in CHM 360 lecture and CHM 360L.

**CHM 398: Special Topics** **1-3 credits**

To include topics at the intermediate level.

**CHM 441: Physical Chemistry I** **3 credits**

A study of the physical and chemical behavior of substances at the macroscopic and molecular levels. Topics include behavior of single substances and mixtures, thermodynamics, chemical reactions, and equilibria. Three credits lecture. Prerequisites: CHM 115, MAT 271, and concurrent enrollment in CHM 441L.

**CHM 441L: Physical Chemistry: Laboratory** **1 credit**

A laboratory course designed to complement and support the principles being learned in CHM 441 lecture. One credit lab. Prerequisites: CHM 115, MAT 271, and concurrent enrollment in CHM 441 lecture.

**CHM 442: Physical Chemistry II** **3 credits**

Continuation of CHM 441. Topics include chemical kinetics, spectroscopy, atomic and molecular structure. Three credits lecture. Prerequisites: CHM 441, MAT 272 (may be taken concurrently), and concurrent enrollment in CHM 442L.

**CHM 442L: Physical Chemistry II: Laboratory** **1 credit**

A laboratory course using physical experiments and computer exercises designed to support the principles being learned in CHM 442 lecture. One credit lab. Prerequisites: CHM 441, MAT 272 and concurrent enrollment in CHM 442 lecture.

**CHM 450: Advanced Inorganic Chemistry** **3 credits**

A course designed to add depth and scope in the area of inorganic chemistry. Concepts such as group theory and inorganic reaction mechanisms will be introduced. Particular emphasis will be placed on current topics including bioinorganic chemistry and solid state materials. Expanded discussions include molecular orbital diagrams of coordination complexes, non-aqueous acid-base chemistry, and the use of Latimer diagrams to describe oxidation-reduction reactions. Three credits lecture. Prerequisite: CHM 332.

**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. Three credits lecture. Prerequisites: CHM 332 and concurrent enrollment in CHM 463 (either semester).

**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. Three credits lecture. Prerequisites: CHM 461 and enrollment in CHM 463 (either semester).

**CHM 463L: Biochemistry: Laboratory 1 credit**

Practical introduction to lab techniques used in biological preparations, analysis, and functional studies of proteins, carbohydrates, lipids, and nucleic acids. One credit lab. Prerequisite: Concurrent enrollment in either CHM 461 or CHM 462.

**CHM 480: Methods of Teaching Chemistry 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, laboratory safety and liability, visual aid preparation, computer use in the classroom, and research issues in education. Two credits lecture, two credits lab. May not be applied to chemistry major. Prerequisite: CHM 115.

**CHM 496: Research in Chemistry 1-4 credits**

A detailed study of one or more chemical problems. May be repeated for up to nine credits of credit. Prerequisite: Instructor's approval.

**CHM 497: Internship 1-4 credits**

The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. See Department Chair for specific information. Prerequisite: Instructor's approval.

**CHM 498: Special Topics 1-4 credits**

Study of chemical topics beyond the introductory level. Course topics may include polymers, computational chemistry, chemical synthesis, spectroscopy, or structure-function relationships. May be repeated for credit. Prerequisite: Instructor's approval.

**CHM 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.

**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.

**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 301: Broadcasting 3 credits**

An overview of broadcasting and electronic media for radio and television. Prerequisite: Junior or senior status or instructor's approval.

**COM 305: Parliamentary Procedure 3 credits**

An in-depth study of Parliamentary Procedure both in theory and practice. Research in the history of Parliamentary Law is included. Prerequisite: SPC 113 or SPC 292 or instructor's approval.

**COM 307: Sports Broadcasting 3 credits**

Also PED 307. A course designed to teach students the basic components of sports related radio or television broadcasting.

**COM 310: Principles of Public Relations 3 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 314Δ: 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.

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**COM 399: Practicum** **1-4 credits**

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Every semester. The practicum is a supervised practical experience in the student's major area of interest. A minimum of 45 hours (maximum 60) of practical experience will be scheduled for each semester hour of credit. The experience must be arranged with an agency, organization, or individual that agrees to provide an advisor to work with the faculty advisor in designing and evaluating the student's experience.

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**COM 410: Effective Ministerial Communications** **3 credits**

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The theory and practice of effective ministerial communications including preaching, writing, and teaching techniques that spread the gospel will be the basis of this course. An application of theory through problem solving and case study of current effective ministerial speakers. The student will learn the tools and preparation needed to communicate with a variety of audiences, to employ creative pedagogy that challenges and engages the audience, and to develop a message that is culturally relevant and biblically accurate.

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**COM 497: Internship** **3 credits**

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An opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisites: Senior status, admission to Communications program, and instructor's approval.

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**COM 498: Advanced Topics** **3 credits**

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Topics of interest in communications not covered in depth in other courses will be considered. Prerequisite: Instructor's approval.

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**COM 499: Independent Study** **1-4 credits**

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This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

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**COR 400: Leadership and Vocation** **3 credits**

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

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**CSC 105: Introduction to Programming Languages** **3 credits**

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An introduction to higher-level programming languages. Topics include structured programming techniques, algorithm design, problem solving, program coding and program verification.

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**CSC 205: High Level Programming** **3 credits**

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A continuation of the concepts introduced in CSC 105 to include an in-depth study of a higher-level programming

language. Topics include the use of dynamic variables and the pointers required to manipulate them. Prerequisite: CSC 105.

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**DGN 112: Two-Dimensional Design** **3 credits**

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Basic principles of art such as color, shape, line, and form are explored in laboratory and lecture. Also examines the communicative value of visual images.

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**DGN 115: Three-Dimensional Design** **3 credits**

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Explores basic principles of the structural aspects of plastic arts, with emphasis on the analysis of volume and space relationships.

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**DGN 223: Advertising Design** **3 credits**

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An overview of skills needed to develop successful advertising campaigns. Coursework is a combination of lecture and lab work.

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**DGN 233: Graphic Design I** **3 credits**

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Study of the primary principles of design, type, and imagery, and their application to graphic design problems. Coursework is a combination of lecture and lab work. Students will complete work both by hand and with technology.

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**DGN 263: Computer Graphics I** **3 credits**

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Study to develop technical and aesthetic proficiency in digital page layout and illustration programs.

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**DGN 333: Graphic Design II** **3 credits**

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Intensified study of typography and its use as a communications design tool. Continued study of the use of images, color and texture. Study of paper, ink and bindery methods, and the printing processes. Students will design and execute multiple projects using computer based tools.

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**DGN 411: Graphic Design Internship** **3 credits**

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An opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisites: Senior status, acceptance into Graphic Design Program, and instructor's approval. Course may be repeated for up to 6 credits of credit.

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**DGN 431: Art Portfolio** **3 credits**

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Designed to prepare students to enter the workforce. Individual and small group attention is provided to refine portfolios and produce self-promotional pieces including resume and cover letter. Development of job seeking and interview skills; evaluation of personal and professional goals; and a formalized job search for each student. Instructor approval. This is a writing intensive course.

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**DGN 433: Graphic Design III** **3 credits**

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A highly aesthetic and technical class where students bring all design skills together, including typography, illustration, photography, graphics and production planning. Course may be repeated for up to six credits of credit.

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**DGN 463: Computer Graphics III** **3 credits**

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Students develop the skills to plan a web site and develop multiple design solutions for the needs of this media. Course may be repeated for up to six credits of credit.



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**DGN 464: Digital Pre-Press** **3 credits**

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A highly technical class concentrating on the correct construction of digital files for production through printed and other media. Course may be repeated for up to six credits of credit.

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**DGN 498: Independent Study** **3 credits**

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Topics of interest to graphic designers not covered in-depth in other courses will be offered. Examples of topics might include specific subject matter such as Editorial and Publication Design, or Advanced Advertising Design. May be repeated for credit under different titles.

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**ECN 201: Macroeconomics Principles** **3 credits**

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A survey of how basic economic concepts, principles, and business practices are viewed from a macroeconomic approach. The course includes an overview of the American economy, national production, employment, and income. Also included is a study of the monetary and fiscal policy in the United States, the public sector, and economic growth. Macroeconomics and Microeconomics may be taken in any order. Prerequisite: MAT 120 or equivalent.

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**ECN 202: Microeconomics Principles** **3 credits**

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A microeconomics introduction covering prices and competition, non-price competition, income distribution, current domestic problems, international trade, and comparative systems. Microeconomics and Macroeconomics may be taken in any order. Prerequisite: MAT 120 or equivalent.

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**ECN 607: Managerial Economics** **3 credits**

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This course explores microeconomic principles and techniques of analysis for managerial decision-making. Topics include demand analysis, production planning, and product pricing. Prerequisite: MKT501 or its equivalent.

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**EDA 529: Education Administration Foundation and Framework** **3 credits**

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This course orients students to the program, the field, and the Interstate School Leaders Licensure Consortium standards guiding them. It includes an introduction to creating a professional portfolio.

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**EDA 530: Educational Leadership** **3 credits**

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Upon completion of this course, educational leaders will possess an understanding of the complexity of being a leader, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #2.

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**EDA 531: Organizational Theory** **3 credits**

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This course provides a new paradigm for the school leader to apply the fundamental concepts of organizational theories and models to educational enterprises. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #1.

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**EDA 532: Legal Issues in Education** **3 credits**

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Upon completion of this course, educational leaders will possess an understanding of the legal principles, along with the origin and development of laws governing American schools. This course addresses the Interstate Leaders Licensure Consortium (ISLLC) Standard #6.

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**EDA 533: Public School Finance** **3 credits**

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Because of the pervasive nature of school finance, this course responds to a portion of each of the six national standards of the Interstate Leaders Licensure Consortium (ISLLC). Upon completion of this course, the student will possess an understanding of the application of school finance topics related to education at the federal, state, and local levels; basic administrative theories, processes, and techniques; and major challenges in the operation of local schools.

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**EDA 540: The Principalship** **3 credits**

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Personnel management in educational organizations includes recruitment, selection, orientation, development, compensation, and evaluations. This course will focus on attracting and retaining a quality workforce in education. This course responds to all six of the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

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**EDA 541: The Assistant Principalship** **3 credits**

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Assistant principals are educational leaders who have major responsibilities that promote the success of students and their activities. Five important areas will be covered during this course: 1) discipline and student safety, 2) student activities, 3) athletics, 4) student scheduling, and 5) Interstate Leaders Licensure Consortium (ISLLC) Standard #3.

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**EDA 550: Supervision and Instructional Leadership** **3 credits**

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Because of the pervasive nature of supervision and instructional leadership, this course responds to several of the six national standards of the Interstate School Leaders Licensure Consortium (ISLLC) but will focus on ISLLC Standard #2. Upon completion of this course, the student will possess an understanding for the application of 1) models and theories of supervision, 2) interpersonal and technical skills needed for supervision, and 3) tasks and functions of the supervisor.

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**EDA 560: Curriculum Development for School Improvement** **3 credits**

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Upon completion of this course, educational leaders will possess the skills to direct, guide, stimulate, and put into effect curriculum changes and alignment. They will also understand the variety of components necessary to build a strong curriculum that will be flexible enough to adapt to a constantly changing world and withstand personal biases. This course responds to a portion of the Interstate Leaders Licensure Consortium (ISLLC) Standard #2.

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**EDA 570: Action Research in Education Administration** **3 credits**

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This course is designed to provide a theoretical foundation and framework for action research. Special emphasis is

placed on an examination of the basic principles of qualitative research methodologies, which will lead to the design and implementation of a peer-supported action research project. The student's research project will be personalized to his or her school.

**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.

In some circumstances students may have opportunities to assist in key events with an administrator before their internship begins. Because many of the assignments given for EDA 580 occur at either the beginning or end of school, students may begin logging internship hours up to eight weeks preceding EDA 580 with the approval of Director of Field Experiences. Students must request this in writing and receive approval before they can begin logging internship hours.

**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.

**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 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 303A: 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. Prerequisite: Sophomore status.

**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. Prerequisites: PSY 101. Prerequisites/Co-requisite: EDU 303.

**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. Prerequisites/Co-requisite: EDU 303.

**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).

**EDU 520: Classroom Management 3 credits**

Various models of classroom management are examined, and techniques for assessing current classroom management practices at school are explored. Emphasis is given to planning, implementing, and assessing classroom management practices at the local school followed by designing, conducting, and evaluating an in-service teacher workshop based on identified needs.

**EDU 521: Current Classroom Methods  
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.

**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.

**EDU 530: Educational Leadership** **3 credits**

Teachers should possess a repertoire of skills that will enable them to function comfortably 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.

**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).

**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).

**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**

This study of the historical, philosophical, and sociological influences upon which educational theories and practices are constructed addresses societal issues and future challenges facing educators involved in the system.

**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 educational psychology. Actual research drawn from realistic classroom situations will provide an opportunity for the practitioner to test the applicability of the theories.

**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.

**EDU 590A: 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.

**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.

**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. Prerequisites: Admittance to the Teacher Education program, EDU 313, EDU 303, BIO course with a lab, and a CHM, GLG, or PHY course with a lab; senior status. EDU 363 is recommended. Co-requisite: must be taken concurrently EED 463, EED 473, EED 403.

**EED 403: Curriculum and Methods: Mathematics** **4 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.

Prerequisites: Admittance to the Teacher Education program, EDU 303, EDU 313, MAT 130, and MAT 131; senior status. Co-requisite: must be taken concurrently with EED 473, EED 463, EED 323.

**EED 443: Curriculum and Methods:  
Literacy: Reading/Language Arts GR K-3 3 credits**

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This is a school-centered practicum (to include decoding) designed to provide prospective teachers with teaching experience in reading over the length of one semester in a regular school classroom. This course will also focus on reading diagnostics, assessments, and strategies implemented with a single elementary student in a site-based reading lab. Prerequisites: Admittance to the Teacher Education program, EDU 303, ESL 420, and junior status. Co-requisite: must be taken concurrently with ESL 420.

**EED 463: Curriculum and Methods:  
Social Studies 3 credits**

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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. Prerequisites: Admittance to the Teacher Education program, EDU 303, EDU 313, EED 323, ESL 420, EED 343, three credits of history, and senior status. Co-requisite: must be taken concurrently with EED 323, EED 473, EED 403.

**EED 473: Curriculum and Methods:  
Literacy: Reading/Language Arts GR 4-8 3 credits**

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This course is designed to teach and develop a coherent approach to fostering literacy in the classroom. Emphasis is placed on planning lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning. The course includes discourse theory as it pertains to the teaching of reading and writing. Laboratory experiences will include multicultural classrooms. Prerequisites: Admittance to the Teacher Education Program, EDU 303, and ESL 420, senior status required. Co-requisite: must be taken concurrently with EED 463, EED 403, EED 323.

**EED 480: Student Teaching:  
Elementary School 8-12 credits**

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The semester includes seminars in classroom management, assessment, and professional preparation. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admission to the Teacher Education program, required courses for elementary certificate, a 2.50 GPA, and senior status.

**EED 503: Curriculum Theory  
and Methods: Mathematics 3 credits**

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This course is designed to acquaint the student with the current research related to the pedagogy of teaching

mathematics. Curriculum formulation and implementation along with the utilization of manipulative materials and individualized games in the elementary classroom are addressed.

**EED 523: Curriculum Theory  
and Methods: Science 3 credits**

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This course is designed to acquaint the student with science curriculum and effective techniques for the teaching of science. The student is involved in planning instruction, employing science programs that are currently being used in the public schools, and using research-based instructional models.

**EED 543: Prescriptive Reading Theory  
and Practicum 3 credits**

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The focus of this course is on reading diagnostics, assessments, and strategies implemented with a single elementary student. Emphasis is also given to research-based systematic phonics instruction.

**EED 563: Curriculum Theory  
and Methods: Social Studies 3 credits**

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This course presents the current research-based curriculum developments and models of effective instruction used in the field. Emphasis is placed on the construction of unit and daily lesson plans, materials, and resources with implementation in the elementary classroom.

**EED 565: Integrated  
Elementary/Middle School  
Language Arts and Social Studies 3 credits**

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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 573: Curriculum Theory  
and Methods: Literacy:  
Reading/Language Arts 3 credits**

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This course is designed to develop a coherent, research-based program fostering literacy in the classroom. The course includes discourse theory as it pertains to the teaching of reading and writing. Emphasis is placed on planning and delivery of lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning.

**EED 580a: Student Teaching Internship:  
Elementary I 6 credits**

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Students are required to fulfill an eight-week internship experience in a classroom with a certified teacher. This course must be taken immediately preceding EED 580b Elementary II Student Teaching.

**EED 580b: Student Teaching Internship:  
Elementary II 6 credits**

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Students are required to fulfill an eight-week internship experience in a classroom with a certified teacher. This

course must be taken immediately following the 8-week EED 580a Elementary I Student Teaching.

**EED 583: Advanced  
Elementary/Middle School Mathematics 3 credits**

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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**

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A personal view of science and how it has shaped the way we think and behave will be explored. A teaching philosophy will be derived from the discipline of science and the way students learn. Application to the classroom will be an integral aspect of the course.

**EGN 100: Introduction to Engineering 4 credits**

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An introduction to engineering design, computer analysis, group problem solving, modeling, optimization, and graphic documentation of engineering processes will also be examined. Three credits lecture, three credits lab.

EGN 211: Engineering Mechanics I: Statics 3 credits

Also PHY 311. Statics involves the study of forced systems, resultants, equilibrium, distributed forces, area moments, internal stresses, and friction. Prerequisites: MAT 272 and PHY 116.

**EGN 212: Engineering Mechanics II:**

**Dynamics 3 credits**

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Also PHY 312. Dynamics involves the study of the kinematics of particles, translating, and rotating coordinate systems, rigid body kinematics, and energy/momentum principles. Prerequisite: EGN 211 and MAT 272.

**EFL 620: Organization Theory  
and Behavior 3 credits**

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This course examines organizations from a sociological perspective, considering structural issues, inter-organizational phenomena, and interactions between the organization and its environment. Topics include organizational design, organization culture, organization structure, organization learning, and large scale or complex organization change. Course draws heavily upon sociology, systems theory, economics, and anthropology.

**EFL 621: Information Systems 3 credits**

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Fire service leaders require a pragmatic methodology for study, analysis, and planning in order to assist their organization and personnel in adapting to the increasingly complex and rapidly changing world. This course provides the framework for organizational analysis and strategic planning for change, particularly technology-driven change. The course examines the new challenges stemming from increased use of technology and the rapid acceleration in the rate of change.

**EFL 622: Public Policy 3 credits**

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The focus of this course is on how public action takes place, what course(s) of action are available, and the

implications, costs, and consequences of those actions. The Fire Service Executive of the future will require a more disciplined understanding of public policy. This course will be especially useful for individuals working in the public sector and will encourage a familiarity with public issues that will be useful for Fire Service Executives in making administrative or policy decisions. Further, this course will enhance the executives' sense of their own influence – in their work environments, their community, their profession, and in the broader realm of political life at the local, state, and national level.

**EFL 623: Community and  
Human Service Delivery 3 credits**

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This course examines human services, such as the Fire/EMS services, from theoretical and practical positions. It examines underlying philosophies and values, planning and development of programs and systems, managing these programs and systems, and evaluating and altering them. The course will consider the relevance for receiving these services, e.g., age, ethnicity, sex, family status, and other related factors of the service recipients, as well as the belief systems, sociopolitical concerns, financial and organizational demands, and personal circumstances of the service providers.

**EFL 624: Public Sector Finance 3 credits**

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This advanced introduction to the fundamentals of financial management emphasizes analysis of financial statements, organizational-departmental-divisional cash flows, taxes, the financial environment, bonds and their valuation, stocks and their valuation, and the cost of capital.

**EFL 625: Public Sector Ethics 3 credits**

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This course examines major topics in professional ethics particular to the public sector. Topics include, but are not limited to, the responsibilities of organizations to personnel; the responsibilities of personnel to the employer; the responsibilities of supervisors to personnel and personnel to supervisors; economic issues in economic systems with the primary emphasis on capitalism; and social responsibilities of business, including quality of products or service, truth in advertising, environmental concerns, ethical standards for professionals, and what is involved in moral education.

**EFL 626: Strategic Planning  
in Fire Science 3 credits**

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This course examines and defines the steps, concepts, theory, and value of comprehensive strategic planning. Students will participate in the formulation, financial development, operational management, and evaluation of currently utilized strategic plans and take part in the outline and design of a mock strategic plan.

**EFL 627: Disaster Preparation  
and Crisis Management 3 Credits**

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Students will receive the preparation necessary to uniquely manage and make critical decisions regarding a major incident or disaster. The courses focuses on specialized decision-making processes involving analytical methods

and information management; interaction with other agencies and effective coordination of roles and efforts within a structured command system offer the crisis manager decisions in an unstructured environment; major events that have happened to the fire service; and how to prepare for the unexpected, including how to be a strong leader dealing with instant life and death decision-making on the emergency scene.

**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.

**ENG 101A: Academic Writing** **3 credits**

A course in writing academic prose, including various types of essays, arguments and constructions. A Writing-Intensive course.

**ENG 102A: 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 103A: 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 110: English Composition for Adult Learners** **3 credits**

Designed specifically for the re-entering adult learner, this course reviews grammar guidelines and provides practice of composition principles necessary for effective academic and professional writing. Such skills as summarizing, critiquing, and synthesizing information are applied to a research project.

**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 211: Persuasive Writing** **3 credits**

Course description was not available at press time.

**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 300: English Practicum** **2 credits**

Guided practical experience in tutoring and evaluating writing. Prerequisite: English Teaching majors only or instructor's approval.

**ENG 301A: 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 313Δ: Business and Technical Writing** **3 credits**

A course designed to present the best practices in writing business communications and technical reports. A Writing-Intensive course. Prerequisites: ENG 101 and ENG 102, or ENG 103.

**ENG 314: 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 352: The Short Story** **3 credits**

A study of the short story, its development, the different types, and an analysis of technique. Prerequisite: ENG 101 and ENG 102, or ENG 103.

**ENG 399: Practicum** **1-4 credits**

A course which develops student learning through service in the community. Prerequisite: Junior standing or instructor's approval.

**ENG 411Δ: 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 431Δ: Career/Life Learning Assessment** **3 credits**

A course designed for the writing of students' personal life-learning experiences to be submitted for credit towards their degree completion. A Writing-Intensive course.

**ENG 436Δ: Literary Analysis** **3 credits**

A survey of the content, background, genre, and significance of literature using the Bible as the foundational text. This course emphasizes critical thinking as an essential element of reading. A Writing-Intensive course.

**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 471: Adolescent Literature** **3 credits**

Also ENG 571 in the College of Education. A course for students who wish to read and examine the literature being written for adolescents. Novels from a variety of sub-genres will be studied and a variety of contemporary issues will be traced through adolescent literature.

**ENG 473: Children's Literature and Storytelling** **3 credits**

Also EDU 573 in the College of Education. All types of children's literature from outstanding authors are surveyed through synopses and actual reading of children's books to acquaint the student with the best stories and poems for use with children. Methods of using this type of literature and the techniques of storytelling are also studied.

**ENG 490Δ: 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.

**ENG 498: Special Topics in English** **3 credits**

Topics of interest to language and literature specialists not covered in-depth in other courses will be considered. Examples of topics might include: specific authors such as

Milton or Chaucer; genre studies; studies in sociolinguistics; or studies in discourse analysis. May be repeated for credit. Prerequisite: Instructor's approval.

**ENG 499: Independent Study 1-4 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.

**EPC 525: Ethical Issues in Professional Counseling 3 credits**

This course will present an online seminar format that will provide the student with opportunities to study current ethical standards of counseling and psychology. The course is required early in the student's program experience. Counseling as a profession will be explored across historical practices, employment settings, credentialing, and ethics questions.

**EPC 530: Theories in Counseling Psychology 3 credits**

Comprehensive and intensive studies of major theoretical orientations in counseling and psychotherapy are included, stressing implications for research and application. It includes experiences in micro-counseling and other simulations to develop counseling skills for the helping professional.

**EPC 531: Principles of Guidance 3 credits**

This course is an introduction to the philosophical and historical functions of guidance and counseling, stressing theory and practical problems of organizing and implementing guidance programs in secondary and elementary schools. Consideration is given to professional issues, present and future, as they impact the role and function of the counselor. It includes the designs of guidance and counseling programs for elementary, secondary, or post-secondary institutions.

**EPC 532: Research Techniques and Procedures 3 credits**

This course presents a spectrum of research methods and applications of psychological and educational research in schools. The course is designed to develop counselors' research knowledge and skills. Included are theory, logic, methodology, designs, statistics, evaluation, application, and integration of research findings into professional decision-making.

**EPC 533: Methods and Techniques in Counseling 3 credits**

This course will introduce the student to those active listening skills that communicate the qualities of empathy, genuineness, and unconditional positive regard. The course will include role-playing and videotaped exercises. Fifteen hours of selected interventions will be required that involve working with typical clients demonstrating personal growth concerns.

**EPC 534: The School Counselor in a Multicultural Society 3 credits**

This course addresses the socialization patterns, cultural backgrounds, values, attitudes, behaviors, and learning problems of children and youth whose cultural and ethnic backgrounds are different from those of children and youth from the dominant culture. Emphasis is on both theoretical constructs and practice in the development of leadership roles in the school and pluralistic community.

**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 536: Psychological Perspectives on Marriage, the Family, and Children 3 credits**

This course includes an introduction to current theories and practice in marriage, family, and child therapy. Research on social issues, family systems, and cultural patterns is studied in relation to approaches and methods in counseling and therapy.

**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.<sup>3</sup>

**EPC 630: Principles of Human Development 3 credits**

This course provides an intensive study and examination of research literature and formal theory in developmental psychology as it relates to people across the lifespan from infancy through adulthood. Social and personality development, intellectual development, language acquisition, and developmental expectations are emphasized. The unique concerns of the exceptional child are studied as well as in-depth, case-study skill development.

**EPC 631: Psychological Measurement and Appraisal 3 credits**

This course includes the principles and techniques of psychological measurement and surveys major instruments, except projective measures and individual intellectual measures. The knowledge and skills covered can apply in a variety of settings: agencies, clinics, schools, and businesses. Students will use and evaluate achievement, aptitude, interest, and non-projective personality tests and have experiences in administering and



scoring tests. Comprehension, use, and application of statistical concepts of evaluation will be presented.

**EPC 633: Guidance and Counseling  
in Elementary Schools** **3 credits**

Guidance services as they relate to the special concerns in an elementary school setting, with emphasis on the needs of the exceptional child, are covered in this course, which also includes programs dealing with the affective domain, delivery of services to the family, treatment practices, and evaluation of treatment. Counseling methods for primary, intermediate, and pre-adolescent elementary children will be covered, and a supervised field experience is included.

**EPC 634: High School Career  
Information and Guidance** **3 credits**

This course includes methods and processes of collecting, organizing, evaluating, promoting, and interpreting educational, occupational, and personal-social growth in the high school. Theories of career choice and vocational development are included as well as the counselor's role in career education. Career interest inventories are investigated in relation to their theoretical bases. A supervised field experience is included.

**EPC 635: Methods of Group Process** **3 credits**

Group effectiveness, communication skills, leadership practices and evaluation of outcomes are addressed for counselors, administrators, and other professionals dealing in services where group counseling is provided. Theory and research relevant to understanding, working with, and providing leadership for various types of groups within the mental health community are stressed. Didactic and applied, experiential activities are included.

**EPC 639: Internship in Counseling** **6 credits**

This course involves supervised laboratory 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 600 clock hours of internship (practicum) occurring in a school counseling setting, with direct supervision from a site supervisor that also includes no less than 240 direct service clock hours with clients is required.

**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.

**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. Prerequisite/Co-requisite: EDU 303. Co-requisite: must be taken concurrently with EED 443.

**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. Prerequisites: ESL 420 (or may be taken concurrently). Prerequisite/Co-requisite: EDU 303.

**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 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.

**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 580: Internship in ESL or TESOL 3 credits  
The student is assigned to an approved, experienced teacher or coordinator of programs for ESL for four weeks. The internship is individualized, and arrangements can be made based on student needs. Prerequisites: ESL 514, ESL 520, and ESL 523.

**EXS 295: Clinical Instruction in Athletic Training I 3 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. (formerly EXS 297a)

**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. Two-and-one-half credits lecture, one-half credit lab.

**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, BIO 201.

**EXS 335<sup>A</sup>: Kinesiology 3 credits**

Analysis of human movement, integrating knowledge of the skeletal, muscular, and neurological systems with the effects of gravity, friction, internal and external forces, and the effects of motion on function, including the application of these factors to various types of physical skills. Two-and-one-half credits lecture, one-half credit lab. A Writing-Intensive course. Prerequisites: HLT 253 or BIO 201. Recommended: PHY 101 or PHY 111 (may be taken concurrently).

**EXS 340: Physiology of Exercise 3 credits**

A study of the effects of exercise on the body. It includes the study of responses and adaptations to exercise at the systemic as well as the subcellular level. Two-and-one-half credits lecture, one-half credit lab. Prerequisites: HLT 253 or BIO 201 and BIO 202.

**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.

**EXS 385: Therapeutic Modalities 3 credits**

A study of various therapeutic modalities that aid in the healing process of injuries. The course will cover the theory behind and proper use of these modalities with laboratory experience. Prerequisites: EXS 314. (formerly EXS 496a)

**EXS 386: Pharmacology and Neurology 2 credits**

Examination of current theories and practices related to athletic training and sports medicine including performance-enhancing substances. Prerequisites: BIO 201 & 202, HLT 253, or instructor's approval. (formerly EXS 496b)

**EXS 395: Clinical Instruction in Athletic Training II 2 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. (formerly EXS 497a)

**EXS 399: Practicum 1-5 credits**

Every semester. The practicum is a supervised practical experience in the student's major area of interest. A minimum of 45 hours (maximum 60) of practical experience will be scheduled for each semester hour of credit. The experience must be arranged with an agency, organization, or individual that agrees to provide an advisor to work with the faculty advisor in designing and evaluating the student's experience. This course is for junior and senior students with at least a cumulative 2.00 GPA and may be taken any semester with approval of the faculty advisor, the dean, and department chairperson.

**EXS 414<sup>A</sup>: 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, EXS 496, EXS 497a.

**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**

The specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction. Included are specific exercise routines, muscle testing, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: BIO 201 and EXS 340.

**EXS 426L: Theory of Prescribing Exercise: Laboratory 1 credit**

Practical application of exercise prescription and rehabilitation. Designed to complement and support

principles being taught in EXS 426 lecture. Concurrent enrollment in EXS 426 lecture. Prerequisites: BIO 201 and EXS 340.

**EXS 494: Clinical Instruction in Athletic Training III 1-5 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 the prerequisite classes. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression. Prerequisite: EXS 395 and instructor's approval. (formerly EXS 497b)

**EXS 495: Clinical Instruction in Athletic Training IV 2 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. Prerequisite: EXS 494 and instructor's approval. (formerly EXS 497c)

**EXS 496: Special Topics in Sports Medicine 2 credits**

Examination of current issues, topics, and trends in the field of exercise science. Current theories and practices regarding diet, ergogenic aids, orthopedics, mechanics, therapy, motor control, and injury prevention methods will be discussed. Must be taken twice by athletic training students. Prerequisites: BIO 201 and BIO 202.

**EXS 497: Internship in Exercise Science 1-5 credits**

A course designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the knowledge acquired in Care and Prevention of Athletic Injuries and First Aid and Safety. The student will be assigned to an "Approved Clinical Instructor" (ACI) whom will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression. Prerequisites: EXS 314, HLT 270 and instructor's approval.

**EXS 499: Independent Study 1-4 credits**

Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

**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.

**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. Prerequisites: 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. Prerequisites: FIN 301.

**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 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.

**FLA 198: Elementary Level:  
Special Topics in Foreign Language 3-4 credits**

A Program of Study in a less commonly taught foreign language, using text, audio-visual materials, and classroom experience to develop the fundamentals of understanding, speaking, reading, writing, and culture. Languages taught might include American Sign Language, Arabic, Korean, Japanese, and Latin. The course may be repeated for credit.

**FLA 298: Intermediate Level:  
Special Topics in Foreign Language 3-4 credits**

This course is a continuation of FLA 198, a study in a less commonly taught foreign language, using text, audio-visual materials, and classroom experience to develop and increase the fundamentals of communication and culture. Languages could include among others: Arabic, Latin, American Sign Language. The course may be repeated for credit. Prerequisite: FLA 198 I and II, or instructor's approval

**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

**FRE 101: Elementary French I 4 credits**

A program of using a text-workbook, audio materials, and classroom experience to develop the fundamentals of understanding, speaking, reading, and writing.

**FRE 102: Elementary French II 4 credits**

Continuation of FRE 101. Prerequisite: FRE 101 or instructor's approval.

**FRE 201: Intermediate French I 4 credits**

This course further builds French vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. Prerequisite: FRE 102 or instructor's approval.

**FRE 202: Intermediate French II 4 credits**

Continuation of FRE 201. Prerequisite: FRE 201 or instructor's approval.

**FRE 311: French Conversation 3 credits**

This course helps students improve their oral fluency in French through class discussions of contemporary issues, readings, and topics from popular media with practice in vocabulary, pronunciation, and intonation. Included will be a focus on cultural awareness and customs. Prerequisite: FRE 202 or instructor's approval.

**FRE 312Δ: French Composition 3 credits**

This course helps students improve their writing in French. They will develop skills in a variety of writing forms, such as portrait, description, narration and textual analysis. Organization of ideas and articulation will be emphasized. Prerequisite: FRE 311 or instructor's approval.

FRE 498: Special Topics in French 3 credits

In-depth study of chosen topics. Prerequisite: Instructor's approval.

**FRE 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.

**GEO 111: Physical Geography 3 credits**

A geographic study of climate, topography, drainage, soils, plant and animal life, and their influence on humanity and on the development of civilization.

**GEO 121: World Geography 3 credits**

A study of the physical environment and of the relationship of humanity to each of the major geographic areas of the world.

**GEO 498: Advanced Topics in Geography 3 credits**

An in-depth study of selected topics such as geography of the Southwest or a World Political Geography.

**GEO 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.

**GER 101: Elementary German I 4 credits**

A Program of Study using a text-workbook, audio materials, and classroom experience to develop the fundamentals of understanding, speaking, reading, and writing.

**GER 102: Elementary German II 4 credits**

Continuation of GER 101. Prerequisite: GER 101 or instructor's approval.

**GER 201: Intermediate German I 4 credits**

Reading of appropriate German texts, study-review of grammar, short compositions, and practice in conversation to increase fluency in the basic skills. Prerequisite: GER 102 or instructor's approval.

**GER 202: Intermediate German II 4 credits**

Continuation of GER 201. Prerequisite: GER 201 or instructor's approval.

**GER 311: German Conversation 3 credits**

Contemporary topics and cultural comparisons are the basis of the conversation class. The class strengthens the student's command of spoken German. Prerequisite: GER 201 or instructor's approval.

**GER 312Δ: German Composition 3 credits**

A course designed to give the student practice in writing in German about current issues and selected topics. The class strengthens the student's command of comprehension, grammar, vocabulary, and self-correction. Prerequisite: GER 201 or instructor's approval.

**GER 356: Heidelberg, Germany Tour 3 credits**

An opportunity to combine intensive communicative courses in the German language and culture in a centuries-old German setting. Prerequisite: Instructor's approval.

**GER 363: Civilization of Germany 3 credits**

Introduction to German Civilization through historic, social, political, and economic aspects from the beginning to the present time.

**GER 423: Survey of German Literature 3 credits**

Designed to expose the student to a wide range of German literary periods and styles and to advance the student's reading competence. Prerequisite: GER 312 or instructor's approval.

**GER 497: German Internship 1-4 credits**

The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. See department chair for specific information. Prerequisite: Instructor's approval.

**GER 498: Special Topics in German 3 credits**

In-depth study of chosen topics. Prerequisite: Instructor's approval.

**GER 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.

**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. Three credits lecture. Prerequisite: concurrent enrollment in GLG 101L.

**GLG 101L: General Geology: Laboratory 1 credit**

A lab course designed to complement the topics covered in the geology lecture. Three credits lab. Prerequisite: Concurrent enrollment in GLG 101 lecture.

**GRK 274: Beginning Greek I 4 credits**

Offered for persons who are studying Greek for the first time or for those whose preparation is not adequate for entering a more advanced class in Greek. Designed to give the fundamentals to read the Greek New Testament.

**GRK 284: Beginning Greek II 4 credits**

Continuation of course GRK 274. A study of Greek grammar is completed, with simple exercises for reading and translation. Prerequisites: GRK 274 or equivalent.

**GRK 373: Advanced Greek III 3 credits**

For second-year students of the Greek New Testament. Forms, syntax, and prose composition are reviewed. The student is required to translate a New-Testament book and is given, with each lesson a demonstration of the significance of Greek forms as vital to accurate translation. Prerequisites: GRK 284.

**GRK 383: Advanced Greek IV 3 credits**

Continuation of course GRK 373. This course includes an exegesis of one short New Testament book, designed to

help prepare the student for the use of the most effective methods of exegesis of the Greek New Testament.

Prerequisite: GRK 373.

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**GRK 472: Textual Criticism** **2 credits**

Ideal for those who have completed GRK 373 and 383.

This course will lead the student into the study of the principles of New Testament textual criticism. The student will learn to understand and interpret the textual notations given in the major editions of the Greek New Testament.

Prerequisites: GRK 274 and GRK 284.

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**GRK 482: Greek Reading** **2 credits**

This course will take the Greek reader beyond the basic New Testament texts of Advanced Greek. A translation of a brief book or section of a longer book of the Greek New Testament will be done. Prerequisites: GRK 274, GRK284, GRK 373 and GRK 383.

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**GRK 499: Independent Study** **1-4 credits**

Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four credits, depending upon 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. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

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**HEB 198: Biblical Hebrew** **3 credits**

An introduction to the language of the Old Testament. This course will give the students a basic introduction to the vocabulary and grammar of biblical Hebrew. The student will learn to translate at a basic level, using the book of Ruth. Prerequisite: Sophomore status and WOR 201

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**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.

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**HIS 107: World History before 1500** **3 credits**

A survey of the major events, personalities, movements, and ideas in world civilization from the prehistoric era to 1500 CE. This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization. Students will gain an understanding of the social forces and trends in social, religious, political, and philosophic thought that laid the foundations of the modern world.

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**HIS 108: World History after 1500** **3 credits**

A survey of the major events, personalities, movements, and ideas in world civilization after 1500 CE. This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization. Students will gain an understanding of the social forces and trends in social, religious, political, and

philosophic thought that laid the foundations of the modern world.

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**HIS 200: Christian History** **3 credits**

The history of the church from Christ to modern times and the current status of the American Church, and its particular denominational derivations, will provide historical perspective of Christianity. The student will examine the relationship between Christianity and culture in order to answer how and why the political and social, and intellectual traditions in American culture shaped Christianity and were, in turn, shaped by Christianity. Students will be able to explain the significant ideas, movements, and people associated with the history of Christianity.

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**HIS 246Δ: 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: Nine credits from the following: HIS 103, HIS 104, HIS 105, or HIS 106, or instructor's approval.

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**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.

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**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.

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**HIS 322: Medieval History** **3 credits**

A survey of the medieval world. Political, intellectual, socioeconomic, aesthetic and religious factors will be considered. Prerequisites: HIS 105 and HIS 246.

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**HIS 333: The Renaissance and Reformation** **3 credits**

A study of changing European institutions in the age of the Renaissance. The rise and various manifestations of humanism; the religious and political revolt against Rome; the Catholic/Counter Reformations; the rise of nationalism and capitalism. Prerequisite: HIS 106.

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**HIS 343: Colonial 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.

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**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 past 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 105 and HIS 246, or instructor's approval.

**HIS 367: Studies in Twentieth Century Europe** **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. Prerequisites: HIS 106 and HIS 246, or instructor's approval.

**HIS 409: Civil War and Reconstruction** **3 credits**

An examination of the causes, conduct and consequences of the American Civil War and reconstruction. Prerequisites: HIS 103, HIS 104, and HIS 246, or instructor's approval.

**HIS 413: Russian History** **3 credits**

A study of the Russian peoples and their rulers from the earliest times to the present. Prerequisites: HIS 105, HIS 106, and HIS 246, or instructor's approval.

**HIS 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 431: 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. Prerequisites: HIS 103, HIS 104, and HIS 246, or instructor's approval.

**HIS 490Δ: Historical Research** **3 credits**

An exploration of historical research. Required of all history majors. A Writing-Intensive course. Prerequisites: HIS 103, HIS 104, HIS 105, HIS 106, HIS 246, history major, and instructor's approval.

**HIS 497: Internship in History** **1-4 credits**

The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. See Department Chair for specific information. Prerequisite: 20 credits of history.

**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.

**HIS 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.

**HLT 253: Anatomy and Physiology** **3 credits**

A study of the basic structures and functions of the various systems of the human organism. Provides accurate, current information concerning the human body. The course is designed for students pursuing careers in health and physical education who have minimal background in the physical and biological sciences.

**HLT 270: First Aid and Safety** **3 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 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. Prerequisite: HLT 200.

**HLT 383: Drug Abuse Seminar** **3 credits**

Also SOC 383 and BIO 383. This course explores the problem of drug abuse and approaches toward solutions of those problems. Topics include pharmacology and epidemiology of drug use; psychological, legal, social, and cultural implications; and principles of program planning.

**HLT 423: Health Administration** **3 credits**

Also REC 423 and PED 423. This course emphasizes administrative tasks and techniques for use in the commercial health industry. Topics include budget and finance, organizing and promoting health, and business, administrative, and ethical decision-making in a health setting. Prerequisite: HLT 200 or instructor's approval.

**HLT 480: Methods of Teaching Health** **3 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. Prerequisite: HLT 200.

**HLT 496: Environmental Health** **3 credits**

Course description was not available at press time.

**HLT 497: Internship in Health Education** **1-5 credits**

The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. See Department Chair for specific information. Prerequisite: Instructor's approval.

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**HLT 499: Independent Study** **1-4 credits**

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This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

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**HON 340: Honors Interdisciplinary Seminars** **3 credits**

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On demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy Grand Experience requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

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**HON 350: Honors Interdisciplinary Seminars** **3 credits**

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On demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy Grand Experience requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

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**HON 360: Honors Interdisciplinary Seminars** **3 credits**

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On demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy Grand Experience requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

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**HON 370: Honors Interdisciplinary Seminars** **3 credits**

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On demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy Grand Experience requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

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**HON 450: Honors Project** **3 credits**

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Every semester. This capstone course requires students to complete a major work of original independent research or artistic expression. Prerequisites: Completion of four HON 300-level courses and approval by the Honors Director.

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**HON 498: Advanced Topics in Faith and Discipline** **3 credits**

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On demand. This repeatable, interdisciplinary seminar deals with advanced topics in faith and academic disciplines. It equips students with critical and broad perspectives on important issues in science, society, and the Christian faith. Special Note: This course may not substitute for the required HON 300 Interdisciplinary Seminars that Honors Students must complete. Prerequisites: UNV or HON 300-level course or instructor's approval.

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**HSM 301: Principles of Healthcare Management** **3 credits**

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This course provides a survey of the healthcare 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 healthcare organizations.

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**HSM 402: Healthcare Economics and Finance** **3 credits**

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This course provides students with an overview of both the macro-economic environment of the healthcare industry segment, as well as the principal financial mechanisms in place across the U.S. healthcare industry. It emphasizes the critical financial issues facing the industry, and practical financial analysis skills that have immediate application within the industry.

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**HSM 418: Ethical Concerns in Healthcare** **3 credits**

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This course is an introduction to the challenges of ethical decision-making confronted in the healthcare industry. Topics include euthanasia, treatment protocols, quality of care, product utilization, and legal/regulatory concerns.

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**HSM 620: Health Systems Management** **3 credits**

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This course examines the status and changes in the healthcare industry, including vertical integration, healthcare funding mechanisms, and specialized networks. The course also examines the strategic decisions and managerial skills needed to effectively lead healthcare organizations. Prerequisite: MGT 602.

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**HSM 621: Healthcare Finance** **3 credits**

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This course provides students with both a macro overview of the principal financial mechanisms in place across the U.S. healthcare 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 healthcare industry. Prerequisite: FIN 608.

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**HSM 622: Ethical Concerns in Healthcare** **3 credits**

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This course is an introduction to the challenges of ethical decision-making confronted in the healthcare industry. Topics include euthanasia, treatment protocols, quality of care, product utilization, and legal/regulatory concerns. Prerequisite: BUS 604.

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**HTH 303: History of Christianity in America** **3 credits**

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This course is a study of Christianity in its American context. It is a historical inquiry that examines the relationship between Christianity and culture in order to answer how and why the political and social, and intellectual traditions in American culture shaped Christianity and were, in turn, shaped by Christianity.

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**HTH 343: Early Christian History** **3 credits**

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This course is a study of the significant ideas movements, and people associated with the History of Christianity from the late first century through the death of St. Augustine and the fall of the Western Roman Empire. Special emphasis is given to the development of Christian theology, polity, missions and monasticism.



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**HTH 355: Biblical Theology** **3 credits**

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This course is a study of the theology of the Bible. It will deal with the idea of theology of each book of the Bible and whether or not there can be a theology of the Old Testament or a theology of the New Testament and, if so, whether or not there is a unity of the Bible that permits a theology of the whole Bible. The course will then deal with the theological content of the Bible within the scope of books, Testaments and the Bible as a whole.

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**HTH 363: Medieval and Reformation History** **3 credits**

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This course is a study of the significant ideas, movements, and people associated with the History of Christianity from the period of the sixth century Pope Gregory the Great through the Council of Trent in 1547. Special emphasis is given to the development of Christian theology, polity, missions, monasticism and political thought.

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**HTH 365: Historical Theology** **3 credits**

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This course is a study of the story of the main highlights of the development from the second century A.D. to the present, of Christian beliefs, doctrines, and theories. Special emphasis is given to how these beliefs, doctrines and theories are connected with concrete events and real persons to show why they mattered and how they developed. The study includes an understanding of the role of heresy, philosophy, and culture as factors in the shaping of Christian theology. Special emphasis is also given to a deeper look at the place of evangelical theology.

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**HTH 373: Christian Doctrines** **3 credits**

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A systematic study of the major doctrines of the Christian religion, including revelation and the Bible, the Trinity, the doctrine of man, the atonement, salvation and Christian growth, the church and its ordinances, and eschatology. Prerequisites: BIB 113 and BIB 123.

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**HTH 375: Contemporary Theology** **3 credits**

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Begins with a brief background of the development of Protestant Liberal Theology starting with Schleiermacher. Then, more attention is given to twentieth-century schools of theological thought: Neo-Orthodox, Existential, Process, Theology of Hope, Liberation Theology, etc.

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**HTH 463: World Religions** **3 credits**

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A study of the major contemporary religions of the world including both historical background and development, and current beliefs and practice with emphasis on basic religions: Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shinto, Zoroastrianism, Judaism, Islam, and Baha'i.

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**HTH 498: Special Topics** **3 credits**

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Special Topics in Christian History and Theology. Topics of interest not covered in-depth in other courses will be considered.

Prerequisite: Sophomore status and three credits of Bible.

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**HTH 499: Independent Study** **1-4 credits**

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Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two,

three, or four credits, depending upon 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. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

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**INT 303: Cross-Cultural Communication** **3 credits**

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A study of cross-cultural communication and cultural transition for students preparing for cross-cultural Christian ministry. The course will present with the philosophy, principles, and methods of cross-cultural communication and cultural transition/adjustment.

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**INT 333: Christianity and Culture** **3 credits**

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This course leads students to look critically at what they consider to be fundamentally Christian, and therefore imperative to duplicate across cultural lines, as opposed to what they consider to be Christian that is actually a cultural value and not necessarily Christian. Special emphasis will be given to comparisons between western and non-western cultures, syncretism, and current efforts being made in intercultural evangelism.

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**INT 343: History of Christian Missions** **3 credits**

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This course surveys the history of Christian missions from the first century through the twenty-first century with particular emphasis given to the relationship between methodology and theology in Christian missions and the significant role biblical translation plays in personal and cultural transformation.

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**INT 363: Issues in Contemporary Missions** **3 credits**

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This course examines current movements, trends, leaders and perspectives affecting global mission strategies. Topics will include efforts being made in parts of the world that are closed to open evangelism as well as efforts being made in intercultural ministry in the United States.

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**INT 463: World Religions** **3 credits**

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A study of the major contemporary religions of the world including both historical background and development, and current beliefs and practice with emphasis on basic religions: Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shinto, Zoroastrianism, Judaism, Islam, and Baha'i.

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**INT 498: Special Topics: Cross Cultural Communication** **3 credits**

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Topics of interest not covered in-depth in other courses will be considered.

Prerequisites: Sophomore status and three credits of Bible.

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**ITA 101: Elementary Italian** **4 credits**

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A course designed to develop the fundamentals of speaking, reading, and writing Italian.

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**JRN 200: News Writing and Reporting** **3 credits**

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A course designed for students wishing to learn the basic skills of news writing and reporting.

**JRN 201: Principles and Practices of****Print Media 3 credits**

A course designed to give the student basic skills and practical experience in the processes which lead to the production and distribution of a student publication. Laboratory experience provided.

**JRN 300: Advanced News Writing and Reporting 3 credits**

A course designed for students who have completed JRN 200 or its equivalent. Students will have the opportunity to expand their news writing and reporting skills through story assignments and freelance writing. Prerequisite: JRN 200 or instructor's approval.

**JRN 301: Publications – Yearbook 3 credits**

Continuation of JRN 201. May be repeated for a maximum of six credits of credit. Prerequisite: JRN 201 or instructor's approval.

**JRN 314: Small Newspaper I 3 credits**

A course that presents the principles of journalism as they apply to the small newspaper. Laboratory experience provided by the University newspaper. Prerequisite: JRN 200.

**JRN 341: Photojournalism I 3 credits**

An exploration of techniques and skills necessary to take many different types of photographs which communicate and inform the public and appear in large and small publications. Topics include documentary, news, action, environmental, feature, and people photography. Prerequisite: ART 201.

**JRN 343: Photojournalism II 3 credits**

A continuation of techniques and skills presented in JRN 341. In addition, students will take assignments in editorial, sequence, pictorial, portrait, and advertising photography. This class provides an opportunity for students to develop a portfolio. Prerequisite: JRN 341.

**JRN 383: Publications Photography 3 credits**

A course designed to give students practical experience in producing photographs for college publications. Laboratory experience provided. May be repeated for a maximum of six credits of credit. Prerequisites: ART 201 and instructor's approval.

**JRN 395: Practicum 3 credits**

Every semester. The practicum is a supervised practical experience in the student's major area of interest. A minimum of 45 hours (maximum 60) of practical experience will be scheduled for each semester hour of credit. The experience must be arranged with an agency, organization, or individual that agrees to provide an advisor to work with the faculty advisor in designing and evaluating the student's experience. This course is for junior and senior students with at least a cumulative 2.00 GPA and may be taken any semester with approval of the faculty advisor, the dean, and department chairperson

**JRN 414: Small Newspaper II 3 credits**

Continuation of JRN 314. May be repeated for a maximum of six credits of credit. Prerequisite: JRN 200 or JRN 314 or instructor's approval.

**JRN 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 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 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 308Δ: 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 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 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 490A: 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 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.

**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 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.

**MAP 390: Junior Recital 0 credits**

Public recital approximately 30-minutes in length. Applied and Church Music majors will perform as designated in the Music Handbook. Conducting concentrations will conduct a 30-minute program.

**MAP 490: Senior Recital 0 credits**

Same format as MAP 390, only one credit in length.

**MAT 100: Mathematical Concepts 3 credits**

A review of basic mathematical concepts. Topics include problem-solving, arithmetic processes and basic algebra concepts. The intent of the course is to prepare students for MAT 120. MAT 100 does not fulfill the math requirement for any degree program. Prerequisite: Placement by the Office of Admission.

**MAT 120: Intermediate Algebra 3 credits**

Topics from basic algebra: linear equations, polynomials, quadratic equations, systems of equations, and introductory conic sections. Prerequisite: Placement counseling or one year of high school algebra with a grade of "C" or better.

**MAT 121: College Algebra 3 credits**

A precalculus course on topics and algebraic properties of elementary functions. Prerequisites: Grade of "C" or better in MAT 120 or two years of high school algebra with a grade of "C" or better.

**MAT 122: College Trigonometry 2 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 130: 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, and trigonometry. Prerequisite: Grade of "C" or better in MAT 120 or two years of high school algebra with a grade of "C" or better.

**MAT 131: Contemporary Mathematics II 3 credits**

A continuation and extension of the mathematical concepts presented in MAT 130 with continued emphasis on

problem solving and manipulatives. Topics include: math of finance, logic and geometry, elementary probability, and elementary statistics. Prerequisite: MAT 130.

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**MAT 213: Statistics** **3 credits**

An introductory course in statistics for non-math majors, with emphasis on the concepts and tools for collecting, analyzing, and drawing conclusions from data. Prerequisite: MAT 120.

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**MAT 270: Analytical Geometry and Calculus I** **4 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** **4 credits**

A continuation of MAT 270, covering the techniques of integration, solid analytic geometry, and infinite series and sequences. Prerequisite: MAT 270 or equivalent.

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**MAT 272: Analytical Geometry and Calculus III** **4 credits**

A study of vector analysis, partial differentiation and multiple integration. Prerequisite: MAT 271 or equivalent.

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**MAT 300Δ: Introduction to Mathematical Thought** **3 credits**

An introduction to the basic structures of mathematical thought including logic and proofs, set theory, relations and functions, selected topics from modern algebra, and the real number system. Emphasis is on the student's ability to read, write about, and discuss mathematical ideas. A Writing-Intensive course. Prerequisite: MAT 271.

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**MAT 310: College Geometry** **3 credits**

A course in the technique of construction and the procedure of proofs of common geometric figures, particularly adapted to the needs of future teachers of high school mathematics. A brief introduction to non-Euclidean geometry is also included.

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**MAT 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.

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**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.

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**MAT 371: Advanced Calculus I** **3 credits**

A study of sets, functions, the real numbers, topological ideas, sequences, limits, continuity, and differentiation. Prerequisites: MAT 272 and MAT 300.

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**MAT 372: Advanced Calculus II** **3 credits**

Integration, series, uniform convergence, and selected additional topics in analysis. Prerequisite: MAT 371.

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**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.

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**MAT 443: Abstract Algebra** **3 credits**

An introduction to algebraic structures with particular emphasis on group theory. Prerequisite: MAT 300 or instructor's approval.

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**MAT 461: Complex Analysis** **3 credits**

An introduction to the calculus and geometry of functions of a complex variable. Topics include complex numbers, analytic functions, integration. Taylor and Laurent series, the residue calculus, and selected additional topics. Prerequisite: MAT 272.

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**MAT 462: Partial Differential Equations** **3 credits**

An introduction to the partial differential equations of applied mathematics, Laplace's, wave, and diffusion equations and their solution by characteristics, separation of variables, integral transforms, and selected numerical methods. Prerequisite: MAT 373.

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**MAT 464: Numerical Methods** **3 credits**

An introduction to selected topics in numerical analysis chosen from among the following: numerical linear algebra, interpolation, numerical solution of ordinary and partial differential equations, quadrature, and solution of nonlinear equations and optimization. Choice of topics varies. Prerequisites: CSC 105, MAT 271, and instructor's approval.

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**MAT 483Δ: 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.

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**MAT 490AΔ: Project in Mathematics** **3 credits**

A detailed study in dynamical systems or some other related area of mathematical sciences. Required course for Mathematics majors. A Writing-Intensive course. Prerequisites: MAT 372, MAT 373, and instructor's approval.

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**MAT 490B: Project in Dynamical Systems** **3 credits**

Projects in dynamical systems, or some other related area of mathematical sciences. May be repeated up to six credit credits. Required course for Mathematics majors. Prerequisites: MAT 372, MAT 373, MAT 443, and instructor's approval.

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**MAT 496: Research in Dynamical Systems** **3 credits**

A detailed study in dynamical systems. Prerequisite: Instructor's approval.

**MAT 497: Advanced Topics  
in Mathematics** **3 credits**

Upper division topics such as history of mathematics, topology, number theory, advanced algebra, advanced analysis, advanced linear algebra and dynamical systems will be offered. May be repeated for credit. Prerequisite: Instructor's approval.

**MAT 498AA: Project in Mathematics**

A detailed study in dynamical systems or some other related area of mathematical sciences. A Writing-Intensive course. Prerequisites: MAT 372, MAT 373, and instructor's approval.

**MAT 498BA: Project in Dynamical Systems**

Projects in dynamical systems or some other related area of mathematical sciences. May be repeated up to six credit hours. A Writing-Intensive course. Prerequisites: MAT 372, MAT 373, MAT 443, and instructor's approval.

**MAT 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.

**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.

**MCH 387: Survey of Choir Methods** **3 credits**

Study and practice of current and traditional philosophies, methods, and materials for use with preschool through sixth grade children's choirs, junior high and high school youth choirs, and adult and senior adult choirs. Prerequisite: Junior status.

**MCH 393A: Hymnology** **3 credits**

A survey of hymnology during the history of the Christian church designed to bring about a more meaningful use of the hymn in congregational singing and in all areas of Christian life and worship. Emphasis is placed upon American hymnology. No musical background is required. A Writing-Intensive course.

**MCH 405: Church Music - Internship** **3 credits**

An experiential learning opportunity for students to combine classroom knowledge and theories with real-world ministry applications under the supervision of a minister in the area of church music. Prerequisites: Senior status and instructor's approval.

**MCH 471: Choral Literature** **3 credits**

Also MUS 471. A survey of choral literature from the Renaissance to the present with emphasis on style, aesthetics, and musical terminology. Compositions are performed and analyzed for stylistic interpretation, musical

and textual merit, and usefulness. Prerequisites: MUS 292, MUS 371, and MUS 372, or instructor's approval.

**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 351: Instrumental Music  
Organization** **2 credits**

An introduction to the organizational facets of an instrumental music program, elementary through high school. The course includes philosophy, marching band techniques, repair of instruments, scheduling, public relations, contests and festivals, public performance, music rooms and equipment, library, uniforms, inventory, tests and measurements, and finance and development of a complete instrumental program. Prerequisites: MED 232, MED 241, MED 251, MED 252, and MUS 292.

**MED 381: Music in the  
Elementary Grades** **3 credits**

A study and demonstration of methods and materials for the first six grades. A study is made of activities implemented with each grade level. Lesson plans are prepared. Visits are made to observe actual teaching situations. Prerequisite: MUS 292 or instructor's approval.

**MED 382: Music in the Junior and Senior  
High School** **3 credits**

A study of methods for developing and conducting the music program in junior and senior high schools. Methods, materials, topics, and issues in music education will be used to prepare music education majors to enter the teaching profession. Prerequisite: MUS 292, MUS 381, or instructor's approval.

**MED 403: Advanced Rehearsal Techniques** **2 credits**

A study of advanced problems in rehearsing and conducting at the high school level. An examination and analysis of the prevailing choral and instrumental philosophies, including rehearsal techniques, performance practices, and score preparation. Prerequisite: MUS 381.

**MED 442: Instrumental Literature and Pedagogy** **2 credits**

Study of outstanding literature (secular and sacred) for junior and senior high school band, orchestra, stage band, jazz ensembles, and chamber ensembles. Special rehearsal skills and interpretation are emphasized. Prerequisites: MUS 292 and junior status.

**MED 480: MCAT / DAT Exam Preparation**

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.

**MEN 109: University Chorale** **1 credit**

A choral ensemble drawn from the student body by competitive audition. Membership is not limited to music majors and minors. A broad scope of choral literature encompassing all of the stylistic periods is performed. One major choral/orchestral work is performed in the Spring. Strong emphasis is placed on individual commitment to the ensemble.

**MEN 110: President's Singers** **1 credit**

A premier choral ensemble comprised of 16 - 20 voices. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Singers will perform all styles of choral repertoire. Strong emphasis is placed on music excellence and individual commitment. Preparation and availability for extended touring in conjunction with the President of the University is expected of all members.

**MEN 111: University Singers** **1 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 129: Small Jazz Ensemble** **1 credit**

A performance ensemble designed to give the student experience performing jazz material in a small ensemble setting.

**MEN 139: Wind Ensemble** **1 credit**

The Wind Ensemble is made up of music majors, minors, and students from other disciplines. The musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The Wind Ensemble offers non-music majors an avenue in which to continue making music

throughout their college career. The literature performed is selected from the finest contemporary and traditional repertoire.

**MEN 149: Concert Jazz Band** **1 credit**

Performance of jazz-oriented material written or arranged for the Concert Jazz Band.

**MEN 152: Beginning Handbells** **1 credit**

Beginning Handbells is a course designed for those with minimal handbell ringing experience. Prerequisite: Basic music reading skills.

**MEN 169: Chamber Orchestra** **1 credit**

Study and performance of chamber orchestral literature and styles. Also, utilized on demand for accompaniment of yearly opera workshop and musical theatre productions.

**MEN 252: Advanced Handbells** **1 credit**

A handbell ensemble. The literature performed is selected from the finest contemporary and traditional repertoire. Open to all students with instructor's approval.

**MEN 300: New Life Ensemble** **1 credit**

Select, auditioned ensemble of eight voices, drums, piano and bass guitar. Performs only contemporary Christian music. Students must be enrolled in University Chorale before being considered for this ensemble. Prerequisites: University Chorale, audition and instructor's approval.

**MEN 303: Chorale Ensemble** **1 credit**

Designed to provide a quality performance experience for music majors and non-majors in an ensemble setting.

**MEN 304: Piano Ensemble** **1 credit**

Sight-reading, practice, and performance of piano music for four hands. May be repeated for credit. Prerequisite: Instructor's approval.

**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.

**MGT 415: 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. Prerequisites: MGT 301.

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**MGT 433: Human Resource Management 3 credits**

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A study of the human resource management function in organizations, including detailed coverage of staffing, organizational development, compensation and benefits administration, and employee relations. Emphasis is placed on how human resource management as a whole enhances organizational performance and success. Prerequisites: MGT 301.

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**MGT 435: Project Management 3 credits**

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A study of the unique challenges associated with managing projects as related to the overarching management framework of planning, organizing, leading, and controlling. Emphasis is placed on balancing competing priorities related to human resources, time constraints, and physical resources/materials. Additional focus is placed on managing and controlling project scope. Prerequisites: MGT 301.

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**MGT 602: Organizational Behavior 3 credits**

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Students examine concepts and applications of behavior in organizations. Topics include the study of motivation, organizational climate, group dynamics, leadership, decision-making, and organizational structure and design.

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**MGT 609: Strategic Management 3 credits**

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This course examines the formulation of strategy and policy within organizations. Significant emphasis is placed on the integration of strategic decisions across various functional areas and multiple business units as well as ethical considerations of organizational policy and strategy. Prerequisites: ACC 605, FIN 608, MGT 602, and MKT 606.

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**MGT 613: Operations Strategy 3 credits**

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Students examine operations as a strategic resource. Topics include methods to facilitate strategic formulation, analysis of the links between operations and other functional areas, and the management and strategic application of new and emerging technologies.

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**MGT 621: Project Management 3 credits**

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This course examines roles and responsibilities of the project manager, project life-cycle, differentiating elements of projects in various industries, analysis tools and techniques for project plan development, and managerial control of project deployments. Additional components include project scheduling and critical path assessment, project requirements definition and scope management, and project risk identification and control. This course guides each student through the primary project life-cycle of planning, development, implementation, and control. Prerequisites: ACC 501 or 605, BUS 601.

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**MGT 623: Organizational Development and Change 3 credits**

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Students explore the behavioral forces and relationships that influence organizational effectiveness and change. Topics include the study of intervention strategy and change management.

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**MGT 625: Leadership Styles and Development 3 credits**

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This course explores the nature of business leadership models and theories, examining these models through a broad variety of insights and viewpoints and analyzes these approaches to leadership, giving special attention to how the models can improve leadership real-world organizations.

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**MGT 626: Organizational Systems and Cultures 3 credits**

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Students explore organizational systems and cultures as complex and powerful phenomena that profoundly influence the behavior of both individual employees and organizations as a whole. The course of study includes the diagnosis of organizational systems and cultures and the proactive management and shaping of these forces.

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**MGT 628: Information Security and Organizational Change Development 3 credits**

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In this course, students analyze the principles of change management as they apply to the requirements and regulations of information security. Students evaluate the factors which affect corporate decision-making when implementing security programs and the ability of the manager to translate corporate needs into information security projects.

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**MGT 629: Organizational Security Systems and Awareness 3 credits**

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In this course, students review and discuss security awareness and evaluate practices in implementing security systems within enterprise. Best practices within five of the ten domains of the (ISC)<sup>2</sup> Common Body of Knowledge (CBK) in information security are explored within this context.

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**MGT 690: Strategic Human Resource Management 3 credits**

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This course introduces the skill set and mindset that enables managers to perform as strategic and HR-minded business professionals, positioning HR as a key value-chain activity while concurrently driving HR-mindedness throughout their organizations. While a technical knowledge base of the common HR functions (staffing, organizational development, compensation and benefits administration, and employee/labor relations) is covered, the course of study intentionally focuses on how all of this relates to organizational strategy and impacts organizational performance.

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**MIN 200: Survey of Practical Applications in Ministry 3 credits**

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The current status of effective ministerial programs in various churches throughout the country will provide foundational knowledge concerning practical applications in ministry. Special attention will be given to those churches who are modeling seeker sensitive, seeker oriented, and postmodern models of ministry. Students will gain a better understanding of the practical applications to assist them in church administration, organization, growth,

outreach, church planting, ministry, missions, and leadership development.

**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.

**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<sup>A</sup>: 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. Prerequisite: MIN 202.

**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 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 420: Fundamentals of Marketing for the Christian Leader 3 credits**

The current fundamentals of marketing to plant, grow, and expand the local church are defined and delineated as the basis of an effective marketing campaign. Attention will be given to standard and creative means of marketing that are effectively building the local church. Students will design a local church marketing campaign based on the principles taught in the course.

**MIN 443: Leadership for Ministry 3 credits**

An exploration of leadership within the context of Christian ministry. Special attention is given to the study of leadership theories, leadership behavior, and the implementation of leadership principles. Prerequisite: Junior status.

**MIN 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<sup>A</sup>: 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: Senior status, instructor's approval, HTH 373, MIN 202, 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 498: Special Topics** **3 credits**

Topics of interest not covered in-depth in other courses will be considered. Prerequisites: Sophomore status and three credits of Bible.

**MIN 499: Independent Study** **1-4 credits**

Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four credits, depending upon 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. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

**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. Prerequisite: 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.

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**MIS 410: American Defense Policy I**      **3 credits**

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Every Fall. Evolution, organization, and execution of U.S. national security policy. Must attend at the ASU campus. Prerequisite: Instructor approval.

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**MIS 412: American Defense Policy II**      **3 credits**

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Every Spring. Contemporary problems and analytical issues in the formation and implementation of U.S. national security. Must attend at the ASU campus. Prerequisite: Instructor approval and MIS 410.

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**MIS 499: Independent Study**      **3 credits**

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Work closely with the Professor of Military Science on a special topic that may include research, readings, and presentations. May be repeated once. Prerequisite: Instructor approval.

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**MKT 301: Principles of Marketing**      **3 credits**

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

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**MKT 302: Buyer and Consumer Behavior**      **3 credits**

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This course focuses on a behavioral science approach that studies distinct buyer strategies and decision-making processes of purchase by organizational buyers and consumers. Topics include cross-cultural variations in behavior, external and internal influences on today's buyers, purchase and post-purchase processes, customer satisfaction, and customer commitment. Prerequisites: MKT 301.

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**MKT 303: Sales and Sales Management**      **3 credits**

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This course applies management and leadership principles to the development and operation of the sales force as part of the overall marketing program. Topics include sales planning, organization and control, sales force recruitment, training, motivation, compensation, e-business, and cultural diversity. Prerequisites: MKT 301.

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**MKT 304: Promotion and Advertising**      **3 credits**

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This course provides an integrated marketing communications perspective for today's changing world. Topics include the promotional mix, determining and developing advertising and promotional objectives, ethical issues in advertising campaigns, budgeting, positioning, creative strategies, media strategies, personal selling, e-marketing, public relations, publicity, corporate advertising, and evaluating the promotional program. Prerequisites: MKT 301.

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**MKT 306: Services Marketing**      **3 credits**

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This course surveys the unique issues involved in marketing services. Topics include new products, new services, brand development, delivery of services, pricing of services, and promotion of services. Customer satisfaction and service quality measures as well as ethical considerations in services marketing will be integrated in discussions of the services marketing mix.

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**MKT 409: Retailing and E-tailing**      **3 credits**

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This course studies retailing as an institution in our society, the challenging environment facing retailing today and tomorrow, and future retailing management practices that include e-tailing opportunities. Prerequisites: MKT 301.

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**MKT 425: International Marketing**      **3 credits**

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An introduction to marketing products and services globally, the course discusses and compares belief systems, attitudes, values, consumer behaviors, export/import strategies, joint ventures, foreign manufacturing, and licensing. Prerequisites: BUS 305 and MKT 301.

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**MKT 440: Marketing Research and Reporting**      **3 credits**

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This course is an introduction to business research processes and the research documents used as tools to aid in managerial decision making. Topics include designing research projects, collecting primary and secondary data, conducting ethical research, applying statistical tools and measurement techniques, developing a marketing plan, and reporting the research in both written and oral presentation formats. Prerequisites: BUS 251 and MKT 301.

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**MKT 480: Marketing Management**      **3 credits**

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This course provides a manager's view of applying the marketing mix in today's and tomorrow's business worlds, using various approaches and tools for analyzing marketing opportunities, integrating traditional and new techniques in promotion and pricing, managing the marketing concept, developing marketing plans, and controlling marketing activities. Prerequisites: MGT 301 and MKT 301.

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**MKT 501: Economics and Marketing Principles**      **3 credits**

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This course is designed for students who have not had finance and economics in their undergraduate work. In economics, this course is an introduction to micro and macro economic concepts, principles, and business practices. Topics covered include basic economic concepts of supply and demand, competition, income distribution, monetary and fiscal policy, production, employment, inflation, and international trade. In marketing, this course introduces the student to the lexicon of the discipline with an emphasis on the marketing concept, consumer behavior, the need for market research, and the elements of the marketing mix (product, price, place, and promotion).

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**MKT 606: Marketing Management**      **3 credits**

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This course examines marketing's critical role in the business organization. The student will evaluate organizational performance in developing an appropriate marketing mix, building customer satisfaction, analyzing marketing opportunities, developing marketing strategies, and planning promotional programs. Integral to the course is the development of a marketing plan. Prerequisite: MKT 501.

**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. Prerequisites: MKT 606.

**MKT 633: Marketing on the Internet** **3 credits**

The problems and potential of marketing over the Internet are covered. This class focuses on the design of Web pages to make them more appealing to end users, the marketing of the Web site itself to increase its usage, and target marketing as applied to the Web. Prerequisites: MKT 606.

**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.

**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.

**MLE 623: Organizational Development and Change** **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.

**MPC 109: Class Piano (Majors)** **1 credit**

Class instruction for the music major with limited or no previous piano training. Instruction in the study of piano technique and literature including passing Part I of the Piano Proficiency Examination. The piano proficiency requirements are listed in the Music Handbook (available from the Department of Music). Meets two credits per week.

**MPC 209: Class Piano (Majors)** **1 credit**

Continuation of MPC 109. Includes passing Part II of the Piano Proficiency Examination. Meets two credits per week. Prerequisite: MPC 109 or instructor's approval.

**MPC 309: Class Piano (Majors)** **1 credit**

Continuation of MPC 209. Includes passing Part III of the Piano Proficiency Examination. Meets two credits per week. Prerequisite: MPC 209 or instructor's approval.

**MPC 409: Class Piano (Majors)** **1 credit**

Continuation of MPC 309. Includes passing Part IV of the Piano Proficiency Examination. Meets two credits per week. Prerequisite: MPC 309 or instructor's approval.

**MPH/MVH 109: Class Piano/Class Voice (non-majors)** **1 credit**

Class instruction for the non-music major with no previous training. A jury examination is not required. Does not count toward a music major or minor. Meets two credits per week.

**MPH/MVH 209: Class Piano/Class Voice (non-majors)** **1 credit**

Continuation of MPH/MVH 109. Meets two credits per week. Prerequisite: MPH/MVH 109 or instructor's approval.

**MPH/MVH 309: Class Piano/Class Voice (non-majors)** **1 credit**

Continuation of MPH/MVH 209. Meets two credits per week. Prerequisite: MPH/MVH 209 or instructor's approval.

**MPH/MVH 409: Class Piano/Class Voice (non-majors)** **1 credit**

Continuation of MPH/MVH 309. Meets two credits per week. Prerequisite: MPH/MVH 309 or instructor's approval.

**MPJ 109: Class Piano - Jazz (Majors)** **1 credit**

Class instruction for the advanced pianist focusing on voicings, jazz-related scales, and improvisation. Meets two credits per week. Prerequisite: Instructor's approval.

**MPS 109: Class Piano - Arranging for the Church Pianist** **1 credit**

Class instruction in arranging and improvisation for today's church pianist. Functional skills covered include: congregational, choir, and solo accompanying; modulation, transposition, chord chart reading; and original arrangements of hymn/contemporary songs

suitable for solo performance (e.g., offertories). Meets two credits per week. Prerequisite: Instructor's approval.

**MPS 209: Class Piano - Arranging for the Church Pianist** **1 credit**

Continuation of MPS 109. Meets two credits per week. Prerequisite: MPS 109 or instructor's approval.

**MPS 309: Class Piano - Arranging for the Church Pianist** **1 credit**

Continuation of MPS 209. Meets two credits per week. Prerequisite: MPS 209 or instructor's approval.

**MPS 409: Class Piano - Arranging for the Church Pianist** **1 credit**

Continuation of MPS 309. Meets two credits per week. Prerequisite: MPS 309 or instructor's approval.

**MTH 289: Musical Theatre** **1-3 credits**

Participation and production of a full-length musical or operetta. Provides activities in all phases of musical theatre production (set design, costuming, make-up, staging, and publicity). May be repeated for a maximum of three credit credits. Prerequisites: Audition and instructor's approval.

**MTH 389: Musical Theatre** **1-3 credits**

Continuation of MTH 289. May be repeated for a maximum of three credit credits. Prerequisites: MTH 289, audition, and instructor's approval.

**MUS 001: Piano Proficiency** **0 credits**

Course for all music majors enrolled in their final semester of required piano (class or private). Details listed in the music handbook.

**MUS 005: Recital Chorale** **0 credits**

A non-credit ensemble designed to provide choral lab for conducting students fulfilling practicum and recital requirements. Choral literature from all of the stylistic periods is performed. One performance is given each semester.

**MUS 009: Recital Attendance** **0 credits**

Studio, area, and department recitals of all music and performing arts majors and minors. All music majors and music minors must be enrolled in MUS 009 every semester of private applied study through Grand Canyon with a maximum of 8 for majors, 4 for minors. Details listed in the Music Handbook.

**MUS 105: Fundamentals of Music** **2 credits**

Designed for individuals and elementary education majors interested in acquiring creative skills in the reading, performance, and understanding of music for personal enjoyment or use in the elementary classroom. Previous musical experience not required. No credit toward degree for music majors.

**MUS 111: Diction: Italian** **1 credit**

A laboratory devoted to phonetic sounds of Italian as used by a singer. Prerequisite course to upper division Applied Voice.

**MUS 112: Diction: French** **1 credit**

A laboratory devoted to phonetic sounds of French as used by a singer. Prerequisite course to upper division Applied Voice. Students having two years of high school French or one year of college French may test out of this course.

**MUS 167: Class Guitar** **1 credit**

A practical introduction to the guitar, designed especially for beginners. Students will learn to play the guitar with both the plectrum style (pick only) and classical finger style approaches. Emphasis on guitar pedagogy as applied to elementary and secondary education levels. Required of Music Education majors. Open to all non-music majors and minors. Prerequisite: Knowledge of basic musical notation.

**MUS 189: Music Workshop** **1 credit**

Practice, study, and performance of music in a workshop setting. May be repeated for credit. Prerequisite: Instructor's approval.

**MUS 191A: Aural Perception I** **2 credits**

Designed for music majors and minors. MUS 191A and MUS 191B must be taken concurrently. Includes rhythmic, melodic and harmonic dictation, basic keyboard performance, and sight singing. Computer-assisted ear training will be utilized. Prerequisite: MUS 105 or a satisfactory score on the freshman theory placement examination, administered during enrollment week.

**MUS 191B: Harmony I** **2 credits**

Designed for music majors and minors. MUS 191A and MUS 191B must be taken concurrently. Study is devoted to the structure of music which includes harmony, melody, form, and rhythm. Skill development in analysis and composition is emphasized. The music of the "common practice period" will be studied.

**MUS 192A: Aural Perception II** **2 credits**

Continuation of MUS 191A. Designed for music majors only. Prerequisites: MUS 191A or equivalent and concurrent enrollment in MUS 192B.

**MUS 192B: Harmony II** **2 credits**

Continuation of MUS 191B. Designed for music majors only. Skill development through analysis and composition is emphasized. Prerequisite: MUS 191B or equivalent and concurrent enrollment in MUS 192A.

**MUS 211: Diction: German** **1 credit**

A laboratory devoted to phonetic sounds of German as used by a singer. Prerequisite course to upper division Applied Voice. Students having two years of high school German or one year of college German may test out of this course.

**MUS 219: Opera Workshop** **1-3 credits**

Also MUS 319. Participation and production of a full length opera or two one-act operas. Provides activities in all phases of opera production (set design, costuming, make-up, staging, and publicity). May be repeated for credit credits. Prerequisites: Audition and instructor's approval.

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**MUS 226: Handbell Techniques** 2 credits

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A study of handbell techniques, materials, and methods of organizing and training handbell choirs for school and church. Prerequisite: Music reading ability.

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**MUS 231: Private Lessons: Voice** 1-5 credits

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Lower division private applied study.

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**MUS 232: Private Lessons: Piano** 1-5 credits

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Lower division private applied study.

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**MUS 233: Private Lessons: Classical Guitar** 1-5 credits

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Lower division private applied study.

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**MUS 234: Private Lessons: Studio Guitar** 1-5 credits

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Lower division private applied study.

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**MUS 235: Private Lessons: Percussion** 1-5 credits

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Lower division private applied study.

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**MUS 236: Private Lessons: Conducting** 1-5 credits

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Lower division private applied study.

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**MUS 237: Private Lessons: Strings** 1-5 credits

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Lower division private applied study.

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**MUS 238: Private Lessons: Theory and Composition** 1-5 credits

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Lower division private applied study.

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**MUS 239: Private Lessons: Brass** 1-5 credits

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Lower division private applied study.

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**MUS 240: Private Lessons: Woodwinds** 1-5 credits

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Lower division private applied study.

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**MUS 252: Music Appreciation** 3 credits

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Designed specifically for non-music majors and minors. This course contributes to the intellectual, emotional, and aesthetic understanding of music and expression as science and as an art closely akin to the other fine arts. Great works of music are heard in order that the student may gain insight into music's inner workings and develop a discriminating, intelligent appreciation of the best in music.

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**MUS 281: Fundamentals of Conducting** 2 credits

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A study of the fundamentals of conducting hymns, anthems, and other choral music. Designed for the music minor and non-music major. Emphasis on choral conducting and rehearsal techniques, score reading, and artistic interpretation. Prerequisite: MUS 191 or instructor's approval.

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**MUS 291A: Advanced Aural Perception I** 2 credits

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Designed for music majors only. Advanced sight singing, keyboard performance, and rhythmic, harmonic, and melodic dictation will be emphasized. Computer-assisted ear training will be utilized. Music examples will be selected from Bach through Wagner. Prerequisites: MUS 192A or equivalent and concurrent enrollment in MUS 291B.

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**MUS 291B: Advanced Harmony I** 2 credits

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Designed for music majors only. Advanced study in analysis and part writing utilizing modulation and chromatic harmony. Prerequisites: MUS 192B or equivalent and concurrent enrollment in MUS 291A.

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**MUS 292A: Advanced Aural Perception II** 2 credits

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Designed for music majors only. Continuation of MUS 291A. Ear training material will include music from the 20th century. Prerequisites: MUS 291A or equivalent and concurrent enrollment in MUS 292B.

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**MUS 292B: Advanced Harmony II** 2 credits

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Designed for music majors only. Continuation of MUS 291B. Analysis and composition of music of the late 19th through the 20th century. Prerequisites: MUS 291B or equivalent and concurrent enrollment in MUS 292A.

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**MUS 319: Opera Workshop** 1-3 credits

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Also MUS 219. May be repeated for credit credits. Prerequisites: Audition and instructor's approval.

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**MUS 320: Jazz Improvisation** 1 credit

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A course designed to introduce the student to improvising, with emphasis on chord/scale relationships. Prerequisites: MUS 105 and MUS 191A, or MUS 191B, or instructor's approval.

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**MUS 371A: Music History I** 3 credits

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A survey of music from primitive times to the mid-18th century. Study presents the growth of music in the Middle Ages and Renaissance through the contrapuntal schools culminating in the work of J.S. Bach and the development of opera and oratorio during the Baroque. Designed for music majors and minors. A Writing-Intensive course. Prerequisites: MUS 191A, MUS 191B, and junior or senior status, or instructor's approval.

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**MUS 372A: Music History II** 3 credits

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A survey of music from the mid-18th century to modern times. Study is devoted to the rise of homophonic music, the art song, the nationalistic schools, and the principal composers of the Classical, Romantic, and Contemporary style periods. Designed for music majors and minors. A Writing-Intensive course. Prerequisites: MUS 191A, 191B, and junior or senior status, or instructor's approval.

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**MUS 373: Piano Literature I** 2 credits

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A survey of Baroque and Classical periods. Emphasis on learning the standard piano repertoire through reading and listening assignments. Prerequisite: MUS 371 or instructor's approval.

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**MUS 374: Piano Literature II** 2 credits

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A survey of Romantic and Contemporary periods. Emphasis on learning the standard piano repertoire through reading and listening assignments. Prerequisite: MUS 371 or instructor's approval.

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**MUS 375A: Song Literature I** 2 credits

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A survey study of the composers, their styles, and literature from the beginning of solo song through the early Romantic period. Designed for music majors and minors.

A Writing-Intensive Course. Prerequisite: Junior or senior status or instructor's approval.

**MUS 376Δ: Song Literature II** **2 credits**

Continuation of MUS 375. A survey study of the composers, their styles, and literature from the middle Romantic period of solo song through the contemporary period. Designed for music majors and minors. A Writing Intensive Course. Prerequisite: Junior or senior status or instructor's approval.

**MUS 381: Conducting I** **2 credits**

A study of the fundamentals and techniques of conducting. Special emphasis is placed on conducting choral music and the special techniques required to conduct vocal groups. Prerequisites: Junior status and instructor's approval.

**MUS 382: Conducting II** **2 credits**

Continuation of MUS 381 with emphasis on instrumental music. Rehearsal and conducting techniques, score reading, and artistic interpretation will be covered. Prerequisite: MUS 381.

**MUS 387: Aria Prep:  
Audition Techniques** **2 credits**

An advanced performance technique class, including instruction in preparation of text and score, as well as development of subtext. This course prepares students for more effective vocal auditions, in anticipation of careers in vocal performance.

**MUS 391: Counterpoint** **2 credits**

A survey of contrapuntal practice from the Eighteenth Century. Background reference is made to early polyphonic music. Emphasis is given to sixteenth-century species counterpoint and to analyzing and writing inventions and fugues in the eighteenth century style of J.S. Bach. An introduction is given to the use of counterpoint in twentieth-century composition. Prerequisite: MUS 292.

**MUS 392: Form and Analysis** **3 credits**

A study of the various organizational structures in music, from motive, phrase, and period through binary and ternary forms to the most complex, such as the variation, rondo, and sonata. Works of the masters are analyzed from the standpoint of form. Prerequisite: MUS 292.

**MUS 399: Practicum** **1-4 credits**

Every semester. The practicum is a supervised practical experience in the student's major area of interest. A minimum of 45 hours (maximum 60) of practical experience will be scheduled for each semester hour of credit. The experience must be arranged with an agency, organization, or individual that agrees to provide an advisor to work with the faculty advisor in designing and evaluating the student's experience. This course is for junior and senior students with at least a cumulative 2.00 GPA and may be taken any semester with approval of the faculty advisor, the dean, and department chairperson.

**MUS 405: Conducting Practicum** **1 credit**

A conducting apprenticeship among the Music Department's various choral and instrumental ensembles and with Opera Workshop. The apprentice will observe and participate in rehearsal as instructed by each director. Prerequisites: MUS 382 and MED 403, or instructor's approval.

**MUS 411: Choral Arranging** **2 credits**

A course designed to teach the prospective music teacher the skill of choral arranging and to help the student meet the day-to-day demands placed on a general music teacher or a secondary choral director. Prerequisites: MUS 292 and instructor's approval.

**MUS 420: Advanced Keyboard Skills** **1 credit**

Designed for piano majors to develop basic keyboard proficiency in sight-reading, transposition, modulation, open score reading, improvisation, and ensemble playing. Structured to help piano majors pass the functional section of the piano proficiency examination. Prerequisite: Piano major or instructor's approval.

**MUS 425: Piano Pedagogy I** **3 credits**

A study of skills for teaching piano to children and adult beginners emphasizing technique, style, and musicianship. Includes review and recommendations of graded method materials available. Supervised student teaching in a laboratory setting. Prerequisite: Instructor's approval.

**MUS 426: Piano Pedagogy II** **3 credits**

Continuation of MUS 425. Emphasis on intermediate piano literature and group piano teaching techniques. Survey of appropriate materials, observation, and supervised student teaching in a laboratory setting. Prerequisite: Instructor's approval.

**MUS 429: Accompanying** **1 credit**

A study and application of accompanying techniques in vocal, choral, and instrumental music. Students are assigned a vocalist, instrumentalist, or choir. May be repeated for credit. Prerequisite: Instructor's approval.

**MUS 431: Private Lessons: Voice** **1-5 credits**

Upper division private applied study.

**MUS 432: Private Lessons: Piano** **1-5 credits**

Upper division private applied study.

**MUS 433: Private Lessons:  
Classical Guitar** **1-5 credits**

Upper division private applied study.

**MUS 434: Private Lessons:  
Studio Guitar** **1-5 credits**

Upper division private applied study.

**MUS 435: Private Lessons: Percussion** **1-5 credits**

Upper division private applied study.

**MUS 436: Private Lessons: Conducting** **1-5 credits**

Upper division private applied study.

**MUS 437: Private Lessons: Strings** **1-5 credits**

Upper division private applied study.

<b>MUS 438: Private Lessons: Theory and Composition</b>	<b>1-5 credits</b>
Upper division private applied study.	
<b>MUS 439: Private Lessons: Brass</b>	<b>1-5 credits</b>
Upper division private applied study.	
<b>MUS 440: Private Lessons: Woodwinds</b>	<b>1-5 credits</b>
Upper division private applied study.	
<b>MUS 462: Orchestration</b>	<b>2 credits</b>
A course designed to present the practical fundamentals of orchestration of all of the content instruments in the string, woodwind, brass, and percussion families. Prerequisites: MUS 292 and instructor's approval.	
<b>MUS 471: Choral Literature</b>	<b>3 credits</b>
Also MCH 471. A survey of choral literature from the Renaissance to the present with emphasis on style, aesthetics, and musical terminology. Compositions are performed and analyzed for stylistic interpretation, musical and textual merit, and usefulness. Prerequisites: MUS 292, MUS 371, and MUS 372 or instructor's approval.	
<b>MUS 481: Vocal Pedagogy</b>	<b>2 credits</b>
A study of skills for the teaching of voice to individuals or groups. The physical voice is studied and potential vocal problems analyzed; historical methods of correction are presented. Prerequisite: Private vocal studies or instructor's approval.	
<b>MUS 492: Twentieth-Century and American Music</b>	<b>2 credits</b>
A survey of twentieth-century compositional practices and styles, providing opportunities for practical understanding through experiences in listening, analyzing, and composing. Specific attention is given to American composers and their music. Prerequisite: MUS 292 or equivalent.	
<b>MUS 499: Independent Study</b>	<b>1-4 credits</b>
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.	
<b>MVC 109: Class Voice (Majors)</b>	<b>1 credit</b>
Required for those music majors whose audition indicated limited vocal training. Meets two credits per week.	
<b>MVC 209: Class Voice (Majors)</b>	<b>1 credit</b>
Continuation of MVC 109. Meets two credits per week. Prerequisite: MVC 109 or instructor's approval.	
<b>MVC 309: Class Voice (Majors)</b>	<b>1 credit</b>
Continuation of MVC 209. Meets two credits per week. Prerequisite: MVC 209 or instructor's approval.	
<b>MVC 409: Class Voice (Majors)</b>	<b>1 credit</b>
Continuation of MVC 309. Meets two credits per week. Prerequisite: MVC 309 or instructor's approval.	

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**NRS 349: Spirituality in Healthcare** **3 credits**

This course explores the concept of spirituality as it relates to the person who is involved in the healthcare system. Since illness and stress can amplify spiritual concerns and needs, healthcare professionals are in a unique position to assist the patient/client in meeting those needs. This course explores the relationship between healthcare professionals and those they serve. Topics include performing spiritual assessment, identifying those experiencing spiritual well-being as well as those experiencing a threat to spiritual well-being, and planning and evaluating care related to spiritual wellness. A spiritual care framework is used to apply these concepts to a variety of populations in diverse clinical settings.

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**NRS 356: Issues in Pharmacology** **3 credits**

No course description available at time of publication.

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**NRS 429: 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 life span, communication, community resources, and family education. Appropriate health promotion education will be evaluated against evidence based research and practice.

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**NRS 430: Professional Dynamics** **3 credits**

This course is a bridge course for the RN returning to formal education for the baccalaureate degree in nursing. The course focuses on differentiated nursing practice competencies, nursing conceptual models, professional accountability, integrating spirituality into practice, group dynamics, and critical thinking. Emphasis is placed as well on writing and oral presentation skills.

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**NRS 431: Community Health Systems and Concepts I** **3 credits**

This course focuses on the community as a large system of people, cultures, geography, economics, spiritual values, and legal-political influences that impact the health of the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion with community groups.

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**NRS 433<sup>A</sup>: Introduction to Nursing Research** **3 credits**

This course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. This course is designated as a GCU Writing Intensive Course.

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**NRS 434: Health Assessment for Health Care Professionals** **3 credits**

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 437: 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, healthcare situations with implications for ethical decision making and analysis of ethical behavior of individuals involved in healthcare. Topics will include exploration of major ethical theories and principles, informed consent, confidentiality and ethical implications of selected issues such as abortion, euthanasia, assisted suicide and allocation of scarce resources.

**NRS 438: Community Health Systems and Concepts II 3 credits**

This course focuses on nursing care of populations and communities, especially health promotion and communication. There is a concentration on selected vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene with vulnerable groups.

**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 440: 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; nursing care policy and position statements; political, environmental, and cultural issues; changing nursing roles. The study of these issues examines the impact on healthcare delivery systems in our society.

**NRS 441: 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: 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.

**NUR 206: Introduction to Nursing and Gerontology 6 credits**

Introduction to Nursing and Gerontology emphasizes competence in nursing skills. Functional health patterns are used as the basis for assessment and nursing care of adult clients with emphasis on the aged. Communication, teaching, helping, problem solving, and leadership skills are introduced and applied as a framework for clinical practice. Prerequisite: Admission to the College of Nursing.

**NUR 207: Therapeutic Communication 2 credits**

This course focuses on the development of theoretical knowledge and interpersonal skills needed to interact effectively with clients in a variety of health care settings. Prerequisite: Admission to the College of Nursing.

**NUR 303: Introduction to Pharmacology 3 credits**

Introduction to Pharmacology has a twofold purpose. The first purpose is to introduce basic pharmacological concepts and drug groups. These concepts include drug action, legal considerations, and evaluation of drug therapy. Physiological, psychological, and sociocultural concepts related to drug therapy will also be presented. The second purpose of the course is to provide the pharmacological foundation necessary for safe administration of drugs, monitoring the effects of therapy, and teaching clients about medications. Prerequisites: Concurrent enrollment in NUR 311. (The course is open to non-nursing majors on faculty signature.)

**NUR 306: 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 are used to promote health and prevent illness.

**NUR 309: Health Assessment 3 credits**

Health Assessment provides the systematic collection, validation, and communication framework for data that professional nurses use to make decisions about how to intervene, promote, maintain or restore health of adult and aged clients. This course emphasizes methods of data collection, clinical reasoning, and the nursing process, along with supervised laboratory practice and selected diagnostic and screening tests. Upon completion, the student will demonstrate beginning knowledge and competence in the performance of adult health history taking and physical assessment by utilizing Gordon's Functional Health Patterns Framework. Prerequisites: Admission to the College of Nursing and concurrent

enrollment in NUR 206, or special permission from faculty.

**NUR 311: Adult Health Nursing I** **6 credits**

Adult Health Nursing I focuses on nursing care of adult hospitalized clients. Emphasis is placed on the analysis of assessment, the identification of nursing diagnoses and interventions for clients with acute, chronic, or terminal illness. Prerequisites: NUR 206 and NUR 309.

**NUR 312: Adult Health Nursing II** **6 credits**

Adult Health Nursing II focuses on nursing care of clients in the acute and critical care setting in collaboration with health team members. Emphasis is placed on the identification of nursing diagnoses and interventions for clients with acute, chronic, or terminal illness. Prerequisites: NUR 311.

**NUR 313: Nursing Care of the Childbearing Family** **6 credits**

Nursing Care of the Childbearing Family focuses on planning for health promotion in the normal and high risk childbearing family. Emphasis is placed on family education, use of community resources, and alternatives to promote positive outcomes during the childbearing phase of family development. Prerequisites: NUR 311 or NUR 312.

**NUR 314: Family-Centered Child Health Nursing** **6 credits**

Family Centered Child Health Nursing integrates theories from nursing, child development, and family development. These concepts are related to the planning of care for children, adolescents, and their families who are well or experiencing acute or chronic illnesses. Emphasis is placed on teaching and on community resources related to the child-rearing family. Prerequisites: NUR 311, NUR 312, and NUR 313.

**NUR 398<sup>A</sup>: Introduction to Nursing Research** **3 credits**

This course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. This course is designated as a GCU Writing Intensive Course. Prerequisites: PSY 363 and NUR 206, or permission of instructor.

**NUR 411: Community Health Nursing** **5 credits**

Community Health Nursing focuses on community assessment and intervention with vulnerable groups and communities. Emphasis is placed on critical analysis, using epidemiological data and functional health patterns to plan and intervene in areas of health promotion, screening, and rehabilitation with community groups. Prerequisites: NUR 313 and NUR 314.

**NUR 412: Home Health Care Nursing** **3 credits**

Home Health Care focuses on the nursing care of acutely, chronically, and terminally ill clients of all ages and their

families. Emphasis is placed on the integration of environmental, psychosocial, economic, cultural, personal, and family health concepts in the home setting. Creative problem solving which enables a family to care for their family member's health needs is a significant element of this fundamental course. Prerequisites: NUR 313 and NUR 314.

**NUR 413: Community Mental Health Nursing** **5 credits**

The Community Mental Health Nursing course is focused on utilizing the nursing process in providing mental health care in the community setting and inpatient psychiatric setting with individuals, families, and community groups. Emphasis is placed on therapeutic communication and nursing care at the primary, secondary, and tertiary levels of mental health intervention. Concepts of environment, group process, family therapy, interdisciplinary collaboration, and affective skills of critical thinking are integrated with the bio-psychosocial, spiritual and cultural aspects of mental health nursing practice.

**NUR 443: Nursing Management and Leadership** **6 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, NUR 413.

**NUR 446: Trends and Issues in Nursing** **2 credits**

An exploration of the numerous professional and societal forces that impact health care policy and practice. Content includes analysis of manpower studies, nursing leaders, policy and position statements, political and cultural issues, and changing nursing roles and licensure. Prerequisites: NUR 411, NUR 412, and NUR 413.

**NUR 497: Preparation for Licensure** **1 credit**

This course focuses on preparation for the registered nurse licensure examination. The student is assisted in assessing learning needs and developing personal strategies to become successful on the professional examination. The computer review, test preparation materials, and standardized testing methods are utilized to facilitate individual development.

Prerequisites: NUR 411, NUR 412, NUR 413, and concurrent enrollment in NUR 498.

**NUR 498<sup>A</sup>: Practicum in Nursing** **3 credits**

Practicum in Nursing provides a selected clinical experience to optimize the transition to a professional career. Nursing care areas are chosen according to preceptor availability and student focus. A faculty member assists in planning, implementing, and evaluating the learning experience. A Writing-Intensive course. Prerequisites: NUR 443.

**NUR 501: Advanced Nursing  
Issues and Role** **3 credits**

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This course examines the expanded practice of the Advanced Professional Nurse. The focus of the course is scope of practice, role behavior, and depth and breadth of knowledge in selected areas of advanced practice (FNP and CNS) and nurses in role specialties such as nursing education and nursing leadership. Course content includes an exploration of critical questions and current issues related to the various defined Advanced Professional Nursing roles and examination of the related role issues with an emphasis on caring, diversity, and spiritual aspects in nursing care delivery.

**NUR 503: Health Care Policy  
and Finance Issues** **3 credits**

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This course integrates the process of health care policy development with a critical focus on the organizational and financial aspects of health care delivery systems including managed care systems, Medicare and Medicaid issues, and continuous quality improvement (CQI).

**NUR 505: Advanced Nursing Theory** **3 credits**

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This course focuses on the critical evaluation and utilization of the theoretical foundations of nursing as well as pertinent theoretical concepts from related fields of study such as the social and biological sciences, educational, organizational, and leadership theory.

**NUR 507: Health Care Research  
Analysis and Utilization** **3 credits**

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This course focuses on the critical analysis of health care and nursing research with a focus on the utilization of evidence-based research as foundation of client care and development of client services. Advanced research methods as applied toward complex clinical and organizational problems will be integrated.

**NUR 511: Evidence-based  
Practice Project** **3 credits**

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This course provides an opportunity to prepare an evidence-based practice (EBP) project proposal that addresses a problem, issue, or concern in professional practice. Students will identify a problem focus, propose a research-based solution, search for evidence using the evidence-based databases that support their solutions, and develop implementation, evaluation, and dissemination plans. Students will focus on developing an EBP project that is appropriate for their educational track: nursing leadership, adult clinical nurse specialist, nursing education, or family nurse practitioner.

**NUR 640: Advanced Health Assessment  
and Diagnostic Reasoning** **4 credits**

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This course builds upon the student's previous assessment skills offering more advanced health assessment content to provide the foundation for the advanced practice-nursing role. This course gives emphasis to focused assessments for a chief complaint that include physical, psychosocial and spiritual health assessment, risk assessment, functional assessment, and physical examination in diverse

populations. The student uses a systematic method of diagnostic reasoning and clinical decision-making to establish a differential diagnosis. An overview of appropriate protocols for performing health screening and ordering, performing, and interpreting laboratory, radiographic, and other diagnostic data are included based on best practice consistent with resource allocations. Effective communication and client teaching/counseling to eliciting clients' interpretation of their health status and perceived barriers, is incorporated throughout the course so to maintain a nursing focus on patient responses to illness or the threat of illness. Effective documentation and medical record keeping are required. To begin the transformation to an advanced professional nurse, students are to start a professional journal that they are to keep throughout the program. (1 clinical credit = 50 contact credits)

Prerequisite Course: Undergraduate Health Assessment course.

**NUR 642: Advanced Physiology  
and Pathophysiology** **3 credits**

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This web-enhanced course focuses on the advanced physiology and pathophysiology principles. This course will be used to guide the Nurse Practitioner, Clinical Nurse Specialist, and the Nursing Education student in interpreting changes in normal function that result in symptoms indicative of illness. The emphasis will be placed on the genetic, molecular, cellular, and organ system levels. Prerequisite: Undergraduate Pathophysiology

**NUR 644: Advanced Pharmacology** **3 credits**

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This course focuses on the advanced pharmacotherapy principles and practices to enable students to prescribe and monitor the effects of medications and selected herbal therapy. Emphasis is on the pharmacodynamics of clients with common, acute and chronic health problems in various stages of the life cycle in diverse populations. Evidence-based research provides the basis for selecting effective, safe but cost-efficient pharmacologic or integrative regimens. Appropriate client education as to various prescribed pharmacologic agents is incorporated. Legal requirements for prescriptive writing and dispensing authority are covered. Prerequisite: NUR 642

**NUR 645: Theories and Methods  
of Teaching** **3 credits**

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This course focuses on theories of teaching/, traditional, and alternative instructional strategies, and evaluation methods applicable to nursing education in the classroom and clinical setting. Strategies to enhance critical thinking are included. The course includes the development of learning activities for adult learners from diverse backgrounds.

**NUR 646: Health Promotion  
in Advanced Practice Nursing** **4 credits**

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(1 clinical credit = 50 contact credits)

This course focuses on the advanced health promotion strategies of the nation's priority lifestyle concerns

throughout the life span as presented in the Healthy People 2010 national Health Objectives. Detailed evidence-based health promotion information and services are considered such as age, development, lifestyle, geography location, spirituality and culture. Professional and client community resources and referrals are examined. Emphasis is placed on development of the 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 learning environment.

**NUR 648: Advance Practice Management  
of Common Health Care Problems  
across the Lifespan** **3 credits**

(1 clinical credit = 50 contact credits) This course concentrates on the three levels of prevention and beginning primary care management of common health care problems of individuals and their families across the life spectrum within a culturally, and spiritually diverse environment. Advanced health assessment, advance pharmacology, spirituality and advanced physiology and pathophysiology principles are integrated. Evidence-based research is utilized to develop comprehensive, cost effective, least invasive, quality health care guidelines for these common health care problems. These guidelines are to include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, caring professional role and teaching/coaching techniques. Prerequisite: NUR 640, 642, and 644 or concurrent enrollment.

**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.

**NUR 650: Advance Practice Management  
of Acute Health Care Problems  
across the Lifespan** **6 credits**

(3 clinical credits = 150 contact credits) This course focuses on comprehensive primary care management of acute health care problems of individuals and their families across the life spectrum within a culturally diverse environment within the context of the health care delivery system. Advanced health assessment, advanced pharmacology and advanced physiology and pathophysiology principles are integrated along with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost effective, least invasive, quality health care guidelines for these acute health care problems. These guidelines are to include health promotion counseling, client education, with appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision-making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, collaboration with other health professionals and community agencies, and appropriate follow-up. A professional interpersonal relationship is to be developed. Leadership opportunities in health economics and negotiating within the health care delivery system are provided. Students select from a variety of community-based settings to augment the clinical experience such as homeless shelter, alcohol detoxification center, abused children's recovery center, and AIDS, school-based, or STD clinics. Prerequisite: NUR 648

**NUR 652: Advance Practice Management  
of Chronic Health Care Problems  
across the Lifespan** **7 credits**

(4 clinical credits = 200 contact credits) This course focuses on comprehensive primary care management of chronic, complex, multi-system health care problems of individuals and their families across the life spectrum within a culturally diverse environment within the context of the health care delivery system. Advanced health assessment, advanced pharmacology and advanced physiology and pathophysiology principles are integrated along with professional/legal, spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost effective, least invasive, quality health care guidelines for these chronic health care problems. These guidelines are to include health promotion counseling, client education, with appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision-making. Advanced Nursing Practice (ANP) competencies of chronic illness include ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing

therapies, collaboration with other health professionals and community agencies, and appropriate follow-up. A professional interpersonal nurse-client relationship is to be achieved. Leadership components of monitoring and improving the quality of care are included. Prerequisite: NUR 650

**NUR 654: Diverse Application  
of Advanced Practice Concepts** **2 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 such as case management, teaching of professionals, program planning, and evaluation, peer review, and broad-based consultation as well as marketing, business management, resource management, cost effective use of formularies, and payment for services including processing insurance claims will be included. Prerequisite: NUR 652

**NUR 655: CNS I -  
Theoretical Foundations** **4 credits**

(2 clinical credits = 100 contact credits) This course focuses on the theories, conceptual models and research that is the basis of CNS practice. Building on advanced practice nursing theory, students will engage in discussion of theoretical and empirical knowledge of illness and wellness, both of disease and non-disease etiologies, from the three spheres of influence, particularly the patient/client sphere. Advanced health assessment, advanced pharmacology and advanced physiology and pathology principles are integrated along with professional/legal, and spirituality concepts. Content will include:

Theoretical foundations of CNS practice.  
Phenomena of nursing concern, integrating health promotion.  
Design and development of innovative nursing interventions.  
Clinical inquiry/critical thinking using advanced knowledge.  
Consultation, teaching and coaching with focus on the individual/family/groups  
Measurement, outcome evaluation, including cost-effectiveness and evidence-based research focused on the patient/client sphere.

The clinical experience will take place in the student's chosen specialty area and the above concepts will be integrated in that specialty setting.

**NUR 657: CNS II - Influence Change  
in Health Care Systems** **6 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. The student will discover how utilizing those roles, a CNS can influence the quality of care within healthcare systems. The course builds on the patient/client sphere of influence focusing on the broader

nurse/nursing practice and organizational/systems spheres of influence. Content will include:

Influencing change.  
Systems thinking.  
Leadership for multidisciplinary collaboration.  
Consultation, teaching and coaching focused on groups.  
Measurement, outcome evaluation including cost effectiveness, and evidence-based research focused on the group/organization.  
Technology, products and devices development/evaluation.

The clinical experience will take place in the student's chosen specialty area and the above concepts will be integrated in that specialty setting. Prerequisite: NUR 655

**NUR 660: CNS Internship/Teaching  
Practicum** **4 credits**

(4 clinical credits = 200 contact credits) The CNS with education focus will complete a culminating practicum experience that combines the experiences for NUR 663 CNS Internship and NUR 665 Teaching Practicum.

**NUR 661: Advanced Practice Clinical  
Practicum** **2 credits**

(3 clinical credits = 150 contact credits) A culminating practicum experience, completed in person with a preceptor, to provide comprehensive health care to diverse clients across the life span. This clinical practice will afford the student opportunity to refine their clinical decision management of common, acute and chronic health problems. The course includes the application of clinical nurse specialist concepts such as case management, teaching of professionals, peer reviews, cost effective use of formularies, coding for reimbursement. Online case study discussions analyzed by evidence-based practice guidelines using the SOAP format are required.

**NUR 663: CNS Internship** **4 credits**

(4 clinical credits = 200 contact credits) A culminating practicum experience, completed in person with a preceptor, provide experiences in the three spheres of influence of CNS practice- patient/client, nurses and nursing practice and organization/system within their specialty area. This clinical practice will afford the student opportunity to refine their clinical decision-making skills in differential illness diagnoses and treatments that require nursing interventions, to develop their CNS roles of clinical expert, leader, collaborator, consultant, educator, researcher and change agent and to explore how their professional attributes, ethical conduct and professional citizenship are integrated in CNS practice to affect outcomes within the spheres. The course includes the application of the core content specific to CNS practice identified in the CNSI and CNSII courses. Online case study discussions analyzed by evidence-based practice guidelines are utilized. Impact of the student CNS on nursing practice and system level outcomes are identified. Prerequisite: NUR 657 CNS II

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**NUR 665: Teaching Practicum** **4 credits**

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(4 clinical credits = 200 contact credits) A culminating practicum experience, completed in person with a nurse educator preceptor in a selected setting. This clinical practice will afford students the opportunity to refine educational expertise in the areas of assessment of learning needs, program/curriculum planning, implementation, and evaluation. The course includes needs of the adult learner, alternative learning methods including distance learning, and budget planning. Prerequisites: NUR 645; NUR 647; and NUR 649

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**PED 103: Varsity Athletics – Fall/Winter** **1 credit**

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For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

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**PED 104: Varsity Athletics – Spring** **1 credit**

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For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

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**PED 121: Individual Sports** **1 credit**

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**PED 121A Weightlifting and Fitness**

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Instruction and practice in the skills and strategies of the sport. Activity selection is based on facility availability, instructor preference, and student input.

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**PED 195: Lifetime Wellness** **2 credits**

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An introductory course in exercise and wellness. Emphasis is placed on the acquisition of knowledge about what fitness entails, self-evaluation of student's present fitness needs, and developing a personalized fitness program. Required of all majors and minors.

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**PED 240: Introduction to Physical Education** **3 credits**

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A study of the goals and objectives of physical education, its history, and its current role. The course provides an overview of the various sub-disciplines and professions within the field.

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**PED 246<sup>A</sup>: Instructional Strategies in Physical Education** **3 credits**

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A course designed to prepare future physical education teachers, fitness instructors, and recreational leaders in the skills necessary to present physical education activities to groups. Included will be the development of lesson plans, course goals, and performance objectives that can be applied to the presentation of any skill or activity. A Writing-Intensive course. Prerequisite: Must be a Health, Exercise Science, and Physical Education major or minor.

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**PED 252: Teaching of Team Sports I** **2 credits**

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Practice and skills in the sports of soccer, touch football, and team handball for majors and minors. Includes lesson plans, teaching techniques, evaluation, and proficiency in skills. Three credits per week. Prerequisite: PED 246 (may be taken concurrently).

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**PED 262: Teaching of Team Sports II** **2 credits**

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Practice and skills in the sports of basketball, volleyball and softball for majors and minors. Includes lesson

planning, teaching techniques, evaluation, and proficiency in skills. Three credits per week. Prerequisite: PED 246 (may be taken concurrently).

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**PED 282: Teaching Individual Activities I** **2 credits**

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Practice and skills in the activities of badminton and tennis are covered in this course for majors and minors. Includes lesson planning, teaching procedures, evaluation, and proficiency in skills. Three credits per week. Prerequisite: PED 246 (may be taken concurrently).

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**PED 292: Teaching of Individual Sports II** **2 credits**

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Instruction in the theoretical and practical aspects of flexibility, stretching, and weight training activities. Includes lesson planning, teaching techniques, evaluation and proficiency in skills. Prerequisites: PED 195 and PED 246 (may be taken concurrently).

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**PED 307: Sports Broadcasting** **3 credits**

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A course designed to teach students the basic components of a sports-related radio or television broadcast. Topics include broadcast setup, preparation of written materials for use in the broadcast, play-by-play announcing, color commentary, delivery, and interviewing.

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**PED 323: Athletic Coaching: Baseball** **3 credits**

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A study of the fundamentals, drill habits, team organization, offensive and defensive play, and coaching philosophy of baseball.

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**PED 333: Athletic Coaching: Basketball** **3 credits**

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A study of the fundamentals, drill habits, team organization, offensive and defensive play, and coaching philosophy in basketball.

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**PED 334: Athletic Coaching: Volleyball and Softball** **3 credits**

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A study of the fundamental skills of volleyball and softball, and how each of these skills can be presented and effectively evaluated. Further study includes the dynamics of team structure, practice organization, conditioning, and coaching philosophy for these sports.

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**PED 363: Physical Education for the Exceptional Child** **3 credits**

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A course designed to develop methods and techniques of teaching the exceptional child in motor activities. Emphasis is also placed on the activities and programs to be included in the curriculum. Prerequisite: PED 246 (may be taken concurrently).

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**PED 399: Practicum** **1-5 credits**

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Every semester. The practicum is a supervised practical experience in the student's major area of interest. A minimum of 45 hours (maximum 60) of practical experience will be scheduled for each semester hour of credit. The experience must be arranged with an agency, organization, or individual that agrees to provide an advisor to work with the faculty advisor in designing and evaluating the student's experience. This course is for junior and senior students with at least a cumulative 2.00

GPA and may be taken any semester with approval of the faculty advisor, the dean, and department chairperson.

**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: PED 383 and four credits of Professional Activities.

**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 420: Introduction to  
Physical Education** **3 credits**

A study of the goals and objectives of physical education, its history, and its current role. The course provides an overview of the various sub-disciplines and professions within the field.

**PED 423: Organization and Administration  
of Physical Education and Athletics** **3 credits**

Also HLT 423 and REC 423. This course deals with administrative tasks and techniques for use in departments of physical education, athletics, and fitness or exercise centers. Topics include budget and finance; organizing tournaments; and business, administrative, and ethical decision-making in the exercise science setting. Designed for majors in exercise science. Prerequisite: PED 413 or instructor's approval.

**PED 433: Theory of Coaching** **3 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.

**PED 496: Special Topics/Sports Medicine** **2 credits**

An examination of current issues, topics, and trends in the field of physical education. See Department Chair for specific information. Prerequisites: PED 246 and instructor's approval.

**PED 497: Internship in  
Physical Education** **1-5 credits**

The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. See Department Chair for specific information. Prerequisite: Instructor's approval.

**PED 499: Independent Study** **1-4 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.

**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 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 moral obligation, moral virtues and vices, and the relevance of religious beliefs to morality.

**PHI 303<sup>A</sup>: 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 312: Foundations  
of Western Thought** **3 credits**

A survey of the development of Western thought from ancient Greece through the Middle Ages, with particular emphasis on the contributions of Plato and Aristotle. Prerequisite: PHI 101 or instructor's approval.

**PHI 313: Shapers of the Modern Mind** **3 credits**

A study of thinkers from the Renaissance to contemporary times who have helped to form our understanding of ourselves and the world we live in. Focus will be on major philosophic systems of the modern period. Prerequisite: PHI 101 or instructor's approval.

**PHI 314: Medieval Philosophy** **3 credits**

A survey of western philosophy from 400 AD to roughly the time of Descartes. Special attention will be given to the

writings of Augustine, Anselm, and Thomas Aquinas.  
Prerequisite: PHI 101 or instructor's approval.

**PHI 316<sup>A</sup>: Metaphysics** **3 credits**

Study of traditional questions raised in metaphysics or ontology (i.e., "the study of being"). Examples of these questions which may be considered are: Are there universals (i.e., objects which can exist in more than one place at a time)? Are all events determined by prior causes, or is there genuine human freedom? Are human persons purely physical objects or do they have immaterial souls? The course will encourage reflection on the relationship between worldview and metaphysics. A writing intensive course.

**PHI 318: 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 319: Epistemology** **3 credits**

A study of traditional questions raised in the theory of knowledge. Examples of questions to be considered are: What is the correct analysis of knowledge? Is sense perception a reliable source of knowledge? Is there any priori knowledge (i.e., knowledge independent of sensory experience)? The course will encourage reflection on the relationship between worldview and theory of knowledge.

**PHI 322: Case Studies** **3 credits**

Course description was not available at press time.

**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 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.

**PHI 475: Christianity and the Legal Profession** **3 credits**

Course description was not available at press time.

**PHI 490<sup>A</sup>: Senior Seminar** **3 credits**

This course will provide students the opportunity for intensified discussion and the development of individual interests leading to the central goal of crafting a piece of work which would be suitable for submission to an undergraduate journal in philosophy. A writing-intensive course. Prerequisites: Senior status and instructor's approval.

**PHI 499: Independent Study** **1-4 credits**

Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four credits, depending upon 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. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

**PHY 101: Introduction to Physical Science** **3 credits**

A survey of physical science emphasizing applications of physical science to modern life. Three credits lecture. Prerequisites: Concurrent enrollment in PHY 101L and PHY 101R.

**PHY 101L: Introduction to Physical Science: Laboratory** **1 credit**

A laboratory course designed to complement the physical principles covered in the PHY 101 lecture. Prerequisites: Concurrent enrollment in PHY 101 lecture and PHY 101R.

**PHY 101R: Introduction to Physical Science: Recitation** **1 credit**

Problem-solving techniques to assist students taking PHY 101 lecture, and to enhance understanding for education majors. May be taken to replace the lab for pre-allied health majors. One credit recitation. Prerequisites: Concurrent enrollment in PHY 101 lecture and PHY 101L.

**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. Three credits lecture. Prerequisite: Concurrent enrollment in PHY 107L.

**PHY 107L: Astronomy: Laboratory** **1 credit**

A laboratory course designed to complement the topics covered in the PHY 107 lecture. One credit lab. Prerequisite: Concurrent enrollment in PHY 107 lecture.

**PHY 111: General Physics I** **3 credits**

Survey of physical principles and concepts using mathematical descriptions based on algebra and trigonometry. Topics covered include force and motion, physical properties of materials, and thermodynamics. Three credits lecture. Prerequisites: PHY 101 and MAT 121, or instructor's approval, and concurrent enrollment in PHY 111L and PHY 111R. MAT 122 highly recommended.

**PHY 111L: General Physics I: Laboratory** **1 credit**

Laboratory experiments demonstrating the physical principles in the PHY 111 lecture. One credit lab. Prerequisites: Concurrent enrollment in PHY 111 lecture and PHY 111R.



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**PHY 111R: General Physics I: Recitation 1 credit**

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Designed to help students in problem-solving techniques for the PHY 111 lecture. One credit recitation.

Prerequisites: Concurrent enrollment in PHY 111 lecture and PHY 111L.

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**PHY 112: General Physics II 3 credits**

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Continuation of PHY 111. Topics covered include wave motion, electrostatics, optics, and magnetism. Three credits lecture. Prerequisites: PHY 111 and concurrent enrollment in PHY 112L and PHY 112R.

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**PHY 112L: General Physics II: Laboratory 1 credit**

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Laboratory experiments demonstrating the physical principles in the PHY 112 lecture. One credit lab.

Prerequisites: Concurrent enrollment in PHY 112 lecture and PHY 112R.

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**PHY 112R: General Physics II: Recitation 1 credit**

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Designed to help students with problem solving techniques for the PHY 112 lecture. One credit recitation.

Prerequisites: Concurrent enrollment in PHY 112 lecture and PHY 112L.

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**PHY 115: University Physics I 3 credits**

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Rigorous treatment of physical principles and concepts using mathematical descriptions based on calculus. Topics covered include mechanics, thermodynamics, and wave motion. Three credits lecture. Prerequisites: MAT 271 and concurrent enrollment in PHY 115L and PHY 115R.

PHY 115L: University Physics I: Laboratory 1 credit

Laboratory experiments demonstrating the physical principles in the PHY 115 lecture. One credit lab.

Prerequisites: Concurrent enrollment in PHY 115 lecture and PHY 115R.

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**PHY 115R: University Physics I: Recitation 1 credit**

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Designed to help students with problem solving techniques for the PHY 115 lecture. One credit recitation.

Prerequisites: Concurrent enrollment in PHY 115 lecture and PHY 115L.

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**PHY 116: University Physics II 3 credits**

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Continuation of PHY 115. Topics covered include electromagnetism, optics, and quantum theory. Three credits lecture. Prerequisites: PHY 115 and concurrent enrollment in PHY 116L and PHY 116R.

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**PHY 116L: University Physics II: Laboratory 1 credit**

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Laboratory experiments demonstrating the physical principles in the PHY 116 lecture. One credit lab.

Prerequisites: Concurrent enrollment in PHY 116 lecture and PHY 116R.

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**PHY 116R: University Physics II: Recitation 1 credit**

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Designed to help students with problem solving techniques for the PHY 116 lecture. One credit recitation.

Prerequisites: Concurrent enrollment in PHY 116 lecture and PHY 116L.

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**PHY 298: Special Topics 1-3 credits**

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To include topics at the introductory level.

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**PHY 301A: Science Communication I 2 credits**

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Also BIO 301 and CHM 301. Study of how to gather, analyze, and communicate scientific information. Topics include various forms of written communication, publishing research results, and oral presentation techniques. A Writing-Intensive course. Prerequisite: PHY 111 and PHY 112.

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**PHY 302A: Science Communication II 2 credits**

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Also BIO 302 and CHM 302. A weekly seminar series of scientists presenting their current research to a mixed audience of students and faculty. A Writing-Intensive course. Prerequisite: PHY 301 and junior or senior status.

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**PHY 311: Engineering Mechanics I: Statics 3 credits**

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Also EGN 211. Statics involves the study of forced systems, resultants, equilibrium, distributed forces, area moments, internal stresses, and friction. Prerequisites: MAT 272 and PHY 116.

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**PHY 312: Engineering Mechanics II: Dynamics 3 credits**

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Also EGN 312. Dynamics involves the study of the kinematics of particles, translating and rotating coordinate systems, rigid body kinematics, and energy/momentum principles. Prerequisite: PHY 311.

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**PHY 361: Introduction to Modern Physics 3 credits**

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Special relativity and introductory quantum theory with applications drawn from atomic, condensed matter, nuclear, and high energy physics. Prerequisite: PHY 116 or instructor's approval.

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**PHY 398: Special Topics 1-3 credits**

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To include topics at the introductory level.

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**PHY 480: Methods of Teaching Science in the Secondary School 3 credits**

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Methods of instruction, organization, and presentation of content in physics to secondary school students. Topics include curriculum, stockroom organization, laboratory safety and liability, visual aid preparation, computer use in the classroom, and research issues in education. Two credits lecture, two credits lab. Prerequisite: PHY 112.

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**PHY 496: Research in Physics 1-6 credits**

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A detailed study of one or more physical problems. May be repeated for up to nine credits of credit, three of which may count toward electives in physics. Prerequisite: Instructor's approval.

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**PHY 497: Internship 1-3 credits**

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The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. See Department Chair for specific information. Prerequisite: Instructor's approval.

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**PHY 498: Special Topics** **1-4 credits**

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Courses such as thermodynamics, material science, electricity and magnetism, biophysics, and electronics will be offered. May be repeated for credit. Prerequisite: Instructor's approval.

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**PHY 499: Independent Study** **1-4 credits**

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This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

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**POS 100: Introduction to Political Science (Politics, Power and the Individual)** **3 credits**

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Reflection and analysis of basic questions: What is politics? How do institutions of our body politic affect the individual? How does the individual impact the "Goliath" that is government? More theoretical than Federal Government, and more practical than Political Thought.

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**POS 252: Federal Government** **2 credits**

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A survey of American government. Meets the teacher certification requirement for American Government.

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**POS 262: Arizona Government** **1 credit**

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A survey of Arizona History and Government. Meets the teacher certification requirement for Arizona Government.

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**POS 296: Social Research** **3 credits**

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Also JUS 296 and SOC 296. An exploration of the various methods used by social scientists to find answers to the questions posed by their subject matter. Includes basic terminology, concepts and practice using methods such as surveys, experiments, field research, and evaluation, as well as some unobtrusive methods. Prerequisite: SOC 101.

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**POS 323: International Relations** **3 credits**

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A study of the history of international politics, contemporary world power structure, and international law and organization. Prerequisite: POS 100 or six (6) credits of history.

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**POS 344Δ: Political Thought** **3 credits**

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Consideration of major political thinkers and thoughts from classical to modern times, gleaned from primary and secondary sources. The student will explore and critique belief systems such as socialism and libertarianism, and specific concepts such as freedom, rights, democracy, and communitarianism. Prerequisite: POS 100.

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**POS 363: Introduction to Probability and Statistics** **3 credits**

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Also JUS 363, PSY 363, and SOC 363. A study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

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**POS 370 Δ: Politics, Religion, and Ethics** **3 credits**

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Integration of political premises within an ethical framework, generally, and with Christian principles,

specifically. The student will also study the outcome of approaching the workings of government with other religious beliefs or their absence. Among the topics: Must a Christian obey the government? Should we support the welfare state or moral-based laws? Can a Christian be a politician? A Writing-Intensive course. Prerequisite: POS 100 or instructor's approval.

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**POS 380: Comparative Governments** **3 credits**

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Analysis of selected foreign governments, chosen for their differences in representative form, geographic and cultural distinctions, and maturity. The student will identify strengths and weaknesses, and discuss the relative moral worth of the paradigm between the state and the individual within each system. Prerequisite: POS 100.

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**POS 416: American Diplomatic History** **3 credits**

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Also HIS 416. The diplomatic history of the United States from independence to the present. A major emphasis is given to United States diplomacy and foreign policy since World War I. Prerequisite: Six (6) credits of history and/or political science, or instructor's approval.

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**POS 417: Constitutional History of the United States** **3 credits**

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A study of the origin, development, interpretations, and amendments to the United States Constitution. Special emphasis is given to the interpretation of the Constitution by the courts. Prerequisites: Six (6) credits of history or political science, or instructor's approval.

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**POS 497: Internship** **4 credits**

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Placement of student in a public policy, party, campaign, or other related agency or organization to further the student's integration of theory with practice. Prerequisite: Junior or senior status, and 15 credits of Political Science courses.

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**POS 498Δ: Advanced Topics: Political Science** **3 credits**

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An in-depth study of chosen topics such as Political Parties and Ideologies, Campaigns and Elections, Public Policy and Propaganda, and Issues of Death in Politics and Justice. A Writing-Intensive course. Prerequisite: Instructor's approval.

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**POS 499: Independent Study** **1-4 credits**

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This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

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**PSA 329Δ: Public Safety Seminar** **3 credits**

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An initial required, interdisciplinary course in the Public Safety Administration program is structured to offer tools to maximize academic learning performance throughout the program. The content of this course offers on-campus and online strategies, effectively organizes the academic degree plan, assesses prior learning, and presents research

methodologies by linking professional and academic experiences.

**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 technologies are covered, it is not intended to be a technology class.

**PSA 433<sup>A</sup>: 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 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 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 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.

**PSY 101: General Psychology** 3 credits

A foundation course in the science of behavior. Includes a study of the origin and development of behavior patterns, motivation, emotional behavior sensory functions, perception, intelligent behavior, and adjustment. Simple experiments constitute a basic part of the course.

**PSY 253: Personality Development** 3 credits

An analysis of personal behavior and its development in the life of an individual. Topics include motivation, coping with stress, interpersonal relationships, and personal growth and change. Prerequisite: PSY 101.

**PSY 315: Personality Psychology** 3 credits

A study of the nature and causal determinants of human behavior, including the definition and scientific measurement of personality. Theories studied will include the psychodynamic, neo-Freudian, trait and factor, cognitive, and behavioral theories. The Christian perspective on the nature of human personality will also be explored. Prerequisite: PSY 101.

**PSY 324: Learning and Cognition** 3 credits

The study of theoretical and empirical problems of human learning and cognitive behavior. The nature of learning processes, transfer memory, information processing,

concept attainment, and problem solving will be explored. Prerequisite: PSY 101.

**PSY 327: Physiological Psychology 3 credits**

A course emphasizing the relationship between brain and behavior. Role of genetic, neural, hormonal physiological processes in sensation, perception, motivation, and learning will be discussed within the context of recent research. Prerequisite: PSY 101, BIO 101 or BIO 181.

**PSY 333: Psychology of Religion 3 credits**

Designed to help the student understand and relate to the mental processes involved in individual religious experience. Special attention is given to the conversion experience, religious motivation, and the impact of group dynamics. Prerequisite: PSY 101.

**PSY 341: Lifespan Development 3 credits**

A course in developmental psychology with an emphasis on the physical, social, cognitive, personality, and moral developments within an individual. The course is designed to provide an understanding of the transitions of life from conception to death. May not be taken with prior credit in Child Psychology (PSY 353). Prerequisite: PSY 101.

**PSY 350Δ: Social Psychology 3 credits**

Also SOC 350. A study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. A Writing-Intensive course. Prerequisite: PSY 101 or SOC 101.

**PSY 353: Child Psychology 3 credits**

An analysis of infant behavior. A study of the motor and emotional development of children; motivation, thinking, work, and play in child life; and the synthesis and integration of personality. May not be taken with prior credit in Lifespan Development (PSY 341). Prerequisite: PSY 101.

**PSY 363: Introduction to Probability and Statistics 3 credits**

Also JUS 363, POS 363, and SOC 363. A study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

**PSY 373: Adolescent Psychology 3 credits**

An examination of the meaning and significance of adolescence; physical, cognitive, moral, and religious development; and the guidance and control of adolescent behavior. Prerequisite: PSY 101.

**PSY 385: Human Sexuality 3 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, common problems in sexual behavior, and sexual values and ethics.

**PSY 414Δ: History and Systems of Psychology 3 credits**

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, 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**

Designed for teachers, ministers, business persons, industrial workers, or workers in sociology. Emphasis is placed on the proper use of psychology as a tool for guidance by persons in various occupations. Prerequisite: PSY 101.

**PSY 450: Experimental Psychology 4 credits**

A laboratory course emphasizing both the theoretical and applied aspects of experimental design and research methodology. A variety of experiments will be performed in such areas as learning, motivation, and perception. Prerequisites: Foundation courses and PSY 363.

**PSY 466: Abnormal Psychology 3 credits**

Designed to help students to understand mental illness and to prevent mental illness by a better awareness of the emotional, functional, and physiological factors influencing mental health. Prerequisite: PSY 101.

**PSY 490: Senior Seminar: Psychology through the Eyes of Faith 3 credits**

The integration of psychological learning, focusing on its relevance to graduate schools and related careers in psychology. Particular focus will be given to how a Christian perspective impacts the type of questions posed in the discipline. Prerequisites: Senior status and Psychology major.

**PSY 497: Internship in Psychology 1-4 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. 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 Death and Dying, Psychology of Humor, Psychological Testing, Sensation and Perception, Health Psychology, and

Developmental Psychopathology. Prerequisite: PSY 101 or instructor's approval.

**PSY 499: Independent Study 1-4 credits**

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This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

**RDG 509: Reading: Foundation and Framework 3 credits**

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This course will examine the past trends in reading instruction in America and will address the effects of historical studies that impacted the evolution of reading instruction over the past half century. Attention will be focused on determining the core findings of important research studies and applying that knowledge to the reading profession. The national standards for the International Reading Association will be discussed as well, with the student ultimately creating an electronic portfolio based on those standards. This course meets the following professional standards for educators: IRA (1.1, 1.2, 1.3, 1.4, 5.2) and NBPTS (2, 4, 5).

**RDG 510: Curriculum and Instruction 3 credits**

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The role of the teacher is to create meaningful learning experiences for the student. This course provides in-depth study of brain-compatible learning experiences. Course participants will learn about designing curriculum units and differentiating instruction for all students. Participants will use the skills associated with backward design, brain theory, and other learning theory principles. Additionally, participants will put into practice the skills of curriculum mapping and practical methods for differentiating learning in order to design a curriculum unit for a subject and grade level. The use of technology will be integrated. This course meets the national standards for the professional teacher competencies set by the International Reading Association (IRA). The IRA Standards addressed in this course are 1.1, 2.1, 2.2, and 2.3.

**RDG 515: Children, Adolescents, and Learning 3 credits**

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This course combines a study of learning (including both cognitive and behavioral perspectives), human development (childhood through adolescence), and assessment (traditional and performance; teacher-made and standardized). Course participants will apply course information practically to reading instruction. This course meets the following International Reading Association (IRA) Standards: 2, 3, and 5.

**RDG 521: Developmental and Corrective Reading Process 3 credits**

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The purpose of this course is to introduce participants to the barriers that prohibit students from learning to read. The course will provide participants with a working knowledge of common reading difficulties. Participants will be provided with informal diagnostic tools to diagnose

common reading problems. Research-based intervention programs and guidelines for accessing appropriate resources to provide instructional support for students with reading difficulties will also be discussed. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, and 3.2.

**RDG 525: Literacy in a Multicultural Society 3 credits**

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Educators must be more effective in relating to persons of various cultures, promoting multicultural understanding, and facilitating maximal learning and personal development for all. This course is designed to develop understanding and appreciation of cultural differences (including values, attitudes, behaviors, abilities, and learning styles) present in both the general public and schools. Both theoretical constructs and practical applications of literacy in a multicultural society are emphasized. This course meets the following International Reading Association (IRA) Standards: 1.1, 5.1, and 5.4.

**RDG 535: Descriptive Linguistics and Phonics 3 credits**

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Classroom demographics in American schools are rapidly changing. Teachers are experiencing a growing need to familiarize themselves with the structure and use of the English language in order to respond to the increasing linguistic diversity in schools. As more schools focus on reading and writing across the curriculum, teachers of all disciplines need to become proficient at analyzing students' linguistic abilities and developing content-specific strategies to ensure success in the classroom. This course provides foundational knowledge related to linguistic principles of the English language – the basics of phonetics, phonology, morphology, and syntax – while addressing the issues related to the usage of standard and non-standard varieties of English. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, and 3.4.

**RDG 540: Research Techniques and Procedures 3 credits**

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This course is designed to facilitate the development of research knowledge and skills in the education profession. The course will provide participants with a foundation for data-driven decision-making, change, and improvement. Course participants will conduct action research related to their job roles and evaluate and interpret research literature. Students will evaluate theory, techniques, and design of scientific research. This course meets the International Reading Association Standards 1.2, 3.1, and 3.3, and the National Board of Professional Teaching Standards, proposition #4.

**RDG 545: Foundations, Cognition, and Literature 3 credits**

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The course focuses on using literature within a complete developmental literacy program from the emergent stage to the adult proficiency level. Particular emphasis will be dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres

in order to meet specific instructional needs and literacy goals. Knowledge and skills will be developed to assist the student with applying the components of balanced literature-based literacy programs within their classroom or school setting. This course meets the following professional standards for educators: IRA (1.1, 1.2, 1.3, 2.2, 2.3, 4.1, 4.2, 5.3) and NBPTS (1, 2, 3, 4).

**RDG 580: Practicum/Internship  
in Reading Instructional Strategies** **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.

**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.

**REC 203: Introduction to Recreation** **3 credits**

A course designed to introduce the student to the philosophy and early development of recreation in America. It also examines the role and status of the varied agencies engaged in recreation programs.

**REC 213: Recreational Leadership** **3 credits**

Designed to acquaint the student with the current trends and practices in professional recreation leadership development. Students will examine leadership concepts, group dynamics, management, and problem-solving as related to recreation. Special event planning and operation of sports leagues will be explored. Prerequisite: REC 203.

**REC 215: Recreational Programming** **3 credits**

Games, contests, crafts, music, drama, social recreation for home and school, and community leisure time will be discussed. Students will gain experience in teaching activities and event planning.

**REC 313: Outdoor Recreation** **3 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**

Also HLT 423 and PED 423. A study of the supervisory and administrative techniques to be used in the recreation profession. Staff and volunteer supervision, policy development, public and community relations, and

management theories will be examined. Prerequisites: REC 203 and REC 213 or instructor's approval.

**REC 424: Recreation Facility Management** **3 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<sup>A</sup>: 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 203 and REC 213 or REC 215.

**REC 497: Internship in Recreation** **1-10 credits**

The student is assigned to an approved recreational facility to serve as a leader or assistant leader under the supervision of a recreation employee for a specified number of credits. Periodic conferences and evaluations are scheduled with the supervising teacher. Prerequisite: REC 423.

**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.

**RUS 101: Elementary Russian I** **4 credits**

A study stressing conversation but including reading, writing, and grammar.

**RUS 102: Elementary Russian II** **4 credits**

Continuation of RUS 101. Prerequisite: RUS 101 or instructor's approval.

**SCS 430: Social Psychology Concepts** **3 credits**

This course examines patterns of social interaction, norms, roles and collective behavior. Intensive and critical analyses of the concepts of sociology are emphasized.

**SCS 432: Urban Social Issues** **3 credits**

This course provides an analysis of the growth and problems in urban America from a social systems perspective.

**SCS 433<sup>A</sup>: Social Research Methods** **3 credits**

This course explores methods of sociological research, including the fundamental assumptions underlying research and practical experience in research design and data collection and analysis techniques. A Writing-Intensive course.

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**SCS 440: Social Ethics** **3 credits**

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This course explores case issues and philosophies as they relate to social ability in society at large.

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**SCS 441: Social Research Project** **3 credits**

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This course requires students to implement theories and concepts in individual projects that apply meta-sociology to students' occupations or vocations.

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**SCS 442: Reading and Writing Social Research** **3 credits**

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Building on the course in Social Research Methods, this course assists students in the completion of their research project by teaching them to read and write social research. Interpretation of elementary statistics is an integral part of the course.

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**SCS 450: Sociological Analysis of Organizations** **3 credits**

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This course introduces a variety of sociological paradigms on formal organizations, including rational, environmental, institutional, cultural and historical perspectives. These ideas will then be applied to analyzing contemporary organizations, including those in which the students are currently involved.

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**SCS 451: Conflict Resolution** **3 credits**

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This course introduces current models of conflict and conflict resolution. Students will use case studies to examine methods and practice skills used in addressing disagreements in society.

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**SED 442: Secondary Methods** **3 credits**

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This course is designed to help teachers and prospective teachers of young adults find their own teaching styles and recognize the different learning styles of their students in order to make appropriate decisions about all aspects of the teaching act. Emphasis is given to teaching methodology that encourages problem-solving, active participation, and assessment. Prerequisites: EDU 303, and EDU 313 (may be taken concurrently); EDU 363 is recommended.

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**SED 443: Secondary Curriculum Development and Assessment** **3 credits**

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In this study of secondary school curriculum development, major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing a model curriculum. Prerequisites: Admittance to the Teacher Education Program, PSY 373, EDU 303, EDU 313, SED 442; SED 443 and SED 462 may be taken concurrently.

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**SED 452: Learning Strategies Secondary School** **3 credits**

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Taken concurrently with SED 462, this course is designed to assist pre-service and in-service teachers in developing a broad range of reading (to include decoding), teaching, and learning strategies to effectively enhance the learning of middle and secondary school students. A major emphasis is given to utilization of these strategies in the midst of today's socially and culturally diverse classrooms. Prerequisites: EDU 303. Co-requisite: must be taken concurrently with SED 462.

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**SED 462: Secondary Practicum** **3 credits**

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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.

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**SED 480: Student Teaching: Secondary School** **12 credits**

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The semester includes seminars in classroom management, assessment and professional preparation, and curriculum development. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admittance to the College of Education, completion of all secondary education coursework, senior status.

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**SED 542: Secondary Theory and Methods** **3 credits**

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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.

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**SED 552: Reading Strategies for Middle and Secondary Schools** **3 credits**

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This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. A major emphasis is given to the use of reading strategies for culturally and socially diverse classrooms including the use of literature in all content areas. The development and use of integrated and thematic approaches of instruction are addressed. Students are expected to observe and assist in a 7-12 classroom while taking this course.

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**SED 580a: Student Teaching Internship: Secondary I** **6 credits**

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Students are required to fulfill an eight-week internship experience in a classroom with a certified teacher. This course must be taken immediately preceding SED 580b Secondary II Student Teaching.

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**SED 580b: Student Teaching Internship: Secondary II** **6 credits**

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Students are required to fulfill an eight-week internship experience in a classroom with a certified teacher. This course must be taken immediately following SED 580a Secondary I Student Teaching.

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**SOC 101: Introduction to Sociology** **3 credits**

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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.

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**SOC 296: Social Research** **3 credits**

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Also JUS 296 and POS 296. An exploration of the various methods used by social scientists to find answers to the questions posed by their subject matter. Includes basic terminology, concepts and practice using methods such as surveys, experiments, field research, and evaluation research, as well as some unobtrusive methods. Prerequisite: SOC 101.

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**SOC 313: Cultural Anthropology** **3 credits**

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A study of the variety of cultures that have developed in human society. Attention is given to preliterate peoples in comparison with our own and other cultures. The origin and development of the cultures, their technologies, economies, social organizations, and beliefs are surveyed. Prerequisite: SOC 101.

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**SOC 333: Marriage and the Family** **3 credits**

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Designed as a practical look at the subject with emphasis on understanding and applying the sociological research on marriage and family life to the student's present and future life. Cross-cultural and historical information is also presented. Prerequisite: SOC 101 or instructor's approval.

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**SOC 341: Social Problems** **3 credits**

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A survey of the various issues and problems faced by contemporary American society including crime, drug abuse, sexual variance, poverty, overpopulation, and family relations. Emphasis is placed upon how these problems arise from and are perpetuated by our modern social structure. Prerequisite: SOC 101.

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**SOC 350Δ: Social Psychology** **3 credits**

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Also PSY 350. A study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. A Writing-Intensive course. Prerequisite: PSY 101 or SOC 101.

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**SOC 353: Urban Sociology** **3 credits**

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An analysis of the evolution of the city, emphasizing the similarities and differences between cities of the past and cities today. An overview of major urban theorists is used to examine the experience of living in cities today, especially our definition and response to urban problems. Prerequisite: SOC 101.

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**SOC 363: Introduction to Probability and Statistics** **3 credits**

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Also JUS 363, POS 363, and PSY 363. A study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

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**SOC 383: Drug Abuse and Behavior** **3 credits**

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Also BIO 383 and HLT 383. An exploration of the problems of drug abuse and approaches toward solutions of those problems. Topics include pharmacology and epidemiology of drug use; psychological, legal, social, and

cultural implications and principles of program planning. Prerequisite: SOC 341 or instructor's approval.

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**SOC 385: Human Sexuality** **3 credits**

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Also PSY 385. Taught from a Christian perspective, this course focuses on the areas of human sexual development across the life span, physical unity in marriage, pregnancy and childbirth, common problems in sexual behavior, and sexual values and ethics.

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**SOC 423: American Minority Peoples** **3 credits**

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A study of the various minority groups in the United States and their sociological significance in the history of our nation and in our current culture. The history and present status of American immigration policy are also considered. Prerequisite: SOC 101 or instructor's approval.

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**SOC 431: Social Work** **3 credits**

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An overview of the training, tasks, and opportunities in the profession of social work. The student will be introduced to the skills, knowledge base, and functional role of the social worker. Exposure to various settings of social work practice will be provided. Prerequisites: SOC 101 and SOC 341.

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**SOC 483Δ: History of Social Thought** **3 credits**

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A study of social thought from ancient to modern times with emphasis on 19th- and 20th-century thought. Emphasis is placed upon how current social theories have been influenced by, but are different from, earlier social thought. A Writing-Intensive course. Prerequisite: SOC 101 or instructor's approval.

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**SOC 490Δ: Senior Seminar: Sociology through the Eyes of Faith** **3 credits**

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An opportunity for students who are majoring in sociology to integrate and synthesize the knowledge gained from the study of sociology, explore options such as graduate school or employment which build upon the major, and grapple with the issues raised by a Christian perspective on sociology. Required of all Sociology majors. A Writing-Intensive course. Prerequisites: Senior status, Sociology major, SOC 296, SOC 363, and SOC 483.

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**SOC 497: Internship in Sociology** **1-4 credits**

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The student is placed with an agency or organization in the community to gain practical insights and experience to complement their classroom learning. Every effort is made to place students in a setting corresponding to their interests or career goals. May be repeated for credit. Prerequisite: Instructor's approval and 12 credits of Sociology.

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**SOC 498: Advanced Topics in Sociology** **3 credits**

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Topics of interest to sociologists but not covered in-depth in other courses will be considered. The content (topic) will change each time the course is offered, so it may be repeated for credit. Examples of topics might include: Women in America, Suicide, Third World Issues, Social Movements, Collective Behavior, Social Inequality and Stratification, Sociology of Religion, Sociology of Health and Illness, Sociology of Mental Illness, Juvenile



Delinquency, or Aging. Prerequisite: SOC 101 or instructor's approval.

**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.

**SPA 101: Elementary Spanish I** **4 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.

**SPA 102: Elementary Spanish II** **4 credits**

Continuation of SPA 101. Prerequisite: SPA 101 or equivalent or instructor's approval.

**SPA 201: Intermediate Spanish I** **4 credits**

This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. Prerequisite: SPA 102 or instructor's approval.

**SPA 202: Intermediate Spanish II** **4 credits**

Continuation of SPA 201. Prerequisite: SPA 201 or instructor's approval.

**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. Prerequisites: SPA 202 or instructor's approval.

**SPA 312<sup>A</sup>: 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<sup>A</sup>: 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. Prerequisites: 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.

**SPA 495: Topics in Spanish Literature** **3 credits**

In this course, students can explore the author, genre, or period in selected literary works written in Spanish might include Cervantes, Women's Literature, or El Siglo de Oro. Prerequisite: SPA 342 or instructor's approval.

**SPA 497: Spanish Internship** **1-4 credits**

The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. See department chair for specific information. Prerequisite: Instructor's approval.

**SPA 498: Advanced Topics: Spanish** **3 credits**

In-depth study of chosen topics. Prerequisite: Instructor's approval.

**SPA 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.

**SPC 113: Fundamentals of Speech 3 credits**

A basic course which emphasizes voice, diction, and basic principles of oral communication. It is normally a prerequisite to all other courses in speech and communications.

**SPC 292: Group Discussion 3 credits**

The study of the communication process as it relates to the theory and techniques of group discussion. Participation in discussion groups. Prerequisite: SPC 113 or instructor's approval.

**SPC 311: Advanced Public Speaking 3 credits**

An intense study of the techniques and practice of public speaking. Emphasis is on the development of skills necessary to perform informative, persuasive, and entertaining speeches before audiences. Prerequisite: SPC 113 or instructor's approval.

**SPC 318: Voice and Diction 3 credits**

A basic study of phonetics, principles of voice production, vocabulary building, and the correction of weaknesses in voice production and enunciation.

**SPC 378: Oral Interpretation of Literature 3 credits**

A study of the methods and techniques of interpretative oral reading of varied types of literature. Prerequisite: SPC 113 or COM 123 or instructor's approval.

**SPC 398: Communications and the Media 3 credits**

A study of communication processes specifically within the context of mass media. Prerequisite: Junior or senior status or instructor's approval.

**SPC 399: Practicum 1-4 credits**

Every semester. The practicum is a supervised practical experience in the student's major area of interest. A minimum of 45 hours (maximum 60) of practical experience will be scheduled for each semester hour of credit. The experience must be arranged with an agency, organization, or individual that agrees to provide an advisor to work with the faculty advisor in designing and evaluating the student's experience.

**SPC 420: Readers Theatre Workshop 3 credits**

This course is designed to give students opportunities for organization, production, and performance of readers theatre. A variety of literature will be explored. Audiences will vary. Prerequisite: COM 123 or SPC 378 or instructor's approval.

**SPC 499: Independent Study 1-4 credits**

Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

**SPE 325Δ: Educating Learners with Diverse Needs 3 credits**

This course is a survey of the unique learning needs of exceptional students. A Writing-Intensive course. Prerequisite: PSY 101. Prerequisite/Co-requisite: EDU 303.

**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. Prerequisite: SPE 325/525, EDU 303.

**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. Prerequisite: SPE 325, EDU 303.

**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. Prerequisite: 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. Students investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. Students will participate in classroom experiences with students who have physical and health impairments.

**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**

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This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of exceptional students.

Prerequisites: Admittance to the Teacher Education program, SPE 325, SPE 355, SED 345 or SPE 365, SPE 376 or SPE 386, and EDU 303.

**SPE 448: Student Teaching  
in Special Education:  
Cross Categorical** **8-12 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in special education classrooms. The experience includes assessing, planning, and teaching lessons; managing behavior; and collaborating professionally. Prerequisites: Required special education courses for certificate, 2.50 GPA, and senior status.

**SPE 508a: Student Teaching:  
Learning Disabilities I** **2-6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for eight weeks for students with learning disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. This course must be taken immediately preceding SPE 508b Student Teaching II.

**SPE 508b: Student Teaching:  
Learning Disabilities II** **2-6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for eight weeks for students with learning disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. This course must be taken immediately following SPE 508a Student Teaching I.

**SPE 518a: Student Teaching:  
Emotional Disabilities I** **2-6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for eight weeks for students with emotional disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. Prerequisites: SPE 529, SPE 525, Characteristics and Strategies courses for ED, SPE535 (may be taken concurrently). This course must be taken immediately preceding SPE 518b Student Teaching II.

**SPE 518b: Student Teaching:  
Emotional Disabilities II** **2-6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with

Exceptional Needs in classrooms for eight weeks for students with emotional disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. Prerequisites: SPE 529, SPE 525, Characteristics and Strategies courses for ED, SPE535 (may be taken concurrently). This course must be taken immediately following SPE 518a Student Teaching I.

**SPE 525: Educating Learners  
with Diverse Needs** **3 credits**

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Emphasis will be placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom.

**SPE 528a: Student Teaching:  
Mental Retardation I** **2-6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with mental retardation, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. Prerequisites: SPE 529, SPE 525, Characteristics and Strategies courses for MR, SPE535 (may be taken concurrently). This course must be taken immediately preceding SPE 528b Student Teaching II.

**SPE 528b: Student Teaching:  
Mental Retardation II** **2-6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for eight weeks for students with mental retardation, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. Prerequisites: SPE 529, SPE 525, Characteristics and Strategies courses for MR, SPE535 (may be taken concurrently). This course must be taken immediately following SPE 528a Student Teaching I.

**SPE 529: Special Education:  
Foundations and Framework** **3 credits**

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This course orients students to the program, the field, and the National Board for Professional Teaching Standards and Council for Exceptional Children Standards guiding them. It includes an introduction to creating a professional portfolio.

**SPE 535: Assessment and Diagnosis  
in Special Education** **3 credits**

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This capstone course in special education is designed to incorporate issues in collaboration and communication and to synthesize the special education process from assessment to delivery of instruction (i.e., evaluation, eligibility, placement, and instructional practice). Specific skill development includes assessing students with disabilities, completing special education forms, and

conducting meetings and conferences with parents and school professionals. A school-based practicum provides participants with experiences in standardized testing and case studies, problem-solving meetings, cooperative team planning, and inclusion processes. Prerequisites: SPE 529, SPE 525, Characteristics and Strategies courses for MR, LD, or ED.

**SPE 538a: Student Teaching:  
Physical/Health Impairments I** **2-6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for eight weeks for students with disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. Prerequisites: SPE 529, SPE 525, SPE 571, SPE535 (may be taken concurrently). This course must be taken immediately preceding SPE 538b Student Teaching II.

**SPE 538b: Student Teaching:  
Physical/Health Impairments II** **2-6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for eight weeks for students with disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. Prerequisites: SPE 529, SPE 525, SPE 571, SPE535 (may be taken concurrently). This course must be taken immediately following SPE 538a Student Teaching I.

**SPE 540: Special Education  
Litigation and Law** **3 credits**

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Participants examine legal issues, recent court decisions, and current law relating to special education. Special attention is given to compliance, student and parent rights, local state and district policies and procedures, and advocacy through community organizations.

**SPE 545: Characteristics of Students  
with Mental Retardation** **3 credits**

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The focus of this course is to provide the prospective special education teacher with advanced knowledge of MR, including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies addressed. Participants will actively participate in a class for students with MR.

**SPE 548a: Student Teaching:  
Cross-Categorical I** **4-8 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. This is an eight-week experience that must be taken immediately preceding SPE 548b Student Teaching II.

**SPE 548b: Student Teaching:  
Cross-Categorical II** **4-8 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. This is an eight-week experience that must be taken immediately following SPE 548a Student Teaching I.

**SPE 550: Special Education Finance** **3 credits**

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Participants investigate the policies, practices, and issues relating to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting. Prerequisites: Required courses for Certification in Special Education.

**SPE 555: Characteristics of Students  
with Learning Disabilities** **3 credits**

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The focus of this course is to provide the prospective special education teacher with advanced knowledge of LD, including the history with attention to law and litigation, definition, causes, and characteristics of learning disabilities in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD investigated, and assessment techniques and effective teaching strategies addressed. Participants will actively participate in a class for students with LD.

**SPE 560: Special Education  
Program Development** **3 credits**

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Participants will demonstrate understanding of principles and processes of special education program development by designing, implementing, and evaluating programs for students with special needs.

**SPE 563: Physical Education  
for the Exceptional Child** **3 credits**

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Participants will develop skills in methods and techniques of teaching exceptional students motor activities individually and in groups. Emphasis will be placed on creating individualized lesson plans with specific goals and objectives.

**SPE 565: Characteristics of Students  
with Emotional Disabilities** **3 credits**

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The focus of this course is to provide the prospective special education teacher with advanced knowledge of ED, including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with emotional and behavioral disorders. Students will investigate theories and models of emotional and behavioral disorders and related treatments. Assessment techniques and the factors involved in a diagnosis of behavior and emotional disorders are also addressed. Students will actively participate in a class for students with emotional and behavioral disabilities.

**SPE 570: Action Research  
in Special Education** **3 credits**

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Participants collaboratively engage in identifying personally significant and relevant problems in special education, reviewing the literature, designing and implementing research methodology, and evaluating results. Plans for further research are identified.

**SPE 571: Educational Implications  
for Students with  
Physical and Health Impairments** **3 credits**

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This course provides students with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Students investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs.

**SPE 572: Philosophical and Social Issues  
in Education** **3 credits**

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Participants will investigate historical, philosophical, and sociological influences that have shaped American education and current issues and future challenges facing educators. Activities include interviews and observations in the school and community. Each participant will create a personal philosophy of education.

**SPE 576: Strategies for Teaching Students  
with Learning Disabilities** **3 credits**

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This course is designed to advance the special educator's understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with LD. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Participants will teach lessons in a class for students with LD.

**SPE 586: Strategies for Teaching Students  
with Emotional Disabilities** **3 credits**

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This course is designed to advance the special educator's understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ED. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with ED in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the behavior management plan necessary to meet the individual needs of students with ED. Participants will teach behavior in a class for students with ED.

**SPE 590: Assistive Technology  
in Special Education** **3 credits**

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Participants become skilled at applying modifications and adaptations available through current low-tech and high-tech assistive devices designed to address individual needs for an appropriate education.

**SPE 595: Global Issues  
in Special Education** **3 credits**

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Participants explore special education programs and issues and in countries throughout the world and establish direct communication with special educators worldwide.

**SPE 596: Strategies for Teaching Students  
with Mental Retardation (MR)** **3 credits**

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This course is designed to advance the special educator's understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with MR. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with MR in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR.

**SYM 180: Computer Application Modules** **1 credit**

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Basic studies of applications of electronic data processing. Modules include

- A Word Processing
- B Beginning Spreadsheets
- J Accounting Applications (Prereq: ACC 211)
- L Presentation Graphics

**SYM 301: Principles  
of Information Systems** **3 credits**

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This introductory course covers the fundamental principles of information systems; integrates topics of management, organization, information, technology, and the systems approach; and emphasizes the planning, design, and implementation of information systems to aid decision-making.

**SYM 302: Database and Decision  
Support Systems** **3 credits**

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This in-depth examination of database systems and the various computer-based support systems that are used to aid decision-making examines database systems, decision support systems, expert systems, and group decision support systems. Emphasis is on appropriate application and implementation. Quantitative and qualitative decision-making models and tools will be covered. Prerequisites: SYM 301.

**SYM 303: Systems Analysis and Design** **3 credits**

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This course discusses systems thinking and behavior as they apply to business environments. An overview of modeling and simulation will be discussed in terms of gaining insights into business issues, emphasizing the benefits of using these tools in areas where effective

decision-making is critical. Students will be expected to complete several individual modeling and simulation projects using a higher level, object-oriented (drag and drop) simulation application. No programming experience is required.

Prerequisites: SYM 301

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**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.

Prerequisites: SYM 301

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**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

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**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.

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**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.

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**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.

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**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.

Prerequisites: SYM 633

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**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. Prerequisites: SYM 634.

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**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.

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**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.

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**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 below meet all of Section 6 of the National Education Teaching Standards (NETS).

**TEC 535: Educational Applications of Technology** **3 credits**

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Participants will investigate various learning theories and how these theories are contributing to technology enhanced educational practices. The most current issues facing educational technology will be addressed in a threaded discussion format as well as through classroom discussion and journal or online article research. As the one-computer classroom is a prevalent condition in many school districts, teachers will learn strategies for fully utilizing this source with the entire class. This course meets the International Society for Technology in Education (ISTE) Standard 5.

**TEC 540: Research Techniques and Procedures** **3 credits**

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This course facilitates the development of research knowledge and skill in practicing education professionals who must be knowledgeable, skilled, and adept in evaluating and interpreting research literature related to their job roles. Course content provides a basis for decision-making, change, and improvement and includes theory, techniques, design, and evaluation of research. This course meets the International Society for Technology in Education (ISTE) Standard 2.

**TEC 545: Multimedia Instructional Strategies** **3 credits**

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This course focuses on the effective use of multimedia in classroom instruction. Participants will learn to evaluate multimedia, select appropriate multimedia, and match instruction to multimedia resources.

**TEC 555: Design of Print-Based Media** **3 credits**

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This course provides the educator with the necessary knowledge and tools to create print media that can be used in their educational setting. Participants will develop and apply an understanding of the design principles of proximity, alignment, repetition, and contrast. These principles will be interwoven into discussions, class activities, group activities, and independent work. Participants will produce four projects – a layered graphic, a flyer, a newsletter, and a brochure – that have an educational theme or communicate an educational concept, program, or event. This course meets the International Society for Technology in Education (ISTE) Standard 3.

**TEC 560: Interactive Design for the Classroom** **3 credits**

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The purpose of this course is to introduce students to the design of interactive classroom lessons and activities by integrating multiple intelligences and constructivist learning theories in multimedia and web design. This course meets the International Society for Technology in Education (ISTE) Standard #2.

**TEC 565: Distance Learning** **3 credits**

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The purpose of this course is to introduce students to the design of interactive lessons and activities for distance

education. The course defines distance education, including history, theories, and practical applications. This course meets International Society for Technology in Education (ISTE) Standards 1 and 3.

**TEC 580: Internship/Practicum in Technology** **3 credits**

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This supervised 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 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.

**TRE 120: Introduction to the Theatre** **3 credits**

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The study of dramatic structure, dramatic literature, period styles, production elements, and various types of drama.

**TRE 140: Stagecraft** **3 credits**

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The study of set and prop construction. Practical application of construction techniques gained through Ethington Theatre productions. May be repeated for up to six credit credits.

**TRE 150: Acting I** **3 credits**

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Principles of pantomime and dramatic action designed to establish the proper relationship of the voice to the body and its functions in the interpretation of character. Designed also to help develop physical presence and facility in the actor, vocalist, teacher, athlete, and other persons involved in public performance.

**TRE 200: Theatre Participation** **1 credit**

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This course is designed to allow students to learn through active participation in one or more of the following areas: acting, box office, or house management. Prerequisite: Instructor's approval.

**TRE 241: Stage Make-up** **3 credits**

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A detailed study of the art and craft of designing and executing stage make-up. Topics will include two-dimensional, three-dimensional, and special effects make-up. Students may also design and supervise make-up for University productions.

**TRE 250: Acting II** **3 credits**

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An advanced acting course emphasizing scene study and textual analysis, allowing students to concentrate on the method and technique of building a character. Prerequisite: TRE 150 or instructor's approval.

**TRE 255: Stage Movement** **3 credits**

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Theories, technical practices, styles and schools of stage movement. Study of audition techniques, working with groups and individuals, direction techniques, ballet, and the basic theories of Delsarte, Dalcroze, and Alexander.

**TRE 270Δ: Christian Drama** **3 credits**

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A creative Christian dramatics lab. Emphasis on writing, directing, selecting, and editing, as well as performing

religious drama. Methods of utilizing dramatic activity, organizing a drama group, and training the inexperienced within a church are studied. A Writing-Intensive course.

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**TRE 273: Summer Theatre Workshop 1-3 credits**

As a participation course, students will be involved in every aspect of the production of a play to be performed publicly as a part of the Ethington Theatre Series.

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**TRE 300: Theatre Participation 1 credit**

This course is designed to allow students to learn by actively participating in one or more of the following areas: light crew, costume construction, properties, or sound crew. Prerequisite: Instructor's approval.

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**TRE 340: Stagecraft 3 credits**

The study of set and prop construction. Practical application of construction techniques gained through Ethington Theatre productions. May be repeated for up to six credit credits.

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**TRE 345: Scene Design 3 credits**

A study of the theories and practices of designing for the stage. Prerequisite: TRE 140 or TRE 340 or instructor's approval.

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**TRE 346: Costume Design 3 credits**

A comprehensive study of the major periods of costume history and the process of designing costumes for the theatre. Prerequisite: TRE 120 or instructor's approval.

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**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.

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**TRE 370A: Theatre History I (Greeks to Restoration) 3 credits**

An in-depth study of the history and development of theatre from early Greece to the English Restoration. A Writing-Intensive course. Prerequisite: TRE 120 or instructor's approval.

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**TRE 371A: Theatre History II (18th Century to Present) 3 credits**

An in-depth study of the history and development of theatre from 18th century through modern time. A Writing-Intensive course. Prerequisite: TRE 120 or instructor's approval.

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**TRE 373: Summer Theatre Workshop 1-3 credits**

As a participation course, students will be involved in every aspect of the production of a play to be performed publicly as a part of the Ethington Theatre Series.

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**TRE 375: Dramatic Literature I 3 credits**

A comprehensive study of the major periods and forms of dramatic literature dating from early Greece to the Restoration. Prerequisite: TRE 120 or instructor's approval.

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**TRE 376: Dramatic Literature II 3 credits**

A comprehensive study of the major periods and forms of dramatic literature dating from the Restoration to the present. Prerequisite: TRE 120 or instructor's approval.

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**TRE 378: Musical Theatre in America 3 credits**

A study of the historical development of American Musical Theatre and analysis of its unique dramatic forms. Prerequisite: instructor's approval.

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**TRE 399: Practicum 1-4 credits**

Every semester. The practicum is a supervised practical experience in the student's major area of interest. A minimum of 45 hours (maximum 60) of practical experience will be scheduled for each semester hour of credit. The experience must be arranged with an agency, organization, or individual that agrees to provide an advisor to work with the faculty advisor in designing and evaluating the student's experience. This course is for junior and senior students with at least a cumulative 2.00 GPA and may be taken any semester with approval of the faculty advisor, the dean, and department chairperson.

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**TRE 400: Theatre Participation 1 credit**

This course is designed to allow students to learn by actively participating in one or more of the following areas: stage management, properties mastering, directing, and designing. Prerequisite: Instructor's approval.

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**TRE 440: Stage Lighting and Design 3 credits**

The art of designing lighting for the theatre. Students will actively participate in designing University productions and classroom projects. Prerequisite: TRE 120 or instructor's approval.

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**TRE 455: Acting III - Scene Study 3 credits**

Scene study is the final course of the acting series. Students will be involved with intense duet scene work from a wide variety of playwrights. Students will also develop and prepare audition pieces in this course. Prerequisites: TRE 150 and TRE 250.

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**TRE 498: Stage Direction 3 credits**

A study of theories and techniques of interpreting and directing plays through lectures and demonstrations. Students are required to participate in laboratory projects in directing one-acts or scenes from full-length plays. Prerequisite: TRE 120 or instructor's approval.

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**TRE 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.

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**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 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**

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In this course, students will be instructed in immersion strategies, English language development strategies, and numerous research-based methodologies in current practice. Students will examine ways of organizing the classroom for optimal language learning, including especially cooperative learning. In the course setting, they will also develop, practice, and assess language lessons that align with state and national standards for teaching English Language Learners.

**TSL 533: English Linguistics 3 credits**

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This course will familiarize students with the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language. Other topics introduced are pragmatics, semantics, sociolinguistics, historical linguistics, and first and second language acquisition. Although emphasis is placed on descriptive analysis of the English language, examples and illustrations from several language systems will be used.

**TSL 535: Teaching a Second Language in the Content Areas 3 credits**

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The purpose of this course is to equip students with an awareness and sensitivity to the complexity and content-specific nature of language in curricular areas such as science, mathematics, and social studies. Students will examine ways to integrate language, literacy, and content area instruction in elementary, middle school and high school settings. They will create content-based language lessons that address a variety of learner proficiencies and cultural experiences.

**TSL 539: Curriculum Development and Assessment 3 credits**

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Teachers must be course developers as well as designers of instruction for daily and weekly lessons. In this course, students compare numerous syllabus types such as grammatical, text-based, and content-based. They also fully examine assessment for the purposes of identification, placement and instructional delivery. They subsequently design and fully develop the materials for a language unit that aligns with the state and national standards and current assessment practices.

**TSL 542: Second Language Acquisition and Education 3 credits**

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This course offers background understanding of how SLA research informs language teaching. It examines the interaction between SLA research findings and the teaching of listening comprehension, reading, vocabulary, writing and grammar, and shows how SLA research can help teachers appreciate individual learner differences and appropriately adapt their teaching styles. The course also examines the different roles that a second language plays in society, noting the political implications inherent in language education everywhere.

**TSL 544: Teaching in a Pluralistic Society 3 credits**

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To be an effective educator, one needs knowledge of how student diversity affects and influences instruction. This course gives attention to instructional models that have proven successful with students from diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. It presents the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture and history and understanding cultural and individual differences in teaching and learning.

**TSL 555: Internship in TESOL 3 credits**

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Students have direct participation and experience with English Language Learners at their chosen level of instruction, whether children or adults. In a supervised classroom, they will practice teaching and management skills, conduct assessments, and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community.

**TSL 570: Modern English Grammar 3 credits**

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In this course, students are introduced to the linguistic analysis of English syntax, with attention given both to a descriptive approach that examines how sentences are constructed and how they relate to each other as well as to the traditional prescriptive grammar taught in most schools. Examples will be used that draw upon the latest linguistic and applied linguistic research and include discussions of problems that English Language Learners regularly encounter.

**TSL 575: Child Language Acquisition 3 credits**

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This course introduces the language educator to the current, central issues in the study of child language acquisition, or native language acquisition, including an examination of research on children's acquisition of phonology, pragmatics, morphology, syntax and the lexicon. It reviews the role of input in shaping the child's developing language system, including how language is acquired when the input is visual-gestural, as it is in sign language.

**TSL 580: Reading Theories and Research 3 credits**

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The focus of the course is to prepare classroom teachers to critically read published research on the teaching of reading to speakers of other languages, to integrate those findings with personal experience in order to make reflective instructional decisions, and to participate in pedagogical research and theory building. Using knowledge acquired during the course, students will develop a study team to improve instructional practices based on research findings. The study team will implement strategies and provide feedback and data on the application of the research findings.

**UNV 050: American Language Program 0 credits**

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Every semester. This program is designed for international students who have some English training but have not obtained the required TOEFL score for admittance into academic programs. It offers students the opportunity to study English, acquire skills, and gain experience to

successfully enter a full academic program. Students receive a certificate, but do not earn credit credits toward a degree program.

Prerequisite: Approval from the Director of the Center for International Education.

**UNV 051: American Language Program 0 credits**

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

Prerequisite: Approval of Director of Center for International Education.

**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 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 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 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 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 in science, society, and the Christian faith. Prerequisite: A UNV or HON 300-level course or instructor's approval.

**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**

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This course examines how worship brings the congregation into God's presence through various elements of expression. This seminar style course combines lecture, discussion, worship experience, student-led worship, and process-oriented peer-review.

Prerequisite: WOR 201

**WOR 401: Worship Leading Seminar 3 credits**

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This course focuses on developing the leadership skills of those responsible for guiding corporate worship.

Prerequisite: WOR 201

**WOR 475: Issues**

**in Contemporary Worship Ministry 3 credits**

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Examining current movements, trends, leaders, and perspectives affecting worship and worship styles in the United States and around the world is imperative to becoming an effective worship leader. Topics will include efforts being made in the local church, regional church, and national ministries to establish unique worship programs. Contemporary worship and classical worship styles will be discussed and defined. Particular attention will be given to understanding worship through the eyes of the audience as well as the leader.

**WOR 498: Special Topics in Worship 3 credits**

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Topics relevant to the worship area of interest to students not covered in other courses will be considered.