

GRAND CANYON UNIVERSITY®

FIND YOUR PURPOSE

Teacher Standards and Practices Commission
250 Division St. NE
Salem, OR 97301

Dear Oregon Teacher Standards and Practices Commission:

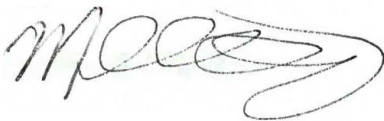
Grand Canyon University (GCU) is submitting its application to obtain program recognition for the Master of Arts in K-12 Reading and Master of Arts in Teaching English to Speakers of Other Languages (TESOL) programs in Oregon. GCU began in 1949 with 16 faculty members and approximately 100 students enrolled in traditional programs. Over the past 73 years, GCU has grown through its program expansion and investment intended to improve the quality of GCU's academic offerings and student experiences. From 2009 – 2021, 67,383 students graduated from GCU's College of Education (COE), helping to fill the nation's teacher shortage.

GCU is a missional, Christ-centered university with an innovative and adaptive spirit that addresses the world's deep needs by cultivating compassionate Christian community, empowering free and virtuous action, and serving others in ways that promote human flourishing. Through academic excellence, the university equips students with knowledge of the Christian worldview, instilling in them a sense of purpose and vocational calling that enables them to be innovative thinkers, effective communicators, global contributors and transformative leaders who change their communities by placing the interests of others before their own.

Since its inception, GCU has provided foundational teacher preparation programs providing multiple generations of teachers to the communities GCU serves. GCU's College of Education (COE) supports the integration of faith and support services through a proactive approach to developing student's servant leadership skills and ensuring the success of GCU's alumni in education settings. The mission of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities and engage a diverse and global community of learners with purpose and passion. In COE, learning, leading, and serving are the foundational components of its conceptual framework, symbolizing the College's diverse learning opportunities. Full-time faculty, administrative staff, and adjunct faculty work diligently to create a culture of mutual respect, fellowship, and servant leadership within the educational community to propel the GCU mission and vision.

Please accept this letter and application as GCU's intent to obtain program recognition from the Oregon Teacher Standards and Practices Commission for its Master of Arts in K-12 Reading and Master of Arts in Teaching English to Speakers of Other Languages (TESOL) programs.

Sincerely,



Dr. Meredith Critchfield
Dean of the College of Education
Grand Canyon University



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Oregon Pre-Conditions Application

Criterion 1: Institutional Accreditation

Obtain institutional accreditation by an agency approved by CHEA or the US Department of Education, as required in OAR 584-010-0015

Please see Appendix A, Grand Canyon University's Higher Learning Commission Approval Letter.

Criterion 2: NC-SARA Participation and ODA Confirmation Letter

Obtain approval by the Oregon Office of Degree Authorization or its equivalent authorizing body, and if an Oregon public institution, by the Oregon Higher Education Coordinating Commission or its equivalent authorizing body;

Please see Appendix B, NC-SARA Participation and ODA Confirmation Letter. As Grand Canyon University is approved to participate in NC-SARA and will only be offering these programs via distance education from its Arizona location, Oregon ODA has determined that Grand Canyon University is not required to obtain authorization.

Criterion 3: Letter of Assurance

Provide a letter from the institution's administrative body recognizing and identifying the professional educational unit as having responsibility and authority for the preparation of licensed educators;

Please see Appendix C, a signed letter from Dr. Meredith Critchfield on letterhead that ensures the College of Education at Grand Canyon University recognizes and identifies as having the responsibility and authority for the preparation of licensed educators.

Criterion 4: College of Education Organizational Chart

Provide evidence that a dean, director or chair has been officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation;

Please see Appendix D, Grand Canyon University's organizational chart for the College of Education.

Criterion 5: GCU's Academic Catalog and University Policy Handbook

Provide written policies and procedures that will guide the operations of the unit, including, but not limited to: student handbooks; procedures on admission; program waivers; and student appeal rights;

Grand Canyon University's program and courses are provided in its Academic Catalog (AC). Institutional policies that include procedures of admission, general academic regulations, student appeal rights, and graduation requirements are contained within GCU's University Policy Handbook (UPH) on the following pages:

Admission Policies and Application Procedures - Pages 34-52.

General Academic Regulation - Pages 55-181.

University Appeal Procedures - Pages 151-153.

Graduation Requirements - Pages 204-207.

In the UPH, students are provided information guiding them to the College of Education Student Teaching Manual to locate specific information that is relevant to their academic experience. Although the Student Teaching Manual is not linked to the UPH, the Student Teaching Manual can be found referenced on the following pages of the UPH: 69, 70, 99, and 100.

Students can also access the Student Teaching Manual, along with a great deal of additional student teaching resources, in the Student Success Center. All academic classes provide a direct link to the Student Success Center allowing students to easily locate College of Education material. Please see Appendix E for Grand Canyon University's Academic Catalog.

Please see Appendix F for Grand Canyon University's University Policy Handbook.

Criterion 6: COE's Conceptual Framework

Provide the unit's conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, leadership, service, and unit accountability. Additional information is provided in the Conceptual Framework subsection in this section;

The College of Education (noted as “the College” or “COE”) at Grand Canyon University (“GCU”) is part of a rich heritage of service to the community. For over 60 years, the COE has proudly maintained its place as a prestigious teaching College, ensuring programs continue to meet the changing, diverse needs in education and local communities, and provide opportunities that create meaningful learning experiences for education candidates. The College places great importance on the development of meaningful and authentic partnerships from practicum/field experience through student teaching. This work goes from embedded partnerships in the greater Phoenix area to affiliation agreements across the country. With each, knowing what schools and districts value and what our candidates need to have the best learning experiences remain at the forefront of the College's clinical work.

GCU is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. COE has established a committee of staff and faculty to work collaboratively on the revisions. All revisions will be approved through college and university processes.

The *Mission* of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities, and engage a diverse and global community of learners with purpose and passion. COE develops educators who are classroom ready through programs and processes that exemplify excellence in pedagogy, scholarship, and service while engaging a diverse and global community of learners. The desire is to prepare purposeful and passionate educators who

strive to deliver quality education and enrich lives across a variety of school and community settings.

Learning, Leading, and Serving are the foundational components of COE's *Conceptual Framework*. These words symbolize the College's diverse learning opportunities where faculty and administrative staff work diligently to create a culture of mutual respect, fellowship, and servant leadership within the educational community. COE's Conceptual Framework directly reflects GCU's commitment to serving educational communities in ways that promote human flourishing. GCU's placement of candidates directly reflects GCU's commitment to promoting servant leadership in educational communities. These three elements are as follows:

- **Learning:** COE believes that all students can learn and that educators who inspire excellence engage in best practices and maximize student learning achievements. Effective educators are highly experience and skilled communicator who are dedicated and compassionate, ensuring all students learn to the best of their ability.
- **Leading:** COE believes that education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world's deep needs.
- **Serving:** COE believes in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others and excellence for all.

The College of Education teacher and administrator preparation programs are designed to ensure that candidates aspire to a set of personal and professional goals that will enable them to be educators focused on student learning and achievement, as a direct reflection of the College's mission.

Eight *Learner Goals* are reflective of standards espoused by state and federal departments of national accrediting bodies, and professional education organizations., and accrediting bodies.

1. **Professional Dispositions:** Candidates will develop the values, commitments, and ethics that positively impact the educational community as well as the educator's own professional growth.
2. **Content Knowledge:** Candidates will master the content they intend to teach and will be able to explain its important principles and concepts.

3. **Pedagogical Knowledge and Skills:** Candidates will develop an understanding of the relationship between content and content-specific pedagogy, instructional strategy, and technology.
4. **Professional Knowledge and Skills:** Candidates will be able to develop meaningful learning experiences that improve student learning and achievement, collaborate with other education professionals, and reflect on their practice.
5. **Data-Informed Decision Making:** Candidates will use data to make informed decisions about student learning and achievement, continuous school improvement, and professional practice.
6. **Performance Assessment:** Candidates will align educational objectives to content and professional education standards, as well as design formative and summative assessments including rubrics that analyze student learning and teacher effectiveness.
7. **Technology Integration:** Candidates will be able to select and use applicable technology to enhance learning experiences.
8. **Field Experience/Clinical Practice:** Candidates will participate in field-based learning opportunities that focus on observation, participation, application, leadership, and/or reflection in real world settings.



The College's *Professional Dispositions* are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and that affect student learning and achievement, motivation and development, as well as the educator's own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct. For GCU College of Education students, these dispositions flow from the university's mission statement. A values-based education emphasizing community, character and citizenship in the context of a Christian worldview seeks to teach, reinforce, support and cause teacher candidates to contemplate

certain foundational values which Christianity contends lead to a good life and overall human flourishing. These normative Christian values are integral to the development, maturity and education of ethical and morally respectable citizens who continue on the path of lifelong learning and service. For College of Education students, this is manifested in the professional dispositions each carries into the educational community.

1. **High Expectations:** Educators should believe that all students could learn and should set and support realistic expectations for student success.
2. **Respect for the Diversity of Others:** Educators should be sensitive to individual learning and the social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents and other community members with courtesy and civility and establish relationships characterized by respect and rapport.
3. **Fairness:** Educators should promote social justice and equity, maintain appropriate standards of confidentiality and exercise fairness in all areas including assessment.
4. **Professional Conduct:** Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
5. **Reflection:** Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it and seek continual improvement
6. **Curiosity:** Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
7. **Honesty:** Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character and integrity.
8. **Compassion:** Educators should demonstrate professional friendliness, warmth and genuine caring in their relationships with others while providing intellectual, emotional and spiritual support.
9. **Advocacy:** Educators should promote positive change in schools and communities that benefit the welfare of others.
10. **Dedication:** Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development.

The College also has a *Pledge and Promise* to its students to actively assist all COE graduates who need support in an educational setting. Since 1984, we have upheld this promise to provide additional support. To honor this promise, we ask graduates to pledge to uphold a high level of excellence in an educational setting.

As a Christian university, GCU and COE take a proactive approach to developing students' servant leadership skills and ensuring the success of our alumni in educational settings. While the College's accredited programs are designed to equip students for a career in education, our faculty, staff, and College leaders understand the unique challenges a career in education might occasionally present. Collectively, our College's Mission, Conceptual Framework, and Pledge and Promise provide the foundation for a shared vision in preparing P-12 educators, as well as in our college's commitment to continuous improvement.

Criterion 7: Institutional Effectiveness and Assessment

Provide evidence that the unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of its candidates, and the effectiveness of its graduates;

GCU's academic mantra of "Say It, Do It, Prove It, Improve It" has guided assessment since 2006. This mantra was created to demonstrate GCU's commitment to student learning, the assessment of that learning, and the improvement of student learning. Therefore, the entire curriculum process demonstrates clear learning goals that are later assessed through programmatic assessment and improvement action plans are created. This brings the learning process full-circle.

GCU has clearly stated goals for student learning at the course, program, and University levels. All curriculum is created through a multi-stage design process led by faculty and supported by instructional staff and industry experts. The innovative program design process ensures authentic performance-based assessment of student learning and provides a systematic process to obtain assessment data across levels, modalities, and time.

The clear articulation of learning outcome expectations resulting from the design process allows all courses to map specific objectives to particular assignments. These designated benchmark assignments produce student work collected as authentic artifacts and used for direct assessment of student learning at the course, program, and institutional levels. The analysis and interpretation of the results guide improvement action plans, inform curricular and instructional changes, and spur further development at all levels to more effectively meet program needs. Assessment at GCU is authentic, embedded, and above all, faculty-driven.

The GCU Student Learning Assessment Model, attached as Appendix G, depicts how the University has developed a systematic approach to assess achievement of learning outcomes across levels, modalities, and time in curricular and co-curricular areas.

The core represents University and programmatic learning outcomes, and the students' value of their learning. The internal assessment and improvement ring displays significant processes and resulting data measuring student performance and identifying areas for improvement. Interventions are determined in collaboration with faculty, counselors, and other University support resources. The external ring demonstrates the connection of internal learning outcomes to external benchmarks, such as national and professional exams, surveys, acceptance into graduate schools, and employment.

The foremost gauge of successful assessment processes and methodologies is through the continued demonstrable improvement of student learning. Shared ownership, participation, and accountability of people, processes, and systems inform the vision and collective goal. The consistency and coherence of widespread reflective practice and evaluative expertise characterize GCU's commitment to assessment and improvement of student learning.

GCU's culture of continuous improvement led to significant gains in retention, persistence, and graduation, and the creation of sustainable processes for long-term progress. GCU determines targets that are discrete, achievable goals at the course, programmatic, and university levels.

COE believes in an assessment model grounded in continuous improvement, where authentic data is systematically reflected on, evaluated, with results used and implemented to improve practice, and reevaluated by stakeholders to ensure outcomes that are reflected in candidates of the highest quality. The College promotes an evaluation system that is holistic in nature, with ties to its Conceptual Framework and College and University Mission Statements. The College collects a variety of data points throughout the life cycle of a candidate that helps faculty and administration evaluate, recommend, and implement course and programmatic improvements.

COE holds an annual Assessment Summit, in which the formal presentation of assessment data by program of study is presented for review by faculty and administrative staff. This formal review provides the foundation for the College's assessment philosophy of continuous improvement. The Assessment Summit enhances continuous improvement and is a foundational base for year-round activities. The assessment system itself is founded within the College Conceptual Framework and aligns to the various national standards recognized in the preparation of candidates. The life cycle of the candidate, as reflected with defined transition points, provides the underpinnings from which assessments are measured and evaluated.

The College of Education employs a wide array of assessment tools and techniques to measure and enhance a candidate's competency in coursework and clinical field experience. All candidate competencies are influenced by the curriculum, student teaching experience, the faculty, and the candidates themselves. To ensure that a holistic approach is used to measure competencies, the College assesses candidates in the following ways:

- **Program Review:** Program efficacy and performance are assessed and evaluated in a recursive three-year cycle which culminates in a formal Program Review of which ongoing assessment, analysis, and improvement actions occur. Program Review assesses data gathered from multiple indicators appropriate to a program's mission and educational purposes, and concomitant with candidate success and external requirements.
- **Data Dialogue:** The Data Dialogue is used to monitor ongoing course operations, curriculum and instructional data, as well as provide baseline information for major program revisions through Academic Metrics and Trends (AM&T) and candidate and faculty End of Course Surveys (EOCS). The data dialogue process has been the key driver in detecting and resolving course and program related concerns.
- **Benchmark Assignments:** The College annually reviews programmatic benchmark results at the course, program, and university levels to evaluate candidate performance, aligned to specific domains and competencies.
- **Grades:** The College monitors grade distribution statistics at the instructor, program, course, and term levels in a College-maintained database to measure candidate success and competency, as well as areas for curricular and faculty training growth.
- **Student Teaching Evaluation of Performance (STEP)*:** GCU's Student Teaching Evaluation of Performance (STEP) is a standards-aligned summative assessment of teacher candidates using video and work sample components to demonstrate programmatic proficiency and preparedness
- **Clinical Field Experience and Internship Evaluations**:** GCU provides trained faculty supervisors and cooperating teachers/principal mentors who collaboratively reflect on the candidate's performance throughout the student teaching / internship experience(s). These mentors and supervisors use criterion-referenced rubrics and meet regularly with candidates throughout student teaching and internships
- **Content Knowledge Exams*:** Teacher candidates must pass their state-mandated basic skills and content area exams prior to applying for the student teaching experience. The College actively monitors exam data to evaluate programmatic success. College staff and faculty have created a proprietary library of videos and resources available to candidates throughout their programs.

**Applies to initial teacher licensure programs*

***Applies to initial teacher licensure and principal licensure programs*

The College's philosophy of assessment continues post-graduation for the candidate, as the College implements assessment systems to track overall program satisfaction, career preparation, and employment outlook. In addition to the End of Program Survey, a GCU Alumni Survey is sent to alumni at 1- and 5-years post-graduation. The survey prompts responses related to program and academic satisfaction, career readiness and advancement, value-add of the degree completion, graduate performance, as well as employer satisfaction.

The primary purpose of assessment is to measure candidate learning during and at the completion of a program, and in the case of the COE itself, to measure programmatic and operational effectiveness as well. Assessment is a process that permits the COE to accomplish its goals outlined in the Conceptual Framework. In alignment with national standards, the College has initialized an assessment system that collects and analyzes data on candidate and graduate performance and dispositions, as well as unit operations.

GCU College of Education is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality. As a part of the AAQEP accreditation process, the College conducts an annual review of candidate enrollment and completion data, program performance indicators, and candidate academic performance indicators. This review is one of the many ways the College monitors and evaluates the quality of our programs and processes to support candidate preparation and success. The summary of the data reviewed is provided as annual reports provided to the public on GCU.edu.

Please see Appendix H for GCU's 2021 AAQEP Annual Report for Advanced Programs.

Please see Appendix I for GCU's 2021 AAQEP Annual Report for Initial Programs.

Criterion 8: Admission and Graduation Policies

Provide evidence that the unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit from the program.

GCU publishes the criteria for admission and graduation from all initial teacher preparation programs in the University Policy Handbook (UPH). This information is publicly available on GCU's Academic Catalog (AC) and Policies website which can be found [here](#). GCU's and COE's admission requirements can be found on page 41 of the UPH, while the graduation requirements can be found on page 204 of the UPH. Program and coursework descriptions for GCU's Master of Arts in K-12 Reading and Master of Arts in Teaching English to Speakers of Other Languages (TESOL) programs can be found on page 112 of the AC.

GCU's summary reports include the GCU End of Program (EOP) survey which is a survey presented to all GCU students near completion of their program of study to assess overall satisfaction, career preparation, and employment outlook. Data available from EOP surveys include comprehensive program satisfaction, feedback on the instructional materials, and curriculum concerns for all courses associated with the program of study. Program satisfaction is measured directly by the EOP surveys and the University desires a program satisfaction threshold level of 82%. Employee outlook is also measured directly by the EOP surveys and the University desires an employment outlook threshold level of 70%.

The Executive Director of Assessment and Program Operations, Alexi Linn, is the individual who holds responsibility for COE EOP survey data and is the primary recipient and responder for COE related data requests. An example of a summary report from EOP survey data for the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program can be read as follows.

Based on respondents from 2021 in the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program, 96.77% reported employment or graduate school acceptance near the time of program completion. In addition, 93.11% of students reported satisfaction with their GCU program. In addition to the End of Program Survey, a GCU Alumni Survey is sent to alumni at 1- and 5-years post-graduation. The survey prompts responses related to program and academic satisfaction, career readiness and advancement, and value-add of the degree completion. Based on respondents from the TESOL program in 2021, 100% reported employment.

GCU's Master of Arts in Reading Education K-12 program has not been offered long enough for EOP program survey recipients. However, GCU will utilize EOP survey data once GCU's Master of Arts in Reading Education K-12 program is effective in Fall 2023. Once EOP survey data is collected, COE will utilize the data to evaluate the success of the program and identify opportunities for continued growth to support the learning experience for students.



Appendix A: Higher Learning Commission Approval Letter

The following document is a copy of Grand Canyon University's Higher Learning Commission approval letter.

June 11, 2021

Mr. Brian Mueller
President
Grand Canyon University
3300 W. Camelback Road
Phoenix, AZ 85017-1097

Dear President Mueller:

This letter serves as formal notification and official record of action taken concerning Grand Canyon University by the Institutional Actions Council of the Higher Learning Commission at its meeting on June 7, 2021. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Grand Canyon University with the next Reaffirmation of Accreditation in 2026-27.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Linnea Stenson. Your cooperation in this matter is appreciated.

Sincerely,



Barbara Gellman-Danley
President

CC: ALO



Appendix B: ODA Confirmation Letter and NC-SARA Renewal Letter

The following document is a copy of Grand Canyon University's ODA confirmation letter and NC-SARA renewal letter.

Good morning,

Thank you for your inquiry regarding distance education for students in Oregon. The applicable statutes and rules for degree-granting institutions are Oregon Revised Statute (ORS) 348.606, and Oregon Administrative Rules (OAR) 583-030-0035 Standards and Practices, and OAR 583-050-0014 (3). Here is a link to HECC statutes and rules on our website: <https://www.oregon.gov/highered/about/Pages/rules-statutes.aspx>. The Higher Education Coordinating Commission (HECC) is the state regulatory agency for postsecondary institutions in Oregon. Per Oregon Revised Statute 348.606, all actions involving Oregon students must be authorized by the HECC. Here is the language of the statute:

ORS 348.606 Prohibition on conferring or offering of degree before approval obtained; fees; rules.

- (1) A school may not confer or offer to confer any academic degree upon a person, or provide services purporting to lead to a degree in whole or in part, without first obtaining approval from the Higher Education Coordinating Commission. The commission shall adopt by rule standards and procedures for the approval of schools.
- (2) A school based outside of Oregon may not offer any educational credit or degree within Oregon, including through the Internet, mail or telephone, without first obtaining approval from the commission. This subsection does not apply to schools operating as part of an interstate agreement entered into under ORS 350.075 (3).

Grand Canyon University is approved by its home state of Arizona to participate in NC-SARA. The Higher Education Coordinating Commission is the state regulatory agency for postsecondary education, and also is the state portal entity for SARA approvals in Oregon. Under the terms of the interstate reciprocity of authorization agreement for distance education/online instruction only (i.e., no on-campus instruction), institutions are allowed up to 10 program placements in Oregon without direct authorization from the ODA. More than 10 program placements would require direct authorization from the HECC. Program placements include clinicals, internships, practicums, externships, or supervised field experiences.

If the profession is a regulated one in our state requiring licensure, then any placement activity would have to meet the guidelines of the appropriate state licensing agency. The institution must first clear any licensing agency requirements and check with them directly to ensure that your program, the practicum placement (location and student) plus related supervision requirements meet the standards and guidelines of the profession in this state, and to complete any necessary paperwork between the university and the placement facility. No further approval action involving the HECC/ODA would be required unless the institution establishes a physical presence in Oregon or exceeds the number of allowable placements (10 students per site).

The correct process depends on where the students are doing the learning from and the delivery method of instruction. Are the students gathering at a location in Oregon for face-to-face instruction beyond a [supervised field experience](#), or attending online from their location in Oregon or in another state? Are the students seeking a placement in Oregon? If more than 10 students are seeking a placement in Oregon, then GCU must complete the application for Practicum Placement Only. In order to promote fair business practices, we ask institutions to limit students to less than 10 students per placement site. The cost is \$1,000 per program and the authorization would be valid for two years. Forms and information may be found on our website at the following link:<https://www.oregon.gov/highered/institutions-programs/private/Pages/ODA-forms-procedures-out-state.aspx>. If you wish to proceed, then you may contact me when you are ready to submit your completed, signed form so I can send you a link to our secured file transfer server to upload your files; the check, payable to “HECC / Office of Degree Authorization”, would still need to be mailed.

Higher Education Coordinating Commission
ATTN: Office of Degree Authorization
3225 25th St. SE
Salem, OR 97302

If approved, the authorization would allow for the placement of multiple students at sites in Oregon. For further information, you may find more information on the SARA website at: <https://nc-sara.org>

REBECCA FULLER *Compliance Specialist*

HIGHER EDUCATION COORDINATING COMMISSION
Office of Degree Authorization | Office of Academic Policy and Authorization
3225 25th Street SE, Salem, OR 97302 | 503-947-5751 | Cell 971-301-3455
www.oregon.gov/HigherEd | [Sign up for HECC updates](#)

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Oregon Revised Statutes [192.410-192.505](#)

P.S. I will respond to your previous email regarding military bases in a separate email.

From: Justin Atkins <Justin.Atkins2@gcu.edu>
Sent: Monday, March 28, 2022 9:37 AM
To: FULLER Rebecca * HECC <Rebecca.FULLER@state.or.us>
Subject: RE: Oregon Authorization and NC-SARA Participant Inquiry

Hello Ms. Fuller,

I hope you had a blessed weekend. Have you had the opportunity to complete a response to the following questions below?

I understand you are very busy, however thank you for taking the time out of your day to assist with my inquiry.

Best Wishes,

Justin Atkins
State Compliance Administrator
Academic Compliance & Regulation

Grand Canyon University
3300 W. Camelback Road Phoenix, AZ 85017
justin.atkins2@gcu.edu
602-639-7196



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From: FULLER Rebecca * HECC <Rebecca.FULLER@state.or.us>
Sent: Wednesday, March 23, 2022 9:09 AM
To: Justin Atkins <Justin.Atkins2@gcu.edu>
Subject: RE: Oregon Authorization and NC-SARA Participant Inquiry

Good morning,

Yes, I have reviewed your questions and am preparing a response. I will be in meetings most of the day, so you should receive it later today/tomorrow.

REBECCA FULLER *Compliance Specialist*

HIGHER EDUCATION COORDINATING COMMISSION
Office of Degree Authorization | Office of Academic Policy and Authorization
3225 25th Street SE, Salem, OR 97302 | 503-947-5751 | Cell 971-301-3455
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Oregon Revised Statutes [192.410-192.505](#)

From: Justin Atkins <Justin.Atkins2@gcu.edu>
Sent: Wednesday, March 23, 2022 8:19 AM
To: FULLER Rebecca * HECC <Rebecca.FULLER@state.or.us>
Cc: Scott Campbell <Scott.Campbell@gcu.edu>; Veronica.DUJON@state.or.us
Subject: RE: Oregon Authorization and NC-SARA Participant Inquiry

Hello Ms. Fuller,

I hope you are having a great start to your day. Have you had a chance to review my questions below?

Thank you so much for taking the time out of your day to assist with my inquiry and I look forward to your response.

Best Wishes,

Justin Atkins

**State Compliance Administrator
Academic Compliance & Regulation**

Grand Canyon University

3300 W. Camelback Road Phoenix, AZ 85017

justin.atkins2@gcu.edu

602-639-7196



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From: DUJON Veronica * HECC <Veronica.DUJON@state.or.us>

Sent: Thursday, March 17, 2022 10:46 AM

To: Justin Atkins <Justin.Atkins2@gcu.edu>; FULLER Rebecca * HECC <Rebecca.FULLER@state.or.us>

Subject: Re: Oregon Authorization and NC-SARA Participant Inquiry

Justin,

Thank you for reaching out to us. I am connecting you to Rebecca Fuller who is our point of contact for SARA. She will assist you with your questions.

Veronica



Veronica Dujon, Ph.D.

(Pronouns: She/Her/Hers)

Director

Office of Academic Policy and Authorization

HIGHER EDUCATION COORDINATING
COMMISSION

www.oregon.gov/highered

Office 503-947-5744 Cell 503-508-1790

From: Justin Atkins <Justin.Atkins2@gcu.edu>
Sent: Thursday, March 17, 2022 10:37 AM
To: veronica.dujon@state.or.us <veronica.dujon@state.or.us>
Subject: Oregon Authorization and NC-SARA Participant Inquiry

Hello Dr. Dujon,

My name is Justin Atkins and I am a State Compliance Administrator at Grand Canyon University (GCU) in Phoenix, Arizona. University leadership has asked me to conduct preliminary research into institutional and programmatic approval in other states for our online educator preparation programs. Due to this, I have been in recent contact with the Oregon Teacher Standards and Practices Commission (TSPC) to determine the requirements for institutional and programmatic approval. GCU is considering seeking TSPC approval for some of its educator preparation programs. TSPC has stated that out-of-state universities seeking programmatic and institutional approval in Oregon for online programs are not required to have a physical location within the state. However, TSPC has stated that GCU may have to obtain authorization from the Oregon Office of Degree Authorization (ODA). As a result, I am reaching out to you for assistance with questions regarding NC-SARA participation and authorization from ODA.

GCU is regionally accredited by the Higher Learning Commission (HLC) and is approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). As such, GCU operates within NC-SARA policy in Oregon and has no physical location in the state.

Grand Canyon University's initial teacher licensure, Educational Administration, and School Counseling programs are approved by the Arizona State Board of Education. In Oregon, we offer these programs via distance education. These programs contain field experience activities, such as student teaching, which fall within NC-SARA policy.

ODA's [Oregon Statutes 348.606](#) and [350.075](#) state the following:

A school-based outside of Oregon may not offer any educational credit or degree within Oregon, including through the Internet, mail or telephone, without first obtaining approval from the commission. This subsection does not apply to schools operating as part of an interstate agreement entered into under [ORS 350.075](#);

The participation by an educational institution that is not based in this state in distance learning courses or programs that are part of an interstate agreement entered into and administered under this paragraph does not constitute operating in this state for purposes of [ORS 348.594](#).

Based on my reading the standards, it seems out-of-state institutions that are operating as part of an interstate agreement offering distance learning programs do not constitute operating in Oregon and do not need to apply for authorization from the commission. However, TSPC has indicated we would need to obtain authorization from you. If GCU were to seek TSPC approval for select distance education programs intended to lead to a teaching credential, could we do so as an NC-SARA participant or would GCU need to apply for state authorization in Oregon?

Thank you for taking the time out of your busy day to assist with this inquiry.

Best Wishes,

Justin Atkins

**State Compliance Administrator
Academic Compliance & Regulation**

Grand Canyon University

3300 W. Camelback Road Phoenix, AZ 85017

justin.atkins2@gcu.edu

602-639-7196



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**National Council for
State Authorization
Reciprocity Agreements**

MHEC • NEBHE • SREB • WICHE

February 15, 2022

Grand Canyon University
3300 W Camelback Rd
Phoenix, Arizona 85017
United States

Current participating period 5/5/2022-5/5/2023

Dear Glen Tharp,

On behalf of the National Council for State Authorization Reciprocity Agreements (NC-SARA), I am pleased to welcome Grand Canyon University as an institutional participant in SARA. Your institution will be listed on our website (www.nc-sara.org) as a participating institution.

Institutional Requirements to Maintain Participation

The National Council for State Authorization Reciprocity Agreements (NC-SARA) was established to help expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance learning programs.

Two critical components of our mission are:

1. to assure students are well-served in a rapidly-changing education landscape, and
2. to increase the quality and value of higher education credentials earned through distance learning programs.

SARA increases administrative efficiency and lowers the costs of obtaining authorization to provide postsecondary distance education in states that join. These benefits result in increased access as institutions like yours are able to make their academic programs more widely available and accept enrollments from students in all states except for California without additional work to seek state authorization.

But increased access and efficiency will mean little if they are not accompanied by high quality. That is why all SARA institutions annually commit to several requirements designed to ensure that courses and programs they offer through SARA provide high-quality learning opportunities that can help students reach their goals as well as to ensure appropriate consumer protections for students.

Institution staff working with SARA are encouraged to read the *SARA Policy Manual* (www.nc-sara.org)

and ask questions regarding policies about which they have concerns. We welcome your comments, questions, and concerns at info@nc-sara.org.

Using the NC-SARA Approved Institution Seal

Use of the NC-SARA Approved Institution Seal is encouraged to inform students of participation SARA. The institution seal may be downloaded at <https://www.nc-sara.org/logos>. The following language must be used with the NC-SARA Approved Institution Seal: "(Name of institution) has been approved to participate in the National Council for State Authorization Reciprocity Agreements."

Thank you for joining us in this work and best wishes for your continued success.

Sincerely,

A handwritten signature in blue ink that reads "Lori Williams". The signature is fluid and cursive, with the first name "Lori" being more prominent and the last name "Williams" written in a more continuous, flowing style.

Lori Williams
President and Chief Executive Officer
National Council for State Authorization Reciprocity Agreements



Appendix C: Letter of Assurance

The following document is a copy of Grand Canyon University's letter of assurance signed by the Dean of the College of Education, Dr. Meredith Critchfield.

FIND YOUR PURPOSE

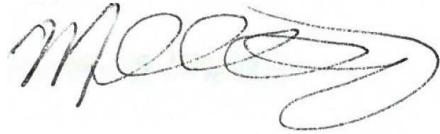
January 12, 2023

Dear Oregon Teacher Standards and Practice Commission,

I, Dr. Meredith Critchfield, hereby ensure that the College of Education at Grand Canyon University recognize and identify as having the responsibility and authority for the preparation of licensed educators.

Please feel free to contact me at Meredith.Critchfield@gcu.edu or (602) 639-8139 if you have any questions.

Sincerely,



Dr. Meredith Critchfield
Dean
College of Education
Grand Canyon University
(602) 639-8139
meredith.critchfield@gcu.edu





Appendix D: The College of Education Organizational Chart

The following document is a copy of Grand Canyon University's College of Education Organizational Chart.

Meredith Critchfie...

Dean of the College of
Education

Academic Programs - COE (...)

Lindy Gaudiano

Assistant Dean

COE Assessment & Program O...

Alexi Linn

Executive Director of
Assessment and Program
Operations

COE Faculty Management (E...

Emily Pottinger

Associate Dean

College of Education (Ali...

Alicia Kozimor

Faculty Chair

College of Education (Emi...

Emily Farkas

Canyon Center for Character
Education Program Director

Lauren Balsley

Executive Assistant

Academic Programs - COE (...)

Lindy Gaudiano
Assistant Dean

Provost (Randy Gibb)

College of Education (Meredith Critchfield)

Academic Programs - COE (Lindy Gaudiano)

Academic Programs (Daniel...)

Danielle Remy-Taua...
Assistant Director of Academic Programs

Jamie Mathews
COE Academic Program Manager

Julie Blair
Academic Assistant Program Director

Stacy Vaught
Associate Director of Academic Programs

COE Assessment & Program O...

Alexi Linn
Executive Director of ...

Provost (Randy Gibb)

College of Education (Meredith Critchfield)

COE Assessment & Program Operations (Alexi ...)

COE Program and Assessment...

Erica Stolte
COE Program and Assessment
Manager

COE Faculty Management (E...

Emily Pottinger
Associate Dean

Provost (Randy Gibb)

College of Education (Meredith Critchfield)

COE Faculty Management (Emily Pottinger)

COE Clinical Practicum (J...

Julianne Brett
Program Director

Amy Schwarz
Clinical Practice Specialist

Alicia Kozimor
Faculty Chair

Brandon Juarez
Associate Professor

Chesa Mendez
Assistant Professor

Claudia Coleman
Assistant Professor

Jena Akard
Assistant Professor

Jim Mostofo
Professor

Katy Long
Assistant Professor

Nathan Hollis II
Assistant Professor

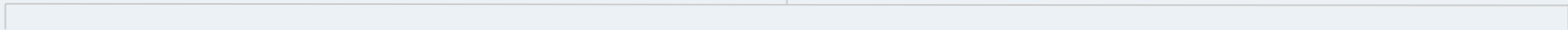
Nydia Palomino
Assistant Professor

Paul Danuser
Assistant Professor

Rebekah Dyer
Professor

Stephanie Nilsen
Assistant Professor

Emily Farkas
Canyon Center for Char...



Ashley Betkowski
Canyon Center for Character
Education School Supervisor

Tracy Vasquez
Canyon Center for Character
Education Program Manager

Academic Programs (Daniel...

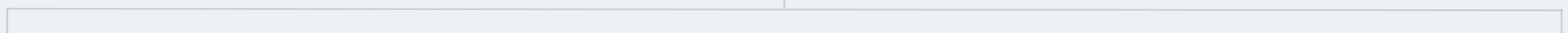
Danielle Remy-Taua...
Assistant Director of ...

Provost (Randy Gibb)

College of Education (Meredith Critchfield)

Academic Programs - COE (Lindy Gaudiano)

Academic Programs (Danielle Remy-Tauaese)



Emily Sharp
Student Worker

COE Program and Assessment...

Erica Stolte
COE Program and Assess...

Provost (Randy Gibb)

College of Education (Meredith Critchfield)

COE Assessment & Program Operations (Alexi ...)

COE Program and Assessment (Erica Stolte)

Mady Baldwin
Student Worker

COE Clinical Practicum (J...

Julianne Brett
Program Director

Provost (Randy Gibb)

College of Education (Meredith Critchfield)

COE Faculty Management (Emily Pottinger)

COE Clinical Practicum (Julianne Brett)

COE Clinical Practice (Ev...

Eva Linderman
COE Clinical Field Experience
Specialist II

COE Clinical Practice (Sa...

Sarah Corral
Clinical Practice Specialist

Joshua Helmer

COE Clinical Field Experience
Specialist II

Miranda Cotter

COE Clinical Field Experience
Specialist II

Tanner Nielsen

COE Clinical Field Experience
Specialist I

Eva Linderman
COE Clinical Field Experience
Specialist II

Provost (Randy Gibb)

College of Education (Meredith Critchfield)

COE Faculty Management (Emily Pottinger)

COE Clinical Practicum (Julianne Brett)

COE Clinical Practice (Eva Linderman)

Kaitlin Weed

Student Worker

COE Clinical Practice (Sa...

Sarah Corral
Clinical Practice Specialist

Provost (Randy Gibb)

College of Education (Meredith Critchfield)

COE Faculty Management (Emily Pottinger)

COE Clinical Practicum (Julianne Brett)

COE Clinical Practice (Sarah Corral)

Takeo Fujioka

Student Worker



Appendix E: Grand Canyon University's Academic Catalog

The following document is a copy of Grand Canyon University's Academic Catalog.



Grand Canyon University
Academic Catalog
2022-2023

Fall 2022

Academic Catalog Version Record

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

Version	Updated	Changes Made
1	9/6/22	<p>Other Changes</p> <ul style="list-style-type: none"> Initial Update to Fall 2022 <p>Programs/Minors Revised</p> <ul style="list-style-type: none"> Bachelor of Science in Biology with an Emphasis in Pre-Dentistry Bachelor of Science in Mechanical Engineering Technology with an Emphasis in Mechatronics
2	9/16/22	<p>Programs/Minors Added</p> <ul style="list-style-type: none"> Master of Science in Nutrition and Dietetics
3	9/23/22	<p>Programs/Minors Revised</p> <ul style="list-style-type: none"> Bachelor of Science in Early Childhood Education Bachelor of Science in Elementary Education with an Emphasis in Christian Education Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure) Master of Education in Early Childhood Education (Does Not Lead to Initial Teacher Licensure) Minor in Athletic Training Minor in Forensic Science <p>Programs/Minors Added</p> <ul style="list-style-type: none"> Minor in Food and Nutrition Management
4	9/30/22	<p>Programs/Minors Revised</p> <ul style="list-style-type: none"> Bachelor of Science in Early Childhood Education and Early Childhood Special Education Bachelor of Science in Elementary Education Bachelor of Science in Elementary Education with an Emphasis in STEM Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading
5	10/7/22	<p>Programs/Minors Revised</p> <ul style="list-style-type: none"> Bachelor of Arts in English for Secondary Education Bachelor of Arts in History for Secondary Education Bachelor of Science in Biology for Secondary Education Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure) Master of Education in Secondary Education with an Emphasis in Humanities (Does Not Lead to Initial Teacher Licensure) Master of Education in Special Education (Leads to Initial Teacher Licensure) Master of Education in Special Education (Does Not Lead to Initial Teacher Licensure)
6	10/14/22	<p>Programs/Minors Revised</p> <ul style="list-style-type: none"> Bachelor of Arts in Dance for Secondary Education Bachelor of Arts in Theatre for Secondary Education Bachelor of Science in Mathematics for Secondary Education Master of Arts in Teaching English to Speakers of Other Languages (TESOL) Master of Education in Secondary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure) Master of Education in Secondary Education with an Emphasis in STEM (Does Not Lead to Initial Teacher Licensure) Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)

Version	Updated	Changes Made
		<ul style="list-style-type: none"> Master of Education in Special Education: Moderate to Severe (Does Not Lead to Initial Teacher Licensure)
7	10/21/22	<p>Programs/Minors Revised</p> <ul style="list-style-type: none"> Master of Education in Elementary Education and Special Education (Leads to Initial Teacher Licensure) Master of Education in Elementary Education and Special Education (Does Not Lead to Initial Teacher Licensure)
8	10/28/22	<p>Programs/Minors Revised</p> <ul style="list-style-type: none"> Bachelor of Science in Elementary Education and Special Education Master of Education in Elementary Education (Leads to Initial Teacher Licensure) Master of Education in Elementary Education (Does Not Lead to Initial Teacher Licensure)

Right to Change Requirements:

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

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

Notice of Non-Discrimination

Grand Canyon University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, sexual orientation, gender identity or any legally protected status. Title IX regulations require non-discrimination on the basis of sex or gender, which includes unlawful discrimination based on pregnancy and/or disability discrimination based upon complications related to pregnancy. As a religious institution, Grand Canyon University expressly reserves its rights, its understandings of, and its commitments to Christian principles, and reserves the legal right to hire and employ individuals who support the values of the University.

Inquiries concerning the application of Title IX discrimination or the application of Title IX harassment policies may be submitted to the Title IX coordinator and/or to the Office of Civil Rights for the United States Department of Education:

Title IX Coordinator
Shanna Milonas
Associate Vice President
3300 W Camelback Rd.
Phoenix, AZ 85017
(602) 639-6387
TitleIX@gcu.edu

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson, Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
OCR@ed.gov

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Contact Information

General Contact Information

Web Site

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

Main Switchboard

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

Main Campus Mailing Address

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

Main Campus Street Address

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

Student Contacts

Admissions Representatives

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

Phone: 1-800-800-9776

Campus Operations

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

Phone: 602-639-7739

Canyon Health and Wellness Clinic

Responsibility: Assists campus students with health needs.

Phone: 602-639-6215

Fax: 602-639-7830

Website: <http://www.gcu.edu/Campus-Resources/Health-and-Wellness-Center.php>

Career Services

Responsibility: GCU's Career Services team provides students and alumni with the resources, professional knowledge and support they need to successfully transition from academics into purposeful and satisfying employment.

Phone: 602-639-6606

E-mail: careerservices@gcu.edu

Center for Learning and Advancement

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

Phone: 1-602-639-8901

Email: centerforlearning@gcu.edu

Additional Locations

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

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

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

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

Website: <http://www.gcu.edu/Learning-Resources/Center-for-Learning-and-Advancement.php>

GCU Bookstore

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

Phone: 1-800-866-8917

GCU Library

Responsibility: Provides learning resources through physical and online libraries.

Phone: 602-639-6641 or 1-800-800-9776 ext. 639-6641

Website: <http://library.gcu.edu>

Ask A Librarian: <http://library.gcu.edu/AskALibrarian>

Webinars/Workshops: <http://www.gcu.edu/Student-Affairs/Library/Webinar-Sign-Up.php>

GCU Today

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

Phone: 602-639-8011

Email: doug.carroll@gcu.edu

Website: <http://news.gcu.edu/>
<http://www.gcu.edu/News.php>

International Students Office

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

Phone: 602-639-8105

Fax: 602-343-3771

E-mail: ISO@gcu.edu

Mail and Copy Center

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

Phone: 602-639-7905

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

Office of Academic Records

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

Phone: 1-800-800-9776

E-mail: academicrecords@gu.edu

Office of Residence Life

Responsibility: Assists students with campus housing

Phone: 602-639-6244

Email: residencelife@gu.edu

Website: <http://www.gcu.edu/Housing/Residence-Life-Information.php>

Office of Spiritual Life

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

Phone: 602-639-6750

Email: spirituallife@gu.edu

Website: <http://www.gcu.edu/Spiritual-Life.php>

Office of Student Engagement

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

Phone: 602-639-7250

Email: Student.Engagement@gu.edu

Website: <http://www.gcu.edu/Events-and-Activities.php>

Public Safety

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

Phone: 602-639-8100

Website: <http://www.gcu.edu/Campus-Resources/Public-Safety.php>

Student Disability Services

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

Phone: 602-639-6342 or 1-800-800-9776 ext. 639-6342

Email: disabilityoffice@gu.edu

Student Services Counselors

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

Phone: 1-800-800-9776

Technical Support

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

Phone: 1-877-428-8447

Email: techsupport@gu.edu

Website: <http://www.gcu.edu/Learning-Resources/Tutorial-Videos/Technical-Support.php>

Accreditation, Authorizations, and Approvals

Accreditation

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

Institutional Accreditation

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

Higher Learning Commission

The Higher Learning Commission accredits Grand Canyon University.

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

Programmatic Accreditations

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

Colangelo College of Business

Accreditation Council for Business Schools and Programs (ACBSP)

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

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

College of Education

Association for Advancing Quality in Educator Preparation (AAQEP)

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

Association for Advancing Quality in Educator Preparation (AAQEP)

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

AAQEP-Accredited Programs at GCU:

- Initial Programs
- Advanced Programs

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

College of Nursing and Health Care Professions

Commission on Accreditation of Athletic Training Education (CAATE)

Recognized by CHEA, the Commission on Accreditation of Athletic Training Education (CAATE) assess and recognizes excellence in athletic training. CAATE accredits GCU's Bachelor of Science in Athletic Training program. <https://caate.net/>.

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

Commission on Collegiate Nursing Education (CCNE)

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

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

Society for Simulation in Healthcare

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

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

College of Humanities and Social Sciences

Council on Social Work Education (CSWE) - BSW

Grand Canyon University's College of Humanities and Social Sciences' Bachelor of Social Work program is in Candidacy status with the Council on Social Work Education.

Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation.

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

Council on Social Work Education (CSWE) – MSW

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

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

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

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

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

National Addiction Studies Accreditation Commission (NASAC)

The Master of Science in Addiction Counseling program has been approved for accreditation through the National Addiction Studies Accreditation Commission (NASAC). The Master of Science in Christian Counseling of Substance Use and Addictive Disorders has been approved for conditional accreditation through NASAC.

National Addiction Studies Accreditation Commission (NASAC)
1001 N. Fairfax St. Suite 201
Alexandria, VA 22314

Seeking Professional Counseling Accreditation

Grand Canyon University (GCU) is currently seeking programmatic accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the Master of Science in Clinical Mental Health Counseling (CMHC), Master of Education in School Counseling (SC), and Doctor of Philosophy in Counselor Education and Supervision (CES) programs. Please refer to the following for programs seeking accreditation: CACREP Policy: Policies Governing the Pre-Application and Application Review Stages; Policies Governing Recognition of Graduates (<https://www.cacrep.org/for-programs/cacrep-policy-document/>).

For more information about CACREP or to see GCU's application status visit www.cacrep.org.

College of Science, Engineering and Technology

Accreditation Board for Engineering and Technology (ABET)

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

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

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

ABET
415 North Charles Street
Baltimore, MD 21201
410.347.7700

Grand Canyon Theological Seminary

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

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

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

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

The Commission contact information is:

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

State Authorizations

Arizona State Private Post-Secondary Education

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

Arizona State Board for Private Postsecondary Education
1740 W. Adams St., Suite 3008
Phoenix, AZ 85007
Phone: 602-542-5709
<http://azppse.state.az.us>

California Bureau of Private Postsecondary Education

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

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

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

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

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

Nevada Commission on Postsecondary Education (CPE)

Grand Canyon University is provisionally licensed by the Nevada Commission on Postsecondary Education (CPE) to operate as a private postsecondary educational institution at the following location within the state of Nevada.

Grand Canyon University
2485 Village View Drive
Henderson, Nevada 89074

The Bachelor of Science in Nursing: Pre-Licensure, Accelerated (ABSN) program is the only program offered at this location. As a result, Grand Canyon University is authorized to offer the laboratory and simulation courses of the Bachelor of Science in Nursing: Pre-Licensure, Accelerated (ABSN) program at this location.

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

<https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf>. This form can be submitted via email, fax, or mailed to the following address:

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

Utah Division of Consumer Protection

Grand Canyon University has been granted a certificate of State Authorization as a registered postsecondary school from the Utah Division of Consumer Protection. As a result, Grand Canyon University is authorized to offer laboratory and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, Accelerated (ABSN) program at the following location:

Grand Canyon University

150 Civic Center Dr
Ste 100
Sandy, UT 84070

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

Wyoming Department of Education (WY DOE)

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

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

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

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

State Authorization Reciprocity Agreements (SARA) Participant

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

Program Approvals

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

Colangelo College of Business

Arizona State Board of Education (ASBE/ADE)

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

Certified Financial Planner (CFP®) Board Registered Program

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

College of Arts and Media

Arizona State Board of Education (ASBE/ADE)

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

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

Nevada Department of Education (NVDOE)

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

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

College of Humanities and Social Sciences

Arizona Board of Behavioral Health Examiners (AZBBHE)

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

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

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

Arizona State Board of Education (ASBE/ADE)

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

California Consortium of Addiction Programs and Professionals (CCAPP)

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

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

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

Georgia Addiction Counselors Association (GACA)

Grand Canyon University has been approved as an Education Provider by the Georgia Addiction Counselors Association (GACA) for the Master of Science in Addiction Counseling and Bachelor of Science in Counseling with an Emphasis in Chemical Dependency and Substance Abuse programs. These programs are approved until December 31, 2022.

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

Wisconsin Department of Safety and Professional Services (DSPS)

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

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

College of Nursing and Health Care Professions

Arizona State Board of Nursing

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

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

California Board of Registered Nursing (CA BRN)

Grand Canyon University's Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP) program is approved by the California Board of Registered Nursing. Grand Canyon University is also approved by the California Board of Registered Nursing to offer the course: NRS-431N Public Health Nursing for California Nurses. Graduates from GCU's RN-BSN program

who complete this course will meet the educational requirements for Public Health Nursing Certification in California. For more information, go to the following link: <https://www.rn.ca.gov/education/outofstatenp.shtml>

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

Maryland Board of Nursing

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

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

Nevada State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, Accelerated (ABSN) program has received provisional approval from the Nevada State Board of Nursing and is listed on their website: <https://nevadanursingboard.org/wp-content/uploads/2022/04/updated-Nursing-program-list-04.11.22-1.pdf>. This level of approval is awarded to all new programs and allows the program to admit students.

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

Utah Division of Occupational and Professional Licensing (UT DOPL)

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

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

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

Washington State Nursing Care Quality Assurance Commission (NCQAC)

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

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

Wisconsin Department of Safety and Professional Services (DSPS)

Grand Canyon University's RN-Bachelor of Science in Nursing, Master of Business Administration/Master of Science in Nursing Leadership, Master of Science in Nursing in Health Care Informatics, Master of Science in Nursing in Health Informatics, Master of Science in Nursing in Health Care Quality and Patient Safety, Master of Science in Nursing in Public Health Nursing, Master of Science in Nursing in Leadership in Health Care Systems, Master of Science in Nursing in Nursing Education, Doctor of Nursing Practice, and the Doctor of Nursing Practice in Educational Leadership programs have been approved by the Wisconsin Department of Safety and Professional Services - Board of Nursing. For more information, go to the following link: <https://dps.wi.gov/Documents/ApprovedOutOfStateNursingSchools.pdf>.

Wisconsin Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705
www.dps.wi.gov/pages/BoardsCouncils/Nursing/Default.aspx

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

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

College of Science, Engineering and Technology

Arizona State Board of Education (ASBE/ADE)

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

Cyber Defense Education (CAE-CD)

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

Professional Licensure Disclosures and Field Experiences

Professional Licensure Disclosures

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

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

Location and Professional Licensure

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

Field Placements within the United States

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

International Military Field Placements

Military students who are located outside of the United States who are enrolled in programs that contain field placement must complete all placements on a base or in a Department of Defense approved location. Students are advised to contact a Field Experience Counselor to determine whether field experience can be completed. Students who cannot complete field placements on a base or in a DOD-approved location may be required to take a leave of absence until they return to a location at which placements are allowed.

Professional Licensure Outside of the United States

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

Additional State-Specific Disclosures

Iowa Board of Educational Examiners

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

Pennsylvania Department of Education (PADOE)

Teacher education programs have not been reviewed or approved by Pennsylvania. Candidates will have to apply for certification and meet requirements for certification as out-of-state candidates.

Residents of Pennsylvania should direct questions, complaints, or concerns to:

Pennsylvania Department of Education

<http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1>

Pennsylvania Department of Education - Postsecondary and Adult Education

333 Market Street, 12th Fl

Harrisburg, PA 17126-0333

Athletics

Intercollegiate Athletics (NCAA)

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA) Division I, 700 W.

Washington Street, P.O. Box 6222, Indianapolis, IN 46202, regarding eligibility to participate in intercollegiate sports. In the 2013-14 season, Grand Canyon University began the process of reclassifying from Division II to Division I as a member of the Western Athletic Conference.

International Students

Student Exchange Visitor Program (SEVP)

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

Veteran's Administration

Veteran's Administration State Approval Agency (SAA)

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

Facilities and Locations

Arizona

Main Campus – Phoenix AZ

3300 West Camelback Road, Phoenix, AZ 85017

GCU's main campus encompasses over 300 acres in Phoenix, Arizona. Comprised of 9 colleges, the campus houses over 800,000 square feet of classrooms, labs and faculty space, as well as over 300,000 square feet of office and conference space, a basketball arena, soccer stadium, baseball and softball stadiums, cyber center, and 17,500 student bedspaces, both apartment and dorm style.

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

Auxiliary Locations

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

Kyrene School District

8700 S. Kyrene Road

Tempe, AZ 85284

Mesa Community College

1833 West Southern Avenue

Mesa, AZ 85202-4822

Phoenix VA Healthcare

650 East Indian School Road

Phoenix, AZ 85012-1839

Pima Salt River High School

4827 N. Country Club Drive

Scottsdale, AZ 85256-2915

Boswell/Sun City ABSN Location

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

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

Tucson ABSN Location

3500 N Campbell Ave, Tucson, AZ 85719

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

Nevada**Las Vegas ABSN Site**

2485 Village View Drive, Henderson, Nevada 89074

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

Utah**Sandy/Salt Lake City ABSN Location**

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

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

About Grand Canyon University

Vision

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

Mission Statement

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

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

Mission-Based Student Learning Competencies

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

Mission-based Bachelor's Competencies

Domains	Competencies
<p>Leadership</p> <p>Graduates of Grand Canyon University's bachelor's program will be able to demonstrate an understanding of the reality of the world, examine the consequences of choice, and provide unselfishly to help others meet their highest potential.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor's program will be able to apply leadership models and demonstrate the capacity for leadership. • Graduates of the bachelor's program will be able to develop a clear vision that informs, inspires, and motivates others to achieve goals. • Graduates of the bachelor's program will be able to determine various leadership styles and rationale for differences.
<p>Communication</p> <p>Graduates of Grand Canyon University's bachelor's program will be able to develop and apply intrapersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor's program will be able to recognize the power, ethical ramifications, and consequences of communication style as it relates to personal and professional success in a diverse society. • Graduates of the bachelor's program will be able to design and disseminate compelling messages that create understanding and desired results using a variety of traditional and innovative modalities.
<p>Global Citizenship</p> <p>Graduates of Grand Canyon University's bachelor's program will be able to apply empathy, identify ethnocentrism, and defend the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor's program will be able to develop long-term relationships across cultures through effective communication. • Graduates of the bachelor's program will be able to perform service initiatives from a tradition of servant leadership in an effort to foster positive interpersonal relationships and a dynamic global community. • Graduates of the bachelor's program will be able to apply the necessary skills to work effectively with individuals from diverse cultural backgrounds.

Domains	Competencies
<p>Critical Thinking</p> <p>Graduates of Grand Canyon University’s bachelor’s program will be able to show clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor’s program will be able to use personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity that promote effective judgment and actions. • Graduates of the bachelor’s program will be able to apply social judgment skills and knowledge gained through gathering, sorting, analyzing, applying, and evaluating information to solve problems in applied learning settings. • Graduates of the bachelor’s program will be able to make informed decisions based on historical, current, reliable, and valid information.
<p>Christian Heritage</p> <p>Graduates of Grand Canyon University’s bachelor’s program will be able to identify and express aspects of a Christian heritage which affect their relationships with others and the community, as well as their decision-making processes.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor’s program will be able to articulate an awareness of a Christian heritage and its effects on Western society. • Graduates of the bachelor’s program will be able to identify and comprehend the moral and ethical foundations of Judeo-Christian thought, and analyze situations and problems from this basis. • Graduates of the bachelor’s program will be able to demonstrate the ability to make values-based decisions from the perspective of a Christian heritage.
<p>Technology</p> <p>Graduates of Grand Canyon University’s bachelor’s program will be able to demonstrate efficient and effective use of technological tools.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor’s program will be able to retrieve, organize, assess, process, and safely secure information. • Graduates of the bachelor’s program will be able to demonstrate proficiency and adaptability in commonly accepted applications and devices. • Graduates of the bachelor’s program will be able to demonstrate competence in mediated communication, connect globally to present an “e-self” that is sensitive to audience and context, and analyze and interpret visual rhetoric.

Mission-based Master’s Competencies

Domains	Competencies
<p>Leadership</p> <p>Graduates of Grand Canyon University’s master’s program will be able to establish effective leadership by being grounded in the reality of the world, accepting the consequences of choice, and striving unselfishly to help others meet their highest potential.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to utilize responsible leadership through the application of leadership models. • Graduates of the master’s program will be able to integrate leadership skills that inform, inspire, and motivate others to achieve their goals. • Graduates of the master’s program will be able to select effective leadership styles appropriate to the situation. • Graduates of the master’s program will be able to improve their leadership by applying initiative, political sensitivity, self-discipline, and perseverance.
<p>Communication</p> <p>Graduates of Grand Canyon University’s master’s program will be able to identify and cultivate interpersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to operate in a pluralistic society developing authentic relationships and contributing to their discipline, while serving and promoting community. • Graduates of the master’s program will be able to formulate clear and compelling arguments, rationally constructed, prefaced by critical analysis, and composed with a conscious awareness of the power, ethical ramifications, and consequences of communication style. • Graduates of the master’s program will be able to design and execute clear communication, which creates understanding and achieves desired results through a variety of communication modalities.

Domains	Competencies
<p>Global Citizenship</p> <p>Graduates of Grand Canyon University’s master’s program will be able to propose empathy, refute ethnocentrism, and champion the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to guide and manage global organizations, applying business knowledge within cross-cultural contexts. • Graduates of the master’s program will be able to support a global mindset that is sensitive to cultural differences and tolerant of differing perspectives, practices, and values. • Graduates of the master’s program will be able to value cultural diversity in order to build more innovative and competitive organizations. • Graduates of the master’s program will be able to construct responsible plans and decisions that balance the creation of economic wealth with the promotion of human welfare worldwide.
<p>Critical Thinking</p> <p>Graduates of Grand Canyon University’s master’s program will be able to champion clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to evaluate and synthesize personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity to promote effective judgment and actions. • Graduates of the master’s program will be able to utilize social judgment skills and research through gathering, sorting, analyzing, applying, and evaluating information to solve problems. • Graduates of the master’s program will be able to evaluate information based on historical, current, reliable, and valid information and to utilize applications of research to impact decision-making.
<p>Values & Ethics</p> <p>Graduates of Grand Canyon University’s master’s program will be able to model and communicate the values and ethics formulated within the context of a global perspective by critically integrating them into their decision-making.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to demonstrate cultural competence by synthesizing a variety of views and perspectives on values and ethics. • Graduates of the master’s program will be able to integrate course work, professional life, life experience, and educational experience into a coherent values-based worldview. • Graduates of the master’s program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking. • Graduates of the master’s program will be able to demonstrate the ability to communicate and model a holistic ethical system.
<p>Technology</p> <p>Graduates of Grand Canyon University’s master’s program will demonstrate the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to judge the quality of information to determine how it can be best used for problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends. • Graduates of the master’s program will be able to develop proficiency in practices that assure the confidentiality, quality, and continuing existence of information. • Graduates of the master’s program will be able to demonstrate efficiency in strategies, which will ensure efficient and effective analysis and use of information.

Mission-based Doctoral Competencies

Domains	Competencies
<p>Leadership</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to achieve effective leadership in their organization and discipline by making discoveries, contributing knowledge founded and rooted in proven theory through research, and making effective use of leadership to manage change.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to act as leaders in their discipline through the active application of knowledge in an intelligent and effective way to lead and construct an inventive, original, and creative vision. • Graduates of the doctoral program will be able to employ meta-thinking and self-evaluation to assess their current leadership style and leadership potential in order to develop clarity of vision, purpose, and action in the leading of self and others. • Graduates of the doctoral program will be able to utilize compelling leadership styles and models to manage change, exercise influence, empower others, create interest, motivate followers, and have a greater impact in their field of study.
<p>Communication</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to communicate effectively the results of their research in an academic environment, demonstrate a strong link between behaviors, beliefs and ethical values, and be good stewards of their words.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to combine effective oral and written communication to disseminate clear and compelling research to the academic community through multiple modalities in a way that promotes excellence in their discipline. • Graduates of the doctoral program will be able to design and execute succinct synthesis of ideas and data while guiding followers through skilled use of verbal imagery, active listening skill, and audience assessment.
<p>Global Citizenship</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to build practices and a culture which honor diversity, demonstrate cultural sensitivity, engage in globally focused leadership, and value international perspectives.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to apply and analyze cultural implications rooted in diverse ethical and global systems to transcend geographical and cultural paradigms, allowing them to think in interconnected and important ways that expand beyond the organization’s boundaries and into the global community. • Graduates of the doctoral program will be able to become participants in the global academic community, view their scholarly area from a global perspective, approach scholarly activity from a global mindset, and pursue research beyond the academic traditions of a single culture.
<p>Critical Thinking</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to understand the history of ideas, employ empirical examples in order to provide relevance and validity to ideas, and judge their capacity to act based upon various scales of intelligence to create change.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to use critical thinking skills to sustain research and analysis for the purpose of attaining new cognitive processes, critique opinions and assumptions using intellectual reasoning free of egocentrism, and research patterns and relationships in order to promote change. • Graduates of the doctoral program will be able to create new knowledge through critical thinking by combining and integrating different opinions to further understanding in their field.
<p>Values & Ethics</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to model and communicate at the organizational level the values and ethics formulated within the context of a global perspective by critically integrating into their decision-making and other professional actions as leaders those values and ethics.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to integrate a multiplicity of views and perspectives to develop cultural competence through values and ethics, while having the capacity to understand and synthesize other worldviews into their actions. • Graduates of the doctoral program will be able to formulate leadership strategies through the context of the highest ethical standards to inform behavior. • Graduates of the doctoral program will be able to effect change and align belief systems in their respective organizations relative to the highest values and ethical standards. • Graduates of the doctoral program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking.

Domains	Competencies
<p>Technology</p> <p>Graduates of Grand Canyon University’s doctoral program will demonstrate the leadership practices that guide the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to direct the formulation of policies and implementation strategies for efficient and effective retrieval and organization of information. • Graduates of the doctoral program will be able to judge the quality of information to determine how it can be best used for organizational problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends. • Graduates of the doctoral program will be able to develop and implement at the organizational level practices that assure the confidentiality, quality, and continuing existence of information. • Graduates of the doctoral program will be able to demonstrate leadership dedicated to evidence-driven action by formulating policies and implement strategies at the organizational level which will ensure efficient and effective analysis and use of information.

Historical Sketch

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

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

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

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

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

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

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

Americans, to provide employment and career growth opportunities for faculty and staff, and continue to invest in the communities the University serves. This transition also allowed student-athletes to participate in governance opportunities afforded by the NCAA.

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Contributors

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

University Seal

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



University Mascot and Colors

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



Statement of Principle

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

ALMA MATER

Hail to thee, Grand Can-yon Col-lege

Al-ma Ma-ter True.

Set a-midst the des-ert's glo-ry,

High-est praise to you.

So to God our hopes as-pir-ing,

This our pledge di-vine,

Striv-ing, seek-ing, find-ing, serv-ing

God and all man-kind.

The musical notation consists of eight staves of music in a single system. Each staff begins with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The notes are primarily quarter and eighth notes, with some rests. The lyrics are centered under each staff.

Words and music composed by Dr. Chester S. Bagg

University Calendar

Traditional Campus Students

Fall: 9/6/2022 – 12/18/2022

Instruction/Grade Calendar (15-Week Classes)

Move in Date.....	August 29, 2022 - September 2, 2022
Labor Day	September 5, 2022
Instruction begins	September 6, 2022
Veteran's Day	November 11, 2022
Final Drop Date.....	November 20, 2022
Thanksgiving.....	November 24, 2022
Instruction Moves to Online for Thanksgiving Break ...	November 21-25, 2022
Face-to-Face Instruction Ends.....	December 16, 2022
End of Term	December 18, 2022
Living Areas Closed.....	10 a.m., December 18, 2022
Final Course Grades Due	December 25, 2022
Christmas Eve/Day.....	December 24-25, 2022
Christmas Break.....	December 19, 2022 - January 5, 2023
See Policy Handbook Refund Policy.....	Variable Dates

Spring: 1/5/2023 – 4/30/2023

Instruction/Grade Calendar (15-Week Classes)

Move in Date.....	January 4, 2023
Face-to-Face Instruction Begins.....	January 5, 2023
Martin Luther King, Jr. Day	January 16, 2023
Presidents Day.....	February 20, 2023
Spring Break	March 13-19, 2023
*Final Drop Date.....	April 2, 2023
Good Friday	April 7, 2023
Face-to-Face Instruction Ends.....	April 28, 2023
End of Term	April 30, 2023
Move out Date.....	
Non-Graduates.....	12 p.m., May 1, 2023
Graduates.....	12 p.m., May 1, 2023
Summer Break.....	May 1-7, 2023
Final Course Grades Due	May 7, 2023
See Policy Handbook Refund Policy.....	Variable Dates

Summer: 5/8/2023 – 8/20/2023

Instruction/Grade Calendar (15-Week Classes)

Move in Date.....	TBD
*Session A.....	TBD
*Session B.....	TBD
Summer Residents Move to Fall Housing	TBD
Move out Date for Non-Fall Residents.....	

Non-Graduates.....	TBD
Graduates.....	TBD

Fall Break.....	TBD
Instruction Begins	May 8, 2023
Memorial Day	May 29, 2023
Independence Day	July 4, 2023
*Final Drop Date.....	July 23, 2023
Face-to-face Instruction Ends.....	August 16, 2023
End of Term	August 20, 2023
Final Course Grades Due	August 27, 2023
See Policy Handbook Refund Policy.....	Variable Dates

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

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

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

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

2022 Online Christmas Break Schedule

Undergraduates	December 19, 2022 – January 1, 2023
Graduates	December 22, 2022 – January 4, 2023

Holiday Schedule

Holiday	Campus Offices Closed	Evening Classes <u>do not</u> Meet	Online Classes Meet	Traditional students on campus <u>do not</u> meet
New Year's Day 1/1/23	X	X	X	X
Martin Luther King Day 1/16/23	X	X	X	X
President's Day 2/20/23	X	X	X	X
Good Friday 4/15/22	X	X	X	X
Memorial Day 5/30/22	X	X	X	X
Independence Day 7/4/22	X	X	X	X
Labor Day 9/5/22	X	X	X	X
Veteran's Day Observed 11/11/22		X	X	X
Thanksgiving and the following Friday 11/24-11/25/22	X	X	X	X
Christmas Day 12/25/22	X	X	X	X

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

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

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

Degrees Offered

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

Doctoral Programs

Doctor of Business Administration

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

- Data Analytics Qualitative
- Data Analytics Quantitative
- Management Qualitative
- Management Quantitative
- Marketing Qualitative
- Marketing Quantitative

Doctor of Education in Organizational Leadership

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

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

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

The Doctor of Education in Teaching and Learning program develops educators capable of generating new knowledge and responsibly applying knowledge to achieve educational outcomes as well as mentoring, coaching, and collaborating from the perspective of the Christian worldview. Students will study the major bodies of literature in educational theory and philosophy, will reflect critically on existing theory, will identify appropriate applications of theory, and will conceptualize philosophy from its theoretic foundation. Students will develop academic and research expertise through the study of research methodology.

The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders. Grand Canyon University offers the following emphases for this degree:

- Adult Learning Qualitative
- Adult Learning Quantitative

Doctor of Health Administration

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

- Operational Leadership Qualitative
- Operational Leadership Quantitative

Doctor of Nursing Practice

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

- Educational Leadership

Doctor of Philosophy in Counselor Education and Supervision

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

- Qualitative
- Quantitative

Doctor of Philosophy in General Psychology

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

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

Education Specialist

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

Professional Programs

Post-Master of Arts in Theology: Introductory Biblical Languages Certificate

The Post-Master of Arts in Theology Certificate provides experienced professionals with fundamental understandings and skills that prepare them to properly interpret and communicate the biblical text for the sake of ministry within a local church. Grand Canyon University offers the following emphasis for this degree:

- Introductory Biblical Languages

Post-Master of Science in Counseling

- Addiction Counseling
- Childhood and Adolescence Disorders
- Marriage and Family Therapy
- Trauma

Post-Master of Science in Nursing Certificates

The Post-Master of Science in Nursing Certificates prepare experienced registered nurses to provide competent advanced practice nursing care through an evidence-based program of study. Grand Canyon University offers the following emphases for this degree:

- Acute Care Nurse Practitioner Certificate with an Emphasis in Adult Gerontology
- Family Nurse Practitioner Cert
- Nursing Education Certificate

Master Programs

Bridge to Doctor of Philosophy

- Counselor Education and Supervision

Master of Arts

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

- Autism Spectrum Disorders
- Christian Leadership
- Christian Ministry
- Christian Studies
- Communication

- Emphasis in Education
- Curriculum and Instruction
- English
 - Emphasis in Education
- Higher Education Student Affairs
- History
 - Emphasis in Education
- Reading
 - Emphasis in Elementary Education
 - Emphasis in Secondary Education
- Teaching English to Speakers of Other Languages
- Urban Ministry
- Youth and Family Ministry

Master of Business Administration

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

- Emphases in:
 - Accounting
 - Business Analytics
 - Cybersecurity
 - Finance
 - Health Systems Management
 - Leadership
 - Marketing
 - Project Management
 - Sports Business
 - Strategic Human Resource Management

Master of Business Administration and Master of Science in Leadership

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

Master of Business Administration and Master of Science in Nursing

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

Master of Divinity

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom of God through missions.

Master of Education

The Master of Education degree is designed for students who have previously completed a bachelor's degree at an accredited, GCU-approved institution and may be seeking certification at the elementary or secondary level. An advanced Program of Study is

included in that preparation or can be obtained after certification requirements are completed. This degree is available in the following specialized areas:

- Early Childhood Education
 - Early Childhood Education and Early Childhood Special Education
 - Educational Administration
 - Educational Leadership
 - Elementary Education
 - Elementary Education and Special Education
 - School Counseling
 - Secondary Education
 - Emphasis in Humanities*
 - Emphasis in Humanities‡
 - Emphasis in Science Technology Engineering and Mathematics*
 - Emphasis in Science Technology Engineering and Mathematics‡
 - Secondary Humanities Education
 - Secondary STEM Education
 - Special Education
 - Special Education: Moderate to Severe
- * Initial Program – Leads to Initial Teacher Licensure
 ‡ Initial Program – Does Not Lead to Initial Teacher Licensure

Master of Public Administration

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

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

Master of Public Health

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

Master of Science

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

- Accounting
- Addiction Counseling
- Biology
 - Emphasis in Education
- Business Analytics
- Chemistry
 - Emphasis in Education
- Christian Counseling
 - Emphasis in Substance Use and Addiction Disorders
- Clinical Mental Health Counseling
 - Emphasis in Childhood and Adolescence Disorders
 - Emphasis in Christian Counseling
 - Emphasis in Marriage and Family Therapy
 - Emphasis in Trauma
- Computer Science
- Criminal Justice
 - Emphasis in Law Enforcement

- Emphasis in Legal Studies
- Cybersecurity
- Data Science
- Forensic Science
- Health Informatics
- Information Assurance and Cybersecurity
- Information Technology
- Information Technology Management
- Instructional Design
- Instructional Technology
- Leadership
 - Emphasis in Disaster Preparedness and Executive Fire Leadership
 - Emphasis in Homeland Security and Emergency Management
- Mathematics
 - Emphasis in Education
- Mental Health and Wellness
 - Emphasis in Christian Ministry
 - Emphasis in Community Mental Health Administration
 - Emphasis in Family Dynamics
 - Emphasis in Grief and Bereavement
 - Emphasis in Integrated Health
 - Emphasis in Prevention
- Nursing
 - Emphasis in Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology
 - Emphasis in Family Nurse Practitioner
 - Emphasis in Health Care Quality and Patient Safety
 - Emphasis in Health Informatics
 - Emphasis in Leadership in Health Care Systems
 - Emphasis in Nursing Education
 - Emphasis in Public Health Nursing
- Nutrition and Dietetics
- Professional Counseling
- Psychology
 - Emphasis in Forensic Psychology
 - Emphasis in General Psychology
 - Emphasis in GeroPsychology
 - Emphasis in Health Psychology
 - Emphasis in Human Factors Psychology
 - Emphasis in Industrial and Organizational Psychology
 - Emphasis in Life Coaching
- Sociology
 - Emphasis in Education
- Software Development
- Software Engineering

Master of Science in Health Administration

- Emphasis in:
 - Health Care Quality and Patient Safety

Master of Social Work

- Emphasis in:
 - Advanced Standing

Graduate Certificates of Completion

Graduate certificates of completion are designed for working professionals who hold a bachelor's and/or master's degree.

These programs provide the opportunity for students to gain credits in master's-level coursework without having to enroll in and complete a graduate program of study. Coursework is designed to give students advanced knowledge and skills in a particular area of study that is pertinent to their career and life goals.

- Canyon L.E.A.P. to Teach Pathway, Elementary Education
- Canyon L.E.A.P. to Teach Pathway, Secondary Education
- Biblical Foundations
- Christian Counseling
- Christian Theology
- Communication
- Distance Learning
- English
- Forensic Psychology
- GeroPsychology
- Health Care Quality and Patient Safety
- Health Psychology
- History
- Homeland Security and Emergency Management
- Human Factors Psychology
- Industrial and Organizational Psychology
- Information Technology Management
- Life Coaching
- Mathematics
- Mental Health and Wellness
 - Community Mental Health Administration
 - Christian Ministry
 - Family Dynamics
 - Grief and Bereavement
 - Integrated Health
- Ministry Education
- Project Management
- Sociology
- Teaching English to Speakers of Other Languages
- Special Education: Mild to Moderate
- Special Education: Moderate to Severe

Baccalaureate Programs

Bachelor of Arts

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

- Advertising and Graphic Design
- Christian Ministry
- Christian Studies
 - Emphasis in Biblical Studies
 - Emphasis in Biblical Studies
 - Emphasis in Global Ministry
 - Emphasis in Global Ministry
 - Emphasis in Philosophy
 - Emphasis in Philosophy
 - Emphasis in Worship Leadership
 - Emphasis in Worship Leadership
 - Emphasis in Youth Ministry
 - Emphasis in Youth Ministry
- Communication
 - Emphasis in Broadcasting and New Media
 - Emphasis in Interpersonal Communication and Human Relationships

- Emphasis in Political Campaigns
 - Dance
 - Dance Secondary Education
 - Digital Design
 - Emphasis in Animation
 - Emphasis in Web Design
 - Digital Film
 - Emphasis in Production
 - Emphasis in Screenwriting
 - English
 - English for Secondary Education
 - Government
 - Emphasis in Legal Studies
 - Emphasis in State and Local Public Policy
 - History
 - History for Secondary Education
 - Music
 - Emphasis in Instrumental Performance
 - Emphasis in Piano Performance
 - Emphasis in Voice Performance
 - Music Education
 - Emphasis in Choral: Voice*
 - Emphasis in Instrumental: Brass, Woodwind, Percussion, or Strings*
 - Professional Writing for New Media
 - Social Media
 - Spanish
 - Theatre
 - Emphasis in Theatre and Drama
 - Theatre Secondary Education
 - Worship Arts
 - Emphasis in Media and Production Ministry
 - Emphasis in Worship Ministry
- * Initial Program – Leads to Initial Teacher Licensure

Bachelor of Science

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

- Accounting
 - Emphasis in Public Accounting
- Applied Business Analytics
- Applied Business Information Systems
- Applied Entrepreneurship
- Applied Human Resources Management
- Applied Management
- Applied Marketing and Advertising
- Applied Technology
- Athletic Training
- Behavioral Health Science
 - Emphasis in Childhood and Adolescence Disorders
 - Emphasis in Family Dynamics
 - Emphasis in Infancy and Early Childhood Studies
 - Emphasis in Substance Use Disorders
 - Emphasis in Trauma
- Biological Sciences
- Biology
 - Emphasis in Pre-Dentistry
 - Emphasis in Pre-Medicine
 - Emphasis in Pre-Pharmacy
 - Emphasis in Pre-Physical Therapy
 - Emphasis in Pre-Physician Assistant

- Biology for Secondary Education
- Biomedical Engineering
- Business Administration
- Business Analytics
- Business Information Systems
- Business Management
- Chemistry
- Computer Engineering
- Computer Science
 - Emphasis in Big Data Analytics
 - Emphasis in Business Entrepreneurship
 - Emphasis in Game and Simulation Development
- Counseling
 - Emphasis in Addiction, Chemical Dependency, and Substance Abuse
- Cybersecurity
- Early Childhood Education
- Early Childhood Education and Early Childhood Special Education
- Educational Studies
- Electrical Engineering
- Elementary Education
 - Emphasis in Christian Education*
 - Emphasis in English as a Second Language*
 - Emphasis in Science Technology Engineering and Mathematics
 - Emphasis in Teaching Reading*
- Elementary Education and Special Education
- Engineering
 - Emphasis in Robotics
- Entrepreneurial Studies
 - Emphasis in Engineering Management
 - Emphasis in Technology Management
- Environmental Science
 - Emphasis in Environmental Chemistry
- Exercise Science
 - Emphasis in Sports Performance
- Finance
 - Emphasis in Financial Planning
- Finance and Economics
- Forensic Science
- Health Care Administration
- Health Information Management
- Health Science
- Health Sciences
- Homeland Security and Emergency Management
- Hospitality Management
- Industrial Engineering
- Information Technology
 - Emphasis in Cybersecurity
- Justice Studies
- Marketing and Advertising
- Mathematics for Secondary Education
- Mechanical Engineering
 - Emphasis in Aerospace
- Mechanical Engineering Technology
 - Emphasis in Mechatronics
- Molecular and Cellular Biology
- Nursing
 - Emphasis in Pre-Licensure
 - Emphasis in Pre-Licensure

- Emphasis in RN to BSN
- Nutritional Sciences
- Physical Education
- Psychology
 - Emphasis in Forensic Psychology
 - Emphasis in Performance and Sport Psychology
- Public Health
- Risk Management
- Sociology
- Software Development
- Software Engineering
- Sports and Entertainment Management
- Sports Management
- Supply Chain and Logistics Management
- * Initial Program – Leads to Initial Teacher Licensure
- ∅ Initial Program – Does Not Lead to Initial Teacher Licensure

Bachelor of Social Work

Undergraduate Diploma/Certificate - Undergraduate

- C#.NET Programming
- Cybersecurity Foundations
- Java Programming

Minors

- Accounting
- Advertising and Graphic Design
- African American Experiences
- Air Force (ROTC)
- Animation Design
- Army (ROTC)
- Athletic Coaching
- Behavioral Health Sciences
- Biblical Studies
- Biological Sciences
- Business Analytics
- Business Management
- Chemistry for Chemical and Structural Analysis
- Chemistry for Life Sciences
- Chemistry for Physical Science and Engineering
- Christian Studies
- Communication
- Counseling
- Criminal Justice
- Cybersecurity
- Dance
- Digital Design
- Digital Film
- Entrepreneurial Studies
- Faith and Free Markets
- Finance and Economics
- Forensic Psychology
- Forensic Science
- General Business
- Hispanic Experiences
- History
- Hospitality Management
- Human Services Case Management
- Literature

- Marketing
- Mathematics
- Media and Production Ministry
- Music – Instrumental
- Music – Piano
- Music – Vocal
- Musical Theatre
- Networking Technology
- Nutrition
- Object Oriented Programming in C#
- Object Oriented Programming in Java
- Performance and Sport Psychology
- Philosophy
- Pre-Athletic Training
- Pre-Law
- Pre-Medicine

- Professional Writing
- Psychology
- Public Administration
- Short-Term Missions
- Social Work
- Sports and Entertainment Management
- Spanish
- Theatre
- Web Application Development
- Web Design
- Worship Arts
- Worship Ministry

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

General Education Requirements

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

General Education Information

Requirements for Minnesota Students

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

Recommended Sequence for Online Students

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

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

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

*Math requirement is dependent on Program of Study.

Bachelor of Arts

Competency	Requirements	GCU Course Options	Total Credits
<p>University Foundations</p>	<p>Upon completion of Grand Canyon University's University Foundation experience, students will be able to demonstrate competency in the areas of academic skills and self-leadership. They will be able to articulate the range of resources available to assist them, explore career options related to their area of study, and have knowledge of Grand Canyon's community. Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate foundational academic success skills • Explore GCU resources (CLA, library, Career Center, ADA office, etc.) • Articulate strategies of self-leadership and self-management • Recognize opportunities to engage in the GCU community. <p>Students with fewer than 24 credits will fulfill the University Foundations requirement with a specified lower-division course. An upper-division selection will be made available to students who enter the university with more than 24 credits.</p>	<ul style="list-style-type: none"> • UNV-103/303: University Success, 4 credits 	<p>4</p>
<p>Effective Communication</p>	<p>Graduates of Grand Canyon University will be able to construct rhetorically effective communications appropriate to diverse audiences, purposes, and occasions (English composition, communication, critical reading, foreign language, sign language, etc.). Students are required to take 3 credits of English grammar or composition.</p>	<ul style="list-style-type: none"> • UNV-104: 21st Century Skills: Communication and Information Literacy, 4 credits • ENG-105: English Composition I, 4 credits^A • ENG-106: English Composition II, 4 credits^A • COM-263: Elements of Intercultural Communication, 4 credits 	<p>13-16</p>
<p>Christian Worldview</p>	<p>Graduates of Grand Canyon University will be able to express aspects of Christian heritage and worldview. Students are required to take CWV-101 or CWV-301.</p>	<ul style="list-style-type: none"> • CWV-101/301: Christian Worldview, 4 credits 	<p>4</p>
<p>Critical Thinking</p>	<p>Graduates of Grand Canyon University will be able to use various analytic and problem-solving skills to examine, evaluate, and/or challenge ideas and arguments. Students are required to take 3 credits of college mathematics or higher.</p>	<ul style="list-style-type: none"> • MAT-144: College Mathematics, 4 credits 	<p>3-4</p>
<p>Global Awareness, Perspectives, and Ethics</p>	<p>Graduates of Grand Canyon University will be able to demonstrate awareness and appreciation of and empathy for differences in arts and culture, values, experiences, historical perspectives, and other aspects of life (psychology, sociology, government, Christian studies, Bible, geography, anthropology, economics, political science, child and family studies, law, ethics, cross-cultural studies, history, art, music, dance, theater, applied arts, literature, health, etc.).</p>	<ul style="list-style-type: none"> • INT-244: World Religions, 4 credits • PSY-102: General Psychology, 4 credits • SOC-100: Everyday Sociology, 4 credits <p>If the predefined course is a part of the major, students need to take an additional course.</p>	<p>10-12</p>

Bachelor of Science

Competency	Requirements	GCU Course Options	Total Credits
<p>University Foundations</p>	<p>Upon completion of Grand Canyon University’s University Foundation experience, students will be able to demonstrate competency in the areas of academic skills and self-leadership. They will be able to articulate the range of resources available to assist them, explore career options related to their area of study, and have knowledge of Grand Canyon’s community. Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate foundational academic success skills • Explore GCU resources (CLA, library, Career Center, ADA office, etc.) • Articulate strategies of self-leadership and self-management • Recognize opportunities to engage in the GCU community. <p>Students with fewer than 24 credits will fulfill the University Foundations requirement with a specified lower-division course. An upper-division selection will be made available to students who enter the university with more than 24 credits.</p>	<ul style="list-style-type: none"> • UNV-103/303: University Success, 4 credits (Required) • UNV-108: University Success in the College of Education, 4 credits • UNV-112: Success in Science, Engineering and Technology & Lab, 4 credits 	4
<p>Effective Communication</p>	<p>Graduates of Grand Canyon University will be able to construct rhetorically effective communications appropriate to diverse audiences, purposes, and occasions (English composition, communication, critical reading, foreign language, sign language, etc.). Students are required to take 3 credits of English grammar or composition.</p>	<ul style="list-style-type: none"> • UNV-104: 21st Century Skills: Communication and Information Literacy, 4 credits • ENG-105: English Composition I, 4 credits^Δ • ENG-106: English Composition II, 4 credits^Δ 	9-12
<p>Christian Worldview</p>	<p>Graduates of Grand Canyon University will be able to express aspects of Christian heritage and worldview. Students are required to take CWV-101 or CWV-301.</p>	<ul style="list-style-type: none"> • CWV-101/301: Christian Worldview, 4 credits 	4
<p>Critical Thinking</p>	<p>Graduates of Grand Canyon University will be able to use various analytic and problem-solving skills to examine, evaluate, and/or challenge ideas and arguments (mathematics, biology, chemistry, physics, geology, astronomy, physical geography, ecology, economics, logic, philosophy, technology, statistics, accounting, etc.). Students are required to take 3 credits of intermediate algebra or higher.</p>	<ul style="list-style-type: none"> • PHI-105: 21st Century Skills: Critical Thinking and Problem Solving, 4 credits • MAT-144: College Mathematics or MAT-154: Applications of College Algebra, 4 credits • BIO-220: Environmental Science, 4 credits 	11-12
<p>Global Awareness, Perspectives, and Ethics</p>	<p>Graduates of Grand Canyon University will be able to demonstrate awareness and appreciation of and empathy for differences in arts and culture, values, experiences, historical perspectives, and other aspects of life (psychology, sociology, government, Christian studies, Bible, geography, anthropology, economics, political science, child and family studies, law, ethics, cross-cultural studies, history, art, music, dance, theater, applied arts, literature, health, etc.).</p>	<ul style="list-style-type: none"> • HIS-144: U.S. History Themes, 4 credits • PSY-102: General Psychology, 4 credits • SOC-100: Everyday Sociology, 4 credits <p>If the predefined course is a part of the major, students need to take an additional course.</p>	6-8

Honors College

Honors College Description

Grand Canyon University's Honors College oversees the success of honors students as they progress through and complete required coursework in the honors program. Each college has a unique set of courses that must be taken to successfully complete the honors program and to earn a certificate of honors from the Honors College. Each college's honors program is designed to challenge students in the areas of personal and academic growth, as well as influence students' mental paradigms for viewing the world in which they live. This is accomplished by holistically developing competencies in the areas of decision-making and research, ethics, leadership, service, and cultural awareness. In particular, students will drive change that affects their community. Academically, the program consists of three general education courses, 8-9 credits of major coursework, and four annual symposia.

Honors College Mission

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

Honors College Goals

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

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

Programs Requirements

The following expectations for coursework must be completed in order to earn a special designation upon graduation from the Honors College. The honors program requires 24 credits of honors coursework as well as attendance and participation in HON-110: Honors Symposium. The HON-110 course is worth 0 credit but is mandatory.

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

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

Degree Requirements - Freshman

Total Honors College Coursework	24 credits
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Required Honors Coursework

UNV-109HN^Ω	Introduction to Honors Education and Academic Literacies	4 credits
CWV-106HN^Ω	Christianity: Story, Theology, and Mission	4 credits
HON-106^Ω	Freshman Symposium on Ethics: Culture, Perception, and Action	0 credits
HUM-201HN^Ω	Intersections of the Humanities and Sciences	4 credits
HON-110^Ω	Honors Symposium	0 credits

Total General Education Honors Coursework	12 credits
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Degree Requirements - Transfer Student

Total Honors General Education (UNV-109HN and CWV-106HN)*	20 credits*
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All Honors General Education Coursework will apply to the General Education requirement.

*If the student has already completed UNV-103, CWV-101 or ENG-106 as non-honors prior to being accepted into the Honors College, he/she will make up the honors credits by completing honors addenda or honors enrichment contracts for other courses in his/her program.

*Internal transfer students must complete the full honors application and be accepted to the Honors College prior to completing 36 credits at Grand Canyon University.

Total Honors College Coursework	20 credits
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^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

The Colangelo College of Business

College Description

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

College Mission

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

College Features

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

School of Business Studies

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

School of Business Studies: Undergraduate Programs

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

sports media, amateur and professional athletics, and sports and entertainment event planning.

Bachelor of Science in Accounting

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

Degree Requirements

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

Accounting Major

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

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Bachelor of Science in Accounting with an Emphasis in Public Accounting

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

Degree Requirements

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

Accounting with an Emphasis in Public Accounting Major

BIT-200^f	Introduction to Computer Technology	4 credits
ACC-250	Financial Accounting	4 credits
ACC-260	Management Accounting	4 credits
ACC-335	Accounting Information Systems	4 credits
BUS-352	Business Statistics	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340^A	Ethical and Legal Issues in Business	4 credits
ECN-361	Microeconomics	4 credits
ACC-361	Intermediate Managerial Accounting	4 credits
ACC-370	Intermediate Accounting I	4 credits
ACC-337	Introduction to Accounting Analytics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
ECN-362	Macroeconomics	4 credits
ACC-371	Intermediate Accounting II	4 credits
ACC-460	Taxation	4 credits
ACC-491	Auditing	4 credits
MGT-420	Organizational Behavior and Management	4 credits
BUS-485^{f,Δ,Ω}	Strategic Management	4 credits
ACC-465	Taxation II	4 credits
ACC-425	Ethics in Accounting	4 credits

Accounting with an Emphasis in Public Accounting Major 80 credits

Bachelor of Science in Applied Business Analytics

Grand Canyon University's Bachelor of Science in Applied Business Analytics program prepares students for career options that include business analytics analyst, business intelligence analyst, data analyst, business analytics manager, and business intelligence manager. Students examine the fundamentals of

database structures, data mining, business analytics, and project management. Students also examine the role of governance and ethics within information technology with specific emphasis on preparing for an audit, complying with government regulations, and understanding data-privacy issues. Graduates are prepared to extract, analyze, and interpret data to help enable decision making within data-driven business environments.

Degree Requirements

Total General Education	34-40 credits
Total Applied Business Analytics Major	40 credits
Total Electives	40-46 credits
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Total Bachelor of Science in Applied Business Analytics Program Credits	120 credits

Applied Business Analytics Major

BIT-200	Introduction to Computer Technology	4 credits
BUS-352	Business Statistics	4 credits
SYM-400	Introduction to Relational Databases	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
BIT-430	Introduction to Business Analytics	4 credits
BIT-445	Data Mining	4 credits
BIT-415	IT Project Management	4 credits
BIT-417^A	IT Governance and Ethics	4 credits
BIT-435	Advanced Business Analytics	4 credits
BIT-455	Current Topics in Business Analytics	4 credits

Applied Business Analytics Major 40 credits

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

Bachelor of Science in Applied Business Information Systems

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

Degree Requirements

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

Applied Business Information Systems Major

CST-111	Introduction to Computer Science and Information Technology Lecture	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

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

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

Bachelor of Science in Applied Entrepreneurship

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

Degree Requirements

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

Applied Entrepreneurship Major

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

Bachelor of Science in Applied Human Resources Management

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

Degree Requirements

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

Applied Entrepreneurship Major

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

Bachelor of Science in Applied Marketing and Advertising

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

Degree Requirements

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

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Applied Marketing and Advertising Major

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

Bachelor of Science in Business Administration

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

Degree Requirements

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

Business Administration Major

BIT-200^f	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340^A	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
BIT-301	Fundamentals in Business Analytics	4 credits
ECN-361	Microeconomics	4 credits
ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
BUS-332	Customer Engagement	4 credits
FIN-375	Introduction to Investments	4 credits
BUS-390	Global Business	4 credits
MGT-420^f	Organizational Behavior and Management	4 credits
MGT-455	Production/Operations Management	4 credits
ACC-486	Financial Statement Analysis	4 credits
BUS-485^{f/ΔΩ}	Strategic Management	4 credits
Business Administration Major		64 credits

Bachelor of Science in Business Analytics

Grand Canyon University's Bachelor of Science in Business Analytics program prepares students for career options that include business analyst, business analytics analyst, business

intelligence analyst, data analyst, business analytics manager, and business intelligence manager. Students examine foundational aspects in business, including marketing, accounting, finance, economics, and management. Within the context of business disciplines, students address core areas of business analytics, including data visualization, data mining, and predictive and prescriptive models. Project management and information governance and ethics are also explored. Graduates are prepared to extract, analyze, and interpret data to help enable decision making within data-driven business environments.

Degree Requirements

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

Business Analytics Major

BIT-205	Introduction to Computer Technology and Analytics	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
SYM-400	Introduction to Database Structures	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
BIT-430	Introduction to Business Analytics	4 credits
BIT-445	Data Mining	4 credits
BIT-415^f	IT Project Management	4 credits
BIT-417^f	IT Governance and Ethics	4 credits
BIT-435	Advanced Business Analytics	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-455	Production/Operations Management	4 credits
BIT-455	Current Topics in Business Analytics	4 credits
BUS-485^Ω	Strategic Management	4 credits
Business Analytics Major		68 credits

Bachelor of Science in Business Information Systems

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

Degree Requirements

Total General Education	34-40 credits
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^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

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

Business Information Systems Major

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

Bachelor of Science in Business Management

Grand Canyon University's Bachelor of Science in Business Management program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program prepares students to compete for entry-level management positions in business through coursework that addresses the key functional areas of management, accounting, finance, marketing, operations, and human resources.

Degree Requirements

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

Business Management Major

BIT-200^f	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits

BUS-340^Δ	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
MGT-325	Managing Business Communications and Change	4 credits
ECN-351	Essentials of Economics	4 credits
BUS-390	Global Business	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420^f	Organizational Behavior and Management	4 credits
MGT-455	Productions/Operations Management	4 credits
MGT-410	Servant Leadership	4 credits
MGT-434	Human Resources	4 credits
BUS-485^{ΔΩ}	Strategic Management	4 credits
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Business Management Major	56 credits	

Bachelor of Science in Business Management Effective October 2022

Grand Canyon University's Bachelor of Science in Business Management program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program prepares students to compete for entry-level management positions in business through coursework that addresses the key functional areas of management, accounting, finance, marketing, operations, and human resources.

Degree Requirements

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

Business Management Major

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

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

BUS-485^{ΔΩ} Strategic Management	4 credits
Business Management Major	64 credits

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

(Initial Program—Leads to Initial Teacher Licensure)

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

Degree Requirements

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

Required General Education

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

SEC-201 Early Adolescent and Adolescent Psychology	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

ECN-361 Microeconomics	4 credits
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Business for Secondary Education Major

BIT-200 Introduction to Computer Technology	4 credits
ACC-240 Fundamentals of Accounting	4 credits
SPD-200 Survey of Special Education: Mild to Moderate Disabilities	4 credits
POS-301 U.S. and Arizona Constitutions	2 credits
EDU-330^Δ Social Justice for Educators	4 credits
FIN-210 Personal Finance	4 credits
BUS-340^Δ Ethical and Legal Issues in Business	4 credits
SEC-345 Content Area Literacy for Middle and Secondary Teachers	4 credits
BUS-352 Business Statistics	4 credits
SEC-355 Middle and Secondary Curriculum and Assessment	4 credits
ESL-445N Methods of Structured English Immersion for Secondary Education	3 credits
SEC-455 Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
ECN-362 Macroeconomics	4 credits

MKT-315 Introduction to Marketing	4 credits
BUS-435 Methods of Teaching Business in Middle and Secondary Schools	4 credits
MGT-420^f Organizational Behavior and Management	4 credits
SEC-450 Data Driven Instructional Methods for Middle and Secondary Teachers	4 credits
BUS-485^{ΔΩ} Strategic Management	4 credits
SEC-490 Student Teaching for Secondary Education	8 credits
Business for Secondary Education Major	77 credits

Bachelor of Science in Entrepreneurial Studies

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

Degree Requirements

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

Entrepreneurial Studies Major

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

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

Grand Canyon University's Bachelor of Science in Entrepreneurial Studies with an Emphasis in Engineering Management program addresses solving real-world problems

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

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

Degree Requirements

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

Entrepreneurial Studies with an Emphasis in Engineering Management Major

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

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

Grand Canyon University's Bachelor of Science in Entrepreneurial Studies with an Emphasis in Technology Management program addresses solving real-world problems with the tools of computation and computer hardware by

partnering entrepreneurial technology students with computer programming and computer science students at the start of the program and for the final capstone project. The program embraces servant leadership, innovation, an entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program, which is built on the principles of personal integrity, values, and innovation, provides students with the personal and business skills to think analytically, ask the right questions, solve problems, and function as entrepreneurs in their own businesses or as intrapreneurs in larger companies.

Degree Requirements

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

Entrepreneurial Studies with an Emphasis in Technology Management Major

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

Bachelor of Science in Finance

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

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

various financial instruments; and understand the regulation of the financial industry.

Degree Requirements

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

Finance Major

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

Bachelor of Science in Finance with an Emphasis in Financial Planning

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

Degree Requirements

Total General Education	34-40 credits
Total Entrepreneurial Studies Major	80 credits

Total Electives	0-6 credits
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Total Bachelor of Science in Finance with an Emphasis in Financial Planning	120 credits

Required General Education

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

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

Finance with an Emphasis in Financial Planning Major

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

Finance with an Emphasis in Financial Planning Major	80 credits
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Bachelor of Science in Finance and Economics

Grand Canyon University's Bachelor of Science in Finance and Economics program addresses the fundamental concepts in Finance, Investment Management, and Micro, Macro and International Economics. Due to the combined nature of this degree, there is a specific focus on financial markets and monetary economics. The program prepares students to compete for entry-level positions in financial services, corporate finance, banking, and insurance.

Degree Requirements

Total General Education	34-40 credits
Total Finance and Economics Major	60 credits
Total Electives	20-26 credits
<hr/>	
Total Bachelor of Science in Finance and Economics Credits	120 credits

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

Finance and Economics Major

BIT-200	Introduction to Computer Technology	4 credits
ACC-250	Financial Accounting	4 credits
ACC-350	Managerial Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340^Δ	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-361	Microeconomics	4 credits
ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
FIN-450	Intermediate Finance	4 credits
FIN-375	Introduction to Investments	4 credits
ECN-460	Economics of Money, Banking, and Financial Markets	4 credits
ECN-450	International Trade and Finance	4 credits
BUS-485^{ΔΩ}	Strategic Management	4 credits
Finance and Economics Major		60 credits

Bachelor of Science in Finance and Economics Effective October 2022

Grand Canyon University's Bachelor of Science in Finance and Economics program addresses the fundamental concepts in Finance, Investment Management, and Micro, Macro and International Economics. Due to the combined nature of this degree, there is a specific focus on financial markets and monetary economics. The program prepares students to compete for entry-level positions in financial services, corporate finance, banking, and insurance.

Degree Requirements

Total General Education	34-40 credits
Total Finance and Economics Major	64 credits
Total Electives	16-22 credits
<hr/>	
Total Bachelor of Science in Finance and Economics Credits	120 credits

Finance and Economics Major

BIT-200	Introduction to Computer Technology	4 credits
ACC-250	Financial Accounting	4 credits
ACC-260	Management Accounting	4 credits
MAT-251	Brief Calculus	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340^Δ	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-361	Microeconomics	4 credits
ECN-362	Macroeconomics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits

FIN-450	Intermediate Finance	4 credits
FIN-375	Introduction to Investments	4 credits
ECN-460	Economics of Money, Banking, and Financial Markets	4 credits
ECN-450	International Trade and Finance	4 credits
BUS-485^{ΔΩ}	Strategic Management	4 credits
Finance and Economics Major		64 credits

Bachelor of Science in Homeland Security and Emergency Management

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

Degree Requirements

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

Homeland Security and Emergency Management Major

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

Bachelor of Science in Hospitality Management

Grand Canyon University's Bachelor of Science in Hospitality Management prepares students to compete for entry-level positions in the hospitality industry. Core business courses incorporate servant leadership, innovation, and entrepreneurial spirit, and address the key functional areas of management, accounting, finance, marketing, and operations. The major courses offer a broad-based curriculum specific to hospitality management, including hotel and restaurant management, event planning, facilities management, and human resources in the hospitality industry.

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

Degree Requirements

Total General Education	34-40 credits
Total Hospitality Management Major	68 credits
Total Electives	12-18 credits
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Total Bachelor of Science in Hospitality Management Credits	120 credits

Hospitality Management Major

BIT-200	Introduction to Computer Technology	4 credits
HOS-200	Introduction to Hospitality	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340^{Δf}	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-434	Human Resources	4 credits
ENT-435	Intrapreneurship and Innovation	4 credits
HOS-440	Hotel and Lodging Management and Operations I	4 credits
HOS-450	Hotel and Lodging Management and Operations II	4 credits
HOS-460	Food and Beverage Service Management and Operations	4 credits
HOS-465	Revenue Generation for Hospitality	4 credits
HOS-470	Hospitality Services Marketing	4 credits
BUS-485^{ΔΩ}	Strategic Management	4 credits
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Hospitality Management Major	68 credits	

Bachelor of Science in Hospitality Management Effective September 2022

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

Degree Requirements

Total General Education	34-40 credits
Total Hospitality Management Major	68 credits
Total Electives	12-18 credits
<hr/>	
Total Bachelor of Science in Hospitality Management Credits	120 credits

Hospitality Management Major

BIT-200	Introduction to Computer Technology	4 credits
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HOS-200	Introduction to Hospitality	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340^{Δf}	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MGT-420	Organizational Behavior and Management	4 credits
MGT-434	Human Resources	4 credits
HOS-440	Hotel and Lodging Management and Operations I	4 credits
BUS-332	Customer Engagement	4 credits
HOS-455	Events and Tourism Management	4 credits
HOS-460	Food and Beverage Service Management and Operations	4 credits
HOS-466	Revenue Management for Hospitality	4 credits
HOS-470	Hospitality Services Marketing	4 credits
BUS-485^{ΔΩ}	Strategic Management	4 credits

Hospitality Management Major	68 credits
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Bachelor of Science in Marketing and Advertising

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

Degree Requirements

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

Marketing and Advertising Major

BIT-200^f	Introduction to Computer Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits
MKT-315	Introduction to Marketing	4 credits
BUS-340^Δ	Ethical and Legal Issues in Business	4 credits
BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
FIN-350	Fundamentals of Business Finance	4 credits
MKT-345	Buyer and Consumer Behavior	4 credits
MGT-420^f	Organizational Behavior and Management	4 credits
MKT-415	Promotion and Advertising	4 credits
MKT-445	Marketing Research and Reporting	4 credits
MGT-455	Production/ Operations Management	4 credits

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

MKT-462	Digital Marketing and Advertising	4 credits
MKT-450	Marketing Management	4 credits
BUS-485^{ΔΩ}	Strategic Management	4 credits
Marketing and Advertising Major		60 credits

Bachelor of Science in Risk Management

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

Degree Requirements

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

Risk Management Major

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

Bachelor of Science in Sports and Entertainment Management

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

Degree Requirements

Total General Education	34-40 credits
Total Sports Management Major	68 credits
Total Electives	12-18 credits
<hr/>	
Total Bachelor of Science in Sports and Entertainment Management	120 credits

Sports and Entertainment Management Major

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

Sports and Entertainment Management Major	68 credits
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Bachelor of Science in Supply Chain and Logistics Management

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

Degree Requirements

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

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

Supply Chain and Logistics Management Major

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

Bridge to Master of Science in Accounting

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

Degree Requirements

ACC-250	Financial Accounting	4 credits
ACC-260	Management Accounting	4 credits
ACC-335	Accounting Information Systems	4 credits
ACC-337	Introduction to Accounting Analytics	4 credits
BUS-340	Ethical and Legal Issues in Business	4 credits
ACC-360	Cost Accounting	4 credits
ACC-370	Intermediate Accounting I	4 credits
ACC-371	Intermediate Accounting II	4 credits
ACC-425	Ethics in Accounting	4 credits
ACC-460	Taxation	4 credits
ACC-465	Taxation II	4 credits
ACC-491	Auditing	4 credits
Bridge to Master of Science in Accounting		48 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

Bridge to Master of Science in Information Technology Management

This Bridge to Master of Science in Information Technology Management contains four undergraduate courses that must be completed by an MS in Information Technology Management candidate who has a bachelors or masters degree not related to Information Technology. The bridge prepares a Master of Science in Information Technology Management candidate with basic knowledge related to the technology industry.

Degree Requirements

CST-111	Introduction to Computer Science and Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
BIT-310	Information Systems Design and Development	4 credits
SYM-400	Introduction to Database Structures	4 credits
Bridge to Master of Science in Information Technology Management		16 credits

School of Business Studies: Dual-Degree Programs

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

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

Master of Business Administration and Master of Science in Leadership

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

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits

BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
LDR-600	Leadership Styles and Development	4 credits
LDR-630	Servant Leadership	4 credits
LDR-640	Leadership and Innovation	4 credits
LDR-612	Coaching, Mentoring, and Leadership Development	4 credits
LDR-615	Organizational Development and Change	4 credits

Master of Business Administration and Master of Science in Leadership 66 credits

Master of Business Administration and Master of Science in Leadership *Effective October 2022*

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

Degree Requirements

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

Master of Business Administration and Master of Science in Leadership 66 credits

School of Business Studies: Graduate Programs

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

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

Master of Business Administration

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

Degree Requirements

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

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

Master of Business Administration with an Emphasis in Accounting

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

Degree Requirements

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

Master of Business Administration with an Emphasis in Accounting 54 credits

Master of Business Administration with an Emphasis in Business Analytics

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

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

Degree Requirements

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

Master of Business Administration with an Emphasis in Business Analytics 54 credits

Master of Business Administration with an Emphasis in Cybersecurity

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

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
CYB-505	Cyber Warfare and Applications	4 credits
CYB-515	Enterprise Security Infrastructure Design	4 credits

Master of Business Administration with an Emphasis in Cybersecurity 54 credits

Master of Business Administration with an Emphasis in Finance

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

Degree Requirements

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

Master of Business Administration with an Emphasis in Finance 54 credits

Master of Business Administration with an Emphasis in Health Systems Management

Grand Canyon University's Master of Business Administration with an Emphasis in Health Systems Management program provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications,

emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program prepares students to compete for critical leadership roles in current and future organizations through coursework that addresses leadership theory, problem solving, organizational leadership, self-leadership, and highly effective teams. The program prepares students for advanced management or senior administration positions in the health care industry through coursework that addresses the legal and ethical concerns in health care and health care policies and economics.

Degree Requirements

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

Master of Business Administration with an Emphasis in Health Systems Management 54 credits

Master of Business Administration with an Emphasis in Leadership

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

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

theory, problem solving, organizational leadership, self-leadership, and highly effective teams.

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
LDR-600	Leadership Styles and Development	4 credits
LDR-615	Organizational Development and Change	4 credits
Master of Business Administration with an Emphasis in Leadership		54 credits

Master of Business Administration with an Emphasis in Marketing

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

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
ECN-601	Economics	4 credits

BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits
MKT-650	Services Marketing	4 credits
MKT-660	International Marketing	4 credits

Master of Business Administration with an Emphasis in Marketing 54 credits

Master of Business Administration with an Emphasis in Project Management

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

Degree Requirements

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

Master of Business Administration with an Emphasis in Project Management 54 credits

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

Master of Business Administration with an Emphasis in Sports Business

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

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

Degree Requirements

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

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

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

Degree Requirements

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

Master of Business Administration with an Emphasis in Strategic Human Resource Management 54 credits

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

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

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
NUR-513	Introduction to Advanced Registered Nursing	4 credits
NUR-514	Organizational Leadership and Informatics	4 credits
NUR-550	Translational Research and Population Health Management	4 credits
NUR-590	Evidence Based-Practic Project	4 credits
LDR-615	Organizational Development and Change	4 credits

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

NUR-621	Principles of Health Care Financial Management	4 credits
NUR-630	Performance Improvement and Quality in Health Care	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
NUR-674	Leadership in Health Care Systems Practicum	4 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
ECN-601	Economics	4 credits
BUS-660	Quantitative Methods	4 credits
MKT-607	Marketing Management	4 credits
ACC-650	Managerial Accounting	4 credits
MGT-655	Operations Management	4 credits
FIN-650	Managerial Finance	4 credits
MGT-660	Strategic Management	4 credits

Master of Business Administration & Master of Science in Nursing: Nursing Leadership in Health Care Systems 74 credits

Master of Science in Accounting

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

Degree Requirements

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

Master of Science in Accounting 34 credits

Master of Science in Information Assurance & Cybersecurity

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

Degree Requirements

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

Master of Science in Information Assurance & Cybersecurity 34 credits

Master of Science in Organizational Leadership and Entrepreneurship

The Master of Science in Organizational Leadership and Entrepreneurship is designed to provide business leaders, entrepreneurs, and entrepreneurs with knowledge and skills to focus an enterprise on organic growth through innovation, the commercialization of resultant innovation, and the subsequent sales and marketing of products and services developed.

A broad range of topics related to innovation, marketing and sales will be explored, and the proven principles of servant leadership and values-based management are infused throughout the program to prepare graduates to develop and nurture an entrepreneurial spirit within their organizations. Students will discuss the formulation and execution of growth strategies within organizations and how to stay competitive in a global marketplace.

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
OGS-600	Business Model Development	4 credits
OGS-605	Customer Segmentation and Analysis	4 credits
OGS-610	Finance and Revenue	4 credits
OGS-615	Marketing and Sales Management	4 credits
OGS-620	Funding Organizational Growth	4 credits
OGS-625	Infrastructure and Operations	4 credits
OGS-630	Sustaining Organizational Growth	4 credits
OGS-635	Launching Growth and Sales Models	4 credits

Master of Science in Organizational Growth and Sales 46 credits

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

Graduate Certificate of Completion in Homeland Security and Emergency Management

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

Degree Requirements

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

Graduate Certificate of Completion in Information Technology Management

The Graduate Certificate of Completion in Information Technology Management provides graduates with foundational skills in information technology management. Coursework includes leadership and management concepts related directly to the technology industry, as well as business process analysis and information security and risk management.

Degree Requirements

MIS-602	Innovation in Information Technology and Data Management	4 credits
LDR-604	IT Management and Leadership	4 credits
MIS-652	Business Process Analysis	4 credits
MIS-657	Information Security and Risk Management	4 credits
Graduate Certificate of Completion in Information Technology Management		16 credits

Graduate Certificate of Completion in Project Management

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

Degree Requirements

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

School of Professional Studies

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

- Bachelor of Science in Applied Management

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

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

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

School of Professional Studies: Undergraduate Programs

Bachelor of Science in Applied Management

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

Degree Requirements

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

Applied Management Major

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

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

BUS-470^Ω	Applied Business Project	4 credits
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Applied Management Major		36 credits

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

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

School of Professional Studies: Graduate Programs

Master of Science in Business Analytics

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

Degree Requirements

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

Master of Science in Information Technology Management

The Master of Science in Information Technology Management is designed to prepare students for leadership positions in information technology. The program consists of a unique blend of technology and management courses that provide students with the business and technology knowledge required to manage the information technology function across a wide range of industries. The degree covers a broad range of topics in the functional areas of business, such as accounting, finance, organizational behavior, and strategic management, as well as technology topics such as network administration, information security, technology innovation, and IT project management.

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
MIS-602	Innovation in Information Technology and Data Management	4 credits
BUS-600	Financial Fundamentals for Managers	4 credits
LDR-604	IT Management and Leadership	4 credits
MIS-640	Financial Decision Making	4 credits
MIS-652	Business Process Analysis	4 credits
MGT-665	IT Project Management	4 credits

MIS-657	Information Security and Risk Management	4 credits
MGT-670	Strategic Management of Information Technology Capstone	4 credits
Master of Science in Information Technology Management		34 credits

Master of Science in Leadership

Developed for individuals interested in the leadership skills involved in management, Grand Canyon University offers a Master of Science in Leadership. This leadership degree provides students with the skills necessary to develop professionally and gain self-confidence in their own leadership styles. Students learn to integrate a conceptual foundation for an executive leadership role that emphasizes the immediate application of ethical and practical leadership skills. This program also focuses on the ability to create, communicate and influence decisions using critical thinking and problem-solving skills that are grounded in theory and research. Students gain an understanding of key audiences and learn how to effectively connect and communicate with important stakeholders.

Coursework in the Master of Science in Leadership degree explores the nature of business leadership models and theories, examines these models through a broad variety of perspectives, and provides a description and analysis of these approaches to leadership. Special attention is given to how the models can improve leadership in real-world organizations. Students will also study tactics for becoming an empowering leader. Organizational politics, influence tactics, and succession planning are also topics of discussion.

Servant leadership is another area of focus in this leadership degree. Students study the biblical basis of servant leadership and examine how servant leaders can play a significant role in leading organizations that are committed to empowering the people and communities they serve. They have the opportunity to participate in an organization or community-based leadership project and create a professional portfolio.

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
MGT-605	Leadership and Organizations	4 credits
LDR-600	Leadership Styles and Development	4 credits
LDR-630	Servant Leadership	4 credits
LDR-640	Leadership and Innovation	4 credits
LDR-612	Coaching, Mentoring, and Leadership Development	4 credits
LDR-615	Organizational Development and Change	4 credits
LDR-620	Leading as a General Manager	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
LDR-655	Leadership Capstone	4 credits
Master of Science in Leadership		38 credits

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

The Master of Science in Leadership with an emphasis in Homeland Security and Emergency Management program offers

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

you a degree in leadership while providing advanced skills and practices in analysis and emergency planning and management. The program highlights the application of disaster response and recovery and in-depth analysis of the strategic, human, economic, legal, political, and environmental issues that impact the field.

Degree Requirements

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

Minors

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

Minor in Air Force (ROTC)

AES-101	Air Force Today I	2 credits
AES-102	Leadership Laboratory	0 credit
AES-103	Air Force Today II	2 credits
AES-104	Leadership Laboratory	0 credit
AES-201	The Evolution of USAF Air and Space Power I	2 credits
AES-202A	Leadership Laboratory	0 credit
AES-203	The Evolution of USAF Air and Space Power II	2 credits
AES-204	Leadership Laboratory	0 credit
AES-301	Air Force Leadership Studies I	3 credits
AES-302	Leadership Laboratory	0 credit
AES-303	Air Force Leadership Studies II	3 credits
AES-304	Leadership Laboratory	0 credit
AES-401	National Security Affairs	3 credits
AES-402	Leadership Laboratory	0 credit
AES-403A	Regional Security Issues	3 credits
AES-404	Leadership Laboratory	0 credit
AES-294A	Air Force Physical Fitness	2 credits
AES-294B	Air Force Physical Fitness	2 credits
AES-294C	Air Force Physical Fitness	2 credits

AES-294D	Air Force Physical Fitness	2 credits
AES-294E	Air Force Physical Fitness	2 credits
AES-294F	Air Force Physical Fitness	2 credits
AES-294G	Air Force Physical Fitness	2 credits
AES-294H	Air Force Physical Fitness	2 credits
Minor in Air Force (ROTC)		36 credits

Minor in Army (ROTC)

MSL-101N	Introduction to the Army	3 credits
MSL-102N	Foundations of Agile and Adaptive Leadership	3 credits
MSL-201N	Leadership and Decision Making	3 credits
MSL-202N	Army Doctrine and Team Development	3 credits
MSL-301N	Training Management and the Warfighting Functions	3 credits
MSL-302N	Applied Leadership in Small Unit Operations	3 credits
MSL-401N	The Army Officer	3 credits
MSL-402N	Company Grade Leadership	3 credits
HIS-231	American Military History	3 credits
Minor in Army (ROTC)		27 credits

Minor in Accounting

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

Minor in Business Analytics

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

BIT-200	Introduction to Computer Technology	4 credits
BUS-352	Business Statistics	4 credits
SYM-400	Introduction to Database Structure	4 credits
BIT-430	Introduction to Business Analytics	4 credits
BIT-435	Advanced Business Analytics	4 credits
BIT-445	Data Mining	4 credits
Minor in Business Analytics		20 credits

Minor in Business Management

MGT-410	Servant Leadership	4 credits
MGT-325	Managing Business Communications and Change	4 credits
MGT-420	Organizational Behavior and Management	4 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BUS-390	Global Business	4 credits
MGT-434	Human Resources	4 credits
Minor in Business Management		20 credits

Minor in Entrepreneurial Studies

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

Minor in Faith and Free Markets

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

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

Minor in Finance and Economics

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

Minor in General Business

BIT-200	Introduction to Technology	4 credits
ACC-240	Fundamentals of Accounting	4 credits

BUS-352	Business Statistics	4 credits
ECN-351	Essentials of Economics	4 credits
MGT-420	Organizational Behavior and Management	4 credits

Minor in General Business		20 credits
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Minor in Hospitality Management

HOS-200	Introduction to Hospitality	4 credits
HOS-440	Hotel and Lodging Management and Operations I	4 credits
HOS-455	Event and Tourism	
HOS-460	Food and Beverage Service Management and Operations	4 credits

Minor in Hospitality Management		16 credits
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Minor in Marketing

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

Minor in Marketing		20 credits
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Minor in Sports and Entertainment Management

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

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

Minor in Sports and Entertainment Management		20 credits
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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

The College of Doctoral Studies

College Description

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

College Mission

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

College Vision

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

College Features

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

Doctoral Program Goals

The College of Doctoral Studies expects its graduates to:

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

Doctoral Programs

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

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

[ACC-502](#) Accounting Practices 4 credits

FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
MKT-607	Marketing Management	4 credits
MIS-605	Introduction to Databases	4 credits

Bridge to Doctor of Business Administration with an Emphasis in Data Analytics 20 credits

Bridge to Doctor of Business Administration with an Emphasis in Management

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

ACC-502	Accounting Practices	4 credits
FIN-504	Finance Principles	4 credits
SYM-506	Applied Business Probability and Statistics	4 credits
MKT-607	Marketing Management	4 credits

Bridge to Doctor of Business Administration with an Emphasis in Management 16 credits

Bridge to Doctor of Business Administration with an Emphasis in Marketing

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

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

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

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

Bridge to Doctor of Philosophy in Counselor Education and Supervision

Offered online by the College of Doctoral Studies, Grand Canyon University's Bridge to Doctor of Philosophy (PhD) in Counselor Education and Supervision program is designed for ambitious learners with a Master's degree in counseling but who require specific core courses required to meet CACREP standards. Bridge courses taken prior to the PhD program offer the essential prerequisites to doctoral study. The Bridge to the Doctor of Philosophy (PhD) in Counselor Education and Supervision program includes coursework in human growth and development, assessment and testing, research and program evaluation, and career development to help prepare the learner to successfully complete the PhD degree program.

PCN-518	Human Growth and Development	3 credits
PCN-523	Tests and Appraisal in Counsel	3 credits
PCN-540	Research Methods	3 credits
PCN-525	Career Development and Counseling	3 credits
Bridge to Doctor of Philosophy in Counselor Education and Supervision		12 credits

Doctor of Business Administration: Data Analytics (Qualitative Research)

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820E^Ω	The Literature Landscape: Business	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits
MGT-820	Using Business Analytics for Competitive Advantage	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
DBA-831	Analytic Foundations for Business Leaders	3 credits
DBA-833	Predictive Modeling	3 credits
DBA-815	Economics for Business Decisions	3 credits

RES-841^Ω	Designing a Qualitative Study 1	3 credits
RES-843^Ω	Designing a Qualitative Study 2	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-883^Ω	Residency: The Qualitative Dissertation	3 credits
DBA-839	Enterprise Data Complexity	3 credits
DBA-955^Ω	Dissertation I	3 credits
RES-873^Ω	Qualitative Data Collection and Management	3 credits
DBA-960^Ω	Dissertation II	3 credits
RES-883^Ω	Qualitative Data Analysis, Results and Findings	3 credits
DBA-965^Ω	Dissertation III	3 credits

Doctor of Business Administration: Data Analytics (Qualitative Research) 60 credits

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

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

Doctor of Business Administration: Data Analytics (Quantitative Research)

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

Degree Requirements

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

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

DBA-831	Analytic Foundations for Business Leaders	3 credits
DBA-833	Predictive Modeling	3 credits
DBA-815	Economics for Business Decisions	3 credits
RES-842^Ω	Designing a Quantitative Study 1	3 credits
RES-844^Ω	Designing a Quantitative Study 2	3 credits
DBA-835	The Sustainable Future	3 credits
RSD-884^Ω	Residency: The Quantitative Dissertation	3 credits
DBA-839	Enterprise Data Complexity	3 credits
DBA-955^Ω	Dissertation I	3 credits
RES-874^Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DBA-960^Ω	Dissertation II	3 credits
RES-884^Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DBA-965^Ω	Dissertation III	3 credits

Doctor of Business Administration: Data Analytics (Quantitative Research) 60 credits

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

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

Doctor of Business Administration: Management (Qualitative Research)

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820E^Ω	The Literature Landscape: Business	3 credits
DBA-820	Emerging Issues in Financial Management	3 credits

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

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

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

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

Doctor of Business Administration: Management (Quantitative Research)

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

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

Degree Requirements

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

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

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

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

Doctor of Business Administration: Marketing (Qualitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Marketing (Qualitative Research) will be able to create and manage data-driven marketing in a variety of industries with the intent to secure competitive advantage. Students will integrate the history, philosophy, and theories of marketing; assess the influence of digital technologies; evaluate data-driven marketing management

strategies and analyze the complexities of global marketing. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

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

Doctor of Business Administration: Marketing (Qualitative Research) 60 credits

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

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

Doctor of Business Administration: Marketing (Quantitative Research)

Graduates of Grand Canyon University's Doctor of Business Administration Program with an emphasis in Marketing (Quantitative) will be able to create and manage data-driven

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

marketing in a variety of industries with the intent to secure competitive advantage. Students will integrate the history, philosophy, and theories of marketing; assess the influence of digital technologies; evaluate data-driven marketing management strategies and analyze the complexities of global marketing. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

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

Doctor of Business Administration: Marketing (Quantitative Research) 60 credits

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

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
PCE-812	Behavioral Health Management	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
PCE-820	Behavioral Health Clinical Supervision	3 credits
PCE-822	Behavioral Health Entrepreneurship	3 credits
RES-841^Ω	Designing a Qualitative Study 1	3 credits
RES-843^Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883^Ω	Residency: The Qualitative Dissertation	3 credits
PCE-805	Consultation for Behavioral Health Professionals	3 credits
DIS-955^Ω	Dissertation I	3 credits
RES-873^Ω	Qualitative Data Collection and Management	3 credits
DIS-960^Ω	Dissertation II	3 credits
RES-883^Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965^Ω	Dissertation III	3 credits

Doctor of Education in Organizational Leadership: Behavioral Health (Qualitative Research) 60 credits

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

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

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
PCE-812	Behavioral Health Management	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
PCE-820	Behavioral Health Clinical Supervision	3 credits
PCE-822	Behavioral Health Entrepreneurship	3 credits
RES-842^Ω	Designing a Quantitative Study 1	3 credits
RES-844^Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits

RSD-884^Ω	Residency: The Quantitative Dissertation	3 credits
PCE-805	Consultation for Behavioral Health Professionals	3 credits
DIS-955^Ω	Dissertation I	3 credits
RES-874^Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960^Ω	Dissertation II	3 credits
RES-884^Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965^Ω	Dissertation III	3 credits

Doctor of Education in Organizational Leadership: Behavioral Health (Quantitative Research)	60 credits
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Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits

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

MIN-812	Theology of Leadership	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
MIN-817	Christian Ministry and Culture	3 credits
MIN-822	Trends and Issues in Christian Ministry	3 credits
RES-841^Ω	Designing a Qualitative Study 1	3 credits
RES-843^Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883^Ω	Residency: The Qualitative Dissertation	3 credits
MIN-827	Practical Considerations in Christian Ministry	3 credits
DIS-955^Ω	Dissertation I	3 credits
RES-873^Ω	Qualitative Data Collection and Management	3 credits
DIS-960^Ω	Dissertation II	3 credits
RES-883^Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965^Ω	Dissertation III	3 credits

Doctor of Education in Organizational Leadership: Christian Ministry (Qualitative Research) 60 credits

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

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

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

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is

consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Christian Ministry will advance the study of leadership within the field of Christian ministry with an in-depth research-based approach to facilitate leadership within Christian ministry and society.

Degree Requirements

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

Doctor of Education in Organizational Leadership: Christian Ministry (Quantitative Research) 60 credits

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

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

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

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

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

Degree Requirements

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

Doctor of Education in Organizational Leadership: Health Care Administration (Qualitative Research)	60 credits
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Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
HCA-812	Health Care Regulation	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
HCA-817	Professional Development and Leadership in Health Care	3 credits
HCA-822	Building a Culture of Community in Health Care	3 credits
RES-842^Ω	Designing a Quantitative Study 1	3 credits
RES-844^Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits

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

RSD-884^Ω	Residency: The Quantitative Dissertation	3 credits
HCA-827	Sustainability of Health Care Organizations	3 credits
DIS-955^Ω	Dissertation I	3 credits
RES-874^Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960^Ω	Dissertation II	3 credits
RES-884^Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965^Ω	Dissertation III	3 credits

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

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

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits

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

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

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

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

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

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with

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

conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership will advance the study of leadership within the field of higher education leadership with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDU-805	History and Politics of Higher Education	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
EDU-812	Governance and Structures in Higher Education	3 credits
EDU-822	Fiscal Management in Higher Education	3 credits
RES-842^Ω	Designing a Quantitative Study 1	3 credits
RES-844^Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-884^Ω	Residency: The Quantitative Dissertation	3 credits
EDU-827	Strategic Planning in Higher Education	3 credits
DIS-955^Ω	Dissertation I	3 credits
RES-874^Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960^Ω	Dissertation II	3 credits
RES-883^Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965^Ω	Dissertation III	3 credits
Doctor of Education in Organizational Leadership: Higher Education Leadership (Quantitative Research)		60 credits
<i>Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:</i>		
DIS-966^Ω	Research Continuation I	3 credits
DIS-967^Ω	Research Continuation II	3 credits
DIS-968^Ω	Research Continuation III	3 credits
DIS-969^Ω	Research Continuation IV	3 credits
DIS-970^Ω	Research Continuation V	3 credits
DIS-971^Ω	Research Continuation VI	3 credits
DIS-972^Ω	Research Continuation VII	3 credits
DIS-973^Ω	Research Continuation VIII	3 credits
DIS-974^Ω	Research Continuation IX	3 credits

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDL-807	History and Politics of K-12 Education	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
EDL-812	Governance and Structures in K-12 Education	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
RES-841^Ω	Designing a Qualitative Study 1	3 credits
RES-843^Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-883^Ω	Residency: The Qualitative Dissertation	3 credits
EDL-827	Strategic Planning in K-12 Education	3 credits
DIS-955^Ω	Dissertation I	3 credits
RES-873^Ω	Qualitative Data Collection and Management	3 credits
DIS-960^Ω	Dissertation II	3 credits
RES-883^Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965^Ω	Dissertation III	3 credits
Doctor of Education in Organizational Leadership (Qualitative Research)		60 credits

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

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

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDL-807	History and Politics of K-12 Education	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
EDL-812	Governance and Structures in K-12 Education	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
RES-842^Ω	Designing a Quantitative Study 1	3 credits
RES-844^Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits

LDR-804	Leading Across Cultures	3 credits
RSD-884^Ω	Residency: The Quantitative Dissertation	3 credits
EDL-827	Strategic Planning in K-12 Education	3 credits
DIS-955^Ω	Dissertation I	3 credits
RES-874^Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960^Ω	Dissertation II	3 credits
RES-884^Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965^Ω	Dissertation III	3 credits

Doctor of Education in Organizational Leadership (Quantitative Research)	60 credits
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Doctoral learners who did not complete their dissertation in DIS-965 must take one or more of the following in order to complete their dissertation:

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

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

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

Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development will examine organizational culture, communication, and leader/follower interaction, and will analyze organizational models using constructs from research to explain behaviors and events in an organizational setting.

Degree Requirements

RES-811^Ω	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
RES-850^Ω	Foundations for Research	3 credits

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

ORG-807	Stakeholders: Roles in Organizations	3 credits
ORG-812	Organizational Theory, Structure, and Process	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-861^Ω	Analysis of Existing Research	3 credits
ORG-817	Systems Thinking: Building Organizations That Last	3 credits
ORG-822	Individual Differences and Organizational Outcomes	3 credits
RES-866^Ω	Approaches to Research Design and Data Analysis	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-881^Ω	Residency: Presentation of Progress or Results	3 credits
RES-880^Ω	Formalizing the Research Prospectus	3 credits
ORG-827	Strategic Decision Making	3 credits
RES-885^Ω	Developing the Research Proposal	3 credits
DIS-955^Ω	Dissertation I	3 credits
DIS-960^Ω	Dissertation II	3 credits
DIS-965^Ω	Dissertation III	3 credits

Doctor of Education in Organizational with an Emphasis in Organizational Development 60 credits

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

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

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

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

learners who are global citizens, critical thinkers, effective communicators, and responsible leaders. Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development will examine organizational culture, communication, and leader/follower interaction, and will analyze organizational models using constructs from research to explain behaviors and events in an organizational setting.

Degree Requirements

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

Doctor of Education in Organizational: Organizational Development (Qualitative Research) 60 credits

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

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

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

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

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

Degree Requirements

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

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

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
SPE-812	Special Education Law	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
SPE-817	Supervision and Administration of Special Education	3 credits
SPE-822	Fiscal Management in Special Education	3 credits
RES-841^Ω	Designing a Qualitative Study 1	3 credits
RES-843^Ω	Designing a Qualitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits

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

RSD-883^Ω	Residency: The Qualitative Dissertation	3 credits
SPE-827	Perspectives in Special Education	3 credits
DIS-955^Ω	Dissertation I	3 credits
RES-873^Ω	Qualitative Data Collection and Management	3 credits
DIS-960^Ω	Dissertation II	3 credits
RES-883^Ω	Qualitative Data Analysis, Results and Findings	3 credits
DIS-965^Ω	Dissertation III	3 credits

Doctor of Education in Organizational: Special Education (Qualitative Research) 60 credits

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

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820A^Ω	The Literature Landscape: Organizational Leadership	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits

SPE-812	Special Education Law	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
SPE-817	Supervision and Administration of Special Education	3 credits
SPE-822	Fiscal Management in Special Education	3 credits
RES-842^Ω	Designing a Quantitative Study 1	3 credits
RES-844^Ω	Designing a Quantitative Study 2	3 credits
LDR-825	Strategic Planning and Change	3 credits
LDR-804	Leading Across Cultures	3 credits
RSD-884^Ω	Residency: The Quantitative Dissertation	3 credits
SPE-827	Perspectives in Special Education	3 credits
DIS-955^Ω	Dissertation I	3 credits
RES-874^Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
DIS-960^Ω	Dissertation II	3 credits
RES-884^Ω	Quantitative Data Analysis, Results, and Findings	3 credits
DIS-965^Ω	Dissertation III	3 credits

Doctor of Education in Organizational: Special Education (Quantitative Research) 60 credits

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

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

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

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

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Degree Requirements

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

Doctor of Education in Teaching and Learning: Adult Learning (Qualitative Research) 60 credits

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

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

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

The Doctor of Education in Teaching and Learning program develops educators capable of generating new knowledge and responsibly applying knowledge to achieve educational outcomes as well as mentoring, coaching, and collaborating from the perspective of the Christian worldview. Students will study the major bodies of literature in educational theory and philosophy, will reflect critically on existing theory, will identify appropriate

applications of theory, and will conceptualize philosophy from its theoretic foundation. Students will develop academic and research expertise through the study of research methodology. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Degree Requirements

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

Doctor of Education in Teaching and Learning: Adult Learning (Quantitative Research) 60 credits

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

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

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

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

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

Degree Requirements

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

Doctor of Health Administration: Operational Leadership (Qualitative Research) 60 credits

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

DHA-966^Ω	Research Continuation I	3 credits
DHA-967^Ω	Research Continuation II	3 credits
DHA-968^Ω	Research Continuation III	3 credits
DHA-969^Ω	Research Continuation IV	3 credits

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

A doctorate in healthcare administration is a terminal degree within health administration. The program will prepare

established professionals to design innovative approaches to healthcare operations that address efficiency, quality, safety and outcome. Students will apply theoretical and research knowledge to real-world situations and settings to influence existing practices and policies. The program will prepare students for careers in health system management, health care operations, health care research, and health policy.

Degree Requirements

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

Doctor of Health Administration: Operational Leadership (Quantitative Research) 60 credits

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

DHA-966^Ω	Research Continuation I	3 credits
DHA-967^Ω	Research Continuation II	3 credits
DHA-968^Ω	Research Continuation III	3 credits
DHA-969^Ω	Research Continuation IV	3 credits

Doctor of Philosophy in Counselor Education and Supervision (Qualitative Research)

The doctoral degree in Counselor Education and Supervision is intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The standards for this program are intended to accommodate the unique strengths of students seeking to enhance their leadership and counseling skills. Students will be able to employ quantitative methodology to design, collect, and analyze

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820D^Ω	The Literature Landscape: Counselor Education and Supervision	3 credits
PCE-801	Ethics, Laws, and Multicultural Issues	3 credits
PCE-803	Advanced Integrated Theories and Practices	3 credits
PCE-905	Counselor Education and Supervision Practicum	2 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
PCE-806^Ω	Clinical Supervision	3 credits
PCE-921^Ω	Advanced Internship II: Supervision	2 credits
PCE-805	Pedagogy in Counselor Education	3 credits
PCE-920^Ω	Advanced Internship I: Teaching	2 credits
RES-841^Ω	Designing a Qualitative Study 1	3 credits
RES-843^Ω	Designing a Qualitative Study 2	3 credits
PCE-804	Leadership and Social Justice	3 credits
PCE-834	Special Topics in Counseling Education and Supervision	3 credits
PCE-922^Ω	Advanced Internship III	2 credits
RSD-883^Ω	Residency: The Qualitative Dissertation	3 credits
PCE-955^Ω	Dissertation I	3 credits
RES-873^Ω	Qualitative Data Collection and Management	3 credits
PCE-960^Ω	Dissertation II	3 credits
RES-883^Ω	Qualitative Data Analysis, Results and Findings	3 credits
PCE-965^Ω	Dissertation III	3 credits

Doctor of Philosophy in Counselor Education and Supervision (Qualitative Research) 65 credits

Doctor of Philosophy in Counselor Education and Supervision (Quantitative Research)

The doctoral degree in Counselor Education and Supervision is intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The standards for this program are intended to accommodate the unique strengths of students seeking to enhance their leadership and counseling skills. Students will be able to employ quantitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation.

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
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RES-820D^Ω	The Literature Landscape: Counselor Education and Supervision	3 credits
PCE-801	Ethics, Laws, and Multicultural Issues	3 credits
PCE-803	Advanced Integrated Theories and Practices	3 credits
PCE-905	Counselor Education and Supervision Practicum	2 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
PCE-806^Ω	Clinical Supervision	3 credits
PCE-921^Ω	Advanced Internship II: Supervision	2 credits
PCE-805	Pedagogy in Counselor Education	3 credits
PCE-920^Ω	Advanced Internship I: Teaching	2 credits
RES-842^Ω	Designing a Quantitative Study 1	3 credits
RES-844^Ω	Designing a Quantitative Study 2	3 credits
PCE-804	Leadership and Social Justice	3 credits
PCE-834	Special Topics in Counseling Education and Supervision	3 credits
PCE-922^Ω	Advanced Internship III	2 credits
RSD-884^Ω	Residency: The Quantitative Dissertation	3 credits
PCE-955^Ω	Dissertation I	3 credits
RES-874^Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
PCE-960^Ω	Dissertation II	3 credits
RES-884^Ω	Quantitative Data Analysis, Results, and Findings	3 credits
PCE-965^Ω	Dissertation III	3 credits

Doctor of Philosophy in Counselor Education and Supervision (Quantitative Research) 65 credits

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

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

Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human behavior and mental processes. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of instruction include five emphasis courses in cognition, research methods as well as history and systems in psychology, personality, and social, biological, and developmental psychology. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue

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

licensure, as this degree does not lead directly to licensure in and of itself.

Degree Requirements

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

Doctor of Philosophy in General Psychology: Cognition and Instruction (Qualitative Research) 60 credits

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

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

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

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

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

Degree Requirements

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

Doctor of Philosophy in General Psychology: Cognition and Instruction (Quantitative Research) 60 credits

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

PSY-966^Ω	Research Continuation I	3 credits
PSY-967^Ω	Research Continuation II	3 credits
PSY-968^Ω	Research Continuation III	3 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

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

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820C^Ω	The Literature Landscape: Psychology	3 credits
PSY-810^Ω	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-830	Principles of Industrial/Organizational Psychology	3 credits
RES-841^Ω	Designing a Qualitative Study 1	3 credits
RES-843^Ω	Designing a Qualitative Study 2	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
PSY-834	Psychology of Consulting and Coaching	3 credits
RSD-883^Ω	Residency: The Qualitative Dissertation	3 credits

PSY-836	Principles of Personnel and Human Resource Management	3 credits
PSY-955^Ω	Dissertation I	3 credits
RES-873^Ω	Qualitative Data Collection and Management	3 credits
PSY-960^Ω	Dissertation II	3 credits
RES-883^Ω	Qualitative Data Analysis, Results and Findings	3 credits
PSY-965^Ω	Dissertation III	3 credits

Doctor of Philosophy in General Psychology:
Industrial and Organizational Psychology
(Qualitative Research) 60 credits

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

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

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820C^Ω	The Literature Landscape: Psychology	3 credits
PSY-810^Ω	History and Systems of Psychology	3 credits

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

PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-830	Principles of Industrial/Organizational Psychology	3 credits
RES-842^Ω	Designing a Quantitative Study 1	3 credits
RES-844^Ω	Designing a Quantitative Study 2	3 credits
PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
PSY-834	Psychology of Consulting and Coaching	3 credits
RSD-884^Ω	Residency: The Quantitative Dissertation	3 credits
PSY-836	Principles of Personnel and Human Resource Management	3 credits
PSY-955^Ω	Dissertation I	3 credits
RES-874^Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
PSY-960^Ω	Dissertation II	3 credits
RES-884^Ω	Quantitative Data Analysis, Results, and Findings	3 credits
PSY-965^Ω	Dissertation III	3 credits

Doctor of Philosophy in General Psychology:
Industrial and Organizational Psychology
(Quantitative Research) 60 credits

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

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

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

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

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province. Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human

actions in the past and present. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of knowledge include history and systems of psychology and cognition, as well as personality, abnormal, social, multicultural, and developmental psychology. Students will be able to employ qualitative methodology to design, collect, and analyze information in alignment with conducting a scholarly dissertation. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself. Entry to this program requires a graduate degree and related coursework. Graduates of Grand Canyon University's Doctor of Philosophy in General Psychology program with an Emphasis in Integrating Technology, Learning, and Psychology will be able to integrate psychology with technology, instruction, and learning to inform research and create solutions to optimize opportunities for stakeholders.

Degree Requirements

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

Doctor of Philosophy in General Psychology:
Integrating Technology, Learning, and
Psychology (Qualitative Research) 60 credits

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

PSY-966^Ω	Research Continuation I	3 credits
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^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

PSY-967^Ω	Research Continuation II	3 credits	RES-844^Ω	Designing a Quantitative Study 2	3 credits
PSY-968^Ω	Research Continuation III	3 credits	PSY-804	Humanistic, Transpersonal and Existential Psychology	3 credits
PSY-969^Ω	Research Continuation IV	3 credits	PSY-817	Technologies for Learning and Communication	3 credits
PSY-970^Ω	Research Continuation V	3 credits	RSD-884^Ω	Residency: The Quantitative Dissertation	3 credits
PSY-971^Ω	Research Continuation VI	3 credits	PSY-827	Integrating for Learning and Communication	3 credits
PSY-972^Ω	Research Continuation VII	3 credits	PSY-955^Ω	Dissertation I	3 credits
PSY-973^Ω	Research Continuation VIII	3 credits	RES-874^Ω	Quantitative Data Collection and Statistical Mechanics	3 credits
PSY-974^Ω	Research Continuation IX	3 credits	PSY-960^Ω	Dissertation II	3 credits
			RES-884^Ω	Quantitative Data Analysis, Results, and Findings	3 credits
			PSY-965^Ω	Dissertation III	3 credits

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

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

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

Degree Requirements

RES-815^Ω	Introduction to Research	3 credits
RES-820C^Ω	The Literature Landscape: Psychology	3 credits
PSY-810	History and Systems of Psychology	3 credits
PSY-802	Psychoanalysis and Psychodynamic Theory	3 credits
RES-831^Ω	Foundations of Research Design 1	3 credits
RSD-851^Ω	Residency: Dissertation	3 credits
RES-832^Ω	Foundations of Research Design 2	3 credits
PSY-803	Behaviorism	3 credits
PSY-807	Theories of Cognition, Motivation, Collaboration, and Learning	3 credits
RES-842^Ω	Designing a Quantitative Study 1	3 credits

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

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

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

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

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

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

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

original research or work in applied settings such as sport, military, or medical industries to enhance performance of individuals and groups.

Degree Requirements

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

Doctor of Philosophy in General Psychology: Performance Psychology (Qualitative Research) 60 credits

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

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

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

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

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

Degree Requirements

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

Doctor of Philosophy in General Psychology: Performance Psychology (Quantitative Research) 60 credits

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

PSY-966^Ω	Research Continuation I	3 credits
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^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

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

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

Professional Programs

Education Specialist in K-12 Leadership

Grand Canyon University’s Education Specialist in K-12 Leadership program is designed to prepare educators to assume a

Degree Requirements

RES-811^Ω	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR-802	Progressions in Leadership Thought	3 credits
LDR-800	Ethical Dilemmas and Stewardship	3 credits
RES-850^Ω	Foundations for Research	3 credits
EDL-807	History and Politics of K-12 Education	3 credits
EDL-805	Training and Collaboration for Learning	3 credits
EDL-861	Analysis of Educational Research	3 credits
EDL-817	Building a K-12 Community	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits
EDL-827	Strategic Planning in K-12 Education	3 credits
Educational Specialist in K-12 Leadership		30 credits

Education Specialist in Teaching and Learning

Building a collaborative community focused on student learning requires research, knowledge and the ability plan strategically. Grand Canyon University’s Education Specialist (EdS) in Teaching and Learning program is designed to prepare you to assume a expert role in economically and culturally diverse 21st century educational communities. Offered by the College of Doctoral Studies, this accelerated EdS online program streamlines a rigorous curriculum. Unlike the Doctor of Education in Organizational Leadership with an Emphasis in K-12 Leadership, the EdS degree program does not require a residency or dissertation. With an in-depth analysis-based approach, the Education Specialist degree emphasizes theories and models of teaching, learning and leading in elementary, junior high and high school learning environments. Examine the global politics of education and intervention facilitated by government entities. Study professional learning communities, theories of pedagogy, and explore ways to train and develop the team you will lead and support. Students will learn to excel in teaching with the advanced ability to study industry trends, implement new effective teaching strategies based on original research and apply findings to foster greater classroom success.

Degree Requirements

RES-811^Ω	Introduction to Advanced Graduate Studies and Scholarship	3 credits
TLC-801	History and Philosophy of Teaching and Learning	3 credits
TLC-802	Learning Theories	3 credits

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

EDL-861	Analysis of Educational Research	3 credits	LDR-800	Ethical Dilemmas and Stewardship	3 credits
EDL-817	Building a K-12 Community	3 credits	TLC-804	Globalization, Innovation, and Change	3 credits
EDL-822	Trends and Issues in K-12 Education	3 credits	EDL-910^Ω	EDS Capstone	3 credits
TLC-803	Coaching, Mentoring, and Collaboration	3 credits	<hr/>		
				Educational Specialist in Teaching and Learning	30 credits

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

The College of Education

College Description

The preparation of teachers and administrators for the public and private schools of this nation is a significant responsibility for the College of Education. The programs seek to ensure the highest level of professional and academic competence of the graduate in the classroom. Consequently, most education courses require a certain number of practicum hours. For more detailed information, please refer to the College of Education Web site at: <http://www.gcu.edu/College-of-Education.php>.

College Mission

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

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

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

Learning

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

Leading

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

Serving

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

College of Education Promise

Grand Canyon University College of Education's programs are designed to prepare and equip students for a career in the field of education. However, the College of Education's faculty, staff, and college leaders understand the unique opportunities and challenges a career in education might occasionally present. Since 1984, we have upheld the promise to assist COE graduates who need support in an educational setting. The need for assistance may be requested by the Grand Canyon University graduate, the principal, or superintendent. The appropriate assistance will be determined by the College of Education and can range from content-area teaching materials, certification testing resources, course curriculum assistance, or faculty mentoring.

College Features

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

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

The courses in education are planned to provide curricula for licensure and continuing professional education of elementary teachers, secondary teachers, special education teachers, and principals. The learner is strongly advised to contact the College of Education and/or the Arizona State Department of Education regarding licensure information. The Grand Canyon University College of Education is approved by the [Arizona State Board of Education](#) to offer initial programs leading to initial teacher licensure of elementary, secondary, and special education teachers, and an advanced program for principal licensure. The Arizona state-approved programs lead to licensure in Arizona. College of Education learners are responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

Benchmarks

Based upon requirements established by the Arizona State Board of Education, all teacher candidates, (i.e., COE learners who are in teacher-education programs), will have to demonstrate competency with essential knowledge, skills, and dispositions that are based upon the Interstate Teacher Assessment and Support Consortium (InTASC). Consequently, certain critical assignments in each course will be developed as benchmarks that serve as check points of learner competencies. Some of the benchmarks will be practicum-based, and others will not. Benchmark rubrics inform learners and instructors of the pre-

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

established levels of competency performance for benchmark assignments.

Endorsements

Grand Canyon University does not issue endorsements.

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

The College of Education offers the following courses for teacher candidates to obtain a full Arizona SEI Endorsement:

- ESL-223N - SEI English Language Teaching: Foundations and Methodologies
- ESL-433N - Advanced Methodologies and Assessments of Structured English Immersion

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

- ESL-523 - English Language Teaching Foundations & Methodologies
- ESL-533 - Advanced Methodologies of SEI

Undergraduate Programs

Learners are given the choice of undergraduate study in the areas of early childhood education, elementary education, and secondary education with an emphasis in an academic content area, and elementary/special education. The Arizona state-approved programs lead to initial teacher licensure in Arizona. College of Education learners are responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

The programs are designed to enable learners to demonstrate competency in essential pedagogical and content knowledge, skills, and dispositions that are based upon the Interstate Teacher Assessment and Support Consortium (InTASC) principles and/or the standards of specialized professional associations, depending on the program.

Eligibility for initial educator certification in Washington is based on completion of a state-approved educator preparation program. This program is approved in Arizona. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/outofstate> for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Bachelor of Science in Early Childhood Education (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Early Childhood Education program is designed for students seeking initial licensure in the field of early childhood education. The format and courses of this regionally accredited program include instructional strategies, Montessori and other teaching methodologies, assessment techniques, theories of early childhood growth and development, and the effect of family and cultural diversity on early childhood. Courses are taught by experts in their respective fields who share knowledge and

experience in areas of early childhood education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Association for the Education of Young Children (NAEYC). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in early childhood field experiences that guide students through 130 hours of observational and practice-based experiences. Teacher candidates also complete a 16-week student teaching experience that includes eight weeks in a Birth – Pre-K classroom and eight weeks in a K-3 classroom. Graduates of this program are eligible for an early childhood teaching credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Early Childhood Education Major	80 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Early Childhood Education	120 credits
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Total Practicum/Field Experience	160 hours

Required General Education

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

HIS-144	U.S. History Themes	4 credits
ECE-130	Educational and Developmental Psychology for Early Childhood Educators	4 credits

Early Childhood Education Major

ECE-120	Early Childhood Foundations and the Teaching Profession	4 credits
SPD-200^f	Survey of Special Education: Mild to Moderate Disabilities	4 credits
ECE-220	Typical and Atypical Behaviors in Early Childhood	4 credits
ECE-210	Instructional Planning for Young Children	4 credits
ECE-230	Assessing, Monitoring, and Reporting Progress of Young Children	4 credits
EDU-354	Child Development: Prenatal to Adolescence	4 credits
ECE-340	Language and Early Literacy Development	4 credits
EDU-330^Δ	Social Justice for Educators	4 credits
ECE-360	Family, Community, and Cultural Awareness in Early Childhood	4 credits
ECE-455	Instructional Methodologies: Mathematics	4 credits
ESL-436N	Methods of Structured English Immersion for Early Childhood Education	3 credits
GOV-260	Arizona Constitution & Government	1 credit
ECE-300	Development of Health, Safety and Nutrition in Young Children	4 credits
ECE-470	Birth through Preschool Early Childhood Practicum	4 credits
ECE-450	Instructional Methodologies: Language Arts and the Creative Arts	4 credits
ECE-400^Δ	Child Guidance and Management in Early Childhood Education	4 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ECE-460	Instructional Methodologies: Science	4 credits
ECE-465	Instructional Methodologies: Social Studies	4 credits
ECE-350	Literature as a Tool for Instruction	4 credits
<i>Student teaching must be taken as the last course in the program.</i>		
ECE-490^Ω	Student Teaching – Kindergarten to Age 8/Grade3	8 credits
Early Childhood Education Major		80 credits

Bachelor of Science in Early Childhood Education (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Early Childhood Education program is designed for students seeking initial licensure in the field of early childhood education. The format and courses of this regionally accredited program include instructional strategies, Montessori and other teaching methodologies, assessment techniques, theories of early childhood growth and development, and the effect of family and cultural diversity on early childhood. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Association for the Education of Young Children (NAEYC). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in early childhood field experiences that guide students through 130 hours of observational and practice-based experiences. Teacher candidates also complete a 16-week student teaching experience that includes eight weeks in a Birth – Pre-K classroom and eight weeks in a K-3 classroom. Graduates of this program are eligible for an early childhood teaching credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Early Childhood Education Major	80 credits
Total Electives	0-6 credits
<hr/>	
Total Bachelor of Science in Early Childhood Education	120 credits
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Total Practicum/Field Experience	160 hours

Required General Education

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

HIS-144	U.S. History Themes	4 credits
ECE-130	Educational and Developmental Psychology for Early Childhood Educators	4 credits

Early Childhood Education Major

ECE-120	Early Childhood Foundations and the Teaching Profession	4 credits
SPD-200[†]	Survey of Special Education: Mild to Moderate Disabilities	4 credits
ECE-220	Typical and Atypical Behaviors in Early Childhood	4 credits
ECE-210	Instructional Planning for Young Children	4 credits

ECE-230	Assessing, Monitoring, and Reporting Progress of Young Children	4 credits
EDU-354	Child Development: Prenatal to Adolescence	4 credits
ECS-430	Early Childhood Phonics and Science of Reading Development	4 credits
EDU-330^Δ	Social Justice for Educators	4 credits
ECE-360	Family, Community, and Cultural Awareness in Early Childhood	4 credits
ECE-455	Instructional Methodologies: Mathematics	4 credits
ESL-436N	Methods of Structured English Immersion for Early Childhood Education	3 credits
GOV-260	Arizona Constitution & Government	1 credit
ECE-300	Development of Health, Safety and Nutrition in Young Children	4 credits
ECE-470	Birth through Preschool Early Childhood Practicum	4 credits
ECE-450	Instructional Methodologies: Language Arts and the Creative Arts	4 credits
ECE-400^Δ	Child Guidance and Management in Early Childhood Education	4 credits
ECE-460	Instructional Methodologies: Science	4 credits
ECE-465	Instructional Methodologies: Social Studies	4 credits
REA-350	Reading Remediation and Intervention in Early Childhood Development	4 credits

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

ECE-490^Ω	Student Teaching – Kindergarten to Age 8/Grade3	8 credits
Early Childhood Education Major		80 credits

Bachelor of Science in Early Childhood Education and Early Childhood Special Education (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

The Bachelor of Science in Early Childhood/Early Childhood Special Education dual licensure program is a degree for candidates seeking knowledge in the field of early childhood/early childhood special education development and teaching. The curriculum includes: social/emotional development and behavioral interventions; early language and literacy development; assessment, evaluation and reporting progress; and, child, family, and community collaboration and advocacy to promote the education of young children with and without exceptionalities. All courses are directly aligned with specialized professional teaching standards and the associated national content standards: Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society for Technology in Education Standards for Teachers (ISTE-T), National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Preparation Programs, and the Council for Exceptional Children (CEC) Initial Special Educator Preparation Standards Early Childhood Specialist Set.. This regionally accredited and Arizona Department of Education approved degree program includes 235 field experience hours in special education, inclusive, and general education Birth – Grade 3 classrooms, with an emphasis on Birth – Pre-K experiences. Teacher candidates also complete a 16-week student teaching experience that includes eight weeks in a

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

K-3 general education classroom, and eight weeks in a K-3 special education classroom. Graduates of this program are eligible for early childhood and early childhood special education teaching certification in Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Early Childhood and Early Childhood Special Education Major	77 credits
Total Electives	3-9 credits
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Total Bachelor of Science in Early Childhood and Early Childhood Special Education	120 credits
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Total Practicum/Field Experience	235 hours

Early Childhood and Early Childhood Special Education Major

ECS-125	Foundations of Early Childhood and Special Education	4 credits
MAT-150	Mathematics for Elementary Teachers I	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
ECS-220	Legal Aspects of Special Education with an Emphasis in Early Childhood	4 credits
ECS-235	Child Development Including Health, Safety, and Nutrition	4 credits
POS-301	Arizona and Federal Government	2 credits
EDU-330^A	Social Justice for Educators	4 credits
ECS-325	Child, Family, Cultural, Community Relationships, and Advocacy	4 credits
ELM-305	Foundational Literacy Skills and Phonics	4 credits
ECS-425	Language, Literacy and Communication in Early Childhood/Special Education	4 credits
ECS-435	Assessment, Evaluation and Reporting for Early Childhood/Special Education	4 credits
ECS-320^A	Child Guidance and Classroom Management for Typical and Atypical Behaviors	4 credits
ECS-460^Q	Birth – Pre-K Practicum I	4 credits
ECS-455	Developmentally Appropriate Instruction: STEM Subjects	4 credits
ESL-436N	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECS-450	Developmentally Appropriate Instruction: ELA, Social Studies, and Arts	4 credits
ECS-470^Q	Birth – Pre-K Practicum II	4 credits
<i>Student teaching must be taken as the last course in the program.</i>		
ECS-480A^Q	Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting	6 credits
ECS-480B^Q	Student Teaching- Kindergarten to Age 8/Grade 3: Special Education Setting	6 credits
<hr/>		
Early Childhood and Early Childhood Special Education Major		77 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Q Non-Transferable

Bachelor of Science in Early Childhood Education and Early Childhood Special Education (IP/TL) Effective January 2023

(Initial Program–Leads to Initial Teacher Licensure)

The Bachelor of Science in Early Childhood/Early Childhood Special Education dual licensure program is a degree for candidates seeking knowledge in the field of early childhood/early childhood special education development and teaching. The curriculum includes: social/emotional development and behavioral interventions; early language and literacy development; assessment, evaluation and reporting progress; and, child, family, and community collaboration and advocacy to promote the education of young children with and without exceptionalities. All courses are directly aligned with specialized professional teaching standards and the associated national content standards: Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society for Technology in Education Standards for Teachers (ISTE-T), National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Preparation Programs, and the Council for Exceptional Children (CEC) Initial Special Educator Preparation Standards Early Childhood Specialist Set.. This regionally accredited and Arizona Department of Education approved degree program includes 235 field experience hours in special education, inclusive, and general education Birth – Grade 3 classrooms, with an emphasis on Birth – Pre-K experiences. Teacher candidates also complete a 16-week student teaching experience that includes eight weeks in a K-3 general education classroom, and eight weeks in a K-3 special education classroom. Graduates of this program are eligible for early childhood and early childhood special education teaching certification in Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Early Childhood and Early Childhood Special Education Major	77 credits
Total Electives	3-9 credits
<hr/>	
Total Bachelor of Science in Early Childhood and Early Childhood Special Education	120 credits
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Total Practicum/Field Experience	235 hours

Required General Education

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

HIS-144	U.S. History Themes	4 credits
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Early Childhood and Early Childhood Special Education Major

ECS-125	Foundations of Early Childhood and Special Education	4 credits
MAT-150	Mathematics for Elementary Teachers I	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
ECS-220	Legal Aspects of Special Education with an Emphasis in Early Childhood	4 credits
ECS-235	Child Development Including Health, Safety, and Nutrition	4 credits
POS-301	Arizona and Federal Government	2 credits

EDU-330^A	Social Justice for Educators	4 credits
ECS-325	Child, Family, Cultural, Community Relationships, and Advocacy	4 credits
ECS-425	Language, Literacy and Communication in Early Childhood/Special Education	4 credits
ECS-435	Assessment, Evaluation and Reporting for Early Childhood/Special Education	4 credits
ECS-320^A	Child Guidance and Classroom Management for Typical and Atypical Behaviors	4 credits
ECS-460^Q	Birth – Pre-K Practicum I	4 credits
ECS-455	Developmentally Appropriate Instruction: STEM Subjects	4 credits
ESL-436N	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECS-450	Developmentally Appropriate Instruction: ELA, Social Studies, and Arts	4 credits
ECS-430	Early Childhood Phonics and Science of Reading Development	4 credits
ECS-475	K-3 Literacy Intervention Practicum II	4 credits
<i>Student teaching must be taken as the last course in the program.</i>		
ECS-480A^Q	Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting	6 credits
ECS-480B^Q	Student Teaching- Kindergarten to Age 8/Grade 3: Special Education Setting	6 credits
Early Childhood and Early Childhood Special Education Major		77 credits

Bachelor of Science in Educational Studies (IP/Non-TL)

(Initial Program-Does Not Lead to Initial Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those who already licensed as teachers.

Grand Canyon University's Bachelor of Science in Educational Studies develops students for educational opportunities outside of the traditional classroom. An educational studies degree provides foundational skills that focus on developing and applying fundamental pedagogical practices to a variety of settings. The bachelor's degree in educational studies also includes study of educational psychology, literacy, diversity, instructional technology, communications and classroom management. Teaching skills are a cornerstone for a variety of career opportunities. Traditionally, students graduating with an educational studies degree have been interested in education-related jobs that do not require traditional teacher certifications, including parks and recreation, non-profits, workplace training and community programs. After understanding the fundamentals of teaching and learning, students develop skills to effectively teach and train in diverse learning environments.

Degree Requirements

Total General Education	34-40 credits
Total Educational Studies Major	58 credits

Total Electives		22-28 credits
Total Bachelor of Science in Educational Studies		120 credits
Educational Studies Major		
ELM-200	Child and Early Adolescent Development and Psychology	4 credits
ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
ELM-250^A	Creating and Managing Engaging Learning Environments	4 credits
ELM-305	Foundational Literacy Skills and Phonics	4 credits
ENG-245	Introduction to Basic Grant Writing	4 credits
EDU-225	Instructional Technology	4 credits
ESL-446N	Methods of Structured English Immersion for K-12 Education	3 credits
MGT-325	Managing Business Communications and Change	4 credits
EDU-330^A	Social Justice for Educators	4 credits
MKT-315	Introduction to Marketing	4 credits
ELM-480	Methods and Strategies for Teaching English Language Arts	4 credits
EDU-315	Family and Community in a Supportive Learning Environment	3 credits
ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
MGT-410	Servant Leadership	4 credits
Educational Studies Major		58 credits

Bachelor of Science in Educational Studies (IP/Non-TL) Effective September 2022

(Initial Program-Does Not Lead to Initial Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those who already licensed as teachers.

Grand Canyon University's Bachelor of Science in Educational Studies develops students for educational opportunities outside of the traditional classroom. An educational studies degree provides foundational skills that focus on developing and applying fundamental pedagogical practices to a variety of settings. The bachelor's degree in educational studies also includes study of educational psychology, literacy, diversity, instructional technology, communications and classroom management. Teaching skills are a cornerstone for a variety of career opportunities. Traditionally, students graduating with an educational studies degree have been interested in education-related jobs that do not require traditional teacher certifications, including parks and recreation, non-profits, workplace training and community programs. After understanding the fundamentals of teaching and learning, students develop skills to effectively teach and train in diverse learning environments.

Degree Requirements

Total General Education	34-40 credits
Total Educational Studies Major	35 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Q Non-Transferable

Total Electives	45-51 credits
Total Bachelor of Science in Educational Studies	120 credits
Educational Studies Major	
EDU-330^A Social Justice for Educators	4 credits
EDU-315 Family and Community in a Supportive Learning Environment	3 credits
EDU-354 Child Development: Prenatal to Adolescence	4 credits
REA-305 Children's Literature	4 credits
ELM-463 STEM Tools in the Modern Classroom	4 credits
REA-365 Methods and Strategies for Reading Instruction	4 credits
ELM-462 Interdisciplinary Teaching and Learning in STEM	4 credits
COM-451 Relational Communication	4 credits
MGT-410 Servant Leadership	4 credits
Educational Studies Major	35 credits

Bachelor of Science in Elementary Education and Special Education (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

This program is designed for students who seek an elementary or cross-categorical teaching license to teach children with special needs in the elementary classroom setting. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Association for Childhood International standards, and/or Council for Exceptional Children standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Teacher candidates must have access to an elementary and elementary-special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning, behavioral, and social needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program. Eight weeks of student teaching are completed in a regular education setting. In addition, eight weeks are completed in an inclusion classroom, resource room, self-contained class, or in a special school, serving students with mild to moderate disabilities and must be completed with a certified special educator. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, applicants should consult the University Policy Handbook and a Student Services Counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
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^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Total Elementary and Special Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Elementary Education and Special Education	120 credits
Total Practicum/Field Experience	200 hours

Required General Education

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

ELM-200^f Child and Early Adolescent Development and Psychology	4 credits
HIS-144 U.S. History Themes	4 credits

Elementary Education and Special Education Major

MAT-150 Mathematics for Elementary Teachers I	4 credits
ELM-210 Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
MAT-151 Mathematics for Elementary Teachers II	4 credits
SPD-200 Survey of Special Education: Mild to Moderate Disabilities	4 credits
ELM 250^{fA} Creating and Managing Engaging Learning Environments	4 credits
ELM-305 Foundational Literacy Skills and Phonics	4 credits
EDU-330^A Social Justice for Educators	4 credits
SPD-300 Professional, Ethical and Legal Practices and Policies in Special Education	4 credits
SPD-470 Research-Based Methods for Teaching Math to Students with Exceptionalities	4 credits
GOV-260 Arizona Constitution and Government	1 credit
ESL-440N Methods of Structured English Immersion for Elementary Education	3 credits
SPD-310 Collaborations and Communications in Special Education	4 credits
SPD-320 Assessment and Eligibility in Special Education: MMD	4 credits
ELM-361 Instructional Methods and Strategies for Integrating Science and Health	4 credits
SPD-330 Language Development with Mild to Moderate Disabilities and Disorders	4 credits
SPD-400 Creating and Managing Mild to Moderate Learning Environments	4 credits
ELM-351 Methods and Strategies for Integrating Social Studies and the Arts	4 credits
SPD-480 Research-Based Methods for Teaching ELA to Students with Exceptionalities	4 credits
<i>Student teaching must be taken as the last course in the program.</i>	
ELM-490A^Ω Student Teaching for Elementary Education: Session A	6 credits
SPD-490B^Ω Student Teaching – K-Grade 12 Special Education Mild to Moderate Setting	6 credits

Bachelor of Science in Elementary Education and Special Education (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

This program is designed for students who seek an elementary or cross-categorical teaching license to teach children with special needs in the elementary classroom setting. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Association for Childhood International standards, and/or Council for Exceptional Children standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Teacher candidates must have access to an elementary and elementary-special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students’ various learning, behavioral, and social needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program. Eight weeks of student teaching are completed in a regular education setting. In addition, eight weeks are completed in an inclusion classroom, resource room, self-contained class, or in a special school, serving students with mild to moderate disabilities and must be completed with a certified special educator. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, applicants should consult the University Policy Handbook and a Student Services Counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Elementary and Special Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Elementary Education and Special Education	120 credits
Total Practicum/Field Experience	200 hours

Required General Education

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

ELM-200[†]	Child and Early Adolescent Development and Psychology	4 credits
HIS-144	U.S. History Themes	4 credits

Elementary Education and Special Education Major

MAT-150	Mathematics for Elementary Teachers I	4 credits
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ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
ELM 250^{†A}	Creating and Managing Engaging Learning Environments	4 credits
ELM-315	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
EDU-330^A	Social Justice for Educators	4 credits
SPD-300	Professional, Ethical and Legal Practices and Policies in Special Education	4 credits
SPD-470	Research-Based Methods for Teaching Math to Students with Exceptionalities	4 credits
GOV-260	Arizona Constitution and Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
SPD-310	Collaborations and Communications in Special Education	4 credits
SPD-320	Assessment and Eligibility in Special Education: MMD	4 credits
ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
SPD-330	Language Development with Mild to Moderate Disabilities and Disorders	4 credits
SPD-400	Creating and Managing Mild to Moderate Learning Environments	4 credits
ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
SPD-485	Research Based Instruction, Remediation and Intervention in ELA	4 credits

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

ELM-490A^Ω	Student Teaching for Elementary Education: Session A	6 credits
SPD-490B^Ω	Student Teaching – K-Grade 12 Special Education Mild to Moderate Setting	6 credits

Bachelor of Science in Elementary Education (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University’s Bachelor of Science in Elementary Education program is designed for students seeking initial licensure and preparing for a career as an elementary teacher. The format and courses of this regionally accredited and Arizona State Board of Education approved program include studies and practices in lesson planning and assessments, classroom management, social justice, family and cultural diversity, English as a Second Language, and instructional methods and strategies for a variety of content areas. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), the

[†] Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

Association for Childhood Education International (ACEI), and the International Society for Technology in Education (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in elementary education field experiences that guide students through 120 hours of observational and practice-based experiences. Teacher candidates also complete a 15-week student teaching experience. Graduates of this program are eligible for an elementary education teaching credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education Major	68 credits
Total Electives	12-18 credits
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Bachelor of Science in Elementary Education Major	120 credits
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Total Practicum/Field Experience	120 hours

Elementary Education Major

MAT-150	Mathematics for Elementary Teachers I	4 credits
HIS-144	U.S. History Themes	4 credits
ELM-200^f	Child and Early Adolescent Development and Psychology	4 credits
ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
ELM-357	Fostering Student Engagement	4 credits
ELM-250^{Δf}	Creating and Managing Engaging Learning Environments	4 credits
ELM-305	Foundational Literacy Skills and Phonics	4 credits
ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
EDU-330^Δ	Social Justice for Educators	4 credits
EDU-470	Research-Based Methods and Strategies of Teaching Mathematics	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
EDU-480	Research-Based Methods and Strategies of Teaching English Language Arts	4 credits
ELM-490^Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits
<hr/>		
Elementary Education Major	68 credits	

Bachelor of Science in Elementary Education (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Elementary Education program is designed for students seeking initial licensure and preparing for a career as an elementary teacher. The format and courses of this regionally accredited and Arizona State Board of Education approved program include studies and practices in lesson planning and assessments, classroom management, social justice, family and cultural diversity, English as a Second Language, and instructional methods and strategies for a variety of content areas. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), the Association for Childhood Education International (ACEI), and the International Society for Technology in Education (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in elementary education field experiences that guide students through 120 hours of observational and practice-based experiences. Teacher candidates also complete a 15-week student teaching experience. Graduates of this program are eligible for an elementary education teaching credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education Major	68 credits
Total Electives	12-18 credits
<hr/>	
Bachelor of Science in Elementary Education Major	120 credits
<hr/>	
Total Practicum/Field Experience	120 hours

Elementary Education Major

MAT-150	Mathematics for Elementary Teachers I	4 credits
HIS-144	U.S. History Themes	4 credits
ELM-200^f	Child and Early Adolescent Development and Psychology	4 credits
ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
ELM-315	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
ELM-250^{Δf}	Creating and Managing Engaging Learning Environments	4 credits
ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
REA-325	Literacy Interventions and Remediation for Elementary Education	4 credits
EDU-330^Δ	Social Justice for Educators	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits

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

ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
EDU-480	Research-Based Methods and Strategies of Teaching English Language Arts	4 credits
ELM-490 ^Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits
Elementary Education Major		68 credits

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

(Initial Program—Leads to Initial Teacher Licensure)

The Bachelor of Science in Elementary Education with an Emphasis in Christian Education is designed for students seeking initial licensure in the field of Elementary Education. The format and courses of this regionally accredited program include instructional strategies, teaching methodologies, assessment techniques, and Christian values and ethics. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education, Christian studies, and instructional practices prepared for a Christian learning environment. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), Association for Childhood Education International (ACEI), and the Association of Christian Schools International (ACSI). Opportunities are provided to apply concepts, theories, and research throughout the program, particularly in elementary focused experiences that guide students through 130 hours of observational and practice-based experiences. Teacher candidates also complete a 15-week student teaching experience. Graduates of this program are eligible for an Elementary Education credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in Christian Education Major	80 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Elementary Education with an Emphasis in Christian Education	120 credits
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Total Practicum/Field Experience	130 hours

Required General Education

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

HIS-144	U.S. History Themes	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits
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Elementary Education with an Emphasis in Christian Education Major

ELM-200 [†]	Child and Early Adolescent Development and Psychology	4 credits
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ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
BIB-106	Old Testament Survey	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
ELM-357	Fostering Student Engagement	4 credits
ELM-250	Creating and Managing Engaging Learning Environments	4 credits
ELM-305	Foundational Literacy Skills and Phonics	4 credits
BIB-107	New Testament Survey	4 credits
ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
EDU-330	Social Justice for Educators	4 credits
HTH-330	Christian Ethics	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
MIN-320	Christian Character Formation	4 credits
ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
EDU-455	Christian Education: Philosophies and Methods	4 credits
ELM-480	Methods and Strategies for Teaching English Language Arts	4 credits
ELM-490 ^Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits

Elementary Education with an Emphasis in Christian Education Major 80 credits

Bachelor of Science in Elementary Education with an Emphasis in Christian Education (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

The Bachelor of Science in Elementary Education with an Emphasis in Christian Education is designed for students seeking initial licensure in the field of Elementary Education. The format and courses of this regionally accredited program include instructional strategies, teaching methodologies, assessment techniques, and Christian values and ethics. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education, Christian studies, and instructional practices prepared for a Christian learning environment. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), Association for Childhood Education International (ACEI), and the Association of Christian Schools International (ACSI). Opportunities are provided to apply concepts, theories, and research throughout the program, particularly in elementary focused experiences that guide students through 130 hours of observational and practice-based experiences. Teacher candidates also complete a 15-week student teaching experience. Graduates of this program are eligible for an Elementary Education credential in the state of Arizona.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in Christian Education Major	80 credits
Total Electives	0-6 credits

Total Bachelor of Science in Elementary Education with an Emphasis in Christian Education	120 credits
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Total Practicum/Field Experience	130 hours
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Required General Education

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

HIS-144	U.S. History Themes	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits
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Elementary Education with an Emphasis in Christian Education Major

ELM-200 ^f	Child and Early Adolescent Development and Psychology	4 credits
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ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
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BIB-106	Old Testament Survey	4 credits
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MAT-151	Mathematics for Elementary Teachers II	4 credits
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SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
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REA-325	Literacy Interventions and Remediation for Elementary Education	4 credits
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ELM-250	Creating and Managing Engaging Learning Environments	4 credits
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ELM-315	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
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BIB-107	New Testament Survey	4 credits
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ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
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EDU-330	Social Justice for Educators	4 credits
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HTH-330	Christian Ethics	4 credits
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GOV-260	Arizona Constitution & Government	1 credit
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ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
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ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
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MIN-320	Christian Character Formation	4 credits
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ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
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EDU-455	Christian Education: Philosophies and Methods	4 credits
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ELM-480	Methods and Strategies for Teaching English Language Arts	4 credits
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ELM-490 ^Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits
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Elementary Education with an Emphasis in Christian Education Major	80 credits
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Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

This program is designed for students who seek an elementary teaching license to teach children who are English Learners in an elementary classroom setting. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, and Teachers of English to Speakers of Other Languages (TESOL) standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through 160 hours of observational and practice-based experiences. Teacher candidates must have access to an elementary and an ESL classroom to complete the program assignments. Graduates of the program qualify for the English as a Second Language (ESL) endorsement in the state of Arizona, as well as their Elementary Teacher license. Teacher candidates must be prepared to complete a full-time, 15-week student teaching component at the end of the program. The 15-week student teaching will be completed in a grades 1-8 ESL classroom and must be completed with a certified ESL teacher. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, applicants should consult the University Policy Handbook and a Student Services Counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in English as a Second Language Major	80 credits
Total Electives	0-6 credits

Total Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language	120 credits
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Total Practicum/Field Experience	160 hours
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Required General Education

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

HIS-144	U.S. History Themes	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits
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Elementary Education with an Emphasis in English as a Second Language Major

ELM-200 ^f	Child and Early Adolescent Development and Psychology	4 credits
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^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
ESL-250	School, Community, and Family Culture	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
ELM-357	Fostering Student Engagement	
ELM-250^{Af}	Creating and Managing Engaging Learning Environments	4 credits
ELM-305	Foundational Literacy Skills and Phonics	4 credits
ESL-352	Literacy Development for English Language Learners	4 credits
ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
EDU-330^A	Social Justice for Educators	4 credits
ESL-341	Linguistics	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ESL-358	ELL Curriculum and Methods of Instruction	4 credits
ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
ESL-365	ELL Assessment	4 credits
ELM-480	Methods and Strategies for Teaching English Language Arts	4 credits
ESL-490^Ω	Student Teaching for Elementary Education with an ESL Emphasis	8 credits

Elementary Education with an Emphasis in English as a Second Language Major 80 credits

Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

This program is designed for students who seek an elementary teaching license to teach children who are English Learners in an elementary classroom setting. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, and Teachers of English to Speakers of Other Languages (TESOL) standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through 160 hours of observational and practice-based experiences. Teacher candidates must have access to an elementary and an ESL classroom to complete the program assignments. Graduates of the program qualify for the English as a Second Language (ESL) endorsement in the state of Arizona, as well as their Elementary

Teacher license. Teacher candidates must be prepared to complete a full-time, 15-week student teaching component at the end of the program. The 15-week student teaching will be completed in a grades 1-8 ESL classroom and must be completed with a certified ESL teacher. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, applicants should consult the University Policy Handbook and a Student Services Counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in English as a Second Language Major	80 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language	120 credits
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Total Practicum/Field Experience	160 hours

Required General Education

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

HIS-144	U.S. History Themes	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits
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Elementary Education with an Emphasis in English as a Second Language Major

ELM-200^f	Child and Early Adolescent Development and Psychology	4 credits
ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
ESL-250	School, Community, and Family Culture	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
REA-325	Literacy Interventions and Remediation for Elementary Education	4 credits
ELM-250^{Af}	Creating and Managing Engaging Learning Environments	4 credits
ELM-315	Foundational Literacy Skill: Phonics and the Science of Reading	4 credits
ESL-352	Literacy Development for English Language Learners	4 credits
ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
EDU-330^A	Social Justice for Educators	4 credits
ESL-341	Linguistics	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ESL-358	ELL Curriculum and Methods of Instruction	4 credits
ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
ESL-365	ELL Assessment	4 credits
ELM-480	Methods and Strategies for Teaching English Language Arts	4 credits
ESL-490 ^Ω	Student Teaching for Elementary Education with an ESL Emphasis	8 credits

Elementary Education with an Emphasis in English as a Second Language Major 80 credits

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

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Elementary Education with an Emphasis in STEM program is designed for students who are preparing for a teaching career as an elementary STEM teacher, inclusive of elementary and middle school, and who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona State Board of Education approved program include studies and practices in lesson planning and assessments, classroom management, social justice, family and cultural diversity, English as a Second Language, and instructional methods and strategies for a variety of content areas. This program emphasizes content knowledge to meet the needs of 21st century learners by specializing in STEM. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), the Association for Childhood Education International (ACEI), and the International Society for Technology in Education (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in elementary education field experiences that guide students through 130 hours of observational and practice-based experiences. Teacher candidates also complete a 15-week student teaching experience. Graduates of this program are eligible for an elementary education teaching credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in STEM Major	76 credits
Total Electives	4-10 credits
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Total Bachelor of Science in Elementary Education with an Emphasis in STEM	120 credits
Total Practicum/Field Experience	135 hours

Required General Education

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

HIS-144	U.S. History Themes	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits
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Elementary Education with an Emphasis in STEM Major

ELM-200 ^f	Child and Early Adolescent Development and Psychology	4 credits
ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
ELM-357	Fostering Student Engagement	
ELM-250 ^{Af}	Creating and Managing Engaging Learning Environments	4 credits
ELM-305	Foundational Literacy Skills and Phonics	4 credits
ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
EDU-330 ^A	Social Justice for Educators	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
ELM-480	Methods and Strategies for Teaching English Language Arts	4 credits
ELM-461	Instructional Methods for Science and Engineering	4 credits
ELM-463	STEM Tools in the Modern Classroom	4 credits
ELM-462	Interdisciplinary Teaching and Learning in STEM	4 credits
ELM-464	Three Dimensional Teaching in STEM Classrooms	4 credits
ELM-490 ^Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits

Elementary Education with an Emphasis in STEM Major 76 credits

Bachelor of Science in Elementary Education with an Emphasis in STEM (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Elementary Education with an Emphasis in STEM program is designed for students who are preparing for a teaching career as an elementary STEM teacher, inclusive of elementary and middle school, and who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona State Board of Education approved program include studies and practices in lesson planning and assessments, classroom management, social justice, family and cultural diversity, English as a Second Language, and instructional methods and strategies for a variety of content areas. This program emphasizes content knowledge to meet the needs of 21st century learners by specializing in STEM. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education and

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

educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), the Association for Childhood Education International (ACEI), and the International Society for Technology in Education (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in elementary education field experiences that guide students through 130 hours of observational and practice-based experiences. Teacher candidates also complete a 15-week student teaching experience. Graduates of this program are eligible for an elementary education teaching credential in the state of Arizona.

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in STEM Major	76 credits
Total Electives	4-10 credits
<hr/>	
Total Bachelor of Science in Elementary Education with an Emphasis in STEM	120 credits
Total Practicum/Field Experience	135 hours

Required General Education

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

[HIS-144](#) U.S. History Themes 4 credits

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

[MAT-150](#) Mathematics for Elementary Teachers I 4 credits

Elementary Education with an Emphasis in STEM Major

ELM-200 ^f Child and Early Adolescent Development and Psychology	4 credits
ELM-210 Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
MAT-151 Mathematics for Elementary Teachers II	4 credits
SPD-200 Survey of Special Education: Mild to Moderate Disabilities	4 credits
ELM-315 Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
ELM-250 ^{Af} Creating and Managing Engaging Learning Environments	4 credits
REA-325 Literacy Interventions and Remediation for Elementary Education	4 credits
ELM-470 Methods and Strategies for Teaching Mathematics	4 credits
EDU-330 ^A Social Justice for Educators	4 credits
GOV-260 Arizona Constitution & Government	1 credit
ESL-440N Methods of Structured English Immersion for Elementary Education	3 credits
ELM-361 Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-351 Methods and Strategies for Integrating Social Studies and the Arts	4 credits
ELM-480 Methods and Strategies for Teaching English Language Arts	4 credits

ELM-461 Instructional Methods for Science and Engineering	4 credits
ELM-463 STEM Tools in the Modern Classroom	4 credits
ELM-462 Interdisciplinary Teaching and Learning in STEM	4 credits
ELM-464 Three Dimensional Teaching in STEM Classrooms	4 credits
ELM-490 ^Ω Student Teaching for Elementary Education Teacher Candidates	8 credits

Elementary Education with an Emphasis in STEM Major 76 credits

Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading program is designed for students seeking initial teacher licensure and are preparing for a career as an elementary teacher. The format and courses of this regionally accredited and Arizona State Board of Education approved program include studies and practices in lesson planning and assessments, classroom management, social justice, family and cultural diversity, English as a Second Language, reading instruction and assessment and instructional methods and strategies for a variety of content areas crossing the span of Kindergarten through Grade 8. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), the Association for Childhood Education International (ACEI), and the International Society for Technology in Education (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly supporting reading during elementary education field experiences that guide teacher candidates through 120 hours of observational and practice-based experiences. Teacher candidates will be exposed to elementary learning environment practicums completed in a 15-week student teaching experience. Graduates of this program are eligible for an elementary education teaching credential in the state of Arizona..

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in Teaching Reading Major	80 credits
Total Electives	0-6 credits
<hr/>	
Total Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading	120 credits
Total Practicum/Field Experience	160 hours

Required General Education

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

[HIS-144](#) U.S. History Themes 4 credits

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

[MAT-150](#) Mathematics for Elementary Teachers I 4 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

Elementary Education with an Emphasis in Teaching Reading Major

ELM-200^f	Child and Early Adolescent Development and Psychology	4 credits
ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
REA-305	Children's Literature	4 credits
ELM-357	Fostering Student Engagement	4 credits
ELM-250^{Af}	Creating and Managing Engaging Learning Environments	4 credits
ELM-305	Foundational Literacy Skills and Phonics	4 credits
REA-365	Methods and Strategies for Reading Instruction	4 credits
ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
REA-410	Assessment and Remediation of Reading Proficiency	4 credits
EDU-330^A	Social Justice for Educators	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits
REA-420	Research-Based Reading Development and Interventions	4 credits
ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
ELM-480	Methods and Strategies for Teaching English Language Arts	4 credits
REA-460	Diagnosis and Remediation of Reading Proficiencies	4 credits
ELM-490^Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits
Elementary Education with an Emphasis in Teaching Reading Major		76 credits

**Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading (IP/TL)
Effective January 2023**

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading program is designed for students seeking initial teacher licensure and are preparing for a career as an elementary teacher. The format and courses of this regionally accredited and Arizona State Board of Education approved program include studies and practices in lesson planning and assessments, classroom management, social justice, family and cultural diversity, English as a Second Language, reading instruction and assessment and instructional methods and strategies for a variety of content areas crossing the span of Kindergarten through Grade 8. Courses are taught by experts in their respective fields who share knowledge and experience in areas of elementary education and educational psychology. All courses are directly aligned with standards from

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

the Interstate Teacher Assessment and Support Consortium (InTASC), the Association for Childhood Education International (ACEI), and the International Society for Technology in Education (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly supporting reading during elementary education field experiences that guide teacher candidates through 120 hours of observational and practice-based experiences. Teacher candidates will be exposed to elementary learning environment practicums completed in a 15-week student teaching experience. Graduates of this program are eligible for an elementary education teaching credential in the state of Arizona..

Degree Requirements

Total General Education	34-40 credits
Total Elementary Education with an Emphasis in Teaching Reading Major	80 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading	120 credits
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Total Practicum/Field Experience	160 hours

Required General Education

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

HIS-144	U.S. History Themes	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-150	Mathematics for Elementary Teachers I	4 credits
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Elementary Education with an Emphasis in Teaching Reading Major

ELM-200^f	Child and Early Adolescent Development and Psychology	4 credits
ELM-210	Instructional Planning and Assessments for Elementary Teacher Candidates	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
MAT-151	Mathematics for Elementary Teachers II	4 credits
REA-305	Children's Literature	4 credits
ELM-315	Foundational Literacy Skills: Phonics and the Science of Reading	4 credits
ELM-250^{Af}	Creating and Managing Engaging Learning Environments	4 credits
REA-325	Literacy Interventions and Remediation for Elementary Education	4 credits
REA-365	Methods and Strategies for Reading Instruction	4 credits
ELM-470	Methods and Strategies for Teaching Mathematics	4 credits
REA-410	Assessment and Remediation of Reading Proficiency	4 credits
EDU-330^A	Social Justice for Educators	4 credits
GOV-260	Arizona Constitution & Government	1 credit
ESL-440N	Methods of Structured English Immersion for Elementary Education	3 credits

REA-420	Research-Based Reading Development and Interventions	4 credits
ELM-361	Instructional Methods and Strategies for Integrating Science and Health	4 credits
ELM-351	Methods and Strategies for Integrating Social Studies and the Arts	4 credits
ELM-480	Methods and Strategies for Teaching English Language Arts	4 credits
REA-460	Diagnosis and Remediation of Reading Proficiencies	4 credits
ELM-490^Ω	Student Teaching for Elementary Education Teacher Candidates	8 credits
Elementary Education with an Emphasis in Teaching Reading Major		76 credits

Graduate Programs

Learners are given the choice of graduate study for a Master of Education in the areas of elementary education, secondary education, early childhood education, special education, and educational administration. The Arizona state approved programs lead to initial teacher licensure in Arizona. College of Education learners are responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

Master of Education (IP/Non-TL) programs are available in the areas of elementary education, secondary education, early childhood education, and special education. Master of Education (AP/CPE) programs are available in the following areas: special education for certified special educators; curriculum and instruction: reading/elementary or secondary; curriculum and instruction: technology; educational leadership; and teachers of English to speakers of other languages (TESOL). A Master of Arts in Teaching (AP/CPE) with an emphasis either in professional learning communities or teacher leadership is available as well. These programs do not lead to licensure.

The graduate program framework provides for the professional growth of the practitioner and permits demonstration of competency in essential pedagogical knowledge, skills, and dispositions that are based upon Interstate Teacher Assessment and Support Consortium (InTASC) principles, Interstate School Leaders Licensure Consortium/Educational Leadership Constituent Council (ISLLC/ELCC) standards, and/or the standards of specialized professional associations, depending on the program. The framework is a cyclical process of inquiry, reflection, application, evaluation, and additional reflection. These elements are incorporated into activities and assessments in each course of a program through a combination of collaborative and individual work. Graduate programs in education are provided in two learning formats; both online and traditional campus courses are available to the learner.

Eligibility for initial educator certification in Washington is based on completion of a state-approved educator preparation program. This program is approved in Arizona. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/outofstate> for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

The following programs are not intended to lead to teacher certification. Teachers in Washington are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Programs: Master of Education in Early Childhood Education (IP/Non-TL); Master of Education in Educational Leadership (AP/CPE); Master of Education in Elementary Education (IP/Non-TL); Master of Education in Secondary Education (IP/Non-TL); and Master of Education in Teaching English to Speakers of Other Languages (AP/CPE).

Master of Arts in Autism Spectrum Disorders (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

During the program of study, professional educators survey the unique characteristics of students with autism spectrum disorders (ASD) and the core challenges associated with language and communication, social skills, behavior, and processing. From this foundational knowledge, educators design and implement program planning and service delivery. As a result, educators demonstrate knowledge, skills, and abilities in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD. In addition, educators collaborate as a member of a multi-disciplinary team with service providers and effectively interact with families.

Degree Requirements

UNV-501^Ω	Introduction to Graduate Studies in the College of Education	2 credits
SPD-504	Survey of Special Education: Autism Spectrum Disorder	3 credits
SPD-507	Inclusive Practices for Autism Spectrum Disorder	3 credits
SPD-511	Instructional Strategies and Interventions for Autism Spectrum Disorder	3 credits
SPD-517	Data-Driven Assessment for Autism Spectrum Disorder	3 credits
SPD-567	Assistive Tech and Communication Strategies for Autism Spectrum Disorder	3 credits
SPD-527	Positive Behavior Support for Autism Spectrum Disorder	3 credits
SPD-557	Transitions and Life Skills for Autism Spectrum Disorder	3 credits
SPD-537	Advocacy, Policy and Ethics for Autism Spectrum Disorder	3 credits
SPD-547	Collaboration and Leadership in Autism Spectrum Disorder	3 credits
SPD-577^Ω	Capstone and Action Research in Autism Spectrum Disorder	3 credits
Master of Arts in Autism Spectrum Disorders		32 credits

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

Master of Arts in Curriculum and Instruction (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Curriculum and Instruction program is designed for educators who seek to further develop the strategies and skills needed to be curriculum designers or instructional leaders in a variety of professional settings. The program of study includes coursework, research, and practical field experiences that provide graduates with a scholar/practitioner approach to curriculum development, professional development, and assessment of learning. Graduates from the Master of Arts in Curriculum and Instruction program are prepared to research, develop, and implement standards-based curriculum to increase student academic achievement. Coursework and field experience are prepared for individuals who are already licensed as teachers and/or who have at least one year of teaching or related experience. Program applicants must submit a copy of a current teaching license or provide evidence of a minimum of one year of verified, full-time experience in curriculum or instruction. This curriculum and instruction program does not lead to licensure. The assignments within each course will guide students through 90 hours of observational and practice-based experiences. Candidates must have access to a classroom under the supervision of a certified teacher to complete the field experience and capstone course.

Degree Requirements

UNV-501^Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-520	Brain-Based Learning	3 credits
TCH-539	Introduction to Educational Research	3 credits
EDU-522	Curriculum Design Theories	3 credits
EDU-524	Culturally Responsive Curriculum and Instruction	3 credits
EDU-554	Methods of Instruction and Assessment	3 credits
EDU-551	Differentiated Instruction	3 credits
EDU-546	Curriculum Mapping	3 credits
EDU-537	Leadership and Instructional Coaching	3 credits
EDU-585	Designing Effective Professional Development	3 credits
EDU-588^Ω	Curriculum and Instruction Capstone	3 credits
Master of Arts in Curriculum and Instruction		32 credits

Master of Arts in Higher Education Student Affairs

The Master of Arts in Higher Education Student Affairs prepares professionals for a career in student affairs administration at higher education institutions. Graduates of this program will understand how student affairs administrators directly contribute to the social development, academic success, and overall well-being of students. Coursework includes foundational knowledge in student development theory and the history of Student Affairs while introducing topics relevant to the major service areas

within student affairs. Areas of focus include operations management, campus community, health and safety, crisis management, spiritual life, housing, legal aspects of student affairs, and campus partnerships.

Degree Requirements

UNV-501^Ω	Introduction to Graduate Studies in the College of Education	2 credits
EDU-518	Introduction to Student Affairs	3 credits
EDU-528	Laws and Ethics in Student Affairs	3 credits
EDU-538	Servant Leadership in Student Affairs	3 credits
EDU-547	Student Development	3 credits
EDU-558	Crisis Management and Intervention	3 credits
EDU-567	Developing Student Leaders	3 credits
EDU-568	Operational Resource Management	3 credits
EDU-578	Culture and Team Building	3 credits
EDU-587	Community Development and Engagement on a University Campus	3 credits
EDU-595^Ω	Higher Education Student Affairs Capstone	3 credits
Master of Arts in Higher Education Student Affairs		32 credits

Master of Arts in Reading with an Emphasis in Elementary Education (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Reading with an Emphasis in Elementary Education degree is designed for current teaching professionals who would like to become reading specialists or literacy coaches to increase the educational and literacy success of grade K-8 students by working with them to develop and enhance their reading abilities. Other topics of focus include: foundational theory and research, developmental learning and assessments, corrective reading assessment, and instructional leadership and literacy coaching. Applicants to this program are required to submit a copy of a current teaching license or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are aligned to the International Literacy Association (ILA) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of curriculum and instruction, cognition, emergent literature, linguistics, phonics, literacy, assessments, and developmental and corrective reading processes. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to an elementary classroom to complete the practicum course and program assignments.

Degree Requirements

UNV-501^Ω	Introduction to Graduate Studies in the College of Education	2 credits
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^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

TCH-539	Introduction to Educational Research	3 credits	REA-515	Advanced Studies in Reading Assessment Systems	3 credits
TCH-520	Brain-Based Learning	3 credits	REA-550	Literate Environments	3 credits
REA-500	Foundations in Language and Literacy	3 credits	REA-560	Professional Learning and Leadership in Literacy	3 credits
REA-510	Survey of Reading Assessments	3 credits	REA-525	Introductory Instructional Methods for Secondary Reading and Writing	3 credits
REA-515	Advanced Studies in Reading Assessment Systems	3 credits	REA-545	Advanced Studies in Methods for Secondary Content and Writing	3 credits
REA-550	Literate Environments	3 credits	REA-580^Ω	Secondary Practicum in Reading	3 credits
REA-560	Professional Learning and Leadership in Literacy	3 credits	Master of Arts in Reading with an Emphasis in Secondary Education		32 credits
REA-520	Introductory Instructional Methods for Elementary Reading and Writing	3 credits			
REA-540	Advanced Studies in Methods for Elementary Content Reading and Writing	3 credits			
REA-570^Ω	Elementary Practicum in Reading	3 credits			
Master of Arts in Reading with an Emphasis in Elementary Education		32 credits			

Master of Arts in Reading with an Emphasis in Secondary Education (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Reading with an Emphasis in Secondary Education degree is designed for current teaching professionals who would like to become reading specialists or literacy coaches to increase the educational and literacy success of grade 6-12 students by working with them to develop and enhance their reading abilities. Other topics of focus include: foundational theory and research, developmental learning and assessments, corrective reading assessment, and instructional leadership and literacy coaching. Applicants to this program are required to submit a copy of a current teaching license or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are aligned to the International Literacy Association (ILA) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of curriculum and instruction, cognition, emergent literature, linguistics, literacy, assessments, and developmental and corrective reading processes. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a secondary classroom to complete the practicum course and program assignments.

Degree Requirements

UNV-501^Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-539	Introduction to Educational Research	3 credits
TCH-520	Brain-Based Learning	3 credits
REA-500	Foundations in Language and Literacy	3 credits
REA-510	Survey of Reading Assessments	3 credits

REA-515	Advanced Studies in Reading Assessment Systems	3 credits
REA-550	Literate Environments	3 credits
REA-560	Professional Learning and Leadership in Literacy	3 credits
REA-525	Introductory Instructional Methods for Secondary Reading and Writing	3 credits
REA-545	Advanced Studies in Methods for Secondary Content and Writing	3 credits
REA-580^Ω	Secondary Practicum in Reading	3 credits
Master of Arts in Reading with an Emphasis in Secondary Education		32 credits

Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is designed for teaching professionals with an interest in working with English language learners (ELLs) in or out of the classroom. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) and the Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (TESOL). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in TESOL field experiences and a practicum that guide students through 110 hours of observational and practice-based experiences. Candidates must have access to a P-12 classroom with ESL students to complete the practicum course and program assignments. Graduates of the program may be eligible for the ESL and/or the BLE endorsement in the state of Arizona, and are prepared to become leaders in ESL/BLE/TESOL at the P-12 classroom, school, and district level.

Degree Requirements

UNV-501^Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-539	Introduction to Educational Research	3 credits
TCH-520	Brain-based Learning	3 credits
TSL-532	Foundations of Instruction for English Language Learners	3 credits
TSL-550	School, Community, and Family Culture	3 credits
TSL-541	Linguistics	3 credits
TSL-552	Literacy in Bilingual Settings	3 credits
TSL-558	ELL and Bilingual Curriculum and Methods of Instruction	3 credits
TSL-565	ELL and Bilingual Assessment	3 credits
TSL-567	Methods of Teaching and Evaluating ELLs with Special Needs	3 credits

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

[TSL-590](#)^Ω BLE or TESOL Practicum 3 credits

Master of Arts in Teaching English to Speakers of Other Languages (TESOL) 32 credits

Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (AP/CPE) Effective January 2023

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is designed for teaching professionals with an interest in working with English language learners (ELLs) in or out of the classroom. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) and the Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (TESOL). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in TESOL field experiences and a practicum that guide students through 110 hours of observational and practice-based experiences. Candidates must have access to a P-12 classroom with ESL students to complete the practicum course and program assignments. Graduates of the program may be eligible for the ESL and/or the BLE endorsement in the state of Arizona, and are prepared to become leaders in ESL/BLE/TESOL at the P-12 classroom, school, and district level.

Degree Requirements

UNV-501 ^Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-539	Introduction to Educational Research	3 credits
TCH-520	Brain-based Learning	3 credits
TSL-532	Foundations of Instruction for English Language Learners	3 credits
TSL-550	School, Community, and Family Culture	3 credits
TSL-541	Linguistics	3 credits
TSL-552	Literacy in Bilingual Settings	3 credits
TSL-558	ELL and Bilingual Curriculum and Methods of Instruction	3 credits
TSL-565	ELL and Bilingual Assessment	3 credits
TSL-568	Methods of Teaching and Evaluating ELLs with Exceptionalities	3 credits
TSL-590 ^Ω	BLE or TESOL Practicum	3 credits

Master of Arts in Teaching English to Speakers of Other Languages (TESOL) 32 credits

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

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Early Childhood Education program is designed for students seeking initial licensure in the field of early childhood education. The format and courses of this regionally accredited program include instructional strategies, Montessori and other teaching methodologies, assessment techniques, theories of early childhood growth and development, and the effect of family and cultural diversity on early childhood. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Association for the Education of Young Children (NAEYC). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in early childhood field experiences that guide students through 118 hours of observational and practice-based experiences. Teacher candidates also complete a 16-week student teaching experience that includes eight weeks in a Birth – Pre-K classroom and eight weeks in a K-3 classroom. Graduates of this program are eligible for an early childhood teaching credential in the state of Arizona.

Degree Requirements

ECE-501 ^Ω	Introduction to Early Childhood Foundations and Graduate Studies	3 credits
ECE-510	Typical and Atypical Behaviors of Young Children	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ECE-520	Instructional Planning, Assessment and Reporting in Early Childhood	3 credits
ESL-536	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECE-530	Health, Safety, and Nutrition in Growth and Development of Early Learners	3 credits
ECE-540	Developing Language and Early Literacy in Young Children	3 credits
ECE-560	Family Engagement and Cultural Awareness in Early Childhood	3 credits
ECE-600	Creating and Managing the Early Childhood Environment	3 credits
ECE-620	Instructional Methodologies: Language Arts and the Creative Arts	3 credits
ECE-630	Instructional Methodologies: Mathematics	3 credits
ECE-640	Instructional Methodologies: Science and Social Studies	3 credits
ECH-680 ^Ω	Student Teaching: Birth to Pre-School	6 credits
ECH-685 ^Ω	Student Teaching: K-3	6 credits

Master of Education in Early Childhood Education 48 credits

Total Practicum/Field Experience Hours 118 hours

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

Master of Education in Early Childhood Education (IP/TL) *Effective January 2023*

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Early Childhood Education program is designed for students seeking initial licensure in the field of early childhood education. The format and courses of this regionally accredited program include instructional strategies, Montessori and other teaching methodologies, assessment techniques, theories of early childhood growth and development, and the effect of family and cultural diversity on early childhood. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Association for the Education of Young Children (NAEYC). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in early childhood field experiences that guide students through 118 hours of observational and practice-based experiences. Teacher candidates also complete a 16-week student teaching experience that includes eight weeks in a Birth – Pre-K classroom and eight weeks in a K-3 classroom. Graduates of this program are eligible for an early childhood teaching credential in the state of Arizona.

Degree Requirements

ECE-501 ^Ω	Introduction to Early Childhood Foundations and Graduate Studies	3 credits
ECE-510	Typical and Atypical Behaviors of Young Children	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ECE-520	Instructional Planning, Assessment and Reporting in Early Childhood	3 credits
ESL-536	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECE-530	Health, Safety, and Nutrition in Growth and Development of Early Learners	3 credits
ECS-575	Early Childhood Phonics and Science Reading Development	3 credits
ECE-560	Family Engagement and Cultural Awareness in Early Childhood	3 credits
ECE-600	Creating and Managing the Early Childhood Environment	3 credits
ECE-622	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
ECE-630	Instructional Methodologies: Mathematics	3 credits
ECE-640	Instructional Methodologies: Science and Social Studies	3 credits
ECH-680 ^Ω	Student Teaching: Birth to Pre-School	6 credits
ECH-685 ^Ω	Student Teaching: K-3	6 credits
Master of Education in Early Childhood Education		48 credits
Total Practicum/Field Experience Hours		118 hours

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

(Initial Program—Does Not Lead to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Early Childhood Education NITL program is designed for students seeking information in the field of early childhood education. The format and courses of this regionally accredited program include instructional strategies, Montessori and other teaching methodologies, assessment techniques, theories of early childhood growth and development, and the effect of family and cultural diversity on early childhood. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Association for the Education of Young Children (NAEYC). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in early childhood field experiences that guide students through 118 hours of observational and practice-based experiences (36 credits). This program does not lead to licensure.

Degree Requirements

ECE-501 ^Ω	Introduction to Early Childhood Foundations and Graduate Studies	3 credits
ECE-510	Typical and Atypical Behaviors of Young Children	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ECE-520	Instructional Planning, Assessment and Reporting in Early Childhood	3 credits
ESL-536	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECE-530	Health, Safety, and Nutrition in Growth and Development of Early Learners	3 credits
ECE-540	Developing Language and Early Literacy in Young Children	3 credits
ECE-560	Family Engagement and Cultural Awareness in Early Childhood	3 credits
ECE-600	Creating and Managing the Early Childhood Environment	3 credits
ECE-620	Instructional Methodologies: Language Arts and the Creative Arts	3 credits
ECE-630	Instructional Methodologies: Mathematics	3 credits
ECE-640	Instructional Methodologies: Science and Social Studies	3 credits
Master of Education in Early Childhood Education		36 credits
Total Practicum/Field Experience Hours		118 hours

Master of Education in Early Childhood Education (IP/Non-TL) *Effective January 2023*

(Initial Program—Does Not Lead to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Early Childhood Education NITL program is designed for students seeking information in the field of early childhood education. The format and courses of this regionally accredited program include

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

instructional strategies, Montessori and other teaching methodologies, assessment techniques, theories of early childhood growth and development, and the effect of family and cultural diversity on early childhood. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Association for the Education of Young Children (NAEYC). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in early childhood field experiences that guide students through 118 hours of observational and practice-based experiences (36 credits). This program does not lead to licensure.

Degree Requirements

ECE-501 ^Ω	Introduction to Early Childhood Foundations and Graduate Studies	3 credits
ECE-510	Typical and Atypical Behaviors of Young Children	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ECE-520	Instructional Planning, Assessment and Reporting in Early Childhood	3 credits
ESL-536	Methods of Structured English Immersion for Early Childhood Education	3 credits
ECE-530	Health, Safety, and Nutrition in Growth and Development of Early Learners	3 credits
ECS-575	Early Childhood Phonics and Science of Reading Development	3 credits
ECE-560	Family Engagement and Cultural Awareness in Early Childhood	3 credits
ECE-600	Creating and Managing the Early Childhood Environment	3 credits
ECE-622	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
ECE-630	Instructional Methodologies: Mathematics	3 credits
ECE-640	Instructional Methodologies: Science and Social Studies	3 credits
Master of Education in Early Childhood Education		36 credits
Total Practicum/Field Experience Hours		118 hours

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

(Initial Program—Leads to Teacher Licensure)

Grand Canyon University's Master of Education in Early Childhood and Early Childhood Special Education dual licensure program is a degree for candidates seeking to build skills and apply best-practice pedagogy and methodologies in the field of early childhood/early childhood special education development. Graduates of this Master's program are prepared to become informed educators in public and private schools and other settings requiring a teaching license. The curriculum includes: social/emotional development and behavioral interventions; early language and literacy development; assessment, evaluation and reporting progress; and, child, family, and community

collaboration and advocacy to promote the education of young children with and without exceptionalities. All courses are directly aligned with specialized professional teaching standards and the associated national content standards: Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society for Technology in Education Standards for Teachers (ISTE-T), National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Preparation Programs, and the Council for Exceptional Children (CEC) Initial Special Educator Preparation Standards Early Childhood Specialist Set. This regionally accredited and Arizona Department of Education approved degree program includes 224 hours of field experience in special education, inclusive, and general education Birth – Grade 3 classrooms, with an emphasis on Birth – Pre-K experiences. Teacher candidates also complete a 16-week student teaching experience that includes eight weeks in a K-3 general education classroom, and eight weeks in a K-3 special education classroom. Graduates of this program are eligible for early childhood and early childhood special education teaching certification in Arizona

Degree Requirements

ECS-501 ^Ω	Foundational Studies in Early Childhood and Special Education	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ELM-540	Foundational Literacy Skills	3 credits
ECS-555	Child Development Including Health, Safety, and Nutrition	3 credits
ECS-560	Child, Family, Cultural, Community Relationships, and Advocacy	3 credits
ECS-570	Language, Literacy, and Communication in Early Childhood/Special Education	3 credits
ECS-590	Assessment, Evaluation, and Reporting for Early Childhood/Special Education	3 credits
ECS-550 ^Ω	Child Guidance and Classroom Management for Typical and Atypical Behaviors	3 credits
ECS-585	Developmentally Appropriate Instruction: STEM Subjects	3 credits
ESL-533	Advanced Methodologies of SEI	3 credits
ECS-580	Developmentally Appropriate Instruction: ELA, Social Studies, and Arts	3 credits
ECS-565 ^Ω	Birth – Pre-K Practicum I	4 credits
ECS-567 ^Ω	Birth – Pre-K Practicum II	4 credits
ECS-595A ^Ω	Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting	6 credits
ECS-595B ^Ω	Student Teaching- Kindergarten to Age 8/Grade 3: Special Education Setting	6 credits
Master of Education in Early Childhood and Early Childhood Special Education		53 credits
Total Practicum/Field Experience Hours		224 hours

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

Master of Education in Early Childhood Education and Early Childhood Special Education (IP/Non-TL)

(Initial Program—Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Early Childhood and Early Childhood Special Education Non-Initial Licensure (NITL) program is a degree for candidates seeking to build skills and apply best-practice pedagogy and methodologies in the field of early childhood/early childhood special education development. This program does not lead to licensure. Graduates of this Master's program are prepared to become informed educators in settings that do not require a teaching license. The curriculum includes: social/emotional development and behavioral interventions; early language and literacy development; assessment, evaluation and reporting progress; and, child, family, and community collaboration and advocacy to promote the education of young children with and without exceptionalities. All courses are directly aligned with specialized professional teaching standards and the associated national content standards: Interstate Teacher Assessment and Support Consortium (InTASC) principles, International Society for Technology in Education Standards for Teachers (ISTE-T), National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Preparation Programs, and the Council for Exceptional Children (CEC) Initial Special Educator Preparation Standards Early Childhood Specialist Set. This regionally accredited degree program includes 104 hours of field experience in special education, inclusive, and general education Birth – Grade 3 classrooms.

Degree Requirements

ECS-501 ^Ω	Foundational Studies in Early Childhood and Special Education	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ELM-540	Foundational Literacy Skills	3 credits
ECS-555	Child Development Including Health, Safety, and Nutrition	3 credits
ECS-560	Child, Family, Cultural, Community Relationships, and Advocacy	3 credits
ECS-570	Language, Literacy, and Communication in Early Childhood/Special Education	3 credits
ECS-590	Assessment, Evaluation, and Reporting for Early Childhood/Special Education	3 credits
ECS-550 ^Ω	Child Guidance and Classroom Management for Typical and Atypical Behaviors	3 credits
ECS-585	Developmentally Appropriate Instruction: STEM Subjects	3 credits
ESL-533	Advanced Methodologies of SEI	3 credits
ECS-580	Developmentally Appropriate Instruction: ELA, Social Studies, and Arts	3 credits

Master of Education in Early Childhood and Early Childhood Special Education	33 credits
Total Practicum/Field Experience Hours	104 hours

Master of Education in Educational Administration (AP/PL)

(Advanced Program for Principal Licensure)

This program is designed for individuals interested in educational administration in the PK-12 setting and seeking a K-12 principal's license. Applicants for this program are required to provide documentation of two years of verified teaching experience. The Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituent Council (ELCC) standards form the foundation of this regionally accredited and Arizona-approved program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and experience in areas of school leadership, administrative/leadership foundations, creating/sustaining positive school cultures, PK-12 legal issues, public school finance, curriculum development, professional development/empowerment of teachers, and instructional leadership. As an opportunity to apply theory to practice, practicum/field experience hours are embedded throughout the program. The Action Planning process frames these experiences. Field work within each course guides Principal Candidates through observation, practice, and hands-on leadership experiences. Principal Candidates must be prepared to complete three clinical internships for a total of 270 hours. Graduates of the program are well-prepared to be informed educational administrators in public and private schools, and other settings requiring a principal's license.

Degree Requirements

EAD-501 ^Ω	Educational Administration: Foundations for the Developing Leader	3 credits
EAD-505	Education Law	3 credits
EAD-510	Education Finance	3 credits
EAD-519	Clinical Internship I: Learner-Centered Leadership	3 credits
EAD-513	Shaping School Culture	3 credits
EAD-520	Strengthening Curricular Programs to Promote Continuous School Improvement	3 credits
EAD-523	Developing Professional Capacity	3 credits
EAD-529	Clinical Internship II: Learner-Centered Leadership	3 credits
EAD-530	Improving Teacher Performance and Self-efficacy	3 credits
EAD-533	Developing and Empowering Instructional Leaders	3 credits
EAD-536	Strategic Leadership and Management in the Principalship	3 credits
EAD-539	Clinical Internship III: Learner-Centered Leadership	3 credits
Master of Education in Educational Administration		36 credits
Total Practicum/Field Experience Hours		360 hours

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

The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take a US/Arizona Constitution course (POS-301) and pass the professional knowledge test of the Arizona Education Proficiency Assessment. The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take 6 credits of Structured English Immersion.

POS-301	Arizona and Federal Government	2 credits
ESL-523	English Language Teaching Foundations & Methodologies	3 credits
ESL-533	Advanced Methodologies of SEI	3 credits

Master of Education in Educational Leadership (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

This program is designed for individuals interested in educational administration in the PK-12 setting and social services settings for children, but who must postpone a school site-based administrative internship or do not choose to seek a K-12 principal's license. The Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituent Council (ELCC) standards form the foundation of this program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and experience in areas of school and business leadership, administrative foundations, organizational theory and culture, PK-12 legal issues, public school finance, curriculum development, and instructional and team leadership. As an opportunity to apply theory to practice, practicum/field experience hours are embedded throughout the program. The Action Inquiry process frames these experiences. Benchmark assessments within each course guide students through observation, practice, and hands-on leadership experiences. Graduates of the program are prepared to become educational leaders in the home, church, private schools, and other settings not requiring a principal's license. To be admitted into this program, two years of teaching experience is strongly recommended. Students who complete this program and then desire to secure a principal's license will be required to complete the program requirements of the Master of Education in Educational Administration.

Degree Requirements

EAD-501 ^Ω	Educational Administration: Foundations for the Developing Leader	3 credits
EAD-505	Education Law	3 credits
EAD-510	Education Finance	3 credits
EDU-586	Developing and Implementing Professional Development	3 credits
EAD-513	Shaping School Culture	3 credits
EAD-520	Strengthening Curricular Programs to Promote Continuous School Improvement	3 credits
EAD-523	Developing Professional Capacity	3 credits
EAD-530	Improving Teacher Performance and Self-efficacy	3 credits

EAD-533	Developing and Empowering Instructional Leaders	3 credits
EAD-536	Strategic Leadership and Management in the Principalship	3 credits
Master of Education in Educational Leadership		30 credits
Total Practicum/Field Experience Hours		90 hours

Master of Education in Elementary Education (IP/TL)

(Initial Program-Leads to Initial Teacher Licensure)

The Master of Education in Elementary Education (Eligible for Institutional Recommendation/Credential) program is designed for individuals interested in the education of children in elementary or middle school who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult student and to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), and the Association for Childhood Educational International (ACEI). Graduates of the Master of Education in Elementary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching license. Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in elementary education field experiences that guide students through 104 hours of observational and practice-based experiences.

Degree Requirements

EDU-525 ^Ω	Foundations in Elementary Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
ELM-510	Creating and Managing Engaging Learning Environments	3 credits
ELM-555	Instructional Planning and Assessment for Elementary Teacher Candidates	3 credits
ELM-535	Strategies for Student Engagement	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ELM-540	Foundational Literacy Skills	3 credits
ESL-540	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-570	Methods and Strategies of Teaching and Integrating Science and Health	3 credits
ELM-550	Methods & Strategies of Teaching & Integrating Social Studies & the Arts	3 credits
ELM-560	Methods and Strategies of Teaching Mathematics	3 credits
ELM-580	Methods and Strategies of Teaching English Language Arts	3 credits
ELM-590 ^Ω	Student Teaching for Elementary Teacher Candidates	8 credits

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

Master of Education in Elementary Education	47 credits
Total Practicum/Field Experience Hours	104 hours

Master of Education in Elementary Education (IP/TL) Effective January 2023

(Initial Program-Leads to Initial Teacher Licensure)

The Master of Education in Elementary Education (Eligible for Institutional Recommendation/Credential) program is designed for individuals interested in the education of children in elementary or middle school who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult student and to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of early childhood education, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), and the Association for Childhood Educational International (ACEI). Graduates of the Master of Education in Elementary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching license. Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in elementary education field experiences that guide students through 104 hours of observational and practice-based experiences.

Degree Requirements

EDU-525^Ω	Foundations in Elementary Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
ELM-510	Creating and Managing Engaging Learning Environments	3 credits
ELM-555	Instructional Planning and Assessment for Elementary Teacher Candidates	3 credits
ELM-545	Phonics and the Science of Reading	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ELM-526	Literacy Intervention and Remediation	3 credits
ESL-540	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-570	Methods and Strategies of Teaching and Integrating Science and Health	3 credits
ELM-550	Methods & Strategies of Teaching & Integrating Social Studies & the Arts	3 credits
ELM-560	Methods and Strategies of Teaching Mathematics	3 credits
ELM-580	Methods and Strategies of Teaching English Language Arts	3 credits
ELM-590^Ω	Student Teaching for Elementary Teacher Candidates	8 credits
Master of Education in Elementary Education		47 credits
Total Practicum/Field Experience Hours		104 hours

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

(Initial Program-Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The program is designed for any individual interested in the education of children in elementary or middle school. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that teacher candidates possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through more than 100 hours of observational and practice-based experiences. Students have the option of transferring into the version of the program that leads to initial teacher licensure up to, but not after, the time of degree posting. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching license. This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Degree Requirements

EDU-525^Ω	Foundations in Elementary Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
ELM-510	Creating and Managing Engaging Learning Environments	3 credits
ELM-555	Instructional Planning and Assessment for Elementary Teacher Candidates	3 credits
ELM-535	Strategies for Student Engagement	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ELM-540	Foundational Literacy Skills	3 credits
ESL-540	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-570	Methods and Strategies of Teaching and Integrating Science and Health	3 credits
ELM-550	Methods & Strategies of Teaching & Integrating Social Studies & the Arts	3 credits
ELM-560	Methods and Strategies of Teaching Mathematics	3 credits
ELM-580	Methods and Strategies of Teaching English Language Arts	3 credits
Master of Education in Elementary Education		39 credits
Total Practicum/Field Experience Hours		104 hours

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

Master of Education in Elementary Education (IP/Non-TL) *Effective January 2023*

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The program is designed for any individual interested in the education of children in elementary or middle school. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that teacher candidates possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through more than 100 hours of observational and practice-based experiences. Students have the option of transferring into the version of the program that leads to initial teacher licensure up to, but not after, the time of degree posting. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching license. This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Degree Requirements

EDU-525^Ω	Foundations in Elementary Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
ELM-510	Creating and Managing Engaging Learning Environments	3 credits
ELM-555	Instructional Planning and Assessment for Elementary Teacher Candidates	3 credits
ELM-545	Phonics and the Science of Reading	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
ELM-526	Literacy Intervention and Remediation	3 credits
ESL-540	Methods of Structured English Immersion for Elementary Education	3 credits
ELM-570	Methods and Strategies of Teaching and Integrating Science and Health	3 credits
ELM-550	Methods & Strategies of Teaching & Integrating Social Studies & the Arts	3 credits
ELM-560	Methods and Strategies of Teaching Mathematics	3 credits
ELM-580	Methods and Strategies of Teaching English Language Arts	3 credits
Master of Education in Elementary Education		39 credits
Total Practicum/Field Experience Hours		104 hours

Master of Education in Elementary Education and Special Education (IP/TL)

(Initial Program–Leads to Teacher Licensure)

This program is designed for students who are seeking dual certification in elementary education (K-8) and mild to moderate education (K-12). The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Association for Childhood International standards, and/or Council for Exceptional Children standards. Opportunities are provided to apply concepts, theories, and research throughout the program with focused experiences that guide students through 113 hours of observational and practice-based experiences in both K-8 elementary settings, as well as K-12 special education mild to moderate settings. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning, behavioral, and social needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program. Eight weeks of student teaching are completed in a K-8 general education setting, and 8 weeks are completed in a K-12 mild to moderate setting for students with disabilities. Student teaching settings must be completed with a certified elementary education teacher for the first eight weeks, and a certified special education teacher for the last eight weeks. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher licensure program. Graduates of this program are eligible for the Moderate to Severe Disabilities Special Education, K-12 Certificate and the Elementary Education, K-8 Certificate in the state of Arizona.

Degree Requirements

ESD-501	Foundations in Elementary and Special Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-521	Collaborations and Communications in Special Education	3 credits
ESD-530	Instructional Planning and Assessment in the Inclusive Classroom	3 credits
ESD-540	Assessment, Eligibility, and Transition Planning	3 credits
ESD-550	Classroom Guidance, Management, and Behavior	3 credits

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

ESD-560	Language Development, Phonics, Reading Elements, and Remediation	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
ESD-565	Methods for Teaching Science and Health in the Inclusive Classroom	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-580	Methods of Teaching Lang Arts to Students with Mild/Moderate Disabilities	3 credits
ESD-585	Methods for Teaching Social Studies and the Arts in the Inclusive Classroom	6 credits
ELM-593A ^Ω	Student Teaching for Elementary Teacher Candidates: Session A	6 credits
SPD-593B ^Ω	Student Teaching for K-12 Special Education: Session B	6 credits
Master of Education in Elementary Education and Special Education		57 credits
Total Practicum/Field Experience Hours		113 hours

Master of Education in Elementary Education and Special Education (IP/TL) Effective January 2023

(Initial Program—Leads to Teacher Licensure)

This program is designed for students who are seeking dual certification in elementary education (K-8) and mild to moderate education (K-12). The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Association for Childhood International standards, and/or Council for Exceptional Children standards. Opportunities are provided to apply concepts, theories, and research throughout the program with focused experiences that guide students through 113 hours of observational and practice-based experiences in both K-8 elementary settings, as well as K-12 special education mild to moderate settings. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning, behavioral, and social needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program. Eight weeks of student teaching are completed in a K-8 general education setting, and 8 weeks are completed in a K-12 mild to moderate setting for students with disabilities. Student teaching settings must be completed with a certified elementary education teacher for the first eight weeks, and a certified special education teacher for the last eight weeks. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher licensure program. Graduates of this program are eligible for the Moderate to Severe Disabilities Special Education, K-12

Certificate and the Elementary Education, K-8 Certificate in the state of Arizona.

Degree Requirements

ESD-501	Foundations in Elementary and Special Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-521	Collaborations and Communications in Special Education	3 credits
ESD-530	Instructional Planning and Assessment in the Inclusive Classroom	3 credits
ESD-540	Assessment, Eligibility, and Transition Planning	3 credits
ESD-550	Classroom Guidance, Management, and Behavior	3 credits
SPD-578	Language Development Through Phonics and the Science of Reading	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
ESD-565	Methods for Teaching Science and Health in the Inclusive Classroom	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-581	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
ESD-585	Methods for Teaching Social Studies and the Arts in the Inclusive Classroom	6 credits
ELM-593A ^Ω	Student Teaching for Elementary Teacher Candidates: Session A	6 credits
SPD-593B ^Ω	Student Teaching for K-12 Special Education: Session B	6 credits
Master of Education in Elementary Education and Special Education		57 credits
Total Practicum/Field Experience Hours		113 hours

Master of Education in Elementary Education and Special Education (IP/Non-TL)

(Initial Program—Does Not Lead to Teacher Licensure)

This non-licensure program is designed for candidates interested in the education of children in elementary (K-8) and mild to moderate special education (K-12) settings. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the candidate will possess upon graduation. Courses are taught by experts in their respective fields who have significant proficiency in the course content. Courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Association for Childhood International standards, and Council for Exceptional Children standards. Opportunities are provided to apply concepts, theories, and research throughout the

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

program with focused experiences that guide students through 113 hours of observational and practice-based experiences in both K-8 elementary settings, as well as K-12 special education mild to moderate settings. Graduates of the program are prepared to work with all students in these settings and to implement individualized educational plans to accommodate various learning, behavioral, and social needs. Graduates of this program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching license. This program does not include a student teaching component, and does not therefore lead to licensure.

Degree Requirements

ESD-501	Foundations in Elementary and Special Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-521	Collaborations and Communications in Special Education	3 credits
ESD-530	Instructional Planning and Assessment in the Inclusive Classroom	3 credits
ESD-540	Assessment, Eligibility, and Transition Planning	3 credits
ESD-550	Classroom Guidance, Management, and Behavior	3 credits
ESD-560	Language Development, Phonics, Reading Elements, and Remediation	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
ESD-565	Methods for Teaching Science and Health in the Inclusive Classroom	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-580	Methods of Teaching Lang Arts to Students with Mild/Moderate Disabilities	3 credits
ESD-585	Methods for Teaching Social Studies and the Arts in the Inclusive Classroom	6 credits
Master of Education in Elementary Education and Special Education		45 credits
Total Practicum/Field Experience Hours		113 hours

Master of Education in Elementary Education and Special Education (IP/Non-TL) *Effective January 2023*

(Initial Program—Does Not Lead to Teacher Licensure)

This non-licensure program is designed for candidates interested in the education of children in elementary (K-8) and mild to moderate special education (K-12) settings. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that

the candidate will possess upon graduation. Courses are taught by experts in their respective fields who have significant proficiency in the course content. Courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Association for Childhood International standards, and Council for Exceptional Children standards. Opportunities are provided to apply concepts, theories, and research throughout the program with focused experiences that guide students through 113 hours of observational and practice-based experiences in both K-8 elementary settings, as well as K-12 special education mild to moderate settings. Graduates of the program are prepared to work with all students in these settings and to implement individualized educational plans to accommodate various learning, behavioral, and social needs. Graduates of this program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching license. This program does not include a student teaching component, and does not therefore lead to licensure.

Degree Requirements

ESD-501	Foundations in Elementary and Special Education Graduate Studies	3 credits
ELM-500	Child and Early Adolescent Development and Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-521	Collaborations and Communications in Special Education	3 credits
ESD-530	Instructional Planning and Assessment in the Inclusive Classroom	3 credits
ESD-540	Assessment, Eligibility, and Transition Planning	3 credits
ESD-550	Classroom Guidance, Management, and Behavior	3 credits
SPD-578	Language Development Through Phonics and the Science of Reading	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
ESD-565	Methods for Teaching Science and Health in the Inclusive Classroom	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-581	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
ESD-585	Methods for Teaching Social Studies and the Arts in the Inclusive Classroom	6 credits
Master of Education in Elementary Education and Special Education		45 credits
Total Practicum/Field Experience Hours		113 hours

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Master of Education in Secondary Education with an Emphasis in Humanities (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Secondary Education with Emphasis in Humanities ITL program is designed for candidates interested in the education of children in the Humanities areas in grades 5-12 who are also seeking initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, humanities, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates are required to produce documentation of successful completion of the content area exam(s) in a Humanities field in order to student teach. Teacher candidates who student teach in a middle grades setting may be eligible for the middle grades endorsement, in addition to the Secondary Education teacher license in the state of Arizona.

Degree Requirements

SEC-502 ^Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-581	Middle and Secondary Curriculum and Instruction for Humanities Teachers	3 credits
SEC-516	Assessment and Evaluation for Humanities Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-540	Adolescent Literacy	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-530	Integrating Humanities Methods for Middle and High School Instruction	3 credits
<i>Student teaching must be taken as the last course in the program.</i>		
SEC-590 ^Ω	Student Teaching: Secondary Education	8 credits
Master of Education in Secondary Education with an Emphasis in Humanities		41 credits
Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary Education with an Emphasis in Humanities (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Secondary Education with Emphasis in Humanities ITL program is designed for candidates interested in the education of children in the Humanities areas in grades 5-12 who are also seeking initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, humanities, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates are required to produce documentation of successful completion of the content area exam(s) in a Humanities field in order to student teach. Teacher candidates who student teach in a middle grades setting may be eligible for the middle grades endorsement, in addition to the Secondary Education teacher license in the state of Arizona.

Degree Requirements

SEC-502 ^Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-581	Middle and Secondary Curriculum and Instruction for Humanities Teachers	3 credits
SEC-516	Assessment and Evaluation for Humanities Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-530	Integrating Humanities Methods for Middle and High School Instruction	3 credits
<i>Student teaching must be taken as the last course in the program.</i>		
SEC-590 ^Ω	Student Teaching: Secondary Education	8 credits

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

Master of Education in Secondary Education with an Emphasis in Humanities	41 credits
Total Practicum/Field Experience Hours	101 hours

Master of Education in Secondary Education with an Emphasis in Humanities (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University’s Master of Education in Secondary Education with Emphasis in Humanities ITL program is designed for candidates interested in the education of children in the Humanities areas in grades 5-12. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, humanities, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. This program does not lead to licensure.

Degree Requirements

SEC-502^Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-581	Middle and Secondary Curriculum and Instruction for Humanities Teachers	3 credits
SEC-516	Assessment and Evaluation for Humanities Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-540	Adolescent Literacy	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-530	Integrating Humanities Methods for Middle and High School Instruction	3 credits

Master of Education in Secondary Education with an Emphasis in Humanities	33 credits
Total Practicum/Field Experience Hours	101 hours

Master of Education in Secondary Education with an Emphasis in Humanities (IP/Non-TL) Effective January 2023

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University’s Master of Education in Secondary Education with Emphasis in Humanities ITL program is designed for candidates interested in the education of children in the Humanities areas in grades 5-12. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, humanities, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. This program does not lead to licensure.

Degree Requirements

SEC-502^Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-581	Middle and Secondary Curriculum and Instruction for Humanities Teachers	3 credits
SEC-516	Assessment and Evaluation for Humanities Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-530	Integrating Humanities Methods for Middle and High School Instruction	3 credits

Master of Education in Secondary Education with an Emphasis in Humanities	33 credits
Total Practicum/Field Experience Hours	101 hours

Master of Education in Secondary Humanities Education (IP/TL) Nevada ARL

(Initial Program–Leads to Teacher Licensure)

Grand Canyon University’s Master of Education in Secondary Humanities Education program is designed for candidates interested in the education of adolescents and young adults in language arts, social studies, art or music in grades 6-12 who are

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

also seeking alternative route licensure in the state of Nevada. The format and courses of this regionally accredited and Nevada-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of secondary education, humanities, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 101 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are required to produce documentation of successful completion of required Nevada teaching exams that include content exams in language arts, social studies, art, or music in order to progress in this program.

Degree Requirements

SEC-502 ^Ω	Foundations in Secondary Education for Graduate Students	3 credits
EDU-526 ^Ω	Family and Community Engagement	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-516	Assessment and Evaluation for Humanities Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-540	Adolescent Literacy	3 credits
SEC-530	Integrating Humanities Methods for Middle and High School Instruction	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-581	Middle and Secondary Curriculum and Instruction for Humanities Teachers	3 credits
SEC-590 ^Ω	Student Teaching: Secondary Education	8 credits
Master of Education in Secondary Humanities Education		44 credits
Total Practicum/Field Experience Hours		128 hours

Master of Education in Secondary Education with an Emphasis in STEM (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Secondary Education with Emphasis in STEM ITL program is designed for candidates interested in the education of children in STEM areas in grades 5-12 who are also seeking initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their

respective fields who share knowledge and experience in areas of secondary education, STEM, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates are required to produce documentation of successful completion of the content area exam(s) in a STEM field in order to student teach. Teacher candidates who student teach in a middle grades setting may be eligible for the middle grades endorsement, in addition to the Secondary Education teacher license in the state of Arizona.

Degree Requirements

SEC-502 ^Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-582	Middle and Secondary Curriculum and Instruction for STEM Teachers	3 credits
SEC-517	Assessment and Evaluation for STEM Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-540	Adolescent Literacy	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-520	Integrating STEM Methods for Middle and High School Instruction	3 credits

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

SEC-590 ^Ω	Student Teaching: Secondary Education	8 credits
Master of Education in Secondary Education with an Emphasis in STEM		41 credits
Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary Education with an Emphasis in STEM (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Master of Education in Secondary Education with Emphasis in STEM ITL program is designed for candidates interested in the education of children in STEM areas in grades 5-12 who are also seeking initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their

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

respective fields who share knowledge and experience in areas of secondary education, STEM, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates are required to produce documentation of successful completion of the content area exam(s) in a STEM field in order to student teach. Teacher candidates who student teach in a middle grades setting may be eligible for the middle grades endorsement, in addition to the Secondary Education teacher license in the state of Arizona.

Degree Requirements

SEC-502^Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-582	Middle and Secondary Curriculum and Instruction for STEM Teachers	3 credits
SEC-517	Assessment and Evaluation for STEM Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-520	Integrating STEM Methods for Middle and High School Instruction	3 credits

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

SEC-590^Ω	Student Teaching: Secondary Education	8 credits
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Master of Education in Secondary Education with an Emphasis in STEM		41 credits
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Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary Education with an Emphasis in STEM (Non-IP/TL)

(Initial Program—Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Secondary Education with Emphasis in STEM program is designed for candidates interested in the education of children in STEM areas in grades 6-12. The format and courses of this regionally

accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, STEM, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours of observational and practice-based experiences. This program does not lead to licensure.

Degree Requirements

SEC-502^Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-582	Middle and Secondary Curriculum and Instruction for STEM Teachers	3 credits
SEC-517	Assessment and Evaluation for STEM Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-540	Adolescent Literacy	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-520	Integrating STEM Methods for Middle and High School Instruction	3 credits
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Master of Education in Secondary Education with an Emphasis in STEM		33 credits
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Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary Education with an Emphasis in STEM (Non-IP/TL) *Effective January 2023*

(Initial Program—Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Secondary Education with Emphasis in STEM program is designed for candidates interested in the education of children in STEM areas in grades 6-12. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of secondary education, STEM, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 100 hours

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

of observational and practice-based experiences. This program does not lead to licensure.

Degree Requirements

SEC-502 ^Ω	Foundations in Secondary Education for Graduate Students	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-582	Middle and Secondary Curriculum and Instruction for STEM Teachers	3 credits
SEC-517	Assessment and Evaluation for STEM Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-545	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-520	Integrating STEM Methods for Middle and High School Instruction	3 credits
Master of Education in Secondary Education with an Emphasis in STEM		33 credits
Total Practicum/Field Experience Hours		101 hours

Master of Education in Secondary STEM Education (IP/TL) Nevada ARL

(Initial Program—Leads to Teacher Licensure)

Grand Canyon University's Master of Education in Secondary STEM Education program is designed for candidates interested in the education of adolescents and young adults in the Science, Technology, Engineering and Mathematics (STEM) areas in grades 6-12 who are also seeking alternative route licensure in the state of Nevada. The format and courses of this regionally accredited and Nevada-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of secondary education, STEM, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in secondary education field experiences that guide students through 101 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are required to produce documentation of successful completion of required Nevada teaching exams that include content exams in biology, physics, or mathematics in order to progress in this program.

Degree Requirements

SEC-502 ^Ω	Foundations in Secondary Education for Graduate Students	3 credits
EDU-526 ^Ω	Family and Community Engagement	3 credits

SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
POS-500	U.S. and Arizona Constitution for Teacher Candidates	3 credits
SEC-506	Early Adolescent and Adolescent Psychology	3 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-517	Assessment and Evaluation for STEM Teachers	3 credits
SEC-525	Methods and Strategies for Middle and High School Teachers	3 credits
SEC-540	Adolescent Literacy	3 credits
SEC-520	Integrating STEM Methods for Middle and High School Instruction	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SEC-582	Middle and Secondary Curriculum and Instruction for STEM Teachers	3 credits
SEC-590 ^Ω	Student Teaching: Secondary Education	8 credits
Master of Education in Secondary STEM Education		44 credits
Total Practicum/Field Experience Hours		128 hours

Master of Education in Special Education (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

This program is designed for any individual interested in the education of children with mild to moderate special needs in the K-12 setting who also wish to seek initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of adult learners and to maximize strengths that teacher candidates already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Council for Exceptional Children Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide teacher candidates through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have mild to moderate disability categories represented, which may include: emotional disability, learning disability, intellectual disability, physical impairment, and/or health impairment. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs. Teacher candidates must be prepared to complete a full-time, 15-week student teaching component at the end of the program that must be completed with a certified special educator. Students/applicants are responsible for contacting their state department of education for licensure requirements and program approval. The student/applicant should consult the Grand Canyon Academic Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in an initial teacher licensure program.

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

Degree Requirements

SPD-501^Ω	Foundations in Special Education Graduate Studies	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-521	Collaborations and Communications in Special Education	3 credits
SPD-531	Assessment and Eligibility in Special Educ: Mild to Moderate Disability	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-540	Learning Environments for Students with Mild to Moderate Disabilities	3 credits
SPD-550	Instructional and Transitional Planning for Students with Mild to Moderate Disabilities	3 credits
SPD-560	Language Development with Mild to Moderate Disabilities and Disorders	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-580	Methods of Teaching Lang Arts to Students with Mild/Moderate Disabilities	3 credits

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

SPD-590^Ω	Student Teaching for Special Education Teacher Candidates	8 credits
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Master of Education in Special Education (IP/TL)		44 credits
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Total Practicum/Field Experience Hours		99 hours

**Master of Education in Special Education (IP/TL)
Effective January 2023**

(Initial Program—Leads to Initial Teacher Licensure)

This program is designed for any individual interested in the education of children with mild to moderate special needs in the K-12 setting who also wish to seek initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of adult learners and to maximize strengths that teacher candidates already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Council for Exceptional Children Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide teacher candidates through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have mild to moderate disability categories represented, which

may include: emotional disability, learning disability, intellectual disability, physical impairment, and/or health impairment. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs. Teacher candidates must be prepared to complete a full-time, 15-week student teaching component at the end of the program that must be completed with a certified special educator. Students/applicants are responsible for contacting their state department of education for licensure requirements and program approval. The student/applicant should consult the Grand Canyon Academic Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in an initial teacher licensure program.

Degree Requirements

SPD-501^Ω	Foundations in Special Education Graduate Studies	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-521	Collaborations and Communications in Special Education	3 credits
SPD-531	Assessment and Eligibility in Special Educ: Mild to Moderate Disability	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-540	Learning Environments for Students with Mild to Moderate Disabilities	3 credits
SPD-550	Instructional and Transitional Planning for Students with Mild to Moderate Disabilities	3 credits
SPD-578	Language Development Through Phonics and the Science of Reading	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-581	Research Based Instruction, Remediation, and Intervention in ELA	3 credits

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

SPD-590^Ω	Student Teaching for Special Education Teacher Candidates	8 credits
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Master of Education in Special Education (IP/TL)		44 credits
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Total Practicum/Field Experience Hours		99 hours

**Master of Education in Special Education (IP/TL)
Nevada ARL**

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University’s Master of Education in Special Education program is designed for those who wish to seek an initial teaching licensure in Mild to Moderate Disabilities Special Education in grades K-12, who are also seeking alternative route licensure in the state of Nevada. The format and courses of this regionally accredited and Nevada-approved program are tailored

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

to meet the needs of the adult learner and to maximize the content knowledge that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of mild to moderate disabilities in special Education, and educational psychology. All courses are directly aligned with standards from the Interstate Teacher Assessment and Support Consortium (InTASC), the Council for Exceptional Children (CEC) Initial Preparation Standards, and the International Society of Technology Educators (ISTE). Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in special education field experiences that guide students through 97 hours of observational and practice-based experiences. The final semester of this program includes a full-time, 15-week student teaching component. Teacher candidates are required to produce documentation of successful completion of required Nevada teaching exams that include content exams in special education in order to progress in this program.

Degree Requirements

SPD-501^Ω	Foundations in Special Education Graduate Studies	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
EDU-526^Ω	Family and Community Engagement	3 credits
SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-521	Collaborations and Communications in Special Education	3 credits
SPD-531	Assessment and Eligibility in Special Educ: Mild to Moderate Disability	3 credits
SPD-540	Learning Environments for Students with Mild to Moderate Disabilities	3 credits
SPD-550	Instructional and Transitional Planning for Students with Mild to Moderate Disabilities	3 credits
SPD-585	Educational Psychology for Special Education	3 credits
SPD-595	Methods of Educating Learners with Diverse Needs	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-580	Methods of Teaching Lang Arts to Students with Mild/Moderate Disabilities	3 credits
PCN-518	Human Growth and Development	3 credits
<i>Student teaching must be taken as the last course in the program.</i>		
SPD-590^Ω	Student Teaching for Special Education Teacher Candidates	8 credits
Master of Education in Special Education (IP/TL)		47 credits
Total Practicum/Field Experience Hours		87 hours

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

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Special Education develops educators for special education opportunities not requiring licensure. This program is designed for any individual interested in the education of children with mild to moderate special needs in grades K-12, who does not seek initial teaching licensure. The format and courses of this regionally accredited program are tailored to meet the needs of adult learners and to maximize strengths that students already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Council for Exceptional Children Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide educators through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have mild to moderate disability categories represented, which may include: autism, traumatic brain injury, emotional disability, learning disability, intellectual disability, physical impairment, and/or other health impairments. Traditionally, students graduating from a special education non licensure program have been interested in education-related jobs that do not require traditional teacher certifications, including parks and recreation, non-profits, workplace training and community programs. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs. The student/applicant should consult the Grand Canyon Academic Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a non-licensure program.

Degree Requirements

SPD-501^Ω	Foundations in Special Education Graduate Studies	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-521	Collaborations and Communications in Special Education	3 credits
SPD-531	Assessment and Eligibility in Special Educ: Mild to Moderate Disability	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-540	Learning Environments for Students with Mild to Moderate Disabilities	3 credits
SPD-550	Instructional and Transitional Planning for Students with Mild to Moderate Disabilities	3 credits

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

SPD-560	Language Development with Mild to Moderate Disabilities and Disorders	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-581	Research Based Instruction, Remediation, and Intervention in ELA	3 credits
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Master of Education in Special Education		36 credits
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Total Practicum/Field Experience Hours		99 hours

Master of Education in Special Education (IP/Non-TL) *Effective January 2023*

(Initial Program—Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

Grand Canyon University's Master of Education in Special Education develops educators for special education opportunities not requiring licensure. This program is designed for any individual interested in the education of children with mild to moderate special needs in grades K-12, who does not seek initial teaching licensure. The format and courses of this regionally accredited program are tailored to meet the needs of adult learners and to maximize strengths that students already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Council for Exceptional Children Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide educators through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have mild to moderate disability categories represented, which may include: autism, traumatic brain injury, emotional disability, learning disability, intellectual disability, physical impairment, and/or other health impairments. Traditionally, students graduating from a special education non licensure program have been interested in education-related jobs that do not require traditional teacher certifications, including parks and recreation, non-profits, workplace training and community programs. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs. The student/applicant should consult the Grand Canyon Academic Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a non-licensure program.

Degree Requirements

SPD-501^Ω	Foundations in Special Education Graduate Studies	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits

SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-521	Collaborations and Communications in Special Education	3 credits
SPD-531	Assessment and Eligibility in Special Educ: Mild to Moderate Disability	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-540	Learning Environments for Students with Mild to Moderate Disabilities	3 credits
SPD-550	Instructional and Transitional Planning for Students with Mild to Moderate Disabilities	3 credits
SPD-578	Language Development Through Phonics and the Science of Reading	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-580	Methods of Teaching Lang Arts to Students with Mild/Moderate Disabilities	3 credits
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Master of Education in Special Education		36 credits
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Total Practicum/Field Experience Hours		99 hours

Master of Education in Special Education: Moderate to Severe (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

The Master of Education in Special Education Moderate to Severe (eligible for Institutional Recommendation/Credential) is designed for individuals with a bachelor's degree in any field who are interested in the education of children with moderate to severe special needs in the K-12 setting. This program prepares candidates seeking initial teaching licensure in the special education area of moderate to severe. Graduates of the program are prepared to work with individuals with moderate to severe exceptionalities and implement individualized educational plans to accommodate various student needs. Teacher candidates study topics such as ethical and legal practices; collaboration with internal and external stakeholders; diagnosis and assessment in special education; characteristics of intellectual disabilities and other physical and health impairments; the implementation of communication and behavior strategies; and the use of assistive technologies for individuals with moderate to severe exceptionalities. Classroom management methods, classroom structures, and educational planning are also explored. The special education degree program concludes with a full-time, 15-week student teaching component that must be completed with a certified special educator. In order to complete the 103 hours of field experience and student teaching requirement, teacher candidates must have access to K-12 special education settings with a moderate to severe population.

Degree Requirements

SPD-501^Ω	Foundations in Special Education Graduate Studies	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits

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

SPD-506	Survey of Moderate to Severe Special Education	3 credits
SPD-551	Moderate to Severe: Professional, Ethical, and Legal Practices	3 credits
SPD-556	Assessment and Eligibility in Moderate to Severe Special Education	3 credits
SPD-558	Moderate to Severe: Care, Collaboration, and Communication	3 credits
SPD-562	Moderate to Severe: Instructional Planning, Strategies, and Assessment	3 credits
SPD-564	Moderate to Severe: Classroom Management and Behavior Analysis	3 credits
SPD-566	Postsecondary Transitional Planning for Moderate to Severe Exceptionalities	3 credits
SPD-568	Moderate to Severe: Adaptive Communication	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
SPD-572	Moderate to Severe: Methods of Teaching Functional Mathematics and Science	3 credits
SPD-582	Moderate to Severe: Methods of Teaching Functional Language Arts	3 credits

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

SPD-592^Ω	Student Teaching for Special Education: Moderate to Severe	8 credits
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Master of Education in Special Education: Moderate to Severe (IP/TL)	47 credits
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Total Practicum/Field Experience Hours	103 hours
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Master of Education in Special Education: Moderate to Severe (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

The Master of Education in Special Education Moderate to Severe (eligible for Institutional Recommendation/Credential) is designed for individuals with a bachelor's degree in any field who are interested in the education of children with moderate to severe special needs in the K-12 setting. This program prepares candidates seeking initial teaching licensure in the special education area of moderate to severe. Graduates of the program are prepared to work with individuals with moderate to severe exceptionalities and implement individualized educational plans to accommodate various student needs. Teacher candidates study topics such as ethical and legal practices; collaboration with internal and external stakeholders; diagnosis and assessment in special education; characteristics of intellectual disabilities and other physical and health impairments; the implementation of communication and behavior strategies; and the use of assistive technologies for individuals with moderate to severe exceptionalities. Classroom management methods, classroom structures, and educational planning are also explored. The special education degree program concludes with a full-time, 15-week student teaching component that must be completed with a certified special educator. In order to complete the 103 hours of field experience and student teaching requirement, teacher candidates must have access to K-12 special education settings with a moderate to severe population.

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

Degree Requirements

SPD-501^Ω	Foundations in Special Education Graduate Studies	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-506	Survey of Moderate to Severe Special Education	3 credits
SPD-551	Moderate to Severe: Professional, Ethical, and Legal Practices	3 credits
SPD-556	Assessment and Eligibility in Moderate to Severe Special Education	3 credits
SPD-558	Moderate to Severe: Care, Collaboration, and Communication	3 credits
SPD-562	Moderate to Severe: Instructional Planning, Strategies, and Assessment	3 credits
SPD-564	Moderate to Severe: Classroom Management and Behavior Analysis	3 credits
SPD-566	Postsecondary Transitional Planning for Moderate to Severe Exceptionalities	3 credits
SPD-569	Applying Phonics and the Science of Reading in Adaptive Communication	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
SPD-572	Moderate to Severe: Methods of Teaching Functional Mathematics and Science	3 credits
SPD-587	Research Based Instruction, Remediation, and Intervention in Functional ELA	3 credits

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

SPD-592^Ω	Student Teaching for Special Education: Moderate to Severe	8 credits
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Master of Education in Special Education: Moderate to Severe (IP/TL)	47 credits
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Total Practicum/Field Experience Hours	103 hours
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Master of Education in Special Education: Moderate to Severe (IP/Non-TL)

(Initial Program—Does Not Lead to Teacher Licensure)

The Master of Education in Special Education Moderate to Severe (NITL) program is designed for individuals with a bachelor's degree in any field who are interested in the education of children with moderate to severe special needs. This program does not lead to teacher licensure. Graduates of the program are prepared to work with individuals with moderate to severe exceptionalities and implement individualized educational plans to accommodate various student needs. The program includes topics such as: ethical and legal practices; collaboration with internal and external stakeholders; diagnosis and assessment in special education; characteristics of intellectual disabilities and other physical and health impairments; the implementation of communication and behavior strategies; and the use of assistive technologies for individuals with moderate to severe exceptionalities. Classroom management methods, classroom structures, and educational planning are also explored. In order to complete the 103 hours of field experience, candidates must have

access to K-12 special education settings with a moderate to severe population.

Degree Requirements

SPD-501^Ω	Foundations in Special Education Graduate Studies	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-506	Survey of Moderate to Severe Special Education	3 credits
SPD-551	Moderate to Severe: Professional, Ethical, and Legal Practices	3 credits
SPD-556	Assessment and Eligibility in Moderate to Severe Special Education	3 credits
SPD-558	Moderate to Severe: Care, Collaboration, and Communication	3 credits
SPD-562	Moderate to Severe: Instructional Planning, Strategies, and Assessment	3 credits
SPD-564	Moderate to Severe: Classroom Management and Behavior Analysis	3 credits
SPD-566	Postsecondary Transitional Planning for Moderate to Severe Exceptionalities	3 credits
SPD-568	Moderate to Severe: Adaptive Communication	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
SPD-572	Moderate to Severe: Methods of Teaching Functional Mathematics and Science	3 credits
SPD-582	Moderate to Severe: Methods of Teaching Functional Language Arts	3 credits
Master of Education in Special Education: Moderate to Severe (IP/Non-TL)		39 credits
Total Practicum/Field Experience Hours		103 hours

Master of Education in Special Education: Moderate to Severe (IP/Non-TL) *Effective January 2023*

(Initial Program—Does Not Lead to Teacher Licensure)

The Master of Education in Special Education Moderate to Severe (NITL) program is designed for individuals with a bachelor's degree in any field who are interested in the education of children with moderate to severe special needs. This program does not lead to teacher licensure. Graduates of the program are prepared to work with individuals with moderate to severe exceptionalities and implement individualized educational plans to accommodate various student needs. The program includes topics such as: ethical and legal practices; collaboration with internal and external stakeholders; diagnosis and assessment in special education; characteristics of intellectual disabilities and other physical and health impairments; the implementation of communication and behavior strategies; and the use of assistive technologies for individuals with moderate to severe exceptionalities. Classroom management methods, classroom structures, and educational planning are also explored. In order to complete the 103 hours of field experience, candidates must have access to K-12 special education settings with a moderate to severe population.

Degree Requirements

SPD-501^Ω	Foundations in Special Education Graduate Studies	3 credits
POS-500	U.S. and Arizona Constitutions for Teacher Candidates	3 credits
SPD-506	Survey of Moderate to Severe Special Education	3 credits
SPD-551	Moderate to Severe: Professional, Ethical, and Legal Practices	3 credits
SPD-556	Assessment and Eligibility in Moderate to Severe Special Education	3 credits
SPD-558	Moderate to Severe: Care, Collaboration, and Communication	3 credits
SPD-562	Moderate to Severe: Instructional Planning, Strategies, and Assessment	3 credits
SPD-564	Moderate to Severe: Classroom Management and Behavior Analysis	3 credits
SPD-566	Postsecondary Transitional Planning for Moderate to Severe Exceptionalities	3 credits
SPD-569	Applying Phonics and the Science of Reading in Adaptive Communication	3 credits
ESL-546	Methods of Structured English Immersion for K-12 Education	3 credits
SPD-572	Moderate to Severe: Methods of Teaching Functional Mathematics and Science	3 credits
SPD-587	Research Based Instruction, Remediation, and Intervention in Functional ELA	3 credits
Master of Education in Special Education: Moderate to Severe (IP/Non-TL)		39 credits
Total Practicum/Field Experience Hours		103 hours

Master of Science in Instructional Design (AP/CPE)

The Master of Science in Instructional Design program is designed for professionals who wish to further their skills in instructional design and/or curriculum development, as well as the use of emerging technology for training purposes. In this program, students learn to apply theory, research, analysis, and problem-solving skills to solve a variety of issues related to training, education, and organizational performance. The program helps students build their research skills, so they can collect and analyze appropriate data to make evidence-driven design decisions. Students learn to use learning theories, instructional design models, and design thinking in the analysis, design, development, implementation, and evaluation of instructional interventions. Students also develop the skills necessary to create, assess, and manage training materials using technology and multimedia tools. The combination of these skills will help students to identify learning needs, determine desired outcomes, and create learning interventions within educational institutions and corporate training environments. Learning theory and systematic design approaches are the fundamentals of instructional design that are accomplished in this program. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of curriculum and instructional design. Technology Requirement: Students are

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

responsible for providing their own Adobe Captivate software and a computer that meets the technical requirements to run the software. The version of Adobe Captivate should not be older than the 2019 release. Verify the University Technology Requirements and Programmatic Technology Requirements in the University Policy Handbook available on www.gcu.edu.

Degree Requirements

UNV-501^Ω	Introduction to Graduate Studies in the College of Education	2 credits
TCH-520	Brain-Based Learning	3 credits
TCH-539	Introduction to Educational Research	3 credits
EID-500	Introduction to Instructional Design	3 credits
EDU-522	Curriculum Design Theories	3 credits
EID-505	Multimedia for Learning	3 credits
EID-510	Systematic Design of Instruction	3 credits
EID-515	Learning Experience Design and Development	3 credits
EID-520	Research and Evaluation for Systems and Experiences	3 credits
EID-525	Organizational Performance and Workplace Learning	3 credits
EID-590^Ω	Instructional Design Capstone	3 credits
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Master of Science in Instructional Design		32 credits

Master of Science in Instructional Technology (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Science in Instructional Technology program is designed for current teaching professionals who have an interest in becoming a technology specialist or coach. The format and courses of this regionally accredited program are aligned to the International Society for Technology in Education (ISTE) Standards for Coaches, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of technology-based instructional theories and models, digital literacies and new media, ethical and equitable technology integration, technology for student assessment, multimedia instructional strategies, distance learning, andragogy and coaching. This program includes field experiences that help develop the students understanding of the complexity of being a leader in the school setting, classroom technology use and training, development of a vision for technology, and ensuring smooth day-to-day technology integration in teaching. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through 120 hours of observational and practice-based experiences. Candidates must have access to a K-12 school classroom with technology to complete the capstone course and program assignments. Graduates of the program are prepared to become leaders in technology at the K-12 classroom, school, and district levels.

Degree Requirements

UNV-501^Ω	Introduction to Graduate Studies in the College of Education	2 credits
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TCH-520	Brain-Based Learning	3 credits
TCH-539	Introduction to Educational Research	3 credits
TEC-516	Instructional Theories and Models in Technology Education	3 credits
TEC-521	Digital Literacies, Virtual Tools, and New Media	3 credits
TEC-530	Ethics, Culture, and Equity with Technology	3 credits
TEC-536	Assessment and Instructional Technology	3 credits
TEC-561	Multimedia Instructional Strategies and Methods	3 credits
TEC-541	Distance Learning	3 credits
TEC-544	Leadership and Technology Coaching	3 credits
TEC-595^Ω	Instructional Technology Capstone	3 credits
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Master of Science in Instructional Technology		32 credits

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Elementary Education

The Canyon L.E.A.P. to Teach pathway, Elementary Education Graduate Certificate of Completion pathway option is intended for candidates interested in becoming a teacher of record in their elementary classroom by pursuing a non-traditional route to teacher licensure with the support of their school district. The structured pathway prepares teacher candidates for an elementary education certification through an immersive learning experience that includes daytime teaching, LEA provides professional development and mentor support, Grand Canyon University (GCU) College of Education graduate coursework and Grand Canyon Education (GCE) Canyon Professional Development. The post baccalaureate certificate serves as an alternative route for entering the field of education to champion students mental, emotional and social development, as well as to provide students with an academic foundation and passion for learning. Canyon L.E.A.P. to Teach candidates will have the opportunity to complete coursework, LEA provided professional development and Grand Canyon Education professional development with the support of all three stakeholders. Starting with a week-long in person boot camp before the fall semester begins, candidates will continue their development in partnership with GCU, GCE and the LEA through two formal LEA evaluations, two informal GCU observations each semester, and two GCE coaching sessions each semester. During the year, candidates will also complete four online GCU teacher education courses, four in person Saturday workshops, a culminating capstone, and LEA-led professional development and mentoring. This three-pronged approach ensures that the candidates are well-supported in the pathway as they develop their pedagogical skills.

Degree Requirements

TCH-505	Introduction to Teaching Strategies and Professionalism Expectations	2 credits
ELM-510	Creating and Managing Engaging Learning Environments	3 credits
ELM-540	Foundational Literacy Skills	3 credits
ESL-540	Methods of Structured English Immersion for Elementary Education	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
TCH-506	Enhanced Learning Plans for Diverse Classrooms Capstone	2 credits

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

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Elementary Education	16 credits
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Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Secondary Education

The Canyon L.E.A.P. to Teach, Secondary Education Graduate Certificate of Completion pathway option is intended for candidates interested in becoming a teacher of record in their secondary classroom by pursuing a non-traditional route to teacher licensure with the support of their school district. The structured pathway prepares teacher candidates for a secondary education certification through an immersive learning experience that includes daytime teaching. LEA provides professional development and mentor support, Grand Canyon University (GCU) College of Education graduate coursework and Grand Canyon Education (GCE) Canyon Professional Development. The post baccalaureate certificate serves as an alternative route for entering the field of education to champion students mental, emotional and social development, as well as to provide students with an academic foundation and passion for learning. Canyon L.E.A.P. to Teach candidates will have the opportunity to complete coursework, LEA provided professional development and Grand Canyon Education curriculum with the support of all three stakeholders. Starting with a week-long in person boot camp before the fall semester begins, candidates will continue their development in partnership with GCU, GCE and the LEA through two formal LEA evaluations, two informal GCU observations each semester, and two GCE coaching sessions each semester. During the year, candidates will also complete four online GCU teacher education courses, four Saturday workshops, a culminating 2 week-long capstone session, and LEA-led professional development and mentoring. This three-pronged approach ensures that the candidates are well-supported in the pathway as they develop their pedagogical skills.

Degree Requirements

TCH-505	Introduction to Teaching Strategies and Professionalism Expectations	2 credits
SEC-510	Creating and Managing Engaging Learning Environments	3 credits
SEC-540	Adolescent Literacy	3 credits
ESL-545	Methods of Structured English Immersion for Secondary Education	3 credits
SPD-500	Survey of Special Education: Mild to Moderate Disabilities	3 credits
TCH-506	Enhanced Learning Plans for Diverse Classrooms Capstone	2 credits

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Secondary Education	16 credits
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Graduate Certificate of Completion in Distance Learning

The Graduate Certificate of Completion in Distance Learning explores instructional theories and models in technology education, assessment and instructional technology, and multimedia instructional strategies and methods in preparation for distance learning opportunities.

Degree Requirements

TEC-516	Instructional Theories and Models in Technology Education	3 credits
TEC-521	Digital Literacies, Virtual Tools, and New Media	3 credits

TEC-536	Assessment and Instructional Technology	3 credits
TEC-561	Multimedia Instructional Strategies and Methods	3 credits
TEC-541	Distance Learning	3 credits
TEC-596	Distance Learning Capstone	1 credit

Graduate Certificate of Completion in Distance Learning	16 credits
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Graduate Certificate of Completion: Special Education, Mild to Moderate

The Graduate Certificate of Completion: Special Education, Mild to Moderate allows candidates to complete requirements associated with the Special Education Mild/Moderate Disabilities endorsement from the Arizona Department of Education. Certificate will include practicum and coursework in the following areas: methods of teaching students with disabilities, behavior management for students with disabilities, special education law, special education assessment and individualized education program planning, and language development and disorders.

Degree Requirements

SPD-510	Professional, Ethical and Legal Practices and Policies in Special Education	3 credits
SPD-531	Assessment and Eligibility in Special Educ: Mild to Moderate Disability	3 credits
SPD-540	Learning Environments for Students with Mild to Moderate Disabilities	3 credits
SPD-560	Language Development with Mild to Moderate Disabilities and Disorders	3 credits
SPD-570	Methods of Teaching Math to Students with Mild to Moderate Disabilities	3 credits
SPD-580	Methods of Teaching Lang Arts to Students with Mild/Moderate Disabilities	3 credits

Graduate Certificate of Completion: Special Education, Mild to Moderate	18 credits
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Graduate Certificate of Completion: Special Education, Moderate to Severe

The Graduate Certificate of Completion: Special Education, Moderate to Severe allows candidates to complete requirements associated with the Special Education Moderate/Severe Disabilities endorsement from the Arizona Department of Education. Certificate will include practicum and coursework in the following areas: behavior management for students with disabilities, special education law, special education assessment and individualized education program planning, methods for teaching students with severe disabilities, and adaptive communication, including language development and disorders.

Degree Requirements

SPD-551	Moderate to Severe: Professional, Ethical, and Legal Practices	3 credits
SPD-556	Assessment and Eligibility in Moderate to Severe Special Education	3 credits
SPD-564	Moderate to Severe: Classroom Management and Behavior Analysis	3 credits
SPD-568	Moderate to Severe: Adaptive Communication	3 credits

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SPD-572	Moderate to Severe: Methods of Teaching Functional Mathematics and Science	3 credits
SPD-582	Moderate to Severe: Methods of Teaching Functional Language Arts	3 credits
Graduate Certificate of Completion: Special Education, Moderate to Severe		18 credits

Graduate Certificate of Completion in Teaching English to Speakers of Other Languages (TESOL)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Graduate Certificate of Completion in Teaching English to Speakers of Other Languages (TESOL) is designed for teaching professionals with an interest in working with English language learners (ELLs) in or out of the classroom. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) and the Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (TESOL). Opportunities are provided to apply concepts, theories, and research throughout the program,

but particularly in TESOL field experiences and a practicum that guide students through 40 hours of observational and practice-based experiences. Candidates must have access to a P-12 classroom with ESL students to complete the practicum course and program assignments. Graduates of the program are prepared to become leaders in ESL/BLE/TESOL at the P-12 classroom, school, community college, and district level (18 credits).

Degree Requirements

TSL-532	Foundations of Instruction for English Language Learners	3 credits
TSL-550	School, Community, and Family Culture	3 credits
TSL-541	Linguistics	3 credits
TSL-558	ELL and Bilingual Curriculum and Methods of Instruction	3 credits
TSL-565	ELL and Bilingual Assessment	3 credits
TSL-567	Methods of Teaching and Evaluating ELLs with Special Needs	3 credits

Graduate Certificate of Completion in Teaching English to Speakers of Other Languages (TESOL)		18 credits
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Students who are Louisiana or Nevada residents must complete the Louisiana or Nevada specific requirements to meet the standards in those states.

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

The College of Arts and Media

College Description

The College of Arts and Media is dedicated to providing its students with the finest training possible in their chosen fields. All disciplines and majors within the College require a thorough and exhaustive study of subject-specific theory and related performance to translate theory into active and exciting participation and presentation. All of the College's faculty are dedicated professionals who are active within their fields and therefore can offer students the unique opportunity of their current professional expertise as well as classroom knowledge.

College Mission

The College of Arts and Media endeavors to create an environment where students can be challenged to excel throughout all of their class work as well as in their performance opportunities. Faculty members strive to imbue students with the tools to create, analyze, lead, and teach through the eventual mastery of their chosen disciplines.

College Features

Currently, the College consists of four departments, Dance, Music, Production, and Theatre.

The Department of Dance offers a Bachelor of Arts in Dance and Bachelor of Arts in Dance Education.

The Department of Music features seven degrees, a Bachelor of Arts in Music Education-Choral: Voice, a Bachelor of Arts in Music Education-Choral: Piano, a Bachelor of Arts in Music Education-Instrumental: Brass, Percussion, Woodwind, Strings, a Bachelor of Arts in Music Education-Instrumental: Piano, a Bachelor of Arts in Music with an Emphasis in Piano, a Bachelor of Arts in Music with an Emphasis in Instrumental Music, and a Bachelor of Arts in Music with an Emphasis in Voice. The Department of Music features nine ensembles —Canyon Choral Society, Canyon Chorale, Canyon Singers, Critical Mass, Thundering Heard Pep Band, Thunder Big Band, Symphonic Band, Percussion Ensemble and Woodwind Ensemble.

The Department of Production offers a Bachelor of Arts in Advertising and Public Relations with an Emphasis in Advertising Design, Bachelor of Arts in Digital Design with an Emphasis in either Animation or Web Design, and a Bachelor of Arts in Digital Film with an Emphasis in either Production or Screenwriting.

The Department of Theatre offers a Bachelor of Arts in Theatre and Drama and a Bachelor of Arts in Theatre Education. Both departments have several performing groups. The Department of Theatre presents the Grand Canyon University's Ethington Theatre Series, which is comprised of five productions performing over 30 times annually.

Department of Dance

Grand Canyon University's Department of Dance is dedicated to the training of dancers, teachers, and choreographers by blending both the theory and the practice of dance performance and its related disciplines.

In addition to regular classroom studies, dance major students will take part in the Ethington Dance Ensemble in numerous capacities, including performance, choreography and technical production, thus allowing them to explore the creative process from rehearsal to live performance. This global approach to

dance education creates a multifaceted graduate who is prepared to succeed in today's marketplace.

Bachelor of Arts in Dance

Grand Canyon University's Bachelor of Arts in Dance program is designed to train balanced dance practitioners who may succeed in a range of career paths related to dance. Experiences in our program will blend the theory and practice of dance performance and choreography with interdisciplinary applications in fields such as social and life sciences, technology, and other visual and performing arts.

Degree Requirements

Total General Education	34-40 credits
Total Dance Major	66 credits
Total Electives	14-20 credits
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Total Bachelor of Arts in Dance	120 credits

Dance Major

DAN-130A	Dance Ensemble I-A	0.5 credit
DAN-200	Somatics for the Dancer	2 credits
DAN-100	Introduction to Ballet Technique	1 credit
DAN-101	Introduction to Jazz Technique	1 credit
DAN-180A	Elementary Dance Tour	0 credit
DAN-130B	Dance Ensemble I-B	0.5 credit
DAN-120	Introduction to Modern Technique	1 credit
DAN-250	Ballet Technique II	1 credit
DAN-260	Jazz Technique II	1 credit
DAN-180B	Elementary Dance Tour	0 credit
DAN-280A	Dance Ensemble II-A	0.5 credit
DAN-395	Dance Production	4 credits
DAN-350	Ballet Technique III	1 credit
DAN-360	Jazz Technique III	1 credit
DAN-270	Modern Technique II	1 credit
DAN-280B	Dance Ensemble II-B	0.5 credit
DAN-210	Improvisation for Dance	1 credit
DAN-355^A	Dance Kinesiology and Injury Prevention	4 credits
DAN-370	Modern Technique III	1 credit
DAN-385	Choreography I: Space and Time/Design and Dance	2 credits
DAN-380A	Dance Ensemble III-A	0.5 credit
DAN-390	Choreography II: Process	2 credits
DAN-315^A	Dance History I	4 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DAN-320	Technology for Dance Educators	2 credits
DAN-353	Ballet Technique IV	1 credit
DAN-363	Jazz Technique IV	1 credit
DAN-380B	Dance Ensemble III-B	0.5 credit
DAN-340^A	Dance History II	4 credits
DAN-373	Modern Technique IV	1 credit
DAN-450	Dance Pedagogy	2 credits
DAN-453	Ballet Technique V	1 credit
DAN-470	Choreography III: Performance	2 credits
DAN-300	Alignment and Pilates for Dance	2 credits
DAN-312	Vernacular Dance: Tap I	1 credit
DAN-313	Vernacular Dance: Urban & Hip Hop I	1 credit
DAN-480	Dance Ensemble IV	1 credit
DAN-465A	Master Class: Ballet, Jazz	1 credit
DAN-430	Dance Research Seminar I	2 credits
DAN-412	Vernacular Dance: Tap II	1 credit
DAN-413	Vernacular Dance: Urban & Hip Hop II	1 credit
DAN-435	Dance Research Seminar II	2 credits
DAN-465B	Master Class: Modern	1 credit
DAN-475	Dance in Sacred Contexts	4 credits
DAN-485	Creative Practices	4 credits
Dance Major		66 credits

Bachelor of Arts in Dance for Secondary Education (IP-TL)

(Initial Program - Leads to Initial Teacher Licensure)

The Bachelor of Arts for Secondary Education is a program designed to prepare and certify candidates for the instruction of Dance Arts in a secondary education environment. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) principles. The program spans 126 credit hours of instruction and practicum experience resulting in a recommendation for an Arizona initial certificate to work in the State's schools. As part of the dance program's development, a council comprised of faculty from the College of Education, the College of Arts and Media, and the College of Arts and Sciences has been instituted. The relationship between the College of Arts and Media and the College of Education ensures student teachers will receive both content knowledge, and the means to convey that knowledge in their classrooms. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 hours of observational and practice-based experiences, and the final semester of the program includes a full-time student teaching component. These educational settings must be state-certified environments, and mentor teachers must be fully certified. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring teaching licensure. The program is designed to train dance educators and practitioners by blending the theories and practices of dance and its related fields. In addition to regular classroom studies, Dance Education majors are required to participate in the Ethington

Dance Ensemble for our bi-annual concert series. Students serve in numerous capacities, including onstage and offstage disciplines, thus allowing them to explore the creative process from rehearsal to live performance. This global approach to dance education training creates a graduate who is multi-faceted and prepared to succeed in today's marketplace.

Degree Requirements

Total General Education	34-40 credits
Total Dance for Secondary Education Major	86 credits
Total Electives	0-6 credits
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Total Bachelor of Arts in Dance for Secondary Education	126 credits

Required General Education

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

DAN-315	Dance History I	4 credits
DAN-340	Dance History II	4 credits

Dance for Secondary Education Major

DAN-100	Introduction to Ballet Technique	1 credit
DAN-101	Introduction to Jazz Technique	1 credit
DAN-130A	Dance Ensemble I-A	0.5 credit
DAN-180A	Elementary Dance Tour	0 credits
DAN-200^f	Somatics for the Dancer	2 credits
DAN-250	Ballet Technique II	1 credit
DAN-260	Jazz Technique II	1 credit
DAN-130B	Dance Ensemble I-B	0.5 credit
DAN-120	Introduction to Modern Technique	1 credit
DAN-180B	Elementary Dance Tour	0 credits
DAN-300	Alignment and Pilates for Dance	2 credits
SEC-201	Early Adolescent and Adolescent Psychology	4 credits
DAN-395^f	Dance Production	4 credits
DAN-210	Improvisation for Dance	1 credit
DAN-270	Modern Technique II	1 credit
DAN-280A	Dance Ensemble II-A	0.5 credit
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
EDU-330	Social Justice for Educators	4 credits
POS-301	Arizona and Federal Government	2 credits
DAN-280B	Dance Ensemble II-B	0.5 credit
DAN-350	Ballet Technique III	1 credit
DAN-360	Jazz Technique III	1 credit
DAN-385	Choreography I: Space and Time/Design and Dance	2 credits
DAN-370	Modern Technique III	1 credit
DAN-355^A	Dance Kinesiology and Injury Prevention	4 credits
SEC-345	Content Area Literacy for Middle and Secondary Teachers	4 credits
DAN-380A	Dance Ensemble III-A	0.5 credit

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

DAN-390^f	Choreography II: Process	2 credits
DAN-320	Technology for Dance Educators	2 credits
DAN-313	Vernacular Dance: Urban & Hip Hop I	1 credit
SEC-355	Middle and Secondary Curriculum and Assessment	4 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
DAN-380B	Dance Ensemble III-B	0.5 credit
DAN-450	Dance Pedagogy	2 credits
DAN-470	Choreography III: Performance	2 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
DAN-480	Dance Ensemble IV	1 credit
DAN-325	Dance Integration	4 credits
DAN-398	Dance Methods and Assessment in the Secondary School	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490^Q	Student Teaching for Secondary Education	8 credits
Dance for Secondary Education Major		86 credits
Total Practicum/Field Experience Hours		95 hours

Bachelor of Arts in Dance for Secondary Education (IP-TL) Effective January 2023

(Initial Program - Leads to Initial Teacher Licensure)

The Bachelor of Arts for Secondary Education is a program designed to prepare and certify candidates for the instruction of Dance Arts in a secondary education environment. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) principles. The program spans 126 credit hours of instruction and practicum experience resulting in a recommendation for an Arizona initial certificate to work in the State's schools. As part of the dance program's development, a council comprised of faculty from the College of Education, the College of Arts and Media, and the College of Arts and Sciences has been instituted. The relationship between the College of Arts and Media and the College of Education ensures student teachers will receive both content knowledge, and the means to convey that knowledge in their classrooms. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 hours of observational and practice-based experiences, and the final semester of the program includes a full-time student teaching component. These educational settings must be state-certified environments, and mentor teachers must be fully certified. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring teaching licensure. The program is designed to train dance educators and practitioners by blending the theories and practices of dance and its related fields. In addition to regular classroom studies, Dance Education majors are required to participate in the Ethington Dance Ensemble for our bi-annual concert series. Students serve in numerous capacities, including onstage and offstage disciplines, thus allowing them to explore the creative process from rehearsal to live performance. This global approach to

dance education training creates a graduate who is multi-faceted and prepared to succeed in today's marketplace.

Degree Requirements

Total General Education	34-40 credits
Total Dance for Secondary Education Major	86 credits
Total Electives	0-6 credits
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Total Bachelor of Arts in Dance for Secondary Education	126 credits

Required General Education

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

DAN-315	Dance History I	4 credits
DAN-340	Dance History II	4 credits

Dance for Secondary Education Major

DAN-100	Introduction to Ballet Technique	1 credit
DAN-101	Introduction to Jazz Technique	1 credit
DAN-130A	Dance Ensemble I-A	0.5 credit
DAN-180A	Elementary Dance Tour	0 credits
DAN-200^f	Somatics for the Dancer	2 credits
DAN-250	Ballet Technique II	1 credit
DAN-260	Jazz Technique II	1 credit
DAN-130B	Dance Ensemble I-B	0.5 credit
DAN-120	Introduction to Modern Technique	1 credit
DAN-180B	Elementary Dance Tour	0 credits
DAN-300	Alignment and Pilates for Dance	2 credits
SEC-201	Early Adolescent and Adolescent Psychology	4 credits
DAN-395^f	Dance Production	4 credits
DAN-210	Improvisation for Dance	1 credit
DAN-270	Modern Technique II	1 credit
DAN-280A	Dance Ensemble II-A	0.5 credit
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
EDU-330	Social Justice for Educators	4 credits
POS-301	Arizona and Federal Government	2 credits
DAN-280B	Dance Ensemble II-B	0.5 credit
DAN-350	Ballet Technique III	1 credit
DAN-360	Jazz Technique III	1 credit
DAN-385	Choreography I: Space and Time/Design and Dance	2 credits
DAN-370	Modern Technique III	1 credit
DAN-355^A	Dance Kinesiology and Injury Prevention	4 credits
DAN-380A	Dance Ensemble III-A	0.5 credit
DAN-390^f	Choreography II: Process	2 credits
DAN-320	Technology for Dance Educators	2 credits
DAN-313	Vernacular Dance: Urban & Hip Hop I	1 credit
SEC-355	Middle and Secondary Curriculum and Assessment	4 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Q Non-Transferable

SEC-350	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	4 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
DAN-380B	Dance Ensemble III-B	0.5 credit
DAN-450	Dance Pedagogy	2 credits
DAN-470	Choreography III: Performance	2 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
DAN-480	Dance Ensemble IV	1 credit
DAN-325	Dance Integration	4 credits
DAN-398	Dance Methods and Assessment in the Secondary School	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490^Ω	Student Teaching for Secondary Education	8 credits
Dance for Secondary Education Major		86 credits
Total Practicum/Field Experience Hours		95 hours

Department of Music

The Department of Music offers various areas of study for students desiring to pursue music as a profession; provides classes, ensembles, and private music instruction for students majoring in other fields; and contributes to the cultural environment of the University community.

The Department of Music is dedicated to developing the musicianship of each student through excellence in the classroom and all performance facets. Students from the entire University join with music majors in performing in a variety of ensembles and productions throughout the year.

The Music Department exists to provide accessible and affordable quality undergraduate music education to the next generation of musicians and music educators in the context of a Christian liberal arts university.

The music department aspires to provide strong undergraduate academic programs, multiple music performance opportunities, and a welcoming environment where future musicians and music educators are constantly challenged to greater levels of academic and artistic achievement in order to achieve success in their chosen disciplines.

Each of these mission statements are reflected in the Mission-based Bachelor's Competencies. These competencies are critical components embedded into each undergraduate-level, music program.

Music Education Programs

Grand Canyon University's Bachelor of Arts in Music Education program is designed for students devoted to developing their musical abilities and refining performance skills in order to teach in elementary and secondary schools. The music education curriculum is driven by standards created by the National Association of Schools of Music. Additionally, course topics and objectives have been aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

In the liberal arts setting, in addition to performance, the Bachelor of Arts in Music Education curriculum provides a balanced program of applied music, theoretical and historical studies, professional education studies, and field work experiences. An emphasis is placed on contemporary music education with training and experiences designed to meet the varying needs of today's schools. Students selecting the music education program will need to determine whether they want to pursue a choral or instrumental emphasis. Private instruction in an applied instrument or voice is also required.

The mission of our music education program is to prepare outstanding educators who can make a difference in the lives of their students. Integral to the music education program at Grand Canyon University is the opportunity for students to perform in public. Choir concerts, voice and piano recitals, as well as smaller vocal ensembles are a staple of the musical landscape at GCU. The music education program, in conjunction with the theatre program, produces the University Theatre series, which presents a series of major productions annually. Auditions for all of the productions are open to the entire student body. Scholarships are available by audition and interview.

The Music Department will assign a variable of 14 ensemble courses total, through placement audition, throughout the entirety of the music program effective Fall 2014. Ensembles can include: MEN-308: Canyon Chorale, MEN-348: Jazz Band, MEN-318: Collaborative Music Ensemble, MEN-312: Opera Workshop, MEN-305: Musical Theatre Workshop, MEN-314: Canyon Singers, MEN-306: Canyon Choral Society, MEN-338: Wind Ensemble, MEN-336: Pep Band, or MEN-334: Percussion Ensemble.

Bachelor of Arts in Music Education – Choral: Voice (IP/TL)

Grand Canyon University's Bachelor of Arts in Music Education program is designed for students devoted to developing their musical abilities and refining performance skills in order to teach in elementary and secondary schools. The music education curriculum is driven by professional degree standards created by the National Association of Schools of Music (NASM). Additionally, course topics and objectives have been aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards. In the professional studies setting, the Bachelor of Arts in Music Education curriculum provides a balanced program of applied music, theoretical and historical studies, professional education studies, and field work experiences. An emphasis is placed on contemporary music education with training and experiences designed to meet the varying needs of today's schools. Students selecting the music education program will need to determine whether they want to pursue a choral or instrumental emphasis, and a primary instrument must be declared. Private instruction in an applied instrument or voice is required. Performance scholarships for program majors and/or Pep Band members are available by audition and interview. The mission of our music education program is to prepare outstanding educators who can make a difference in the lives of their students. Integral to the BA in Music Education program at Grand Canyon University is the opportunity for students to perform in public. Ensemble concerts and solo recitals, as well as smaller chamber ensembles, are a staple of the musical landscape at GCU. The music program, in conjunction with the theatre program, produces the University's Ethington Theatre series, which presents a series of major

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

productions annually. Auditions for all productions are open to the entire student body.

(Initial Program-Leads to Initial Teacher Licensure)

Degree Requirements

Total General Education	34-40 credits
Total Music Education – Choir: Voice Major	90 credits
Total Electives	0-6 credits
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Total Bachelor of Arts in Music Education – Choir: Voice	130 credits

Required General Education

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

[MUS-218](#) Popular Music in American Society 4 credits

Music Education – Choir: Voice Major

[MUS-130](#) Music Theory 3 credits

[MUS-130L](#) Music Theory I Lab (Aural Skills and Musicianship) 1 credit

[MPC-109](#) Class Piano (Majors) 1 credit

[MED-201](#) Instrumental Techniques: Strings 1 credit

[MED-203](#) Instrumental Techniques: Winds 1 credit

[MVA-120](#) Private Voice Study Majors I 2 credits

[MEN-306](#) Canyon Choral Society 0 credit

[MEN-308](#) Canyon Chorale 0 credit

[MUS-160](#) Music Theory II 3 credits

[MUS-160L](#) Music Theory II Lab (Aural Skills and Musicianship) 1 credit

[MED-225](#) Instrumental Techniques: Percussion 1 credit

[MPC-259](#) Class Piano II 1 credit

[MUS-215](#) Lyric Diction for Music Educators 1 credit

[MVA-130](#) Private Voice Study Majors II 2 credits

[EDU-354](#) Child Development: Prenatal to Adolescence 4 credits

[MUS-360^Δ](#) Music History I 3 credits

[MUS-262[†]](#) Music Theory III 3 credits

[MUS-262L](#) Music Theory III Lab (Aural Skills and Musicianship) 1 credit

[MPC-359](#) Class Piano III 1 credit

[MVA-220](#) Private Voice Study Majors III 2 credits

[MUS-369^Δ](#) Music History II 3 credits

[MUS-357](#) Music Composition Seminar 2 credits

[MUS-223](#) Conducting 2 credits

[POS-301](#) Arizona and Federal Government 2 credits

[MUS-310^Δ](#) Choral Literature for Music Educators 2 credits

[MVA-230](#) Private Voice Study Majors IV 2 credits

[MUS-331](#) Choral Methods and Pedagogy 2 credits

[MED-335N](#) Fundamentals of Music and Culture for Diverse Learners 3 credits

[MUS-453^Ω](#) Advanced Conducting 2 credits

[MUS-359](#) Composition Using Music Technology 2 credits

[ESL-446N](#) Methods of Structured English Immersion for K-12 Education 3 credits

[MEN-318](#) Collaborative Music Ensemble Majors 0 credit

[MVA-320](#) Private Voice Study Majors V 2 credits

[MED-355N^Ω](#) Music Methods and Assessment in the Elementary School 2 credits

[MED-365N^Ω](#) Music Methods and Assessment in the Secondary School 2 credits

[MVA-330](#) Private Piano Study Majors VI 2 credits

[MED-371](#) Teaching General Music in the Elementary and Secondary Schools 2 credits

[MUS-455](#) Vocal Pedagogy 2 credits

[MED-320](#) Technology for Music Educators 2 credits

[MUS-326](#) Orchestration and Arranging 2 credits

[MUS-490^Ω](#) Senior Seminar 2 credits

[MVA-420^Ω](#) Private Voice Study Majors VII 2 credits

[MVA-490^Ω](#) Senior Recital 0 credit

[MED-480A^Ω](#) Student Teaching: Elementary Music 6 credits

[MED-480B^Ω](#) Student Teaching: Secondary Music 6 credits

Music Education – Choir: Voice Major 90 credits

Bachelor of Arts in Music Education – Instrumental: Brass, Woodwind, Percussion, or Strings (IP/TL)

Grand Canyon University’s Bachelor of Arts in Music Education program is designed for students devoted to developing their musical abilities and refining performance skills in order to teach in elementary and secondary schools. The music education curriculum is driven by professional degree standards created by the National Association of Schools of Music (NASM). Additionally, course topics and objectives have been aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards. In the professional studies setting, the Bachelor of Arts in Music Education curriculum provides a balanced program of applied music, theoretical and historical studies, professional education studies, and field work experiences. An emphasis is placed on contemporary music education with training and experiences designed to meet the varying needs of today’s schools. Students selecting the music education program will need to determine whether they want to pursue a choral or instrumental emphasis, and a primary instrument must be declared. Private instruction in an applied instrument or voice is required. Performance scholarships for program majors and/or Pep Band members are available by audition and interview. The mission of our music education program is to prepare outstanding educators who can make a difference in the lives of their students. Integral to the BA in Music Education program at Grand Canyon University is the opportunity for students to perform in public. Ensemble concerts and solo recitals, as well as smaller chamber ensembles, are a staple of the musical landscape at GCU. The music program, in conjunction with the theatre program, produces the University’s Ethington Theatre series, which presents a series of major productions annually. Auditions for all productions are open to the entire student body.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

(Initial Program-Leads to Initial Teacher Licensure)**Degree Requirements**

Total General Education	34-40 credits
Total Music Education – Instrumental: Brass, Woodwind, Percussion or Strings Major	90 credits
Total Electives	0-6 credits
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Total Bachelor of Arts in Music Education – Instrumental: Brass, Woodwind, Percussion or Strings	130 credits

Required General Education

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

[MUS-218](#) Popular Music in American Society 4 credits

Music Education – Instrumental: Brass, Woodwind, Percussion or Strings Major

MUS-130 Music Theory	3 credits
MUS-130L Music Theory I Lab (Aural Skills and Musicianship)	1 credit
MPC-109 Class Piano (Majors)	1 credit
MED-201 Instrumental Techniques: Strings	1 credit
MED-203 Instrumental Techniques: Winds	1 credit
MBE-115 Private Applied Instruction I	2 credits
MEN-336 Pep Band	0 credit
MEN-338 Wind Ensemble	0 credit
MUS-160 Music Theory II	3 credits
MUS-160L Music Theory II Lab (Aural Skills and Musicianship)	1 credit
MPC-259 Class Piano II	1 credit
MED-225 Instrumental Techniques: Percussion	1 credit
MVC-109 Class Voice (Majors)	1 credit
MBE-125 Private Applied Instruction II	2 credits
EDU-354 Child Development: Prenatal to Adolescence	4 credits
MUS-360^{Af} Music History I	3 credits
MUS-262^f Music Theory III	3 credits
MUS-262L Music Theory III Lab (Aural Skills and Musicianship)	1 credit
MPC-359 Class Piano III	1 credit
MBE-215 Private Applied Instruction III	2 credits
MUS-369^A Music History II	3 credits
MUS-357 Music Composition Seminar	2 credits
MUS-223 Conducting	2 credits
POS-301 Arizona and Federal Government	2 credits
MUS-327 Band Literature for Music Educators	2 credits
MPC-459^Ω Class Piano IV	1 credit
MBE-225 Private Applied Instruction IV	2 credits
MED-220 Marching Band Techniques	1 credit
MED-335N Fundamentals of Music and Culture for Diverse Learners	3 credits

MUS-453^Ω Advanced Conducting	2 credits
MUS-359 Composition Using Music Technology	2 credits
ESL-446N Methods of Structured English Immersion for K-12 Education	3 credits
MUS-406 Jazz Techniques	1 credit
MBE-315 Private Applied Instruction V	2 credits
MED-355N Music Methods and Assessment in the Elementary School	2 credits
MED-365N Music Methods and Assessment in the Secondary School	2 credits
MBE-325 Private Applied Instruction VI	2 credits
MED-371 Teaching General Music in the Elementary and Secondary Schools	2 credits
MED-320 Technology for Music Educators	2 credits
MUS-326 Orchestration and Arranging	2 credits
MED-415 Band Methods and Pedagogy	2 credits
MUS-490^Ω Senior Seminar	2 credits
MEN-318^Ω Collaborative Music Ensemble Majors	0 credit
MBE-490^Ω Senior Recital	0 credit
MBE-415^Ω Private Applied Instruction VII	2 credits
MED-480A^Ω Student Teaching: Elementary Music	6 credits

Music Programs

The Bachelor of Arts in Music program is designed for serious students who wish to devote themselves to developing musical skills, understanding composition, and refining their performance skills. The program is a true liberal arts degree, allowing participation in varied performing ensembles and studies while simultaneously preparing students for a variety of careers both within and outside the field.

The Music Department will assign a variable of 16 ensemble courses total, through placement audition, throughout the entirety of the music program effective Fall 2014. Ensembles can include: MEN-308: Canyon Chorale, MEN-348: Jazz Band, MEN-318: Collaborative Music Ensemble, MEN-312: Opera Workshop, MEN-305: Musical Theatre Workshop, MEN-306: Canyon Choral Society, MEN-315: Critical Mass, MEN-338: Wind Ensemble, MEN-336: Pep Band, or MEN-334: Percussion Ensemble.

Bachelor of Arts in Music with an Emphasis in Instrumental Performance

The Bachelor of Arts in Music program is designed for developing musicians who wish to devote themselves to developing musical skills, understanding composition and refining their performance skills. The program is a Bachelor of Arts professional degree, aligned with the National Association of Schools of Music (NASM) standards. The degree allows participation in varied performing ensembles and studies, while simultaneously preparing students for a variety of careers both within and outside the field. Some students enter this program with aspirations of teaching private lessons or owning their own studio. Others wish to pursue their master's degree so they are able to teach studio lessons or other music courses at the collegiate level. Performance scholarships for program majors

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

and/or Pep Band members are available by audition and interview. Students selecting the Bachelor of Arts in Music program will need to determine whether they want to pursue an instrumental, piano or voice emphasis, and a primary instrument must be declared. Private instruction in an applied instrument or voice is required. Additionally, in order to meet NASM professional degree standards, the sixteen (16) elective credits present within the program must be taken from a specified pool of music-related electives. Adherence to this requirement will be checked by the department at regular intervals as part of normal progression through the degree. Integral to the Bachelor of Arts in Music program at Grand Canyon University is the opportunity for students to perform in public. Ensemble concerts and solo recitals, as well as smaller chamber ensembles, are a staple of the musical landscape at GCU. The music program, in conjunction with the theatre program, produces the University's Ethington Theatre series, which presents a series of major productions annually. Auditions for all productions are open to the entire student body.

Degree Requirements

Total General Education	34-40 credits
Total Music with an Emphasis in Instrumental Performance Major	80 credits
Total Electives	0-6 credits
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Total Bachelor of Arts in Music with an Emphasis in Instrumental Performance	120 credits

Music with an Emphasis in Instrumental Performance Major

MUS-130	Music Theory	3 credits
MUS-130L	Music Theory I Lab (Aural Skills and Musicianship)	1 credit
MPC-109	Class Piano I	1 credit
MBE-115	Private Applied Instruction I	2 credits
MEN-336	Pep Band	0 credits
MEN-338	Wind Ensemble	0 credits
MUS-160	Music Theory II	3 credits
MUS-160L	Music Theory II Lab (Aural Skills and Musicianship)	1 credit
MPC-259	Class Piano II	1 credit
MBE-125	Private Applied Instruction II	2 credits
MUS-360^Δ	Music History I	3 credits
MUS-262	Music Theory III	3 credits
MUS-262L	Music Theory III Lab (Aural Skills and Musicianship)	1 credit
MPC-359	Class Piano III	1 credit
MVC-109	Class Voice (Majors)	1 credit
MBE-215	Private Applied Instruction III	2 credits
MUS-369^Δ	Music History II	3 credits
MUS-351	Music Theory IV	3 credits
MUS-351L	Music Theory IV Lab (Aural Skills and Musicianship)	1 credit
MPC-459^Ω	Class Piano IV	1 credit
MUS-223	Conducting	2 credits
MBE-225	Private Applied Instruction IV	2 credits
MUS-393[‡]	Form and Analysis	3 credits

MUS-378^Δ	Chamber Music Literature	2 credits
MUS-453^Ω	Advanced Conducting	2 credits
MEN-318^Ω	Collaborative Music Ensemble Majors	0 credit
MBE-315	Private Applied Instruction V	2 credits
MUS-379^Δ	Symphonic Literature	2 credits
MUS-394	Counterpoint	3 credits
MBE-325	Private Applied Instruction VI	2 credits
MBE-390	Junior Recital	0 credits
MUS-406	Jazz Techniques	1 credit
MUS-326	Orchestration and Arranging	2 credits
MUS-457^Ω	Instrumental Pedagogy	2 credits
MBE-415	Private Applied Instruction VII	2 credits
MUS-490^Ω	Senior Seminar	2 credits
MBE-425^Ω	Private Applied Instruction VIII	2 credits
MAP-490^Ω	Senior Recital	0 credit

Students should enroll in a total of 16 credits from the following courses

BUS-301	Professional Success Within the Fine Arts	4 credits
MUS-218	Popular Music in American Society	4 credits
MUS-227	Music in World Culture	4 credits
MUS-335	Survey of Jazz	4 credits
MAP-118	Private Piano Study Secondary Instrument I	1 credit
MAP-128	Private Piano Study Secondary Instrument II	1 credit
MAP-218	Private Piano Study Secondary Instrument III	1 credit
MAP-250	Private Piano Study Secondary Instrument IV	1 credit
MAP-318	Private Piano Study Secondary Instrument V	1 credit
MAP-350	Private Piano Study Secondary Instrument VI	1 credit
MAP-450	Private Piano Study Secondary Instrument VII	1 credit
MAP-451	Private Piano Study Secondary Instrument VIII	1 credit
MBE-113	Private Brass Study Secondary Instrument I	1 credit
MBE-123	Private Brass Study Secondary Instrument II	1 credit
MBE-213	Private Brass Study Secondary Instrument III	1 credit
MBE-223	Private Brass Study Secondary Instrument IV	1 credit
MBE-313	Private Brass Study Secondary Instrument V	1 credit
MBE-323	Private Brass Study Secondary Instrument VI	1 credit
MBE-413	Private Brass Study Secondary Instrument VII	1 credit
MBE-423	Private Brass Study Secondary Instrument VIII	1 credit
MIE-113	Private Percussion Study Secondary Instrument I	1 credit

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

MIE-123	Private Percussion Study Secondary Instrument II	1 credit	MVA-429	Private Voice Study Secondary Instrument VIII	1 credit
MIE-213	Private Percussion Study Secondary Instrument III	1 credit	MWE-113	Individual Instruction Woodwind Secondary Instrument I	1 credit
MIE-223	Private Percussion Study Secondary Instrument IV	1 credit	MWE-123	Individual Instruction Woodwind Secondary Instrument II	1 credit
MIE-313	Private Percussion Study Secondary Instrument V	1 credit	MWE-213	Individual Instruction Woodwind Secondary Instrument III	1 credit
MIE-323	Private Percussion Study Secondary Instrument VI	1 credit	MWE-223	Individual Instruction Woodwind Secondary Instrument IV	1 credit
MIE-413	Private Percussion Study Secondary Instrument VII	1 credit	MWE-313	Individual Instruction Woodwind Secondary Instrument V	1 credit
MIE-423	Private Percussion Study Secondary Instrument VII	1 credit	MWE-323	Individual Instruction Woodwind Secondary Instrument VI	1 credit
MSE-113	Private String Study Secondary Instrument I	1 credit	MWE-413	Individual Instruction Woodwind Secondary Instrument VII	1 credit
MSE-123	Private String Study Secondary Instrument II	1 credit	MWE-429	Individual Instruction Woodwind Secondary Instrument VII	1 credit
MSE-213	Private String Study Secondary Instrument III	1 credit	WSA-125	Introduction to Sound for Contemporary Worship	2 credits
MSE-223	Private String Study Secondary Instrument IV	1 credit	WSA-213	Class Guitar	1 credit
MSE-313	Private String Study Secondary Instrument V	1 credit	WSA-214	Class Percussion	1 credit
MSE-323	Private String Study Secondary Instrument VI	1 credit	WSA-330	Philosophy of Music in Worship	4 credits
MSE-413	Private String Study Secondary Instrument VII	1 credit	WSA-408	Sound Recording	2 credits
MSE-423	Private String Study Secondary Instrument VIII	1 credit	WSA-418	Sound Reinforcement	2 credits
MUS-210	Music Appreciation	4 credits		Music with an Emphasis in Instrumental Performance Major	80 credits
MUS-215	Lyric Diction for Music Educators	1 credit			
MUS-310	Choral Literature for Music Educators	2 credits			
MUS-327	Band Literature for Music Educators	2 credits			
MUS-357	Music Composition Seminar	2 credits			
MUS-359	Composition Using Music Technology	2 credits			
MUS-370	Piano Literature I	2 credits			
MUS-375	Song Literature I	2 credits			
MUS-376	Song Literature II	2 credits			
MUS-377	Piano Literature II	2 credits			
MUS-378	Chamber Music Literature	2 credits			
MUS-379	Symphonic Music Literature	2 credits			
MUS-453	Advanced Conducting	2 credits			
MVA-119	Private Voice Study Secondary Instrument I	1 credit			
MVA-129	Private Voice Study Secondary Instrument II	1 credit			
MVA-219	Private Voice Study Secondary Instrument III	1 credit			
MVA-229	Private Voice Study Secondary Instrument IV	1 credit			
MVA-319	Private Voice Study Secondary Instrument V	1 credit			
MVA-329	Private Voice Study Secondary Instrument VI	1 credit			
MVA-419	Private Voice Study Secondary Instrument VII	1 credit			

Bachelor of Arts in Music with an Emphasis in Piano Performance

The Bachelor of Arts in Music program is designed for developing musicians who wish to devote themselves to developing musical skills, understanding composition and refining their performance skills. The program is a Bachelor of Arts professional degree, aligned with the National Association of Schools of Music (NASM) standards. The degree allows participation in varied performing ensembles and studies, while simultaneously preparing students for a variety of careers both within and outside the field. Some students enter this program with aspirations of teaching private lessons or owning their own studio. Others wish to pursue their master's degree so they are able to teach studio lessons or other music courses at the collegiate level. Performance scholarships for program majors and/or Pep Band members are available by audition and interview. Students selecting the Bachelor of Arts in Music program will need to determine whether they want to pursue an instrumental, piano or voice emphasis, and a primary instrument must be declared. Private instruction in an applied instrument or voice is required. Additionally, in order to meet NASM professional degree standards, the sixteen (16) elective credits present within the program must be taken from a specified pool of music-related electives. Adherence to this requirement will be checked by the department at regular intervals as part of normal progression through the degree. Integral to the Bachelor of Arts in Music program at Grand Canyon University is the opportunity for students to perform in public. Ensemble concerts and solo recitals, as well as smaller chamber ensembles, are a staple of the musical landscape at GCU. The music program, in conjunction with the theatre program, produces the University's Ethington Theatre series, which presents a series of major productions

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

annually. Auditions for all productions are open to the entire student body.

Degree Requirements

Total General Education	34-40 credits
Total Music with an Emphasis in Piano Performance Major	80 credits
Total Electives	0-6 credits

Total Bachelor of Arts in Music with an Emphasis in Piano Performance	120 credits
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Music with an Emphasis in Piano Performance Major

MUS-130	Music Theory	3 credits
MUS-130L	Music Theory I Lab (Aural Skills and Musicianship)	1 credit
MAP-120	Private Piano Study Majors I	2 credits
MEN-306	Canyon Choral Society	0 credits
MEN-308	Canyon Chorale	0 credits
MUS-160	Music Theory II	3 credits
MUS-160L	Music Theory II Lab (Aural Skills and Musicianship)	1 credit
MAP-130	Private Piano Study Majors II	2 credits
MUS-360^A	Music History I	3 credits
MUS-262	Music Theory III	3 credits
MUS-262L	Music Theory III Lab (Aural Skills and Musicianship)	1 credit
MVC-109	Class Voice (Majors)	1 credits
MAP-220	Private Piano Study Majors III	2 credits
MUS-369^A	Music History II	3 credits
MUS-351	Music Theory IV	3 credits
MUS-351L	Music Theory IV Lab (Aural Skills and Musicianship)	1 credit
MUS-223	Conducting	2 credits
MAP-230	Private Piano Study Majors IV	2 credits
MUS-393^f	Form and Analysis	3 credits
MUS-370^A	Piano Literature I	2 credits
MUS-453^Ω	Advanced Conducting	2 credits
MAP-320	Private Piano Study Majors V	2 credits
MUS-394	Counterpoint	3 credits
MUS-377^A	Piano Literature II	2 credits
MAP-330	Private Piano Study Majors VI	2 credits
MAP-390^Ω	Junior Recital	0 credit
MUS-406	Jazz Techniques	1 credits
MUS-326	Orchestration and Arranging	2 credits
MUS-417^Ω	Collaborative Piano I	2 credits
MUS-427^Ω	Piano Pedagogy I	2 credits
MAP-420^Ω	Private Piano Study Majors VII	2 credits
MUS-490^Ω	Senior Seminar	0 credit
MUS-418^Ω	Collaborative Piano II	2 credits
MUS-428	Piano Pedagogy II	2 credits
MUS-394	Counterpoint	3 credits

MAP-430^Ω	Private Piano Study Majors VIII	2 credits
MAP-490^Ω	Senior Recital	0 credit

Students should enroll in a total of 16 credits from the following courses

BUS-301	Professional Success Within the Fine Arts	4 credits
MUS-218	Popular Music in American Society	4 credits
MUS-227	Music in World Culture	4 credits
MUS-335	Survey of Jazz	4 credits
MAP-118	Private Piano Study Secondary Instrument I	1 credit
MAP-128	Private Piano Study Secondary Instrument II	1 credit
MAP-218	Private Piano Study Secondary Instrument III	1 credit
MAP-250	Private Piano Study Secondary Instrument IV	1 credit
MAP-318	Private Piano Study Secondary Instrument V	1 credit
MAP-350	Private Piano Study Secondary Instrument VI	1 credit
MAP-450	Private Piano Study Secondary Instrument VII	1 credit
MAP-451	Private Piano Study Secondary Instrument VIII	1 credit
MBE-113	Private Brass Study Secondary Instrument I	1 credit
MBE-123	Private Brass Study Secondary Instrument II	1 credit
MBE-213	Private Brass Study Secondary Instrument III	1 credit
MBE-223	Private Brass Study Secondary Instrument IV	1 credit
MBE-313	Private Brass Study Secondary Instrument V	1 credit
MBE-323	Private Brass Study Secondary Instrument VI	1 credit
MBE-413	Private Brass Study Secondary Instrument VII	1 credit
MBE-423	Private Brass Study Secondary Instrument VIII	1 credit
MIE-113	Private Percussion Study Secondary Instrument I	1 credit
MIE-123	Private Percussion Study Secondary Instrument II	1 credit
MIE-213	Private Percussion Study Secondary Instrument III	1 credit
MIE-223	Private Percussion Study Secondary Instrument IV	1 credit
MIE-313	Private Percussion Study Secondary Instrument V	1 credit
MIE-323	Private Percussion Study Secondary Instrument VI	1 credit
MIE-413	Private Percussion Study Secondary Instrument VII	1 credit
MIE-423	Private Percussion Study Secondary Instrument VII	1 credit
MSE-113	Private String Study Secondary Instrument I	1 credit
MSE-123	Private String Study Secondary Instrument II	1 credit

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

MSE-213	Private String Study Secondary Instrument III	1 credit	WSA-125	Introduction to Sound for Contemporary Worship	2 credits
MSE-223	Private String Study Secondary Instrument IV	1 credit	WSA-213	Class Guitar	1 credit
MSE-313	Private String Study Secondary Instrument V	1 credit	WSA-214	Class Percussion	1 credit
MSE-323	Private String Study Secondary Instrument VI	1 credit	WSA-330	Philosophy of Music in Worship	4 credits
MSE-413	Private String Study Secondary Instrument VII	1 credit	WSA-408	Sound Recording	2 credits
MSE-423	Private String Study Secondary Instrument VIII	1 credit	WSA-418	Sound Reinforcement	2 credits
MUS-210	Music Appreciation	4 credits	<hr/>		
MUS-215	Lyric Diction for Music Educators	1 credit	Music with an Emphasis in Piano Performance Major		80 credits
MUS-310	Choral Literature for Music Educators	2 credits	Bachelor of Arts in Music with an Emphasis in Voice Performance		
MUS-327	Band Literature for Music Educators	2 credits	The Bachelor of Arts in Music program is designed for developing musicians who wish to devote themselves to developing musical skills, understanding composition and refining their performance skills. The program is a Bachelor of Arts professional degree, aligned with the National Association of Schools of Music (NASM) standards. The degree allows participation in varied performing ensembles and studies, while simultaneously preparing students for a variety of careers both within and outside the field. Some students enter this program with aspirations of teaching private lessons or owning their own studio. Others wish to pursue their master's degree so they are able to teach studio lessons or other music courses at the collegiate level. Performance scholarships for program majors and/or Pep Band members are available by audition and interview. Students selecting the Bachelor of Arts in Music program will need to determine whether they want to pursue an instrumental, piano or voice emphasis, and a primary instrument must be declared. Private instruction in an applied instrument or voice is required. Additionally, in order to meet NASM professional degree standards, the sixteen (16) elective credits present within the program must be taken from a specified pool of music-related electives. Adherence to this requirement will be checked by the department at regular intervals as part of normal progression through the degree. Integral to the Bachelor of Arts in Music program at Grand Canyon University is the opportunity for students to perform in public. Ensemble concerts and solo recitals, as well as smaller chamber ensembles, are a staple of the musical landscape at GCU. The music program, in conjunction with the theatre program, produces the University's Ethington Theatre series, which presents a series of major productions annually. Auditions for all productions are open to the entire student body.		
MUS-357	Music Composition Seminar	2 credits	Degree Requirements		
MUS-359	Composition Using Music Technology	2 credits	Total General Education		34-40 credits
MUS-370	Piano Literature I	2 credits	Total Music with an Emphasis in Voice Performance Major		80 credits
MUS-375	Song Literature I	2 credits	Total Electives		0-6 credits
MUS-376	Song Literature II	2 credits	<hr/>		
MUS-377	Piano Literature II	2 credits	Total Bachelor of Arts in Music with an Emphasis in Voice Performance		120 credits
MUS-378	Chamber Music Literature	2 credits	Music with an Emphasis in Voice Performance Major		
MUS-379	Symphonic Music Literature	2 credits	MUS-130	Music Theory	3 credits
MUS-453	Advanced Conducting	2 credits	MUS-130L	Music Theory I Lab (Aural Skills and Musicianship)	1 credit
MVA-119	Private Voice Study Secondary Instrument I	1 credit	MPC-109	Class Piano I	1 credit
MVA-129	Private Voice Study Secondary Instrument II	1 credit	MVA-120	Private Voice Study Majors I	2 credits
MVA-219	Private Voice Study Secondary Instrument III	1 credit			
MVA-229	Private Voice Study Secondary Instrument IV	1 credit			
MVA-319	Private Voice Study Secondary Instrument V	1 credit			
MVA-329	Private Voice Study Secondary Instrument VI	1 credit			
MVA-419	Private Voice Study Secondary Instrument VII	1 credit			
MVA-429	Private Voice Study Secondary Instrument VIII	1 credit			
MWE-113	Individual Instruction Woodwind Secondary Instrument I	1 credit			
MWE-123	Individual Instruction Woodwind Secondary Instrument II	1 credit			
MWE-213	Individual Instruction Woodwind Secondary Instrument III	1 credit			
MWE-223	Individual Instruction Woodwind Secondary Instrument IV	1 credit			
MWE-313	Individual Instruction Woodwind Secondary Instrument V	1 credit			
MWE-323	Individual Instruction Woodwind Secondary Instrument VI	1 credit			
MWE-413	Individual Instruction Woodwind Secondary Instrument VII	1 credit			
MWE-429	Individual Instruction Woodwind Secondary Instrument VIII	1 credit			

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

MUS-111	Diction: Italian	1 credit	MAP-218	Private Piano Study Secondary Instrument III	1 credit
MEN-306	Canyon Choral Society	0 credits	MAP-250	Private Piano Study Secondary Instrument IV	1 credit
MEN-308	Canyon Chorale	0 credits	MAP-318	Private Piano Study Secondary Instrument V	1 credit
MUS-160	Music Theory II	3 credit	MAP-350	Private Piano Study Secondary Instrument VI	1 credit
MUS-160L	Music Theory II Lab (Aural Skills and Musicianship)	1 credit	MAP-450	Private Piano Study Secondary Instrument VII	1 credit
MPC-259	Class Piano II	1 credit	MAP-451	Private Piano Study Secondary Instrument VIII	1 credit
MVA-130	Private Voice Study Majors II	2 credits	MBE-113	Private Brass Study Secondary Instrument I	1 credit
MUS-211	Diction: German	1 credit	MBE-123	Private Brass Study Secondary Instrument II	1 credit
MUS-360^Δ	Music History I	3 credits	MBE-213	Private Brass Study Secondary Instrument III	1 credit
MUS-262	Music Theory III	3 credits	MBE-223	Private Brass Study Secondary Instrument IV	1 credit
MUS-262L	Music Theory III Lab (Aural Skills and Musicianship)	1 credit	MBE-313	Private Brass Study Secondary Instrument V	1 credit
MPC-359	Class Piano III	1 credit	MBE-323	Private Brass Study Secondary Instrument VI	1 credit
MUS-112	Diction: French	1 credit	MBE-413	Private Brass Study Secondary Instrument VII	1 credit
MVA-220	Private Voice Study Majors III	2 credits	MBE-423	Private Brass Study Secondary Instrument VIII	1 credit
MUS-369^Δ	Music History II	3 credits	MIE-113	Private Percussion Study Secondary Instrument I	1 credit
MUS-351	Music Theory IV	3 credits	MIE-123	Private Percussion Study Secondary Instrument II	1 credit
MUS-351L	Music Theory IV Lab (Aural Skills and Musicianship)	1 credit	MIE-213	Private Percussion Study Secondary Instrument III	1 credit
MPC-459^Ω	Class Piano IV	1 credit	MIE-223	Private Percussion Study Secondary Instrument IV	1 credit
MUS-223	Conducting	2 credits	MIE-313	Private Percussion Study Secondary Instrument V	1 credit
MVA-230	Private Voice Study Majors IV	2 credits	MIE-323	Private Percussion Study Secondary Instrument VI	1 credit
MUS-393^f	Form and Analysis	3 credits	MIE-413	Private Percussion Study Secondary Instrument VII	1 credit
MUS-375^Δ	Song Literature I	2 credits	MIE-423	Private Percussion Study Secondary Instrument VII	1 credit
MUS-455	Vocal Pedagogy	2 credits	MSE-113	Private String Study Secondary Instrument I	1 credit
MEN-318^Ω	Collaborative Music Ensemble Majors	0 credit	MSE-123	Private String Study Secondary Instrument II	1 credit
MVA-320	Private Voice Study Majors V	2 credits	MSE-213	Private String Study Secondary Instrument III	1 credit
MUS-394	Counterpoint	3 credits	MSE-223	Private String Study Secondary Instrument IV	1 credit
MUS-376^Δ	Song Literature II	2 credits	MSE-313	Private String Study Secondary Instrument V	1 credit
MVA-330	Private Voice Study Majors VI	2 credits	MSE-323	Private String Study Secondary Instrument VI	1 credit
MVA-390	Junior Recital	0 credit	MSE-413	Private String Study Secondary Instrument VII	1 credit
MUS-406	Jazz Techniques	1 credit	MSE-423	Private String Study Secondary Instrument VIII	1 credit
MUS-326	Orchestration and Arranging	2 credits	MUS-210	Music Appreciation	4 credits
MVA-420^Ω	Private Voice Study Majors VII	2 credits	MUS-215	Lyric Diction for Music Educators	1 credit
MUS-490^Ω	Senior Seminar	2 credits			
MVA-430^Ω	Private Voice Study Majors VIII	2 credits			
MAP-490^Ω	Senior Recital	0 credit			
<i>Students should enroll in a total of 16 credits from the following courses</i>					
BUS-301	Professional Success Within the Fine Arts	4 credits			
MUS-218	Popular Music in American Society	4 credits			
MUS-227	Music in World Culture	4 credits			
MUS-335	Survey of Jazz	4 credits			
MAP-118	Private Piano Study Secondary Instrument I	1 credit			
MAP-128	Private Piano Study Secondary Instrument II	1 credit			

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

MUS-310	Choral Literature for Music Educators	2 credits
MUS-327	Band Literature for Music Educators	2 credits
MUS-357	Music Composition Seminar	2 credits
MUS-359	Composition Using Music Technology	2 credits
MUS-370	Piano Literature I	2 credits
MUS-375	Song Literature I	2 credits
MUS-376	Song Literature II	2 credits
MUS-377	Piano Literature II	2 credits
MUS-378	Chamber Music Literature	2 credits
MUS-379	Symphonic Music Literature	2 credits
MUS-453	Advanced Conducting	2 credits
MVA-119	Private Voice Study Secondary Instrument I	1 credit
MVA-129	Private Voice Study Secondary Instrument II	1 credit
MVA-219	Private Voice Study Secondary Instrument III	1 credit
MVA-229	Private Voice Study Secondary Instrument IV	1 credit
MVA-319	Private Voice Study Secondary Instrument V	1 credit
MVA-329	Private Voice Study Secondary Instrument VI	1 credit
MVA-419	Private Voice Study Secondary Instrument VII	1 credit
MVA-429	Private Voice Study Secondary Instrument VIII	1 credit
MWE-113	Individual Instruction Woodwind Secondary Instrument I	1 credit
MWE-123	Individual Instruction Woodwind Secondary Instrument II	1 credit
MWE-213	Individual Instruction Woodwind Secondary Instrument III	1 credit
MWE-223	Individual Instruction Woodwind Secondary Instrument IV	1 credit
MWE-313	Individual Instruction Woodwind Secondary Instrument V	1 credit
MWE-323	Individual Instruction Woodwind Secondary Instrument VI	1 credit
MWE-413	Individual Instruction Woodwind Secondary Instrument VII	1 credit
MWE-429	Individual Instruction Woodwind Secondary Instrument VII	1 credit
WSA-125	Introduction to Sound for Contemporary Worship	2 credits
WSA-213	Class Guitar	1 credit
WSA-214	Class Percussion	1 credit
WSA-330	Philosophy of Music in Worship	4 credits
WSA-408	Sound Recording	2 credits
WSA-418	Sound Reinforcement	2 credits
Music with an Emphasis in Voice Performance Major		80 credits

Department of Production: Advertising and Public Relations, Digital Design and Digital Film

The Department of Production is committed to the development of strong artistic leaders in the fields of Digital Design– Animation/Web Design and Digital Film– Production/Screenwriting.

The Bachelor of Arts in Digital Design prepares graduates for careers in the expanding digital arts and media fields, including social media and the Web, animation, and print design industries. Students learn to plan, analyze, and create visual solutions to communication problems for the global world. The program focuses on the development of creativity, communication, and problem-solving skills that demonstrate critical thinking and ethical leadership.

Each Grand Canyon University Digital Film student receives a strong foundation in narrative storytelling, creativity, technical skills, film history, and the hands-on experience necessary to design and deliver effective and affecting stories through the medium of digital film. The integration of scriptwriting and production allows Digital Film graduates a unique breadth of experience which will help prepare them to succeed in the ever changing marketplace of filmmaking.

Bachelor of Arts in Advertising and Graphic Design

The Bachelor of Arts in Advertising and Graphic Design program develops students into creators of innovative advertising solutions utilizing integrated media strategies. The curriculum includes creative thinking, strategic problem solving, collaboration, brand and campaign development, and technology training for multi-platform campaigns. Students choose an emphasis area in Advertising Design, Public Relations, or Advertising Design Management. Students will be creative drivers of the concept and strategy, those who know the ins and outs of bringing ideas from paper to reality. Central to our curriculum are three Studio courses, where students work on active client projects with their peers. Projects grow in complexity, mirroring the progression of job skills in an advertising agency. Students will graduate with portfolios containing a broad variety of projects, exposure to the advertising industry at both the local and national levels, and possessing skills to match current industry job requests for designers, art directors, and creative specialists.

Technology Requirements

Students can view the programmatic technology requirements in the University Policy Handbook.

Degree Requirements

Total General Education	34-40 credits
Total Advertising and Graphic Design	68 credits
Total Electives	12-18 credits
Total Advertising and Graphic Design	120 credits

Advertising and Graphic Design

DDN-101	Design Thinking	4 credits
ADV-110	Fundamentals of Advertising	4 credits

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DDN-110	Design Fundamentals	4 credits
DDN-215	Digital Photography I	4 credits
DDN-120	Production Methods	4 credits
ADV-250	Advanced Design Fundamentals	4 credits
DDN-210	Designing with Type	4 credits
ADV-260	Advertising Copywriting	4 credits
ADV-355	Image Creation	4 credits
ADV-340	Media Law and Ethics	4 credits
DDN-300	Web Design I	4 credits
DDN-350	Web Design II	4 credits
ADV-350	Digital Advertising Communication	4 credits
ADV-371	Design Studio I	4 credits
ADV-456	Design Studio II	4 credits
ADV-471	Design Studio III	4 credits
DDN-475	Advanced Design Practicum	4 credits
Advertising and Graphic Design		68 credits

Bachelor of Arts in Digital Design with an Emphasis in Animation

The Bachelor of Arts in Digital Design with an Emphasis in Animation program prepares students to work as entry-level designers in a variety of exciting industries that use motion graphics including advertising, marketing, social media, journalism, and corporate communications. Students learn the design process, including concept development, visualization techniques, stylistic trends, composition, typography, color theory, image creation, and static and sequential composition using industry standard motion graphics software. While building all these skills, students create dynamic visual content in every studio course. Motion graphics pervade digital advertisements, social media videos, and brand experiences. The job opportunities for students with these skills span all sectors of the economy and will offer growth opportunities well into the future. This is a 4-year, 120-hour, traditional campus or online liberal arts program. The design education courses fall into three categories: foundational creative and skill development, motion graphics, and portfolio development. A mid-program portfolio focuses on preparing students to pursue internships and the fourth-year portfolio prepares students for employment and continued education. Students are expected to make these portfolios both industry ready and innovative in nature. Grand Canyon University is committed to teaching students to think critically and creatively about using their skills to improve and enrich society. Throughout the program students develop their communication, creativity, and problem-solving skills, because GCU believes in the development of the whole student. Examples of ethical leadership and the integration of a student's faith with their work are shown through profiles of Christian designers and guest speakers. Students can express their personal faith within design projects, as well as when choosing companies and causes to create content for. GCU is committed to building a creative community that is connected to the local and national design industry. The GCU Design Club (a multifaceted student design organization) and the student chapter of AIGA (Professional Association for Design) both provide opportunities for students to participate in extracurricular design events and career networking. Students are required to have both a personal laptop

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

(meeting program specifications) and a subscription to the Adobe Creative Cloud for the duration of the program. Certain courses may require additional hardware and/or software.

Technology Requirements

Students who major in the Bachelor of Arts in Digital Design must purchase specific design-related technology, including hardware and software that will be used throughout all of the courses that comprise the Digital Design major.

Degree Requirements

Total General Education	34-40 credits
Total Digital Design with an Emphasis in Animation Major	80 credits
Total Electives	0-6 credits
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Total Bachelor of Arts in Digital Design with an Emphasis in Animation	120 credits

Required General Education

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

DFP-111	Digital Video Production I	4 credits
DFP-225	Nonlinear Editing	4 credits

Digital Design with an Emphasis in Animation Major

DDN-101	Design Thinking	4 credits
DDN-115	Raster and Vector Technologies	4 credits
DDN-125	Layout and Composition	4 credits
DDN-160	2D Motion Design I	4 credits
DDN-120	Production Methods	4 credits
DDN-210	Designing with Type	4 credits
DDN-200	Creative Processes	4 credits
DDN-250	Interface Design 1: User Experience	4 credits
DDN-260	2D Motion Design 2	4 credits
DDN-276	Portfolio 1	4 credits
DDN-340[^]Δ	History of Design	4 credits
DDN-312	Advanced Typography	4 credits
DDN-306	3D Motion Design I	4 credits
DDN-331	3D Motion Design 2	4 credits
DDN-405	Design Professionalism	4 credits
DDN-371	Motion Technologies	4 credits
DDN-366	Advanced Motion Design 1	4 credits
DDN-421	Advanced Motion Design 2	4 credits
DDN-425	Advanced Motion Design 3	4 credits
DDN-476	Portfolio 2	4 credits

Digital Design with an Emphasis in Animation Major	80 credits
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Bachelor of Arts in Digital Design with an Emphasis in Web Design

The Bachelor of Arts in Digital Design with an Emphasis in Web Design prepares students to work as entry-level designers in a variety of exciting industries that use screen-based content including advertising, marketing, branding, social media, and

corporate communications. Behind every screen today is a digital designer deciding what content goes where, what moves, and how to marry form and function to create an enjoyable brand journey. Students learn the design process, including concept development, visualization techniques, stylistic trends, composition, typography, color theory, user experience and interface concepts, and responsive design. Students will also learn fundamentals of HTML and CSS, content management systems, analytics, and create dynamic visual content in every studio course. The program aims to create adept designers with a set of skills that appeal across all sectors of the economy and will offer growth opportunities well into the future. This is a 4-year, 120-hour, traditional campus or online liberal arts program. The design education courses fall into three categories: foundational creative and skill development, motion graphics, and portfolio development. A mid-program portfolio focuses on preparing students to pursue internships and the fourth-year portfolio prepares students for employment and continued education. Students are expected to make these portfolios both industry ready and innovative in nature. Grand Canyon University is committed to teaching students to think critically and creatively about using their skills to improve and enrich society. Throughout the program students develop their communication, creativity, and problem-solving skills, because GCU believes in the development of the whole student. Examples of ethical leadership and the integration of a student's faith with their work are shown through profiles of Christian designers and guest speakers. Students can express their personal faith within design projects, as well as when choosing companies and causes to create content for. GCU is committed to building a creative community that is connected to the local and national design industry. The GCU Design Club (a multifaceted student design organization) and the student chapter of AIGA (Professional Association for Design) both provide opportunities for students to participate in extracurricular design events and career networking. Students are required to have both a personal laptop (meeting program specifications) and a subscription to the Adobe Creative Cloud for the duration of the program. Certain courses may require additional hardware and/or software.

Technology Requirements

Students who major in the Bachelor of Arts in Digital Design must purchase specific design-related technology, including hardware and software that will be used throughout all of the courses that comprise the Digital Design major.

Degree Requirements

Total General Education	34-40 credits
Total Digital Design with an Emphasis in Web Design Major	76 credits
Total Electives	0-6 credits
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Total Bachelor of Arts in Digital Design with an Emphasis in Web Design	120 credits

Required General Education

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

DFP-111	Digital Video Production I	4 credits
DFP-225	Nonlinear Editing	4 credits

Digital Design with an Emphasis in Web Design Major

DDN-101	Design Thinking	4 credits
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DDN-115	Raster and Vector Technologies	4 credits
DDN-125	Layout and Composition	4 credits
DDN-160	2D Motion Design I	4 credits
DDN-120	Production Methods	4 credits
DDN-210	Designing with Type	4 credits
DDN-200	Creative Processes	4 credits
DDN-250	Interface Design 1: User Experience	4 credits
DDN-255	Interface Design 2: Web Design	4 credits
DDN-276	Portfolio 1	4 credits
DDN-340 ^Δ	History of Design	4 credits
DDN-312	Advanced Typography	4 credits
DDN-351	Interface Design 3: Application Design	4 credits
DDN-405	Design Professionalism	4 credits
DDN-336	Front-End Development for Web Design	4 credits
DDN-356	Interface Design 4: Content Management Systems	4 credits
DDN-455	Designing for New Technologies	4 credits
DDN-460	Advanced Web Projects	4 credits
DDN-476	Portfolio 2	4 credits

Digital Design with an Emphasis in Web Design Major	76 credits
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Bachelor of Arts in Digital Film with an Emphasis in Production

Grand Canyon University's Bachelor of Arts in Digital Film program develops leaders in the fields of narrative film and video production. The program is built on developing a strong foundation in narrative storytelling, creativity, technical skills, and hands on experience necessary to design and deliver poignant messages.

Degree Requirements

Total General Education	34-40 credits
Total Digital Film with an Emphasis in Production Major	60 credits
Total Electives	20-26 credits
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Total Bachelor of Arts in Digital Film with an Emphasis in Production	120 credits

Digital Film with an Emphasis in Production Major

DFP-101 [†]	Introduction to Cinema: History and Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
DFP-115	Acting for the Camera	4 credits
DFP-221 ^Δ	Screenwriting I	4 credits
DFP-223	Cinematography	4 credits
DFP-225	Nonlinear Editing	4 credits
DFP-331	Visual Storytelling	4 credits
DFP-311 [†]	Cinema Directing	4 credits
DFP-351	Audio Production for Cinema and Television	4 credits
DFP-301 ^Δ	Film Production Management	4 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors | Major Course | ^Ω Non-Transferable

DFP-451	Digital Production II	4 credits
DFP-455	Advanced Digital Post-Production	4 credits
BUS-301	Professional Success Within the Fine Arts	4 credits
DFP-361	Music Video/Documentary Production	4 credits
DFP-480^Ω	Digital Production Practicum	4 credits

Digital Film with an Emphasis in Production Major 60 credits

Bachelor of Arts in Digital Film with an Emphasis in Screenwriting

Grand Canyon University's Bachelor of Arts in Digital Film program develops leaders in the fields of narrative film and video production. The program is built on developing a strong foundation in narrative storytelling, creativity, technical skills, and hands on experience necessary to design and deliver poignant messages.

Degree Requirements

Total General Education	34-40 credits
Total Digital Film with an Emphasis in Screenwriting Major	60 credits
Total Electives	20-26 credits

Total Bachelor of Arts in Digital Film with an Emphasis in Screenwriting 120 credits

Digital Film with an Emphasis in Screenwriting Major

DFP-101^f	Introduction to Cinema: History and Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
DFP-115	Acting for the Camera	4 credits
DFP-221^Δ	Screenwriting I	4 credits
DFP-230	Writing the Genre Film	4 credits
DFP-235	Writing the Character-Centered Screenplay	4 credits
DFP-331	Visual Storytelling	4 credits
DFP-311^f	Cinema Directing	4 credits
DFP-370	Creating Authentic Cinematic Conflict	4 credits
DFP-341	Writing Meaningful Dialogue	4 credits
DFP-460	Creating the Dramatic Television Series	4 credits
DFP-463	Adapting Media to Screenplays	4 credits
BUS-301	Professional Success Within the Fine Arts	4 credits
DFP-457^Δ	Screenwriting II	4 credits
DFP-470	Screenwriting Capstone	4 credits

Digital Film with an Emphasis in Screenwriting Major 60 credits

Digital Film with an Emphasis in Production Major 60 credits

Bachelor of Arts in Social Media

The Bachelor of Arts in Digital Social Media prepares students to design, write and produce content for social media campaigns, blogs, websites, email marketing, and other digital media

activities. Coursework teaches digital media design through the continuum of production including strategic planning and target audience definition; creation of infographics, photographic and video imagery; and copywriting for short and long digital formats. Students also learn how to design and extend a brand, build social media calendars, drive engagement, utilize effective SEO (Search Engine Optimization) strategies, use industry-standard data reporting tools and evaluate the findings. Graduates of the program will be employed as Social Media Managers, Social Media Producers, Digital Content Creators, Digital Media Managers, and other job titles in the growing world of digital marketing. Advertising agencies, corporations, individuals and businesses in all fields utilize social media to deliver their digital content. GCU graduates will have the practical skills to design and produce digital social media content while supporting the business expectations of the employer.

Degree Requirements

Total General Education	34-40 credits
Total Social Media Major	68 credits
Total Electives	12-18 credits

Total Bachelor of Arts in Social Media 120 credits

Social Media

DDN-101	Design Thinking	4 credits
DDN-110	Design Fundamentals	4 credits
DSM-101	Introduction to Social Media	4 credits
DDN-120	Production Methods	4 credits
DSM-215	Photography and Video for Social Media	4 credits
DDN-210	Designing with Type	4 credits
ADV-260	Advertising Copywriting	4 credits
DSM-300	Social Media for Events, Entertainment, and Sports	4 credits
DSM-320	Social Media Communities	4 credits
DSM-340	Social Media Data and Analytics	4 credits
ENG-365	Multi-Media Journalism in the 21st Century	4 credits
DSM-400	Reputation Management	4 credits
ENG-381	Writing for Advertising and PR	4 credits
ADV-350	Digital Advertising Communication	4 credits
DSM-420	Social Media Campaigns	4 credits
DSM-475^Ω	Social Media Capstone	4 credits
DDN-475^Ω	Advanced Design Practicum	4 credits

Social Media Major 68 credits

Department of Theatre

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

The Department of Theatre, in conjunction with the Department of Music, produces the Grand Canyon University Theatre Series which presents five major productions annually. Additionally, the department offers a student-directed series of productions that are

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

performed on campus. Auditions for all productions are open to the entire student body.

Bachelor of Arts in Theatre and Drama

The Bachelor of Arts in Theatre and Drama program provides students the foundation needed to pursue careers in community and professional theatre, the entertainment industry, and/or graduate study. Students are given the opportunity to receive a comprehensive knowledge of theatre history and dramatic literature, as well as practical experience in production and performance. The Theatre program, in conjunction with the Music program, produces the University Theatre series, which presents a series of major productions annually. Auditions for all of the productions are open to the entire student body. All students entering the program must audition, at which point scholarships may be awarded.

Degree Requirements

Total General Education	34-40 credits
Total Theatre and Drama Major	68 credits
Total Electives	12-18 credits
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Total Bachelor of Arts in Theatre and Drama	120 credits

Theatre and Drama Major

TRE-145	Acting I	4 credits
TRE-130	Stagecraft	4 credits
TRE-101	Theatre Participation I	1 credit
TRE-253	Acting II	4 credits
TRE-155	Voice and Movement for the Stage	4 credits
TRE-245	Fundamentals of Theatrical Design	4 credits
TRE-325^Δ	Theatre History I: Greek to Restoration	4 credits
TRE-201	Theatre Participation II	1 credit
TRE-335	Dramatic Literature I	4 credits
TRE-330^Δ	Theatre History II: 18th Century to Present	4 credits
TRE-439^Δ	Stage Direction	4 credits
TRE-301	Theatre Participation III	1 credit
TRE-339	Dramatic Literature II	4 credits
TRE-377	Scenic Design	4 credits
TRE-372	Costume Design	4 credits
TRE-490	The Business of Theatre	4 credits
TRE-401	Theatre Participation IV	1 credit
TRE-441	Stage Direction II	4 credits
TRE-475	Stage Lighting and Design	4 credits

Students should enroll in a total of 4 credits from the following courses

TRE-280	Playwriting	4 credits
TRE-251	Improvisation	4 credits
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Arts in Theatre and Drama Major		68 credits

Bachelor of Arts in Theatre for Secondary Education (IP-TL)

(Initial Program - Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Arts in Theatre for Secondary Education (leads to credential) degree program is designed for students interested in teacher certification for the education of children in grades seven through twelve. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with the Interstate New Teacher Support and Assessment Consortium (InTASC, April 2011), National Association of Schools of Theatre (NAST-Handbook, 2015-2016), and the International Society of Technology in Education (Standards-T2008) standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 15-week student teaching component. These educational settings must be state certified environments and mentor teachers must be fully certified. Teacher candidates are responsible for contacting their state department of education for certification requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. While completing a solid path in theatre content knowledge, learners will complete the methodological courses necessary to become certified secondary educators. All education courses will be offered and designed by the College of Education. Graduates of the Bachelor of Arts in Theatre for Secondary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential. Students and applicants are responsible for contacting their state department of education for certification requirements and program approval. All students entering the program must audition; at which point scholarships may be awarded. The program is designed to train theatre educators and theatre practitioners by blending both the theory and the practice of theatre education/performance and its related fields. In addition to regular classroom studies, students are encouraged to take part in the Ethington Theatre Series in a variety of capacities, including onstage and offstage disciplines, thus allowing learners to explore the creative process from rehearsal to live performance. This global approach to theatre education training creates a graduate who is multi-faceted and prepared to succeed in today's marketplace.

Degree Requirements

Total General Education	34-40 credits
Total Theatre for Secondary Education Major	85 credits
Total Electives	0-6 credits
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Total Bachelor of Arts in Theatre for Secondary Education	125 credits

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

Required General Education

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

TRE-335	Dramatic Literature I	4 credits
TRE-339	Dramatic Literature II	4 credits

Theatre for Secondary Education Major

TRE-145	Acting I	4 credits
TRE-130	Stagecraft	4 credits
TRE-253	Acting II	4 credits
TRE-101	Theatre Participation I	1 credit
SEC-201	Early Adolescent and Adolescent Psychology	4 credits
TRE-325^Δ	Theatre History I: Greek to Restoration	4 credits
TRE-201	Theatre Participation II	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
EDU-330	Social Justice for Educators	4 credits
TRE-245	Fundamentals of Theatrical Design	4 credits
POS-301	Arizona and Federal Government	2 credits
SEC-345	Content Area Literacy for Middle and Secondary Teachers	4 credits
TRE-330^Δ	Theatre History II: 18th Century to Present	4 credits
TRE-439	Stage Direction	4 credits
TRE-301	Theatre Participation III	1 credit
SEC-355	Middle and Secondary Curriculum and Assessment	4 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
TRE-475	Stage Lighting and Design	4 credits
TRE-280	Playwriting	4 credits
TRE-401	Theatre Participation IV	1 credit
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
TRE-347	Theatre Methods and Assessment in the Secondary School	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490^Ω	Student Teaching for Secondary Education	8 credits

Theatre for Secondary Education Major	85 credits
Total Practicum/Field Experience Hours	100 hours

Bachelor of Arts in Theatre for Secondary Education (IP-TL) Effective January 2023

(Initial Program - Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Arts in Theatre for Secondary Education (leads to credential) degree program is designed for students interested in teacher certification for the education of children in grades seven through twelve. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are

taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with the Interstate New Teacher Support and Assessment Consortium (InTASC, April 2011), National Association of Schools of Theatre (NAST-Handbook, 2015-2016), and the International Society of Technology in Education (Standards-T2008) standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 15-week student teaching component. These educational settings must be state certified environments and mentor teachers must be fully certified. Teacher candidates are responsible for contacting their state department of education for certification requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. While completing a solid path in theatre content knowledge, learners will complete the methodological courses necessary to become certified secondary educators. All education courses will be offered and designed by the College of Education. Graduates of the Bachelor of Arts in Theatre for Secondary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential. Students and applicants are responsible for contacting their state department of education for certification requirements and program approval. All students entering the program must audition; at which point scholarships may be awarded. The program is designed to train theatre educators and theatre practitioners by blending both the theory and the practice of theatre education/performance and its related fields. In addition to regular classroom studies, students are encouraged to take part in the Ethington Theatre Series in a variety of capacities, including onstage and offstage disciplines, thus allowing learners to explore the creative process from rehearsal to live performance. This global approach to theatre education training creates a graduate who is multi-faceted and prepared to succeed in today's marketplace.

Degree Requirements

Total General Education	34-40 credits
Total Theatre for Secondary Education Major	85 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Theatre for Secondary Education	125 credits

Required General Education

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

TRE-335	Dramatic Literature I	4 credits
TRE-339	Dramatic Literature II	4 credits

Theatre for Secondary Education Major

TRE-145	Acting I	4 credits
TRE-130	Stagecraft	4 credits
TRE-253	Acting II	4 credits
TRE-101	Theatre Participation I	1 credit

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

SEC-201	Early Adolescent and Adolescent Psychology	4 credits
TRE-325^{^A}	Theatre History I: Greek to Restoration	4 credits
TRE-201	Theatre Participation II	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
EDU-330	Social Justice for Educators	4 credits
TRE-245	Fundamentals of Theatrical Design	4 credits
POS-301	Arizona and Federal Government	2 credits
SEC-345	Content Area Literacy for Middle and Secondary Teachers	4 credits
TRE-330^{^A}	Theatre History II: 18th Century to Present	4 credits
TRE-439	Stage Direction	4 credits
TRE-301	Theatre Participation III	1 credit
SEC-350	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	4 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
TRE-475	Stage Lighting and Design	4 credits
TRE-280	Playwriting	4 credits
TRE-401	Theatre Participation IV	1 credit
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
TRE-347	Theatre Methods and Assessment in the Secondary School	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490^Ω	Student Teaching for Secondary Education	8 credits
Theatre for Secondary Education Major		85 credits
Total Practicum/Field Experience Hours		100 hours

Minors

Minor in Advertising and Graphic Design

Communication using fundamentals of advertising can be used across a variety of disciplines in many settings. The Advertising and Graphic Design minor at Grand Canyon University introduces students to the foundations of design and methods of production. The student is familiarized with a fundamental understanding of advertising principles that have many applications.

DDN-101	Design Thinking	4 credits
DDN-110	Design Fundamentals	4 credits
DDN-120	Production Methods	4 credits
ADV-110	Fundamentals of Advertising	4 credits
Minor in Advertising and Graphic Design		16 credits

Minor in Animation Design

The Minor in Animation Design provides non-major students a foundational understanding used to design and produce 2D motion graphics. Students will learn the technology and

processes for developing ideas, storyboarding, creating assets and building the structure for motion graphics.

DDN-101	Design Thinking	4 credits
DDN-115	Raster and Vector Technologies	4 credits
DDN-160	2D Motion Design I	4 credits
DDN-260	2D Motion Design II	4 credits
Minor in Animation		16 credits

Minor in Dance

A minor in Dance is designed to develop a student's physical and cognitive skills and knowledge in the art of dance. Dance studies enhance any other area of study by providing opportunities to develop character, leadership skills, cooperation, and respect for others. Dance reflects cultural influences throughout the world and transcends religious barriers in its ability to communicate universal truths, leading to a shared understanding and expression of the human experience.

DAN-315	Dance History I	4 credits
DAN-355	Dance Kinesiology	4 credits
DAN-100	Ballet I	1 credit
DAN-101	Jazz I	1 credit
DAN-120	Modern I	1 credit
DAN-210	Improvisation	1 credit
DAN-385	Choreography I	2 credits
DAN-250	Ballet II	1 credit
DAN-260	Jazz II	1 credit
DAN-312	Vernacular Dance: Tap I	1 credit
DAN-313	Vernacular Dance: Urban & Hip-Hop I	1 credit
DAN-270	Modern II	1 credit
Minor in Dance		19 credits

Minor in Digital Design

Design principles can be used in a variety of disciplines. The Minor in Digital Design provides non-major students a foundational understanding of design thinking, design principles, and the basic technical tools and processes used in the creation of designed content, laying a foundation for understanding design concepts that can be applied in many settings, from simple presentations to complex proposals.

DDN-101	Design Thinking	4 credits
DDN-125	Layout and Composition	4 credits
DDN-115	Raster and Vector Technologies	4 credits
DDN-200	Creative Processes	4 credits
Minor in Digital Design		16 credits

Minor in Digital Film

The Digital Film Minor introduces students from various programs to the foundation of strong filmmaking. Students study and analyze film history before engaging in production and screenwriting courses. Digital Film Minors are also encouraged to participate in Digital Film events such as the 48 Hour Film

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Challenge, the GCU Film Festival, and Screenwriting Competition.

DFP-101^f	Introduction to Cinema: History and Aesthetics	4 credits
DFP-111	Digital Video Production I	4 credits
DFP-221^A	Screenwriting I	4 credits
DFP-225	Nonlinear Editing	4 credits
DFP-311^f	Cinema Directing	4 credits
Minor in Digital Film		20 credits

Minor in Music – Instrumental

A minor in Music at Grand Canyon University will enhance any area of study, from Accounting to Worship, and everything in between. Music studies enhance any other area of study by providing opportunities to develop character, creative problem solving, higher level thinking, leadership skills, cooperation and respect for others, and a greater understanding of an individual's place within the Christian World View. All music minors are requested to take the Music Theory Placement Assessment, to determine their level of knowledge in music theory.

MUS-130	Music Theory I	3 credits
MUS-130L	Music Theory I Lab	1 credit
MUS-160	Music Theory II	3 credits
MUS-160L	Music Theory II Lab	1 credit
Applied Instruction (MBE , MIE , MSE or MWE)		8 credits
Four Semesters of Music Ensemble		0 credit
MUS-210	Music Appreciation	4 credits
MUS-379	Symphonic Literature	2 credits
MUS-223	Conducting	2 credits
Minor in Music - Instrumental		24 credits

Minor in Music – Piano

A minor in Music at Grand Canyon University will enhance any area of study, from Accounting to Worship, and everything in between. Music studies enhance any other area of study by providing opportunities to develop character, creative problem solving, higher level thinking, leadership skills, cooperation and respect for others, and a greater understanding of an individual's place within the Christian World View. All music minors are requested to take the Music Theory Placement Assessment, to determine their level of knowledge in music theory.

MUS-130	Music Theory I	3 credits
MUS-130L	Music Theory I Lab	1 credit
MUS-160	Music Theory II	3 credits
MUS-160L	Music Theory II Lab	1 credit
Applied Instruction/Private Piano Study (MAP)		8 credits
Four Semesters of Music Ensemble (MEN)		0 credit
MUS-210	Music Appreciation	4 credits
MUS-370^A	Piano Literature I	2 credits
MUS-223	Conducting	2 credits
Minor in Music - Piano		24 credits

Minor in Music – Vocal

A minor in Music at Grand Canyon University will enhance any area of study, from Accounting to Worship, and everything in between. Music studies enhance any other area of study by providing opportunities to develop character, creative problem solving, higher level thinking, leadership skills, cooperation and respect for others, and a greater understanding of an individual's place within the Christian World View. All music minors are requested to take the Music Theory Placement Assessment, to determine their level of knowledge in music theory.

MUS-130	Music Theory I	3 credits
MUS-130L	Music Theory I Lab	1 credit
MUS-160	Music Theory II	3 credits
MUS-160L	Music Theory II Lab	1 credit
Applied Instruction/Private Voice Study (MVA)		8 credits
Four Semesters of Music Ensemble		0 credit
MUS-210	Music Appreciation	4 credits
MUS-111	Italian Diction	1 credit
MUS-211	German Diction	1 credit
MUS-223	Conducting	2 credits
Minor in Music - Vocal		24 credits

Minor in Musical Theatre

The minor in Musical Theatre at Grand Canyon University introduces students to the foundations of musical theater styles and history and advances principles applied to the form through courses in acting, movement, and voice production. The minor in Musical Theatre provides students from all majors the opportunity to focus on effective communication, using the body and the voice, and to develop critical thinking skills, analyzing music, text, and movement from a wide variety of styles and cultures. The minor specifically complements theatre, music, or dance majors in their major program of study with an artistic form that broadens marketability within the industry and promotes self-development, artistic exploration, and creative innovation.

TRE-145	Acting I	4 credits
TRE-155	Voice and Movement for the Stage	4 credits
DAN-101	Introduction to Jazz Technique	1 credit
DAN-260	Jazz Technique II	1 credit
DAN-312	Vernacular Dance: Tap I	1 credit
DAN-412	Vernacular Dance: Tap II	1 credit
MEN-305	Musical Theater Workshop	0 credit
TRE-380	Musical Theatre Literature	4 credits
MVA-119	Private Voice Study I	1 credit
MVA-129	Private Voice Study II	1 credit
MVA-219	Private Voice Study III	1 credit
MVA-229	Private Voice Study IV	1 credit
MVA-319	Private Voice Study V	1 credit
MVA-329	Private Voice Study VI	1 credit
MVA-419	Private Voice Study VII	1 credit

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

[MVA-429](#) Private Voice Study VIII 1 credit

Minor in Musical Theatre 24 credits

Minor in Theatre

A Minor in Theatre and Drama at Grand Canyon University will enhance any area of study, from Accounting to Worship, and everything in between. A theatre minor is the perfect way to develop individual strengths and interpersonal skills such as speaking techniques, practical methods of creating trust and attaining goals, creative problem solving, higher level thinking, teamwork, and a greater understanding of an individual's place within the Christian World View.

[TRE-130](#) Stagecraft 4 credits

[TRE-145](#) Acting I 4 credits

[TRE-439](#)^f Stage Direction 4 credits

[TRE-245](#) Fundamentals of Theatrical Design 4 credits

One of the following two courses:

[TRE-325](#)^Δ Theatre History I: Greek to Restoration 4 credits

[TRE-330](#)^Δ Theatre History II: 18th Century to Present 4 credits

One of the following two courses:

[TRE-335](#) Dramatic Literature I 4 credits

[TRE-339](#) Dramatic Literature II 4 credits

Minor in Theatre 24 credits

Minor in Web Design

The Minor in Web Design provides non-major students a foundational understanding of user experience design for web-based products. Students will learn the technology and processes for launching and supporting basic web sites.

[DDN-115](#) Raster and Vector Technologies 4 credits

[DDN-250](#) Interface Design 1: User Experience 4 credits

[DDN-255](#) Interface Design 2: Web Design 4 credits

[DDN-336](#) Front End Development for Web Design 4 credits

Minor in Web Design 16 credits

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

The College of Humanities and Social Sciences

College Description

The College of Humanities and Social Sciences (CHSS) is dedicated to providing its learners with rigorous programs and the highest levels of pedagogy. Faculty and staff work to create a Christian-based learning environment focused on expanding students' understanding while preparing them for professional environments. Using practical experiences students learn in-depth knowledge of their fields of study, problem solving skills, rational thinking, leadership, and effective communication. Faculty and staff build meaningful relationships with students through extracurricular communities related to their discipline of study.

College Mission

The College of Humanities and Social Sciences promotes research, creativity, ethical formation, and inquiry through critical, analytic, and interdisciplinary study. The college's mission cultivates leaders in various fields of study through critical thinking and applied experience; linking theoretical foundations with practical application. Dynamic programs of study in the humanities and social sciences provoke inquiry and originality that prepare learners for diverse and ever-changing workplaces. Students are challenged to be curious, innovative, collaborative, and reflective in addressing the problems of tomorrow and to consider the institution's Christian heritage within their learning experiences. The college prepares students to be lifelong learners and evolving thinkers in an increasingly complex and diverse world.

Humanities Programs

The Humanities programs are designed to tell the stories, stimulate the ideas, and provide the words that help students make sense of their lives and the world in which they live. The programs introduce students to people and cultures that they have never met or experienced, places they have never seen or visited, and ideas that may have never crossed their minds. Through study of how others have lived and thought about life, students will begin to discern what is important in their own lives and what they might do to make them better, what is right or wrong, and the impact that heritage and history have on their thoughts and experiences. Graduates of the humanities programs will enter the workforce with a solid understanding of themselves and the human conditions. They will have the cultural knowledge and communication skills to address the challenges that we face together in our families, our communities, our nation, and our global society.

Bachelor of Arts in Communications

Students majoring in communication engage in a thoughtful exploration of how the construction of messages, communicator characteristics, and contextual factors influence professional and personal lives. The Bachelor of Arts in Communication program at GCU provides opportunities for scholarship in organizational, political, mass mediated, interpersonal, and intercultural communication contexts. The organizational emphasis allows students to focus on communication skills directly applicable to public relations, political communication, human resources, sales, and marketing. This program, like the greater GCU community, embodies Christian virtues in the way people communicate with each another. Faculty act as guides, collaborators, and mentors as students find their purpose. Students who earn their degree in communication work in a wide variety of contexts. Students at GCU learn the skills necessary to be competitive in both for

profit and nonprofit sectors. Common careers for communication majors with an organizational emphasis are public relations specialists, corporate trainers, campaign managers, community action directors, account executives, sales representatives, and human resources coordinators.

Degree Requirements

Total General Education	34-40 credits
Total Communications Major	52 credits
Total Electives	28-34 credits
Total Bachelor of Arts in Communications	120 credits

Communication Major

COM-100	Fundamentals of Communication	4 credits
COM-222	Small Group Communication	4 credits
COM-263^Δ	Elements of Intercultural Communication	4 credits
COM-312	Conflict and Negotiation	4 credits
COM-333	Communication Ethics	4 credits
COM-355	Communication Research Methods	4 credits
COM-362[†]	Argumentation and Advocacy	4 credits
COM-370	Principles of Public Relations	4 credits
COM-451^Δ	Relational Communication	4 credits
COM-456	Organizational Communication	4 credits
COM-472	Training and Development	4 credits
COM-475	Communication Campaigns	4 credits
COM-490^Ω	Communication Capstone	4 credits
Communications Major		52 credits

Bachelor of Arts in Communications with an Emphasis in Broadcasting and New Media

This program emphasis is for people who are passionate about mass communication and media. Examination of modern communication techniques, learning about theories of mass media, the characteristics and effects of mass communication channels, developing skills to interpret visual and verbal communication in the mainstream and social media, learning about new media tools will prepare students to apply critical thinking when it comes to analyzing different media content. It will also give them practical skills on the job market like being able to create effective press releases, podcast, pitch a news story or recognize the effects of media on consumers.

Degree Requirements

Total General Education	34-40 credits
Total Communications with an Emphasis in Broadcasting and New Media Major	52 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Total Electives	28-34 credits
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Total Bachelor of Arts in Communications with an Emphasis in Broadcasting and New Media	120 credits
Communications with an Emphasis in Broadcasting and New Media Major	
COM-100	Fundamentals of Communication 4 credits
DFP-111	Digital Video Production I 4 Credits
COM-222	Small Group Communication 4 credits
COM-263^Δ	Elements of Intercultural Communication 4 credits
COM-312	Conflict and Negotiation 4 credits
COM-333	Communication Ethics 4 credits
COM-355	Communication Research Methods 4 credits
COM-362[†]	Argumentation and Advocacy 4 credits
COM-451^Δ	Relational Communication 4 credits
COM-461	Media Theory 4 credits
COM-463	Broadcasting and Podcasting 4 credits
COM-465	Digital Media and Culture 4 credits
COM-490^Ω	Communication Capstone 4 credits
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Communications with an Emphasis in Broadcasting and New Media Major	52 credits

Bachelor of Arts in Communications with an Emphasis in Interpersonal Communication and Human Relationships

This program emphasis is for people who are passionate about building healthy relationships and who recognize that the 21st century economy, with all of its technological advancements and innovations, is still grounded in effective relationships and collaboration between people. In this emphasis, students will take a deep dive into interpersonal communication theory and research applied to the 21st century workplace. Students will learn how to leverage interpersonal skills such as social influence, nonverbal effectiveness, advanced speech communication, leadership and group problem solving, and digital literacy to foster the effective and ethical communication that creates successful teams and organizations.

Degree Requirements

Total General Education	34-40 credits
Total Communications with an Emphasis in Interpersonal Communication and Human Relationships Major	52 credits
Total Electives	28-34 credits
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Total Bachelor of Arts in Communications with an Emphasis in Interpersonal Communication and Human Relationships	120 credits

Communication with an Emphasis in Interpersonal Communication and Human Relationships Major

COM-100	Fundamentals of Communication 4 credits
COM-222	Small Group Communication 4 credits
COM-263^Δ	Elements of Intercultural Communication 4 credits

COM-312	Conflict and Negotiation 4 credits
COM-333	Communication Ethics 4 credits
COM-355	Communication Research Methods 4 credits
COM-362[†]	Argumentation and Advocacy 4 credits
SOC-320	Marriage and Family 4 credits
COM-451^Δ	Relational Communication 4 credits
COM-453	Darkside Communication and Forgiveness in Relationships 4 credits
COM-455	Nonverbal Communication in Relationships 4 credits
COM-457	Workplace Relationships 4 credits
COM-490^Ω	Communication Capstone 4 credits

Communications with an Emphasis in Interpersonal Communication and Human Relationships Major	52 credits
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Bachelor of Arts in Communications with an Emphasis in Political Campaigns

This emphasis is designed for individuals who are passionate about political communication and the strategic choices made to influence the public through communication. Examination of such topics as political speech writing, diplomatic communication, and public discourse will allow students to understand and apply communicative research to the practical political spectrum. Students will be able to apply their knowledge from this program to both political and communication-driven fields.

Degree Requirements

Total General Education	34-40 credits
Total Communications with an Emphasis in Political Campaigns Major	52 credits
Total Electives	28-34 credits
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Total Bachelor of Arts in Communications with an Emphasis in Political Campaigns	120 credits

Communication with an Emphasis in Political Campaigns Major

COM-100	Fundamentals of Communication 4 credits
COM-222	Small Group Communication 4 credits
COM-263^Δ	Elements of Intercultural Communication 4 credits
COM-312	Conflict and Negotiation 4 credits
COM-333	Communication Ethics 4 credits
COM-355	Communication Research Methods 4 credits
COM-362[†]	Argumentation and Advocacy 4 credits
GOV-307	Introduction to Political Theory 4 credits
COM-451^Δ	Relational Communication 4 credits
COM-471	Communication Theory of Political Campaigns 4 credits
COM-473	Political Address 4 credits
COM-477	Political Campaign Management 4 credits
COM-490^Ω	Communication Capstone 4 credits

Communications with an Emphasis in Political Campaigns Major	52 credits
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^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Bachelor of Arts in English for Secondary Education (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Arts in English for Secondary Education degree program is designed to provide future middle and high school teachers with skills in comprehending and interpreting texts, thinking critically about texts in a number of media, and effectively expressing their ideas orally and in writing. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. By studying works of literature in context, focusing on particular authors and genres of literature, and analyzing the English language, students will be introduced to diverse artistic expressions. They will grapple with major issues and themes common to human life. Writing courses within the major will give students further practice in effective communication for a variety of media. Emphasis will be given to examining and implementing methodologies needed to teach writing, texts, and language to adolescents, enabling majors in this area to make informed, context-based decisions about instruction at the middle and secondary levels. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 100 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval.

Degree Requirements

Total General Education	34-40 credits
Total English for Secondary Education Major	80 credits
Total Electives	0-6 credits
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Total Bachelor of Arts in English for Secondary Education	120 credits
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Total Practicum/Field Experience	85 hours

Required General Education

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

HIS-144	U.S. History Themes	4 credits
ENG-130	Introduction to Young Adult Literature	4 credits

English for Secondary Education Major

SEC-201	Early Adolescent and Adolescent Psychology	4 credits
ENG-240^Δ	Writing for the 21st Century Workplace	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
EDU-330^Δ	Social Justice for Educators	4 credits
GOV-260	Arizona Constitution & Government	1 credit
SEC-345	Content Area Literacy for Middle and Secondary Teachers	4 credits
ENG-357	Foundational Texts of British Literature	4 credits

SEC-355	Middle and Secondary Curriculum and Assessment	4 credits
ENG-355	Multicultural Literature	4 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
ENG-360	American Encounter Narratives	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
ENG-470	Methods for Teaching Writing, Grammar and Linguistics for Secondary Education	4 credits
ENG-451^f	Shakespeare and the History of Drama	4 credits
ENG-460	The Novel	4 credits
ENG-359	Transatlantic Literature	4 credits
ENG-456^Δ	Communicating Scientific Ideas to Popular Audiences	4 credits
ENG-472	Methods for Teaching Literature for Secondary Education	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490^Ω	Student Teaching for Secondary Education	8 credits

English for Secondary Education Major 80 credits

Bachelor of Arts in English for Secondary Education (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Arts in English for Secondary Education degree program is designed to provide future middle and high school teachers with skills in comprehending and interpreting texts, thinking critically about texts in a number of media, and effectively expressing their ideas orally and in writing. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. By studying works of literature in context, focusing on particular authors and genres of literature, and analyzing the English language, students will be introduced to diverse artistic expressions. They will grapple with major issues and themes common to human life. Writing courses within the major will give students further practice in effective communication for a variety of media. Emphasis will be given to examining and implementing methodologies needed to teach writing, texts, and language to adolescents, enabling majors in this area to make informed, context-based decisions about instruction at the middle and secondary levels. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 100 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval.

Degree Requirements

Total General Education	34-40 credits
Total English for Secondary Education Major	80 credits

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

Total Electives	0-6 credits
Total Bachelor of Arts in English for Secondary Education	120 credits
Total Practicum/Field Experience	85 hours

Required General Education

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

HIS-144	U.S. History Themes	4 credits
ENG-130	Introduction to Young Adult Literature	4 credits

English for Secondary Education Major

SEC-201	Early Adolescent and Adolescent Psychology	4 credits
ENG-240^Δ	Writing for the 21st Century Workplace	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
EDU-330^Δ	Social Justice for Educators	4 credits
GOV-260	Arizona Constitution & Government	1 credit
SEC-350	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	4 credits
ENG-357	Foundational Texts of British Literature	4 credits
SEC-355	Middle and Secondary Curriculum and Assessment	4 credits
ENG-355	Multicultural Literature	4 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
ENG-360	American Encounter Narratives	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
ENG-470	Methods for Teaching Writing, Grammar and Linguistics for Secondary Education	4 credits
ENG-451[†]	Shakespeare and the History of Drama	4 credits
ENG-460	The Novel	4 credits
ENG-359	Transatlantic Literature	4 credits
ENG-456^{ΔΔ}	Communicating Scientific Ideas to Popular Audiences	4 credits
ENG-472	Methods for Teaching Literature for Secondary Education	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490^Ω	Student Teaching for Secondary Education	8 credits

English for Secondary Education Major 80 credits

Bachelor of Arts in Government with an Emphasis in Legal Studies

The degree in Government with an Emphasis in Legal Studies is designed to provide students with a solid foundation in the skills, knowledge, and ethical leadership to excel in law school. Rooted in the study of politics and policy, the emphasis provides

additional interdisciplinary course work in communication, justice studies, philosophy, business, and theology.

*Program completion does not guarantee acceptance into law school.

Degree Requirements

Total General Education	34-40 credits
Total Government with an Emphasis in Legal Studies Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Government with an Emphasis in Legal Studies	120 credits

Government with an Emphasis in Legal Studies Major

GOV-140	American Government and Politics	4 credits
GOV-210	Introduction to Comparative Government and International Politics	4 credits
GOV-307[†]	Introduction to Political Theory	4 credits
GOV-358	Research Methods in Government and Politics	4 credits
GOV-378^{ΔΔ}	American Constitution	4 credits
GOV-364	Public Policy Analysis	4 credits
GOV-357	Philosophy of Law	4 credits
GOV-360	Civil Law	4 credits
JUS-430	Criminal Law	4 credits
GOV-455	Practice of Law	4 credits
GOV-459^Δ	Government Capstone	4 credits

Government with an Emphasis in Legal Studies Major 44 credits

Bachelor of Arts in Government with an Emphasis in State and Local Public Policy

The degree in Government with an Emphasis in State and Local Public Policy is designed to provide political leadership in the local and state arena. Students will study the inner workings of local and state government, as well as the public policies that are necessary for sustaining and improving the lives of people in their local and state communities.

Degree Requirements

Total General Education	34-40 credits
Total Government with an Emphasis in State and Local Public Policy Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Government with an Emphasis in State and Local Public Policy	120 credits

Government with an Emphasis in State and Local Public Policy Major

GOV-140	American Government and Politics	4 credits
GOV-210	Introduction to Comparative Government and International Politics	4 credits
GOV-307[†]	Introduction to Political Theory	4 credits
GOV-358	Research Methods in Government and Politics	4 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

GOV-378^{fA}	American Constitution	4 credits
GOV-364	Public Policy Analysis	4 credits
GOV-366	State and Local Government	4 credits
GOV-376	Municipal Government and Administration	4 credits
GOV-351	Public Administration	4 credits
GOV-467	Special Topics in Federal-State-Local Relations	4 credits
GOV-459^A	Government Capstone	4 credits
Government with an Emphasis in State and Local Public Policy Major		44 credits

Bachelor of Arts in History for Secondary Education (IP/TL)

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Arts in History for Secondary Education degree program is designed to provide future middle and high school teachers with the content knowledge they need to be successful teachers of history and social studies. While completing a solid path in historical content, learners will complete the methodological courses necessary to become certified secondary educators. All education courses will be designed and offered by the College of Education. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Teacher candidates will attain an extensive breadth and depth of content knowledge as well as research-based pedagogical practices prior to entering the classroom. This program prepares graduates to use the skills of the historian such as research, critical thinking, and effective communication in their future educational settings. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 85 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval

Degree Requirements

Total General Education	34-40 credits
Total History for Secondary Education Major	80 credits
Total Electives	0-6 credits
<hr/>	
Total Bachelor of Arts in History for Secondary Education	120 credits
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Total Practicum/Field Experience	85 hours

Required General Education

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

HIS-110	World History Themes	4 credits
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History for Secondary Education Major

SEC-201	Early Adolescent and Adolescent Psychology	4 credits
HIS-144	U.S. History Themes	4 credits
HIS-306	Historians in Theory and Practice	4 credits

SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
EDU-330^A	Social Justice for Educators	4 credits
GOV-260	Arizona Constitution & Government	1 credit
SEC-345	Content Area Literacy for Middle and Secondary Teachers	4 credits
HIS-255^A	Historical Research and Applied Methods	4 credits
SEC-355	Middle and Secondary Curriculum and Assessment	4 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
HIS-325	Ancient Mediterranean History	4 credits
HIS-350^f	Survey of Asian Empires	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
HIS-450^f	U.S. History Since 1945	4 credits
HIS-386^A	War and Revolution	4 credits
HIS-327	Community History	4 credits
HIS-466^f	Southwest Borderlands	4 credits
HIS-304	Methods of Teaching History in Secondary Schools	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490^Ω	Student Teaching for Secondary Education	8 credits
History for Secondary Education Major		80 credits

Bachelor of Arts in History for Secondary Education (IP/TL) Effective January 2022

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Arts in History for Secondary Education degree program is designed to provide future middle and high school teachers with the content knowledge they need to be successful teachers of history and social studies. While completing a solid path in historical content, learners will complete the methodological courses necessary to become certified secondary educators. All education courses will be designed and offered by the College of Education. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Teacher candidates will attain an extensive breadth and depth of content knowledge as well as research-based pedagogical practices prior to entering the classroom. This program prepares graduates to use the skills of the historian such as research, critical thinking, and effective communication in their future educational settings. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 85 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval

Degree Requirements

Total General Education	34-40 credits
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^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

Total History for Secondary Education Major	80 credits
Total Electives	0-6 credits
<hr/>	
Total Bachelor of Arts in History for Secondary Education	120 credits
<hr/>	
Total Practicum/Field Experience	85 hours

Required General Education

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

HIS-110 World History Themes	4 credits
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History for Secondary Education Major

SEC-201 Early Adolescent and Adolescent Psychology	4 credits
HIS-144 U.S. History Themes	4 credits
HIS-306 Historians in Theory and Practice	4 credits
SPD-200 Survey of Special Education: Mild to Moderate Disabilities	4 credits
EDU-330^Δ Social Justice for Educators	4 credits
GOV-260 Arizona Constitution & Government	1 credit
SEC-350 Differentiated Literacy Instruction: Assessment, Remediation & Intervention	4 credits
HIS-255^Δ Historical Research and Applied Methods	4 credits
SEC-355 Middle and Secondary Curriculum and Assessment	4 credits
SEC-455 Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
HIS-325 Ancient Mediterranean History	4 credits
HIS-350^f Survey of Asian Empires	4 credits
ESL-445N Methods of Structured English Immersion for Secondary Education	3 credits
HIS-450^f U.S. History Since 1945	4 credits
HIS-386^Δ War and Revolution	4 credits
HIS-327 Community History	4 credits
HIS-466^f Southwest Borderlands	4 credits
HIS-304 Methods of Teaching History in Secondary Schools	4 credits
SEC-450 Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490^Ω Student Teaching for Secondary Education	8 credits
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History for Secondary Education Major	80 credits

Bachelor of Arts in History

Grand Canyon University's Bachelor of Arts in History degree program allows students to study the past as a means of understanding the complexity of the world today. Earning a history degree affords graduates essential skills including critical thinking and writing. These proficiencies may prepare graduates for careers in teaching, public service, government, policy making, communication, or business management. A history degree allows students to develop the skills and knowledge associated with a liberal arts degree, while providing an orientation to the complexity and diversity of the world through a

disciplined study of the past, necessary to compete in a global economy. This degree program provides graduates with foundational structures that may prepare them for graduate degrees in business, history, or law.

Degree Requirements

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

History Major

HIS-110 World History Themes	4 credits
HIS-255^Δ Historical Research and Applied Methods	4 credits
HIS-144 U.S. History Themes	4 credits
HIS-306 Historians in Theory and Practice	4 credits
HIS-350 Survey of Asian Empires	4 credits
HIS-386^Δ War and Revolution	4 credits
HIS-325 Ancient Mediterranean History	4 credits
HIS-463 Women in History	4 credits
HIS-380 Renaissance and Reformation	4 credits
HIS-450^f U.S. History Since 1945	4 credits
HIS-466^f Southwest Borderlands	4 credits
HIS-426 20 th Century Europe	4 credits
<hr/>	
History Major	48 credits

Bachelor of Arts in Professional Writing for New Media

GCU's Bachelor of Arts in Professional Writing degree program prepares students for successful writing careers in the 21st century. This program focuses on developing writers for a constantly changing media landscape. Exploring multiple genres and writing disciplines allows students to develop advanced writing skills, enrich critical thinking, and enhance their understanding of power of the English language as a whole. Coursework in diverse areas such as journalism, public relations, design, copywriting, technical writing and creative writing uniquely qualifies graduates to pursue a successful writing career. The program is designed to hone writers' storytelling skills and refine insights needed to deliver information to audiences using the tools of various media. Graduates will strengthen organizations and communities with ethical communication of accurate research, based on an understanding of the power and ramifications of language choice and communication styles. A Bachelor of Arts in Professional Writing allows students to develop the array of skills necessary to be successful in the professional world.

Degree Requirements

Total General Education	34-40 credits
Total Professional Writing for New Media Major	48 credits
Total Electives	32-38 credits
<hr/>	
Total Bachelor of Arts in Professional Writing for New Media	120 credits

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

Professional Writing for New Media Major

PRW-100	Introduction to Professional Writing	4 credits
DDN-110	Design Fundamentals	4 credits
PRW-301	Reporting and Newswriting	4 credits
ENG-365	Multi-Media Journalism in the 21 st Century	4 credits
PRW-345	Introduction to Grant Writing	4 credits
ENG-381	Writing for Advertising and PR	4 credits
ADV-260	Advertising Copywriting	4 credits
ENG-456	Communicating Scientific Ideas to Popular Audiences	4 credits
ENG-361	The Art and Craft of Creative Writing	4 credits
ENG-466	Technical Writing	4 credits
PRW-470	Multimedia Feature Writing	4 credits
ENG-477^Ω	Professional Writing Capstone	4 credits
Professional Writing for New Media Major		48 credits

Bachelor of Arts in Professional Writing for New Media Effective October 2022

GCU's Bachelor of Arts in Professional Writing degree program prepares students for successful writing careers in the 21st century. This program focuses on developing writers for a constantly changing media landscape. Exploring multiple genres and writing disciplines allows students to develop advanced writing skills, enrich critical thinking, and enhance their understanding of power of the English language as a whole. Coursework in diverse areas such as journalism, public relations, design, copywriting, technical writing and creative writing uniquely qualifies graduates to pursue a successful writing career. The program is designed to hone writers' storytelling skills and refine insights needed to deliver information to audiences using the tools of various media. Graduates will strengthen organizations and communities with ethical communication of accurate research, based on an understanding of the power and ramifications of language choice and communication styles. A Bachelor of Arts in Professional Writing allows students to develop the array of skills necessary to be successful in the professional world.

Degree Requirements

Total General Education	34-40 credits
Total Professional Writing for New Media Major	48 credits
Total Electives	32-38 credits
<hr/>	
Total Bachelor of Arts in Professional Writing for New Media	120 credits

Professional Writing for New Media Major

PRW-100	Introduction to Professional Writing	4 credits
DDN-115	Raster and Vector Technologies	4 credits
PRW-301	Reporting and Newswriting	4 credits
ENG-365	Multi-Media Journalism in the 21 st Century	4 credits
PRW-345	Introduction to Grant Writing	4 credits
PRW-381	Writing for Public Relations	4 credits

ADV-260	Advertising Copywriting	4 credits
ENG-456	Communicating Scientific Ideas to Popular Audiences	4 credits
ENG-361	The Art and Craft of Creative Writing	4 credits
PRW-466	Technical Writing	4 credits
PRW-470	Multimedia Feature Writing	4 credits
ENG-477^Ω	Professional Writing Capstone	4 credits
Professional Writing for New Media Major		48 credits

Bachelor of Arts in Spanish

The Bachelor of Arts in Spanish prepares students with active communication skills, cultural and historical awareness, and viable professional skills for careers in every area of life. Courses in the program provide students with foundational skills in conversation, reading and writing through advanced language studies in literature, history, and contemporary issues.

Degree Requirements

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

Spanish Major

SPA-214	Intermediate Spanish I	4 credits
SPA-224	Intermediate Spanish II	4 credits
SPA-310^Δ	Spanish Composition and Grammar	4 credits
SPA-309	Spanish Conversation	4 credits
SPA-320^f	Contemporary Issues	4 credits
SPA-341^Δ^Ω	Introduction to Literature in Spanish	4 credits
SPA-410^f^Ω	Theory and Methodology for Translation and Interpretation	4 credits
SPA-420^Ω	Spanish for Professions I	4 credits
SPA-440^Ω	Web-Based Resources and Technology for Translation and Interpretation	4 credits
SPA-430^Ω	Spanish for Professions II	4 credits
SPA-450^Ω	Spanish Capstone	4 credits
Spanish Major		44 credits

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

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Mathematics for Secondary Education program is designed to provide future teachers with the content and pedagogical knowledge for success in teaching mathematics. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Graduates will be prepared with the critical thinking and general problem-solving skills to tackle difficult problems from any field and to prepare their own students to do the same. With a balanced program of applied and theoretical mathematics and education courses, students complete a solid curriculum of

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

mathematics content while developing the methodological expertise necessary to become effective and skilled secondary educators. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 85 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval.

Degree Requirements

Total General Education	34-40 credits
Total Mathematics for Secondary Education Major	80 credits
Total Electives	0-6 credits
<hr/>	
Total Bachelor of Science in Mathematics for Secondary Education	120 credits
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Total Practicum/Field Experience	85 hours

Required General Education

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

[HIS-144](#) U.S. History Themes 4 credits

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

[MAT-261](#) Pre-Calculus 4 credits

Mathematics for Secondary Education Major

SEC-201 Early Adolescent and Adolescent Psychology	4 credits
MAT-252 Calculus and Analytic Geometry I	4 credits
MAT-253 Calculus and Analytic Geometry II	4 credits
EDU-330^A Social Justice for Educators	4 credits
SPD-200 Survey of Special Education: Mild to Moderate Disabilities	4 credits
GOV-260 Arizona Constitution & Government	1 credit
SEC-345 Content Area Literacy for Middle and Secondary Teachers	4 credits
MAT-225 Mathematics and Technology Through Time	4 credits
MAT-380 Mathematics for the Secondary Educator	4 credits
SEC-355 Middle and Secondary Curriculum and Assessment	4 credits
SEC-455 Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
MAT-215 Discrete Mathematics	4 credits
MAT-374 Probability and Statistics – Calculus Based	4 credits
ESL-445N Methods of Structured English Immersion for Secondary Education	3 credits
MAT-345 Applied Linear Algebra I	4 credits
MAT-312^f Higher Geometry	4 credits
MAT-470^{fA} Mathematical Modeling	4 credits
MAT-480 Methods of Teaching Mathematics in Secondary Schools	4 credits

SEC-450 Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490 Student Teaching for Secondary Education Teacher Candidates	8 credits
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Mathematics for Secondary Education Major	80 credits

Bachelor of Science in Mathematics for Secondary Education (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

Grand Canyon University's Bachelor of Science in Mathematics for Secondary Education program is designed to provide future teachers with the content and pedagogical knowledge for success in teaching mathematics. The format and courses of this regionally accredited and Arizona State Board of Education approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Graduates will be prepared with the critical thinking and general problem-solving skills to tackle difficult problems from any field and to prepare their own students to do the same. With a balanced program of applied and theoretical mathematics and education courses, students complete a solid curriculum of mathematics content while developing the methodological expertise necessary to become effective and skilled secondary educators. Teacher candidates must have access to a grade 6-12 classroom to complete the program and practicum assignments, which guide them through 85 hours of observational experiences. The final semester of this Secondary Education program includes a full-time, 15-week student teaching component. Candidates are responsible for contacting their state department of education for licensure requirements and program approval.

Degree Requirements

Total General Education	34-40 credits
Total Mathematics for Secondary Education Major	80 credits
Total Electives	0-6 credits
<hr/>	
Total Bachelor of Science in Mathematics for Secondary Education	120 credits
<hr/>	
Total Practicum/Field Experience	85 hours

Required General Education

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

[HIS-144](#) U.S. History Themes 4 credits

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

[MAT-261](#) Pre-Calculus 4 credits

Mathematics for Secondary Education Major

SEC-201 Early Adolescent and Adolescent Psychology	4 credits
MAT-252 Calculus and Analytic Geometry I	4 credits
MAT-253 Calculus and Analytic Geometry II	4 credits
EDU-330^A Social Justice for Educators	4 credits
SPD-200 Survey of Special Education: Mild to Moderate Disabilities	4 credits
GOV-260 Arizona Constitution & Government	1 credit

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

SEC-350	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	4 credits
MAT-225	Mathematics and Technology Through Time	4 credits
MAT-380	Mathematics for the Secondary Educator	4 credits
SEC-355	Middle and Secondary Curriculum and Assessment	4 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
MAT-215	Discrete Mathematics	4 credits
MAT-374	Probability and Statistics – Calculus Based	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
MAT-345	Applied Linear Algebra I	4 credits
MAT-312^f	Higher Geometry	4 credits
MAT-470^{fA}	Mathematical Modeling	4 credits
MAT-480	Methods of Teaching Mathematics in Secondary Schools	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
SEC-490	Student Teaching for Secondary Education Teacher Candidates	8 credits
Mathematics for Secondary Education Major		80 credits

Master of Arts in Communication with an Emphasis in Education

Grand Canyon University's Master of Arts in Communication with an Emphasis in Education program prepares students for teaching undergraduate courses at the 2-year or 4-year institution in both ground and online modalities. The program balances communication content (e.g., intercultural and relational) with pedagogy to create a unique program that satisfies the requirements for ongoing professional development. Furthermore, graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the postsecondary level.

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
COM-500	Relationships in the Workplace	4 credits
COM-505	Organizations, Culture, and Society	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
COM-510	Strategic Communication	4 credits
COM-515	Training, Learning and Pedagogy	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
COM-520	Media Literacy	4 credits
COM-525	Organizational Communication	4 credits
Master of Arts in Communication with an Emphasis in Education		34 credits

Master of Arts in English with an Emphasis in Education

Grand Canyon University's Master of Arts in English with an Emphasis in Education program prepares students for teaching undergraduate courses at two-year or four-year institutions of higher learning in both ground and online modalities. Including courses in rhetoric, literature, and pedagogy, this unique program provides advanced training in the field of English, while satisfying the requirements for ongoing professional development.

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
ENG-503	Writing Theory: An Applied Approach to Rhetoric and Composition	4 credits
ENG-506	Social and Technological Contexts of Writing	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
ENG-507	Grant Writing	4 credits
ENG-505	Critical Practices for Teaching Literature	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
ENG-508	Multimedia Writing: Creating a Campaign for Social Media	4 credits
ENG-509	Applied Theories of Rhetoric and Organizational Communication	4 credits
Master of Arts in English with an Emphasis in Education		34 credits

Master of Arts in History with an Emphasis in Education

Grand Canyon University's Master of Arts in History with an Emphasis in Education program prepares students for teaching undergraduate courses at the 2-year or 4-year institution in both ground and online modalities. Balancing history content with pedagogy and classroom techniques, this unique program offers a pathway to obtaining advanced training in the field of history while satisfying the requirements for ongoing professional development. Additionally, graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the postsecondary level.

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
HIS-510	Concepts in Understanding World History	4 credits
HIS-544	Concepts in Understanding U.S. History	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
HIS-530	Applied Studies in History Graduate Education	4 credits
HIS-555	Studies in the American West	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
HIS-565	Historical Perspectives of Race, Class, Gender, & Ethnicity	4 credits

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

HIS-570	Graduate Research Seminar in History	4 credits
Master of Arts in History with an Emphasis in Education		34 credits

Master of Science in Mathematics with an Emphasis in Education

Grand Canyon University's Master of Science in Mathematics with an Emphasis in Education program focuses on deeper understanding of mathematics while instilling the best practices in pedagogy. Redefining the graduate degree for professionals who would like to be the change-makers in higher education, graduates will grasp the conceptual knowledge of mathematics, which will drive their teaching in the classroom. Through a combined program of study offering graduate credits in mathematics and graduate credits in higher education teaching, the program open doors for its graduates and redefines mathematics education at the college level.

Degree Requirements

UNV-509^Ω	Introduction to Graduate Studies in Mathematics	2 credits
MAT-513	Graduate Algebra	4 credits
MAT-525	History of Mathematical Thought	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
MAT-571	Real Analysis	4 credits
MAT-505	Discrete Math: Data-Analysis	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
MAT-550	Mathematical Modeling	4 credits
MAT-552	Applied Nonlinear Dynamics	4 credits
Master of Science in Mathematics with an Emphasis in Education		34 credits

Graduate Certificate of Completion in Communication

The Graduate Certificate in Communication prepares students with the content expertise required to teach Communication coursework at a 2-year or 4-year institution of higher learning in both ground and online modalities. Including courses in relationships, strategic communication, training, and media literacy, this unique program provides advanced training in the field of Communication, while satisfying the requirements for ongoing professional development.

Degree Requirements

COM-500	Relationships in the Workplace	4 credits
COM-505	Organizations, Culture, and Society	4 credits
COM-510	Strategic Communication	4 credits
COM-515	Training, Learning and Pedagogy	4 credits
COM-520	Media Literacy	4 credits
Graduate Certificate of Completion in Communication		20 credits

Graduate Certificate of Completion in English

The Graduate Certificate in English prepares students with the content expertise required to teach English coursework at a 2-year or 4-year institution of higher learning in both ground and

online modalities. Including courses in rhetoric, literature, and pedagogy, this unique program provides advanced training in the field of English, while satisfying the requirements for ongoing professional development.

Degree Requirements

ENG-503	Writing Theory: An Applied Approach to Rhetoric and Composition	4 credits
ENG-506	Social and Technological Contexts of Writing	4 credits
ENG-507	Grant Writing	4 credits
ENG-505	Critical Practices for Teaching Literature	4 credits
ENG-508	Multimedia Writing: Creating a Campaign for Social Media	4 credits
Graduate Certificate of Completion in English		20 credits

Graduate Certificate of Completion in History

The Graduate Certificate in History prepares students with the content expertise required to teach History coursework at a 2-year or 4-year institution of higher learning in both ground and online modalities. Including courses in world history, U.S. history, and historical perspectives, this unique program provides advanced training in the field of History, while satisfying the requirements for ongoing professional development.

Degree Requirements

HIS-510	Concepts in Understanding World History	4 credits
HIS-544	Concepts in Understanding U.S. History	4 credits
HIS-530	Applied Studies in History Graduate Education	4 credits
HIS-555	Studies in the American West	4 credits
HIS-565	Historical Perspectives of Race, Class, Gender, & Ethnicity	4 credits
Graduate Certificate of Completion in History		20 credits

Graduate Certificate of Completion in Mathematics

The Graduate Certificate in Mathematics prepares students with content expertise required to teach Mathematics coursework at a 2-year or 4-year institution of higher learning in both ground and online modalities. Content rich, focusing on deeper understanding of Mathematics. Students completing this certificate will grasp the conceptual knowledge of Mathematics which will drive their teaching in the classroom.

Degree Requirements

UNV-509	Introduction to Graduate Studies in Mathematics	2 credits
MAT-513	Graduate Algebra	4 credits
MAT-525	History of Mathematical Thought	4 credits
MAT-505	Discrete Math: Data-Analysis	4 credits
MAT-550	Mathematical Modeling	4 credits
MAT-552	Applied Nonlinear Dynamics	4 credits
Graduate Certificate of Completion in Mathematics		22 credits

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

Social and Behavioral Studies Programs

The Social and Behavioral Studies programs prepare students to understand, predict, and treat human behavior at both individual and societal levels. Depending on the program that is chosen, students are able to choose career paths that could involve direct patient care and treatment, justice services, social study, the development of impact initiatives, organizational understanding, human resource management, individual behavioral study and research, or consulting, to name a few. Graduates of the Social and Behavioral Studies programs will develop greater understanding and predictive knowledge of behavior at both the individual and societal levels that will provide significant impact on the overall behavioral health and wellness of society and its members.

Bachelor of Science in Behavioral Health Science

Grand Canyon University's Bachelor of Science in Behavioral Health Science degree is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students an exhaustive study of human behavior. It prepares students to work in behavioral health, counseling, health services management, human services, government, and law enforcement. Additionally, this curriculum offers a strong foundation for students who want to pursue a master's degree in counseling, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

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

Behavioral Health Science Major

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320^Δ	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470^{Δf}	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430^f	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-490^Ω	Professional Capstone Project	4 credits
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Behavioral Health Science Major		48 credits

Bachelor of Science in Behavioral Health Science with an Emphasis in Childhood and Adolescence Disorders

Grand Canyon University's Bachelor of Science in Behavioral Health Science degree with an Emphasis in Childhood and Adolescence Disorders is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students a comprehensive study of childhood and adolescent development and behavior, in particular understanding childhood and adolescence disorders. It prepares students to work in the fields of behavioral health, counseling, health services management, human services, government, and law enforcement. Additionally, this curriculum offers a strong foundation for students who want to pursue a master's degree in counseling, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Childhood and Adolescence Disorders Major	56 credits
Total Electives	24-30 credits
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Total Bachelor of Science in Behavioral Health Science with an Emphasis in Childhood and Adolescence Disorders	120 credits

Behavioral Health Science with an Emphasis in Childhood and Adolescence Major

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320^Δ	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470^{Δf}	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430^f	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-450	Childhood and Adolescence Disorders	4 credits
BHS-455	Introduction to Childhood and Adolescent Physical and Behavioral Health	4 credits
BHS-490^Ω	Professional Capstone Project	4 credits
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Behavioral Health Science with an Emphasis in Childhood and Adolescence Disorders Major		56 credits

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

Bachelor of Science in Behavioral Health Science with an Emphasis in Family Dynamics

Grand Canyon University's Bachelor of Science in Behavioral Health Science degree with an Emphasis in Family Dynamics is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students a comprehensive study of dynamics as it relates to couples and family systems. It prepares students to work in behavioral health, counseling, health services management, human services, government, and child welfare systems. Additionally, this curriculum offers a strong foundation for students who want to pursue a master's degree in counseling, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Family Dynamics	56 credits
Total Electives	24-30 credits
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Total Bachelor of Science in Behavioral Health Science with an Emphasis in Family Dynamics	120 credits

Behavioral Health Science with an Emphasis in Family Dynamics

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320^Δ	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470^{Δf}	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430^f	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-460	Introduction to Couples and Family Systems	4 credits
BHS-465	Marriage and Family Ethical and Legal Issues	4 credits
BHS-490^Ω	Professional Capstone Project	4 credits
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Behavioral Health Science with an Emphasis in Family Dynamics		56 credits

Bachelor of Science in Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies

Grand Canyon University's Bachelor of Science in Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies program is designed for students interested in becoming behavioral health technicians or specialists in various settings as

members of a clinical team, particularly in the fast-growing specialization in the Infancy and Early Childhood field. The program provides students with an introductory study on the development and behavior of infants and young children. Students will gain the knowledge and skills necessary to work with young children and advocate the importance of the family system and caregiving environment to the well-being of infants and young children. Graduates of this degree program will be prepared for careers in behavioral health, health services management, human services, government, and law enforcement.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies	56 credits
Total Electives	24-30 credits
<hr/>	
Total Bachelor of Science in Behavioral Health Science with an Emphasis in Family Dynamics	120 credits

Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320^Δ	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470^{Δf}	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430^f	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-480	Infancy and Early Childhood Development	4 credits
BHS-485	Infancy and Early Childhood Disorders and Assessment	4 credits
BHS-490^Ω	Professional Capstone Project	4 credits
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Behavioral Health Science with an Emphasis in Infancy and Early Childhood Studies		56 credits

Bachelor of Science in Behavioral Health Science with an Emphasis in Substance Use Disorders

Grand Canyon University's Bachelor of Science in Behavioral Health Science with an Emphasis in Substance Use Disorders program is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students an introduction to behavioral health and substance abuse disorders and addiction. It prepares students to work in the fields of behavioral health, counseling, health services management, human services, government, and law enforcement. Additionally, this curriculum

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

offers a strong foundation for students who want to pursue a master's degree in counseling, mental health, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Substance Use Disorders	56 credits
Total Electives	24-30 credits

Total Bachelor of Science in Behavioral Health Science with an Emphasis in Substance Use Disorders	120 credits
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Behavioral Health Science with an Emphasis in Substance Use Disorders

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320^Δ	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PCN-373	Spirituality and Addiction	4 credits
PSY-470^{Δ†}	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430[†]	Introduction to Family Dynamics	4 credits
PCN-360	Dom. Violence, Child, Elder Abuse-Fam w/Addiction & Substance Use Disorders	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-490^Ω	Professional Capstone Project	4 credits

Behavioral Health Science with an Emphasis in Substance Use Disorders	56 credits
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Bachelor of Science in Behavioral Health Science with an Emphasis in Trauma

Grand Canyon University's Bachelor of Science in Behavioral Health Science degree with an Emphasis in Trauma is designed to prepare students to work as behavioral health technicians or specialists in various settings as members of a clinical team. This program offers students a comprehensive study of the biopsychosocial impact of trauma and trauma-informed care. It prepares students to work in behavioral health, counseling, health services management, human services, government, and law enforcement. Additionally, this curriculum offers a strong foundation for students who want to pursue a master's degree in counseling, criminal justice, clinical or forensic psychology, or human services.

Degree Requirements

Total General Education	34-40 credits
Total Behavioral Health Science with an Emphasis in Trauma	56 credits

Total Electives	24-30 credits
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Total Bachelor of Science in Behavioral Health Science with an Emphasis in Trauma	120 credits
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Behavioral Health Science with an Emphasis in Trauma

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320^Δ	Ethics of Behavioral Health Science	4 credits
BHS-330	Cultural and Social Diversity in Behavioral Health	4 credits
BHS-420	Human Development	4 credits
PSY-470^{Δ†}	Abnormal Psychology	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-430[†]	Introduction to Family Dynamics	4 credits
BHS-440	Understanding Trauma	4 credits
BHS-470	Introduction to Trauma-Informed Care	4 credits
BHS-475	Overview of Assessment and Treatment of Trauma	4 credits
BHS-490^Ω	Professional Capstone Project	4 credits

Behavioral Health Science with an Emphasis in Trauma	56 credits
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Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse

The Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse is designed to meet the needs of learners who wish to pursue entry-level careers as addiction counselors/behavioral health technicians. The demand for addiction counselors is expected to grow in both the public and private sectors in the near future. A bachelor's degree is the first step for individuals seeking certification/licensure in many states. Graduates from this degree program are prepared to meet the minimum academic requirements for licensure in Arizona as Licensed Associate Substance Abuse Counselors and Licensed Substance Abuse Technicians. Additionally, program graduates from many other states will be academically prepared to begin the process of seeking certification and/or licensure in their home states. Licensing and/or certification requirements may vary from state to state, and it is the student's responsibility to check the requirements in specific states.

Degree Requirements

Total General Education	34-40 credits
Total Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major	72 credits
Total Electives	8-14 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Total Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse 120 credits

Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
PCN-150	Psychopharmacology in Treatment of Addiction and Substance Use Disorders	4 credits
PCN-153	Co Occurring Disorders and HIV/AIDS	4 credits
PCN-158	Multicultural Counseling in a Diverse Society	4 credits
PCN-162	Group Interventions and Community Resources for Addiction and Substance Use Disorders	4 credits
PCN-255	Case Management and Crisis Intervention Skills for Addiction and Substance Use Disorders	4 credits
PCN-265	Relapse Prevention in the Treatment of Addiction and Substance Use Disorders	4 credits
PCN-275	Family Dynamics and Comm Ed - Treatment of Addiction & Substance Use Disorders	4 credits
PCN-360	Dom. Violence, Child, Elder Abuse - Fam w/ Addiction & Substance Use Disorders	4 credits
PCN-365^f	Advanced Counseling Theories - Addiction & Substance Use Disorder Counselors	4 credits
PCN-370^Δ	Psychopathology & Adv Treatment - Spec Pop w/ Addiction & Substance Use Disorders	4 credits
PCN-373	Spirituality and Addiction	4 credits
PCN-404^{ΔΔ}	Prof., Legal, & Ethical Issues - Addiction & Substance Use Disorder Counselors	4 credits
PCN-475	Treatment of Addiction & Substance Use Disorders - Children and Adolescents	4 credits
PCN-481	Process Addictions	4 credits
PCN-485	Advanced Case Management for Addiction and Substance Use Disorders	4 credits
PCN-488	Trauma, Addiction, and Substance Use Disorders	4 credits

Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major 72 credits

Select states may require additional practicum hours to be completed to meet the standards for certification/licensure in that state, students should reference their Enrollment Agreement for state specific practicum requirements:

PCN-490^Ω	Practicum	4 credits
PCN-491^Ω	Practicum II	4 credits

Bachelor of Science in Justice Studies

Grand Canyon University's Bachelor of Science in Justice Studies prepares students to enter careers in law enforcement, governmental and private agencies, research, social work, political science, and a variety of other fields. Graduates will be able to describe the components of the justice system from a systems perspective, including function, organization, issues, practices, and interrelationship of law enforcement agencies, the courts, and the corrections system.

Degree Requirements

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

Justice Studies Major

JUS-104	Introduction to Justice Studies	4 credits
JUS-202^f	Professional Responsibility in Justice	4 credits
JUS-212	Criminal Behavior and Victimology	4 credits
JUS-320	The Police Function	4 credits
JUS-325^{ΔΔ}	The Adjudication Function	4 credits
JUS-330	The Correctional Function	4 credits
GOV-360	Civil Law	4 credits
JUS-430^f	Criminal Law	4 credits
JUS-441^Δ	Criminal Procedure and Public Policy	4 credits
JUS-445	Justice Problem Analysis	4 credits
JUS-470	Threat Assessment and Behavioral Analysis	4 credits
JUS-481	Community-Based Strategic Planning	4 credits
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Justice Studies Major	48 credits	

Bachelor of Science in Psychology

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

Degree Requirements

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

Psychology Major

PSY-102	General Psychology	4 credits
PSY-255^Δ	Personality Psychology	4 credits

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

PSY-260	Introduction to Psychological Research and Ethics	4 credits
PSY-352	Health Psychology	4 credits
PSY-355	Child and Adolescent Psychology	4 credits
PSY-358	Adult Development and Aging	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
PSY-402	Cognitive Neuroscience	4 credits
PSY-452	Experimental Psychology	4 credits
PSY-470^Δ	Abnormal Psychology	4 credits
PSY-495	Professional Capstone Project	4 credits
Psychology Major		48 credits

Bachelor of Science in Psychology with an Emphasis in Performance and Sport Psychology

Grand Canyon University's Bachelor of Science in Psychology with an Emphasis in Performance and Sport Psychology degree provides individuals interested in Sport, performing arts, health and fitness, or mental health fields the opportunity to develop their skills and abilities to improve the performance and lives of those with whom they work. The field of sport and performance psychology is concerned with the psychological factors that influence human performance. It involves improving the lives of others through assessment and intervention strategies that enhance performance and personal growth.

Degree Requirements

Total General Education	34-40 credits
Total Psychology with an Emphasis in Performance and Sport Psychology Major	64 credits
Total Electives	16-22 credits
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Total Bachelor of Science in Psychology with an Emphasis in Performance and Sport Psychology	120 credits

Psychology with an Emphasis in Performance and Sport Psychology Major

PSY-102	General Psychology	4 credits
PSY-255^Δ	Personality Psychology	4 credits
PSY-260	Introduction to Psychological Research and Ethics	4 credits
PSY-352	Health Psychology	4 credits
PSY-355	Child and Adolescent Psychology	4 credits
PSY-358	Adult Development and Aging	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
PSY-402	Cognitive Neuroscience	4 credits
PSY-366	Introduction to Sport and Exercise Psychology	4 credits
PSY-368	Social Aspects of Sport/Psychosocial Aspects of Sport	4 credits
PSY-410	Psychology of Coaching	4 credits
PSY-425	Leadership and Team Building	4 credits

PSY-452	Experimental Psychology	4 credits
PSY-470^Δ	Abnormal Psychology	4 credits
PSY-495	Professional Capstone Project	4 credits

Psychology with an Emphasis in Performance and Sport Psychology Major 64 credits

Bachelor of Science in Psychology with an Emphasis in Forensic Psychology

Grand Canyon University's Bachelor of Science in Psychology with an emphasis in Forensic psychology degree is designed to supplement the study of psychology, criminology, or other justice-related areas with an overview of the intersection of psychology and the criminal justice system. Forensic psychology is where the science of the mind intersects with the law. The emphasis focuses specifically on the psychological experiences of victims and offenders which sheds insight into behavior that leads to criminality.

Degree Requirements

Total General Education	34-40 credits
Total Psychology with an Emphasis in Forensic Psychology Major	64 credits
Total Electives	16-22 credits
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Total Bachelor of Science in Psychology with an Emphasis in Forensic Psychology	120 credits

Psychology with an Emphasis in Forensic Psychology Major

PSY-102	General Psychology	4 credits
PSY-255^Δ	Personality Psychology	4 credits
PSY-260	Introduction to Psychological Research and Ethics	4 credits
PSY-352	Health Psychology	4 credits
PSY-355	Child and Adolescent Psychology	4 credits
PSY-358	Adult Development and Aging	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
PSY-402	Cognitive Neuroscience	4 credits
JUS-212	Criminal Behavior and Victimology	4 credits
PSY-310	Introduction to Forensic Psychology	4 credits
JUS-430	Criminal Law	4 credits
BHS-440	Understanding Trauma	4 credits
PSY-452	Experimental Psychology	4 credits
PSY-470^Δ	Abnormal Psychology	4 credits
PSY-495	Professional Capstone Project	4 credits

Bachelor of Science in Sociology

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

Degree Requirements

Total General Education	34-40 credits
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^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Total Sociology Major	48 credits
Total Electives	32-38 credits
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Total Bachelor of Science in Sociology	120 credits

Sociology Major

SOC-102	Principles of Sociology	4 credits
SWK-170	Introduction to Social Welfare	4 credits
SOC-220	Social Problems	4 credits
SOC-320^f	Marriage and Family	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
SOC-330	Globalization	4 credits
PSY-380	Introduction to Probability and Statistics	4 credits
SOC-400^Ω	Social Research and Statistics	4 credits
SOC-412	Sociology of Religion	4 credits
SOC-417^Δ	Sociological Theory	4 credits
SOC-436^Δ	Stratification and Inequality in a Diverse Society	4 credits
SOC-481^Ω	Sociology Capstone	4 credits

Sociology Major	48 credits
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Bachelor of Social Work

Grand Canyon University's Bachelor of Social Work (BSW) program is designed to prepare students to improve the wellbeing of individuals, families, and communities while working with diverse groups of people in a variety of settings. The Generalist Social Work practice focus prepares students for entry-level social work practice or continued graduate studies in social work. This program has been developed adhering to the social work standards and competencies established by the Council on Social Work Education (CSWE).

Degree Requirements

Total General Education	34-40 credits
Total Social Work	72 credits
Total Electives	8-14 credits
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Total Bachelor of Social Work	120 credits

Social Work Major

SWK-170	Introduction to Social Welfare	4 credits
SWK-280	Social Service Delivery Systems	4 credits
SWK-285	Foundations of Social Work Practice	4 credits
SWK-290^Ω	Human Biology and Social Work Practice	4 credits
SWK-330^Ω	Diversity, Advocacy, and Social Justice in Social Work	4 credits
SWK-350^Ω	Social Work Ethics and Decision-Making	4 credits
SWK-355^Ω	Social Welfare Policy and Services	4 credits
SWK-360^Ω	Human Behavior in the Social Environment I	4 credits
SWK-370^Ω	Human Behavior in the Social Environment II	4 credits
SWK-420^Ω	Trauma-Informed Care	4 credits

SWK-430	Methods of Research in Social Work	4 credits
SWK-450^Ω	Program Management and Leadership in Social Work	4 credits
SWK-455^Ω	Generalist Social Work Practice I: Working with Individuals and Systems	4 credits
SWK-460^Ω	Generalist Social Work Practice II: Groups, Communities, and Organizations	4 credits
SWK-465^Ω	Case Management	4 credits
SWK-470^Ω	Field Instruction I	4 credits
SWK-480^Ω	Field Instruction II	4 credits
SWK-490^Ω	Social Work Capstone	4 credits

Social Work Major	72 credits
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Master of Education in School Counseling (IL)

(Initial Program—Leads to Licensure)

Grand Canyon University's Master of Education in School Counseling (IL) program is designed for any individual with a bachelor's degree interested in seeking certification as a school guidance counselor. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize strengths that the candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in child and adolescent development, counseling theory, group counseling, career and college counseling, trauma and psychopathology. Candidates gain knowledge and skills necessary to be effective counseling practitioners in PK-12 settings, working with students, parents, and school personnel to address the academic, social, and emotional needs of students. Graduates of this program are prepared to apply brief counseling, child and adolescent development theories, and research to school practice. This program is informed by the American School Counseling Association (ASCA) National Model. Candidates must have access to pre-approved PK-12 schools to complete program requirements. This program includes 25 field experience hours, 100 practicum hours, and 600 internship hours, for a total of 725 hours.

Degree Requirements

SCN-501^Ω	Introduction to Graduate Studies and Foundations of School Counseling	3 credits
CNL-505^Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500^Ω	Theories and Models of Counseling	3 credits
CNL-515^Ω	Counseling Skills	3 credits
CNL-509^Ω	Counseling the Culturally Diverse	3 credits
SCN-505^Ω	Organization and Administration of a School Counseling Program	3 credits
SCN-600^Ω	School Counseling Practicum	3 credits
CNL-520^Ω	Group Counseling	3 credits
CNL-518^Ω	Lifespan and Development	3 credits
SCN-510^Ω	Counseling for College and Career	3 credits
SCN-605^Ω	School Counseling Internship I	3 credits
CNL-540^Ω	Research Methods and Program Evaluation	3 credits

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

SCN-610 ^Ω	Contemporary Issues in School Counseling	3 credits
PCN-670 ^Ω	Development through Childhood and Adolescence	3 credits
PCN-673 ^Ω	Developmental Disabilities	3 credits
SCN-615 ^Ω	School Counseling Internship II	3 credits
PCN-672 ^Ω	Childhood and Adolescent Trauma	3 credits
PCN-671 ^Ω	Psychopathology and Treatment of Children and Adolescence	3 credits
SCN-620 ^Ω	Educational Tests and Measurements	3 credits
SCN-625 ^Ω	School Counseling Internship III	3 credits
Master of Education in School Counseling		60 credits
Total Practicum/Field Experience Hours		725 hours

Master of Public Administration with an Emphasis in Government and Policy

Grand Canyon University's Master of Public Administration with an Emphasis in Government and Policy program prepares students for careers in the public sector. The program is targeted at individuals working or desirous of finding employment in all levels of government, health care administration, and other quasi- and/or non-governmental organizations. The coursework gives students the opportunity to apply administrative skills in the areas of leadership, human capital development, policy, and governance within a public sector environment. Students will be challenged to identify and provide solutions for the unique issues facing public sector organizations today. This emphasis pays special attention to the government and policy fields.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
ADM-624	Public Governance	4 credits
ADM-530	Public and Nonprofit Administration	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
ADM-560	Influence, Power, and Politics in Public Administration	4 credits
ADM-620	Leading Public Organizations	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
ADM-634	Policy Studies	4 credits
ADM-614	Economics for Public Administrators	4 credits
ADM-640	Program Evaluation	4 credits
Master of Public Administration with an Emphasis in Government and Policy		38 credits

Master of Public Administration with an Emphasis in Health Care Management

Grand Canyon University's Master of Public Administration prepares students for careers in the public sector. The program is targeted at individuals working or desirous of finding employment in all levels of government, health care administration, and other quasi- and/or non-governmental organizations. The coursework gives students the opportunity to apply administrative skills in the areas of leadership, human capital development, policy, and governance within a public

sector environment. Students will be challenged to identify and provide solutions for the unique issues facing public sector organizations today. This program offers two emphasis areas from which students can choose: health care management and government and policy.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
ADM-624	Public Governance	4 credits
ADM-530	Public and Nonprofit Administration	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
ADM-560	Influence, Power, and Politics in Public Administration	4 credits
ADM-620	Leading Public Organizations	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HCA-530	Health Care Policies and Economics	4 credits
ADM-645	Strategic Planning and Program Evaluation in Healthcare	4 credits

Master of Public Administration with an Emphasis in Health Care Management		38 credits
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Master of Public Administration with an Emphasis in Nonprofit Management

Grand Canyon University's Master of Public Administration with an Emphasis in Nonprofit Management prepares students for careers in the public sector. The program is targeted at individuals working or desirous of finding employment in all levels of government and other not-for-profit organizations. The coursework gives students the opportunity to apply administrative skills in the areas of leadership, human capital development, policy, and governance within a public sector environment. Students will be challenged to identify and provide solutions for the unique issues facing public and nonprofit sector organizations today.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
ADM-624	Public Governance	4 credits
ADM-530	Public and Nonprofit Administration	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
ADM-560	Influence, Power, and Politics in Public Administration	4 credits
ADM-620	Leading Public Organizations	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
ADM-630	Introduction to Nonprofit and NGO Sector	4 credits
ADM-638	Fundamentals of Community Development	4 credits
ADM-641	Funding and Program Evaluation of Nonprofit Organizations	4 credits

Master of Public Administration with an Emphasis in Nonprofit Management		38 credits
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^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Master of Science in Addiction Counseling

The Master of Science in Addiction Counseling degree is designed to meet the needs of learners who wish to pursue careers as addiction counseling professionals. This degree prepares students to treat substance abuse/dependency disorders.

The demand for licensed addiction counselors is expected to grow in both the public and private sectors in the foreseeable future. A Master's degree is a required step for individuals seeking the highest level of licensing and/or certification in many states. Graduates from the GCU program of study are prepared to meet the academic requirements for licensure in Arizona as a:

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

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

Degree Requirements

UNV-502^Ω	Introduction to Graduate Studies in the Health Sciences	2 credits
PCN-505	Professional Counseling Orientation and Ethics	3 credits
PCN-500	Counseling Theories	3 credits
PCN-501	Introduction to Addictions and Substance Use Disorders	3 credits
PCN-520	Group Counseling Theory and Practice	3 credits
PCN-509	Social and Cultural Diversity Issues in Counseling	3 credits
PCN-527	Psychopharmacology and Addictions	3 credits
PCN-529	Co-Occurring Disorders	3 credits
PCN-531	Family Issues and Addictive Disorders	3 credits
PCN-610	Diagnostics, Assessment, and Treatment	3 credits
PCN-535	Counseling Chemical Dependency Adolescents	3 credits
PCN-622A^Ω	Pre-Practicum	2 credits
PCN-662A^Ω	Practicum/Internship I	2 credits

Master of Science in Addiction Counseling 36 credits

Students who are Ohio residents must complete the Ohio-specific requirements to meet the standards for certification/licensure in that state, students must take the following courses:

PCN-518	Human Growth and Development	3 credits
PCN-540	Research Methods	3 credits
PCN-605	Psychopathology and Counseling	3 credits
PCN-622B	Pre-Practicum II	2 credits

Master of Science in Christian Counseling of Substance Use and Addictive Disorders

The Master of Science in Christian Counseling of Substance Use and Addictive Disorders degree is for learners who wish to pursue careers as addiction counseling professionals, treating

individuals with substance abuse/dependency disorders and also able to integrate Christian principles into their counseling practice and to apply that knowledge in a counseling setting. With a master's in addiction counseling, graduates may be prepared to own and operate their own counseling clinic or work in a variety of settings including private practice, substance abuse clinics, group practices, and hospital settings. The demand for licensed addiction counselors is expected to grow in both the public and private sectors in the foreseeable future. A master's degree is a required step for individuals seeking the highest level of licensing and/or certification in many states.

The coursework that prepares students for licensure focuses on a variety of topics, including: theories of addiction, drug classification, assessment, and treatment; professional counseling orientation and ethics; counseling theories; group counseling theory and practice; social and cultural diversity issues in counseling; psychopharmacology theories of drug abuse, addiction, and treatment; psychiatric disorders in combination with an alcohol and/or drug abuse disorder; family issues and addictive disorders; diagnostics, assessment and treatment; and counseling chemically dependent adolescents.

Dispersed throughout the curriculum, the student will also take a number of courses that integrate a Christ-centered approach to emotional health, a foundational study of the integration of counseling theory and Christian thought, and a study of spiritual formation, thereby providing supplemental study of spiritual growth for the counselor in life and practice.

A pre-practicum or supervised field work experience concludes the program, under the supervision of a faculty member. Following the pre-practicum, students take part in a supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting.

Graduates from the Grand Canyon University Master of Science in Addiction Counseling program are prepared to meet the academic requirements for licensure in Arizona as a Licensed Associate Substance Abuse Counselor (LASAC) OR a Licensed Independent Substance Abuse Counselor (LISAC). Additionally, program graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state-to-state. It is the students' responsibility to check the licensing/certification requirements in their respective states.

Degree Requirements

UNV-502^Ω	Introduction to Graduate Studies in the Health Sciences	2 credits
PCN-501	Introduction to Addictions and Substance Use Disorders	3 credits
PCN-505	Professional Counseling Orientation and Ethics	3 credits
PCN-500	Counseling Theories	3 credits
PCN-520	Group Counseling Theory and Practice	3 credits
PCN-509	Social and Cultural Diversity Issues in Counseling	3 credits
CCN-601	Biblical Foundations for Counselors: The Story of God	3 credits
CCN-650	Spiritual Formation: Becoming a Healthy Practitioner	3 credits

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

PCN-527	Psychopharmacology and Addictions	3 credits	CNL-540 ^Ω	Research Methods and Program Evaluation	3 credits
PCN-529	Co-occurring Disorders	3 credits	CNL-610 ^Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CCN-655	Biblical Concepts-Healthy Relationships: Forgiveness & Healthy Spirituality	3 credits	CNL-605 ^Ω	Psychopathology	3 credits
PCN-531	Family Issues and Addictive Disorders	3 credits	CNL-644 ^Ω	Assessment of Mental and Emotional Health Status	2 credits
PCN-610	Diagnostics, Assessment, and Treatment	3 credits	CNL-624 ^Ω	Counseling Practicum	2 credits
CCN-675	Integration of Scripture With Counseling Theory	3 credits	CNL-664A ^Ω	Counseling Internship I	4 credits
PCN-535	Counseling Chemical Dependency Adolescents	3 credits	CNL-664B ^Ω	Counseling Internship II	4 credits
PCN-622A ^Ω	Pre-Practicum	2 credits	<hr/>		
PCN-662A ^Ω	Practicum/Internship I	2 credits	Master of Science in Clinical Mental Health Counseling		62 credits
Master of Science in Christian Counseling of Substance Use and Addictive Disorders		48 credits	<i>Students who are Florida, Indiana, Nevada, or Utah residents must complete the Florida, Indiana, Nevada, or Utah specific requirements to meet the standards for certification/licensure in that state. Students must additionally take the following course</i>		
			CNL-664C ^Ω	Counseling Internship III	1 credit

Master of Science in Clinical Mental Health Counseling

Grand Canyon University's Master of Science in Clinical Mental Health Counseling program is designed for students interested in becoming professional counselors. The program's courses were chosen to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by the Arizona Board of Behavioral Health Examiners. A master's degree in counseling is a required step in all 50 states for individuals seeking to become a licensed counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Counselor (LAC)
- Licensed Professional Counselor (LPC)

Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective state.

Degree Requirements

UNV-508 ^Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 ^Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 ^Ω	Theories and Models of Counseling	3 credits
CNL-501 ^Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 ^Ω	Counseling Skills	3 credits
CNL-509 ^Ω	Counseling the Culturally Diverse	3 credits
CNL-520 ^Ω	Group Counseling	3 credits
CNL-527 ^Ω	Principles of Psychopharmacology	3 credits
CNL-530 ^Ω	Human Sexuality and Issues of Aging	3 credits
CNL-518 ^Ω	Lifespan and Development	3 credits
CNL-521 ^Ω	Counseling Couples and Families	3 credits
CNL-545 ^Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 ^Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 ^Ω	Career Counseling	3 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Childhood and Adolescence Disorders

Grand Canyon University's Master of Science in Clinical Mental Health Counseling with an Emphasis in Childhood and Adolescence Disorders program is designed for students interested in becoming professional counselors. The program provides students with the knowledge and skills necessary to identify, assess, and address childhood- and adolescence-related disorders, developmental issues, child-parent-related issues, school and family life, and disorders specified in the DSM. The program's courses were selected to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by Arizona Board of Behavioral Health Examiners. Students are provided with comprehensive training to achieve national certification and licensure in Arizona as a licensed counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Counselor (LAC)
- Licensed Professional Counselor (LPC)

Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective state.

Degree Requirements

UNV-508 ^Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 ^Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 ^Ω	Theories and Models of Counseling	3 credits
CNL-501 ^Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 ^Ω	Counseling Skills	3 credits
CNL-509 ^Ω	Counseling the Culturally Diverse	3 credits
CNL-520 ^Ω	Group Counseling	3 credits
CNL-527 ^Ω	Principles of Psychopharmacology	3 credits
CNL-530 ^Ω	Human Sexuality and Issues of Aging	3 credits

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

CNL-518 ^Ω	Lifespan and Development	3 credits
CNL-521 ^Ω	Counseling Couples and Families	3 credits
CNL-545 ^Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 ^Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 ^Ω	Career Counseling	3 credits
CNL-540 ^Ω	Research Methods and Program Evaluation	3 credits
CNL-610 ^Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CNL-605 ^Ω	Psychopathology	3 credits
CNL-644 ^Ω	Assessment of Mental and Emotional Health Status	2 credits
PCN-670	Development through Childhood and Adolescence	3 credits
PCN-673	Developmental Disabilities	3 credits
PCN-672	Childhood and Adolescent Trauma	3 credits
PCN-671	Psychopathology and Treatment of Children and Adolescence	3 credits
CNL-624 ^Ω	Counseling Practicum	2 credits
CNL-664A ^Ω	Counseling Internship I	4 credits
CNL-664B ^Ω	Counseling Internship II	4 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Childhood and Adolescence Disorders 74 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Christian Counseling

Grand Canyon University's Master of Science in Clinical Mental Health Counseling with an Emphasis in Christian Counseling program is designed for students interested in becoming professional counselors who are able to integrate Christian principles into their counseling practice and to apply that knowledge in a counseling setting. The program provides students with the knowledge and skills necessary for counseling clients experiencing a variety of psychological, social, behavioral, and emotional issues. This program is designed to prepare students for careers as clinical mental health counselors. Graduates may also be qualified to provide counseling services to clients with substance use issues and marital and family issues. Students will take a number of courses that integrate a Christ-centered approach to emotional health, a foundational study of the integration of counseling theory and Christian thought, and a study of spiritual formation, thereby providing a supplemental study of spiritual growth for the counselor in life and practice. The program's courses were selected to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by Arizona Board of Behavioral Health Examiners. A master's degree in counseling is a required step in all 50 states, for individuals seeking to become a licensed counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a:

Licensed Associate Counselor (LAC) •

Licensed Professional Counselor (LPC) Licensing and/or certification requirements may vary from state to state. It

is the students' responsibility to check the licensing/certification requirements in their respective states.

Degree Requirements

UNV-508 ^Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 ^Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 ^Ω	Theories and Models of Counseling	3 credits
CNL-501 ^Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 ^Ω	Counseling Skills	3 credits
CNL-509 ^Ω	Counseling the Culturally Diverse	3 credits
CNL-520 ^Ω	Group Counseling	3 credits
CNL-527 ^Ω	Principles of Psychopharmacology	3 credits
CNL-530 ^Ω	Human Sexuality and Issues of Aging	3 credits
CNL-518 ^Ω	Lifespan and Development	3 credits
CNL-521 ^Ω	Counseling Couples and Families	3 credits
CNL-545 ^Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 ^Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 ^Ω	Career Counseling	3 credits
CNL-540 ^Ω	Research Methods and Program Evaluation	3 credits
CNL-610 ^Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CNL-605 ^Ω	Psychopathology	3 credits
CNL-644 ^Ω	Assessment of Mental and Emotional Health Status	2 credits
CCN-601	Biblical Foundations for Counselors: The Story of God	3 credits
CCN-650	Spiritual Formation: Becoming a Healthy Practitioner	3 credits
CCN-655	Biblical Concepts-Healthy Relationships: Forgiveness & Healthy Spirituality	3 credits
CCN-675	Integration of Scripture with Counseling Theory	3 credits
CNL-624 ^Ω	Counseling Practicum	2 credits
CNL-664A ^Ω	Counseling Internship I	4 credits
CNL-664B ^Ω	Counseling Internship II	4 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Christian Counseling 74 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Marriage and Family Therapy

Grand Canyon University's Master of Science in Clinical Mental Health Counseling with an Emphasis in Marriage and Family Therapy program is designed for students interested in becoming professional counselors. The program provides students with the knowledge and skills necessary to identify, assess, and address marriage- and family-related issues, including, but not limited to, communication issues, parent-child relationship, different family dynamics, and couple's issues. The program's courses were

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

selected to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by Arizona Board of Behavioral Health Examiners. Students are provided with comprehensive training to achieve national certification and licensure in Arizona as a licensed counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Counselor (LAC)
- Licensed Professional Counselor (LPC)

This degree does not lead to marriage and family licensure. Students are encouraged to review their marriage and family board licensure to see licensure requirements.

Degree Requirements

UNV-508 ^Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 ^Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 ^Ω	Theories and Models of Counseling	3 credits
CNL-501 ^Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 ^Ω	Counseling Skills	3 credits
CNL-509 ^Ω	Counseling the Culturally Diverse	3 credits
CNL-520 ^Ω	Group Counseling	3 credits
CNL-527 ^Ω	Principles of Psychopharmacology	3 credits
CNL-530 ^Ω	Human Sexuality and Issues of Aging	3 credits
CNL-518 ^Ω	Lifespan and Development	3 credits
CNL-521 ^Ω	Counseling Couples and Families	3 credits
CNL-545 ^Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 ^Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 ^Ω	Career Counseling	3 credits
CNL-540 ^Ω	Research Methods and Program Evaluation	3 credits
CNL-610 ^Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CNL-605 ^Ω	Psychopathology	3 credits
CNL-644 ^Ω	Assessment of Mental and Emotional Health Status	2 credits
MFT-526	Advanced Family Systems Theory	3 credits
MFT-621	Couples and Family Dynamics: Systemic Perspectives	3 credits
MFT-620	Diversity in Family Systems	3 credits
MFT-532	Family Systems and Addictive Disorders	3 credits
CNL-624 ^Ω	Counseling Practicum	2 credits
CNL-664A ^Ω	Counseling Internship I	4 credits
CNL-664B ^Ω	Counseling Internship II	4 credits
Master of Science in Clinical Mental Health Counseling with an Emphasis in Marriage and Family Therapy		74 credits

Master of Science in Clinical Mental Health Counseling with an Emphasis in Trauma

Grand Canyon University's Master of Science in Clinical Mental Health Counseling with an Emphasis in Trauma program is designed for students interested in becoming professional counselors. The program prepares students to understand, assess, and treat developmental, childhood, and adulthood trauma-related disorders. This program offers students an exhaustive study of human behavior and trauma-informed care. The program's courses were selected to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC), the Certified Clinical Mental Health Counselor credential (CCMHC), and by Arizona Board of Behavioral Health Examiners. Students are provided with comprehensive training to achieve national certification and licensure in Arizona as a Licensed Professional Counselor. This program of study is designed to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Counselor (LAC)
- Licensed Professional Counselor (LPC)

Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective state.

Degree Requirements

UNV-508 ^Ω	Introduction to Graduate Studies in Counseling	2 credits
CNL-505 ^Ω	Professional Counseling, Ethical, and Legal Considerations	3 credits
CNL-500 ^Ω	Theories and Models of Counseling	3 credits
CNL-501 ^Ω	Substance Use Disorders and Addictions	3 credits
CNL-515 ^Ω	Counseling Skills	3 credits
CNL-509 ^Ω	Counseling the Culturally Diverse	3 credits
CNL-520 ^Ω	Group Counseling	3 credits
CNL-527 ^Ω	Principles of Psychopharmacology	3 credits
CNL-530 ^Ω	Human Sexuality and Issues of Aging	3 credits
CNL-518 ^Ω	Lifespan and Development	3 credits
CNL-521 ^Ω	Counseling Couples and Families	3 credits
CNL-545 ^Ω	Abuse, Crisis, and Trauma Counseling	3 credits
CNL-523 ^Ω	Assessment, Tests, and Measurements	3 credits
CNL-525 ^Ω	Career Counseling	3 credits
CNL-540 ^Ω	Research Methods and Program Evaluation	3 credits
CNL-610 ^Ω	Clinical Assessment, Diagnosis, and Treatment	3 credits
CNL-605 ^Ω	Psychopathology	3 credits
CNL-644 ^Ω	Assessment of Mental and Emotional Health Status	2 credits
PCN-680	Theoretical Foundations of Trauma Assessment, Diagnosis, and Treatment	3 credits
PCN-682	Relational Trauma: History and Treatment Issues	3 credits
PCN-683	Working with Developmental Trauma	3 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

PCN-681	Community and Global Disaster Response	3 credits
CNL-624 ^Ω	Counseling Practicum	2 credits
CNL-664A ^Ω	Counseling Internship I	4 credits
CNL-664B ^Ω	Counseling Internship II	4 credits
Master of Science in Clinical Mental Health Counseling with an Emphasis in Trauma		74 credits

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

Grand Canyon University's Master of Science in Criminal Justice with an Emphasis in Law Enforcement is designed for students seeking to expand their understanding of the law, social order, and justice. This program is particularly suited to law enforcement personnel who wish to advance in their field, as well as corrections, probation, and parole officers; law clerks; and other decision makers who address questions of public policy, social research, and administration of justice in the public sphere. The application of strategic planning and funding initiatives for justice organizations is also emphasized.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
JUS-506	Criminal Behavior Analysis	4 credits
JUS-620	Exploration of Law and Public Policy	4 credits
JUS-522	Ethics and Decision Making	4 credits
JUS-510	Research Methods	4 credits
JUS-515	Organizational Behavior and Leadership	4 credits
JUS-632	Crime Prevention and Public Relations	4 credits
JUS-636	Crime Analysis and Case Management	4 credits
JUS-640	Advanced Crime Analysis	4 credits
JUS-650	Strategic Analysis and Organizational Planning	4 credits
Master of Science in Criminal Justice with an Emphasis in Law Enforcement		38 credits

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

Grand Canyon University's Master of Science in Criminal Justice with an Emphasis in Legal Studies is designed for students seeking to expand their understanding of the law, social order, and justice. This program is particularly suited to law enforcement personnel and other decision makers who address questions of public policy, social research, and administration of justice in the public sphere. This program also prepares students to work with legal concepts where in-depth analysis of law is required.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
JUS-506	Criminal Behavior Analysis	4 credits
JUS-620	Exploration of Law and Public Policy	4 credits
JUS-522	Ethics and Decision Making	4 credits

JUS-510	Research Methods	4 credits
JUS-515	Organizational Behavior and Leadership	4 credits
JUS-631	Exploration of Constitutional Criminal Law	4 credits
JUS-635	Legal Research	4 credits
JUS-641	Legal Communication	4 credits
JUS-655	Strategies for Funding and Effective Consulting	4 credits

Master of Science in Criminal Justice with an Emphasis in Legal Studies	38 credits
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Master of Science in Mental Health and Wellness

Grand Canyon University's Master of Science in Mental Health and Wellness degree exposes students to the influence of biological factors, life experience, and family history on mental health and wellness. This degree also allows students to explore areas of human nature, including cognitive, biopsychosocial, and spiritual factors, and social motivations. Students explore concepts of leadership, culture, advocacy, ethics, human development, and psychopathology. Students also become familiar with research and best practices of mental health and wellness as it relates to human resiliency, recovery, and daily functioning. This degree does not lead to licensure.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
PSY-650	Human Development	4 credits
MHW-520	Group Dynamics	4 credits
PSY-664	Community Health	4 credits
MHW-630	Documentation, Research, and Information Literacy in Mental Health and Wellness	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649 ^Ω	Mental Health and Wellness Capstone	4 credits

Master of Science in Mental Health and Wellness	34 credits
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Master of Science in Mental Health and Wellness with an Emphasis in Christian Ministry

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Christian Ministry offers a foundation in biblical knowledge and theological wisdom to serve individuals who are seeking support and encouragement within a Christian framework. Students develop a deep understanding of the gospel to discuss relevant issues from a Christian perspective. This includes an exploration of spiritual health, growth, and character development for the caregiver in life and practice. They explore human nature, including cognitive, behavioral, interpersonal, mental, social, and spiritual motivations. Students also become familiar with research and best practices of mental health and wellness as it relates to human resiliency, recovery, and daily functioning. This degree does not lead to licensure.

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

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
MHW-511	Mental Health, the Biblical Narrative, and Christian Theology	4 credits
MHW-521	Integrating Psychology and Christian Theology	4 credits
MHW-631	Spiritual Formation, Identity, and Wellness	4 credits
MHW-641	Mental Health Issues in Ministry	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649^Ω	Mental Health and Wellness Capstone	4 credits
Master of Science in Mental Health and Wellness with an Emphasis in Christian Ministry		34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Community Mental Health Administration

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Community Mental Health Administration is designed for students interested in learning program planning and development, including policies and procedures, working with budgets, and learning leadership skills to apply in an administration role. Students who obtain this degree may be prepared to work in churches, hospitals, community-based organizations, and settings that provide social services. This degree also allows students to integrate mental health and wellness principles in a leadership role. Students explore concepts of effective communication, motivation, supervisory skills, culture, advocacy, ethics, and personal and professional development. Students also become familiar with research and best practices of mental health and wellness in an administration role. This degree does not lead to licensure.

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
ADM-624	Public Governance	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
ADM-614	Economics for Public Administrators	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649^Ω	Mental Health and Wellness Capstone	4 credits
Master of Science in Mental Health and Wellness with an Emphasis in Community Mental Health Administration		34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Family Dynamics

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Family Dynamics is designed for those students who would like to work with families and various community settings, promoting mental health and wellness. Students who obtain this degree may be prepared to work in schools, churches, hospitals, community-based organizations, and settings that provide comprehensive children and family services. This degree also allows students to explore areas of human nature, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, family dynamics, and social motivations. Students explore concepts of culture, advocacy, ethics, human development, and psychopathology. Students also become familiar with research and best practices of mental health and wellness as it relates to family dynamics and systems. This degree does not lead to licensure.

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
MHW-512	Introduction to Family Dynamics & Systems	4 credits
MHW-522	Family Development	4 credits
MHW-632	Parenting	4 credits
MHW-642	Families in Contemporary Society	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649^Ω	Mental Health and Wellness Capstone	4 credits

Master of Science in Mental Health and Wellness with an Emphasis in Family Dynamics 34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Grief and Bereavement

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Grief and Bereavement is designed to allow students to gain knowledge and understanding of dying, death, loss, and bereavement within the context of mental health and wellness. Students who obtain this degree may be prepared to work in hospice, churches, hospitals, community-based organizations, and settings that provide comprehensive grief and bereavement services. This degree also allows students to explore areas of human nature, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, family, and social dynamics. Students explore concepts of culture, advocacy, ethics, human development, and psychopathology as they relate to loss and bereavement. Students also become familiar with research and best practices of mental health and wellness when working with the bereaved. This degree does not lead to licensure.

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits

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

MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
MHW-513	Grief and Bereavement Theory and Practice	4 credits
MHW-523	Journey of the Bereaved	4 credits
PSY-631	Death and Dying	4 credits
MHW-643	Death & Dying: The Influences of Cultural, Spiritual & Sociological Factors	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649 ^Ω	Mental Health and Wellness Capstone	4 credits

Master of Science in Mental Health and Wellness with an Emphasis in Grief and Bereavement 34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Integrated Health

Grand Canyon University's Master of Science in Mental Health and Wellness with an Emphasis in Integrated Health program introduces students to theory, knowledge, and appropriate strategies utilized within the field of integrated healthcare practices. In this program, students discuss integrated health program assessment, development, and implementation and are exposed to the therapeutic relationship between patients and practitioners. This program prepares students to assist, promote, and advocate for patient accessibility within integrated health services. Students explore areas of human nature, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, and social motivations. Students explore concepts of culture diversity, advocacy, ethics, human development, and the connection between mental and physical health. Students become familiar with research and best practices of mental health and wellness as it relates to human resiliency, recovery, and functioning within an integrated health focused environment. This degree does not lead to licensure.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
PSY-662	Health and Wellness	4 credits
MHW-630	Documentation, Research, & Information Literacy in Mental Health & Wellness	4 credits
MHW-642	Families in Contemporary Society	4 credits
MHW-644	Community Program Development, Implementation, and Evaluation	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649 ^Ω	Mental Health and Wellness Capstone	4 credits

Master of Science in Mental Health and Wellness with an Emphasis in Integrated Health 34 credits

Master of Science in Mental Health and Wellness with an Emphasis in Prevention

Grand Canyon University's Master of Science in Mental Health and Wellness degree with an Emphasis in Prevention is designed for those students who would like to promote prevention through a variety of modalities within mental health and wellness.

Students who obtain this degree may be prepared to work in schools, churches, hospitals, community-based organizations, and settings that provide comprehensive prevention services. This degree also allows students to explore areas of human nature, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, and social motivations. Students explore concepts of culture, advocacy, ethics, human development, and psychopathology. Students also become familiar with research and best practices of mental health and wellness as it relates to the promotion of health and wellness, human resiliency, recovery, and functioning. This degree does not lead to licensure.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
MHW-501	Introduction to Mental Health and Wellness	4 credits
MHW-510	Ethics and Cultural Diversity in Mental Health and Wellness	4 credits
MHW-514	Introduction to Prevention Science	4 credits
MHW-524	Prevention Throughout the Lifespan	4 credits
MHW-634	Specific Prevention Topics	4 credits
MHW-644	Community Program Development, Implementation, and Evaluation	4 credits
MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
MHW-649 ^Ω	Mental Health and Wellness Capstone	4 credits

Master of Science in Mental Health and Wellness with an Emphasis in Prevention 34 credits

Master of Science in Psychology with an Emphasis in Forensic Psychology

The Master of Science in Psychology with an Emphasis in Forensic Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The program provides a comprehensive, rigorous, and analytic study of crime and society's responses to it. A focus is placed on the application of theory and research methods in the development of initiatives, policies, and practice. Students will develop a strong understanding and development of criminal justice ethics, issues of diversity, critical thinking, analytic, and leadership skills.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-620	Theories of Criminal Behavior	4 credits
PSY-621	Psychology and the Legal System	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-550 ^Ω	Research Methods	4 credits

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

PSY-622	Psychopathology of Crime	4 credits
PSY-623	Offender Rehabilitation and Reintegration	4 credits
PSY-693 ^Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in Forensic Psychology		36 credits

Master of Science in Psychology with an Emphasis in General Psychology

The Master of Science in Psychology with an Emphasis in General Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology or related fields. Masters in psychology graduates seek careers working in a variety of settings including non-profit and for profit organizations. With a focus on the development of critical thinking and leadership qualities, graduates can impact others through leadership, action research, and introduction of programmatic community changes whether they are acting from the perspective of teachers, practitioners, or researchers. This program focuses on topics that include: contemporary and ethical issues in psychology; learning, cognition, and motivation; statistics; human development; research methods; health psychology; social and cultural psychology; and psychopathology. The program concludes with a capstone course that involves a research proposal.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-560	Learning, Cognition, and Motivation	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-650	Human Development	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-660	Health Psychology	4 credits
PSY-550	Research Methods	4 credits
PSY-570	Psychopathology	4 credits
PSY-693 ^Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in General Psychology		36 credits

Master of Science in Psychology with an Emphasis in GeroPsychology

The Master of Science in Psychology with an Emphasis in GeroPsychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Geropsychology is a specialized field in psychology focusing on psychological and neurological aspects of aging. Student pursuing a Master's degree with an emphasis in geropsychology will apply theory and research practices to lead and influence change psychological care provided to the elderly. Exploration between the body and the mind will be explored so that interventions can be presented, which will inspire positive change. Topics of focus will include assisting aging adults to cope with anxiety, depression, and physical debilities associated with the process of aging. Graduates will be prepared to conduct research on diseases related to aging such as dementia.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-630	Sociology of Aging	4 credits
PSY-631	Death and Dying	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-550 ^Ω	Research Methods	4 credits
PSY-632	Physical Health and the Biology of Aging	4 credits
PSY-633	Psychological, and Emotional, and Spiritual Aspects of Aging	4 credits
PSY-693 ^Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in GeroPsychology		36 credits

Master of Science in Psychology with an Emphasis in Health Psychology

The Master of Science in Psychology with an Emphasis in Health Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The Master's degree with an emphasis in health psychology focuses on psychological, biological and social factors influencing health and illness. Students pursuing a Master's degree with an emphasis in Health Psychology will assist individuals or groups in preventing illness and promoting healthy behaviors. Theory and research practices will be presented to prepare graduates to lead and influence change health among diverse communities. Exploration between the body and the mind will be explored so that interventions can be presented which will inspire positive change. Stress, nutrition, complementary and alternative medical approaches, eating disorders, medical compliance, and pain management are topics of interest, which will be explored in regards to how they affect health and illness. Graduates will be prepared to conduct research and work in a variety of settings including hospitals, universities, private corporations, government settings, private agencies, and health care clinics.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-661	Promotion of Health Behaviors	4 credits
PSY-662	Health and Wellness	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-550 ^Ω	Research Methods	4 credits
PSY-664	Community Health	4 credits
PSY-663	Future of Health Psychology	4 credits
PSY-693 ^Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in Health Psychology		36 credits

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

Master of Science in Psychology with an Emphasis in Human Factors Psychology

The Master of Science in Psychology with an Emphasis in Human Factors Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Human Factors Psychology is the merging of the fields of psychology and engineering. It is the scientific discipline concerned with the understanding of interactions among humans and other elements of a system. This profession applies research, theory, principles, data, and other methods to design in order to optimize overall system performance. This field strives to make technology easier and safer for people to use and to improve everyday life. Areas that Human Factors Psychologist's specialize in include; human computer interaction, usability, user experience design and product design. Individuals in Human Factors work in a variety of settings including government, all branches of the armed services, universities, and private technology driven companies, specializing in hardware and software product and systems.

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-580	Foundations of Human Factors	4 credits
PSY-581	Sensation and Perception	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-550^Ω	Research Methods	4 credits
PSY-582	Software	4 credits
PSY-583	Cognition	4 credits
PSY-693^Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in Human Factors Psychology		36 credits

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

The Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Though the work environments and job titles vary widely, oftentimes individuals with a degree in industrial and organizational psychology pursue careers as consultants and academicians.

In the master's in industrial organizational psychology program, students will study the principles of psychology in order to gain an understanding of why people act the way they do in the workplace, allowing them to better predict employer behavior. A strong focus is placed on producing usable data regarding workplace performance in order to offer recommendations to management.

Other topics included in the Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology are: contemporary and ethical issues in psychology, industrial/organizational psychology, statistics, organizational behavior and development, research methods, strategies for effective leadership and consultation, social and cultural

psychology, and principles of personnel and human resource management.

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-565	Industrial/Organizational Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-575	Organizational Behavior and Development	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-655	Strategies for Effective Leadership and Consultation	4 credits
PSY-550	Research Methods	4 credits
PSY-665	Principles of Personnel and Human Resource Management	4 credits
PSY-693^Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology		36 credits

Master of Science in Psychology with an Emphasis in Life Coaching

The Master of Science in Psychology with an Emphasis in Life Coaching is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Life Coaching is an emerging field that involves and integrates areas of sociology, psychology and counseling. Student's pursuing a Master's degree in Psychology with an emphasis in Life Coaching will learn the skills necessary to assist others in facilitating change in their lives and include techniques and strategies related to helping others fulfill their personal and professional potential. Employment prospects in this area include working with a range of diverse individuals, groups and professional organizations. Building a business, utilizing resources to change careers, learning to create and sustain balance in one's life as well as growing and enhancing motivation levels are just a few of themes that a graduate from this program will master. Important topics in this field of study include advanced rapport building and communication strategies, identifying maladaptive cognitions, exploration of theories and models of effective leadership, interviewing and observational techniques as well as data analysis. The program prepares graduates for a non-licensed, helping profession beyond completion of the program.

Degree Requirements

UNV-503^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY-510	Contemporary and Ethical Issues in Psychology	4 credits
PSY-530	Social and Cultural Psychology	4 credits
PSY-610	Introduction to Coaching	4 credits
PSY-611	Individual Coaching	4 credits
PSY-520	Graduate Statistics	4 credits
PSY-550	Research Methods	4 credits

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

PSY-612	Business and Organization Coaching	4 credits
PSY-613	Assessment/Facilitation	4 credits
PSY-693 ^Ω	Professional Capstone	2 credits
Master of Science in Psychology with an Emphasis in Life Coaching		36 credits

Master of Science in Sociology with an Emphasis in Education

Grand Canyon University's Master of Science in Sociology with an Emphasis in Education prepares students for teaching undergraduate courses at the 2-year or 4-year institution in both ground and online modalities. Balancing sociology content with pedagogy and classroom techniques, this unique program offers a pathway to obtaining advanced training in the field of sociology while satisfying the requirements for ongoing professional development. Graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the post-secondary level.

Degree Requirements

UNV-503 ^Ω	Introduction to Graduate Studies in the Liberal Arts	2 credits
SOC-502	Sociology Today	4 credits
SOC-500	Social Theory	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
SOC-505	Sociology of the Family	4 credits
SOC-510	Stratification from Global Perspectives	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
SOC-515	Social Change and Development	4 credits
SOC-520	Sociology and Pedagogy in the University	4 credits
Master of Science in Sociology with an Emphasis in Education		34 credits

Master of Social Work

Grand Canyon University's Master of Social Work (MSW) program is designed to prepare students to gain knowledge and skills to apply social work principles, values, and ethics when working with individuals, families, and communities on various social and behavioral health issues with an Advanced Generalist Social Work practice focus. Students in the MSW Program are prepared to actively engage in social justice issues affecting diverse individuals, families, communities, and organizations, employing evidence-based practice, strategies, and interventions. This program has been developed, adhering to the social work standards and competencies established by the Council on Social Work Education (CSWE).

Degree Requirements

UNV-510 ^Ω	Introduction to Graduate Studies in Social Work	2 credits
SWK-516 ^Ω	Human Behavior in the Social Environment I	3 credits
SWK-520 ^Ω	Social Welfare Policy and Services	3 credits
SWK-525 ^Ω	Generalist Social Work Practice I: Working With Individuals and Systems	3 credits

SWK-530 ^Ω	Diversity and Social Justice in Social Work	3 credits
SWK-535 ^Ω	Field Instruction I	4 credits
SWK-541 ^Ω	Human Behavior in the Social Environment II	3 credits
SWK-545 ^Ω	Generalist Social Work Practice II: Groups, Communities, and Organizations	3 credits
SWK-550 ^Ω	Field Instruction II	4 credits
SWK-555 ^Ω	Methods of Research in Social Work I	3 credits
SWK-600 ^Ω	Psychopathology and the Role of the Social Worker	3 credits
SWK-601 ^Ω	Social Work Advocacy	3 credits
SWK-610 ^Ω	Advanced Social Work Practice Skills I: Individuals and Families	3 credits
SWK-620 ^Ω	Field Instruction III	4 credits
SWK-625 ^Ω	Evidence Based Practice in Social Work	3 credits
SWK-640 ^Ω	Advanced Social Work Practice Skills II: Groups	3 credits
SWK-641 ^Ω	Advanced Social Work Practice Skills III: Organizations and Communities	3 credits
SWK-635 ^Ω	Field Instruction IV	4 credits
SWK-645 ^Ω	Methods of Research in Social Work II	3 credits
SWK-690 ^Ω	Social Work Capstone	2 credits
Master of Social Work		62 credits

Master of Social Work (Advanced Standing)

Grand Canyon University's Master of Social Work (MSW) (Advanced Standing) program is a specialized, Advanced Generalist program for students who have completed a Bachelor of Social Work (BSW) degree from a Council on Social Work Education (CSWE) accredited program. The MSW (Advanced Standing) program is designed to build upon the knowledge and skills developed during the BSW education and applies advanced application of social work theory, practice, and social work ethics when working with individuals, families, groups, organizations, and communities on various social and behavioral health issues. Students in the MSW (Advanced Standing) program will be prepared to actively engage in social justice issues affecting each system level, employing evidence-based practice strategies and interventions through this Advanced Generalist specialization. This program has been developed, adhering to the social work standards and competencies established by the CSWE.

Degree Requirements

UNV-605 ^Ω	Introduction to Graduate Studies in Advanced Standing Social Work	2 credits
SWK-600 ^Ω	Psychopathology and the Role of the Social Worker	3 credits
SWK-601 ^Ω	Social Work Advocacy	3 credits
SWK-610 ^Ω	Advanced Social Work Practice Skills I: Individuals and Families	3 credits
SWK-621 ^Ω	Advanced Standing Field Instruction I	4 credits
SWK-625 ^Ω	Evidence Based Practice in Social Work	3 credits

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

SWK-640^Ω	Advanced Social Work Practice Skills II: Groups	3 credits
SWK-641^Ω	Advanced Social Work Practice Skills III: Organizations and Communities	3 credits
SWK-636^Ω	Advanced Standing Field Instruction II	4 credits
SWK-645^Ω	Methods of Research in Social Work II	3 credits
SWK-690^Ω	Social Work Capstone	2 credits
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Master of Social Work (Advanced Standing)		33 credits

Graduate Certificate of Completion in Christian Counseling

Grand Canyon University's Graduate Certificate of Completion in Christian Counseling offers an introduction to counseling theory within a Christian worldview. Students will take courses that integrate a Christ-centered approach to emotional and behavioral health difficulties. This certificate introduces students to the counseling field, which includes the integration of counseling theory, Christian worldview, and the study of spiritual formation. This certificate also offers an exploration of spiritual health for the helping professional. This certificate does not lead to certification or licensure.

Degree Requirements

CCN-601	Biblical Foundations for Counselors: The Story of God	3 credits
CCN-650	Spiritual Formation: Becoming a Healthy Practitioner	3 credits
CCN-655	Biblical Concepts-Healthy Relationships: Forgiveness & Healthy Spirituality	3 credits
CCN-675	Integration of Scripture with Counseling Theory	3 credits
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Graduate Certificate of Completion in Christian Counseling		12 credits

Graduate Certificate of Completion in Forensic Psychology

The Graduate Certificate of Completion in Forensic Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The program provides a comprehensive, rigorous, and analytic study of crime and society's responses to it. A focus is placed on the application of theory and research methods in the development of initiatives, policies, and practice. Students will develop a strong understanding and development of criminal justice ethics, issues of diversity, critical thinking, analytic, and leadership skills.

Degree Requirements

PSY-620	Theories of Criminal Behavior	4 credits
PSY-621	Psychology and the Legal System	4 credits
PSY-622	Psychopathology of Crime	4 credits
PSY-623	Offender Rehabilitation and Reintegration	4 credits
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Graduate Certificate of Completion in Forensic Psychology		16 credits

Graduate Certificate of Completion in GeroPsychology

The Graduate Certificate of Completion in GeroPsychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. GeroPsychology is a specialized field in psychology focusing on psychological and neurological aspects of aging. Student pursuing a graduate-level certificate in geropsychology will apply theory and research practices to lead and influence change psychological care provided to the elderly. Exploration between the body and the mind will be explored so that interventions can be presented, which will inspire positive change. Topics of focus will include assisting aging adults to cope with anxiety, depression, and physical debilities associated with the process of aging. Graduates will be prepared to conduct research on diseases related to aging such as dementia.

Degree Requirements

PSY-630	Sociology of Aging	4 credits
PSY-631	Death and Dying	4 credits
PSY-632	Physical Health and the Biology of the Aging	4 credits
PSY-633	Psychological, and Emotional, and Spiritual Aspects of Aging	4 credits

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Graduate Certificate of Completion in GeroPsychology		16 credits

Graduate Certificate of Completion in Health Psychology

The Graduate Certificate of Completion in Health Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The certificate program focuses on psychological, biological and social factors influencing health and illness. Students pursuing a graduate-level certificate will assist individuals or groups in preventing illness and promoting healthy behaviors. Theory and research practices will be presented to prepare graduates to lead and influence change health among diverse communities. Exploration between the body and the mind will be explored so that interventions can be presented which will inspire positive change. Stress, nutrition, complementary and alternative medical approaches, eating disorders, medical compliance, and pain management are topics of interest, which will be explored in regards to how they affect health and illness. Graduates will be prepared to conduct research and work in a variety of settings including hospitals, universities, private corporations, government settings, private agencies, and health care clinics.

Degree Requirements

PSY-661	Promotion of Health Behaviors	4 credits
PSY-662	Health and Wellness	4 credits
PSY-664	Community Health	4 credits
PSY-663	Future of Health Psychology	4 credits

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Graduate Certificate of Completion in Health Psychology		16 credits

Graduate Certificate of Completion in Human Factors Psychology

The Graduate Certificate of Completion in Human Factors Psychology is a program designed for individuals who desire

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

promotion and/or continued academic exposure in the field of psychology. Human Factors Psychology is the merging of the fields of psychology and engineering. It is the scientific discipline concerned with the understanding of interactions among humans and other elements of a system. This profession applies research, theory, principles, data, and other methods to design in order to optimize overall system performance. This field strives to make technology easier and safer for people to use and to improve everyday life. Areas that Human Factors Psychologist's specialize in include; human computer interaction, usability, user experience design and product design. Individuals in Human Factors work in a variety of settings including government, all branches of the armed services, universities, and private technology driven companies, specializing in hardware and software product and systems.

Degree Requirements

PSY-580	Foundations of Human Factors	4 credits
PSY-581	Sensation and Perception	4 credits
PSY-582	Software	4 credits
PSY-583	Cognition	4 credits
Graduate Certificate of Completion in Human Factors Psychology		16 credits

Graduate Certificate of Completion in Industrial and Organizational Psychology

The Graduate Certificate of Completion in Industrial and Organizational Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Though the work environments and job titles vary widely, oftentimes individuals with a certificate in industrial and organizational psychology pursue careers as consultants and academicians.

In the graduate certificate of completion in industrial organizational psychology program, students will study the principles of psychology in order to gain an understanding of why people act the way they do in the workplace, allowing them to better predict employer behavior. A strong focus is placed on producing usable data regarding workplace performance in order to offer recommendations to management.

Degree Requirements

PSY-565	Principles of Industrial and Organizational Psychology	4 credits
PSY-575	Organizational Behavior and Development	4 credits
PSY-655	Strategies for Effective Leadership and Consultation	4 credits
PSY-665	Principles of Personnel and Human Resource Management	4 credits
Graduate Certificate of Completion in Industrial and Organizational Psychology		16 credits

Graduate Certificate of Completion in Life Coaching

The Graduate Certificate of Completion in Life Coaching is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. Life Coaching is an emerging field that involves and integrates areas of sociology, psychology and counseling. Student's pursuing a graduate certificate in Life Coaching will learn the skills

necessary to assist others in facilitating change in their lives and include techniques and strategies related to helping others fulfill their personal and professional potential. Employment prospects in this area include working with a range of diverse individuals, groups and professional organizations. Building a business, utilizing resources to change careers, learning to create and sustain balance in one's life as well as growing and enhancing motivation levels are just a few of themes that a graduate from this program will master. Important topics in this field of study include advanced rapport building and communication strategies, identifying maladaptive cognitions, exploration of theories and models of effective leadership, interviewing and observational techniques as well as data analysis. The program prepares graduates for a non-licensed, helping profession beyond completion of the program.

Degree Requirements

PSY-610	Introduction to Coaching	4 credits
PSY-611	Individual Coaching	4 credits
PSY-612	Business and Organization Coaching	4 credits
PSY-613	Assessment/Facilitation	4 credits
Graduate Certificate of Completion in Life Coaching		16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Community Mental Health Administration

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Community Mental Health Administration program is designed for students interested in learning program planning and development, including policies and procedures and working with budgets, and learning leadership skills to apply in an administration role. Students who obtain this certificate may be prepared to work in churches, hospitals, community-based organizations, and settings that provide social services. This certificate introduces students to integrating mental health and wellness principles in a leadership role. Students explore concepts of effective communication, motivation, supervisory skills, culture, advocacy, ethics, and personal and professional development. This certificate does not lead to licensure.

Degree Requirements

MHW-640	Mental Health, Wellness, and Health Care Integration	4 credits
ADM-614	Economics for Public Administrators	4 credits
ADM-624	Public Governance	4 credits
ADM-626	Public Budgeting and Financial Management	4 credits
Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Community Mental Health Administration		16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Family Dynamics Studies

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Family Dynamics Studies program is designed for students interested in

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

working with families and various community settings, promoting mental health and wellness. Students will explore areas of family development, family dynamics, parenting, and social motivations. Students are also introduced to research and best practices for integrating mental health and wellness principles within family dynamics and systems. This certificate does not lead to certification or licensure.

Degree Requirements

MHW-512	Introduction to Family Dynamics & Systems	4 credits
MHW-522	Family Development	4 credits
MHW-632	Parenting	4 credits
MHW-642	Families in Contemporary Society	4 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Family Dynamics Studies 16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Integrated Health

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Integrated Health introduces students to the field of integrated healthcare practices. Students discuss integrated health program assessment, development, and implementation, and are exposed to the therapeutic relationship between patients and practitioners. Students also become familiar with research and best practices of mental health and wellness as they relate to human resiliency, recovery, and functioning within an integrated health-focused environment. This certificate does not lead to certification or licensure.

Degree Requirements

MHW-630	Documentation, Research, & Information Literacy in Mental Health & Wellness	4 credits
MHW-642	Families in Contemporary Society	4 credits
MHW-644	Community Program Development, Implementation, and Evaluation	4 credits
PSY-662	Health and Wellness	4 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Integrated Health 16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Grief and Bereavement

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Grief and Bereavement program is designed to allow students to gain knowledge and understanding of the dying, death, loss and bereavement within the context of mental health and wellness. Students become familiar with concepts of human nature as it relates to loss and bereavement, including cognitive, behavioral, interpersonal, mental, spiritual, resiliency, family and social dynamics. Students are introduced to research and best practices of mental health and wellness when working with the bereaved and those affected by loss. This certificate does not lead to licensure.

Degree Requirements

MHW513	Grief and Bereavement Theory and Practice	4 credits
MHW523	Journey of the Bereaved	4 credits
PSY-631	Death and Dying	4 credits
MHW-643	Death & Dying: The Influences of Cultural, Spiritual & Sociological Factors	4 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Grief and Bereavement 16 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Christian Ministry

Grand Canyon University's Graduate Certificate of Completion in Mental Health and Wellness with an Emphasis in Christian Ministry offers a basic foundation in biblical knowledge and theological wisdom within the context of mental health and wellness. Students become familiar with concepts of human nature from a Christian perspective, including cognitive, behavioral, interpersonal, mental, social, and spiritual motivations. Students also become familiar with research and best practices in mental health and wellness as it relates to human resiliency, recovery, and functioning. This certificate does not lead to licensure.

Degree Requirements

MHW-511	Mental Health, the Biblical Narrative, and Christian Theology	4 credits
MHW-521	Integrating Psychology and Christian Theology	4 credits
MHW-631	Spiritual Formation, Identity, and Wellness	4 credits
MHW-641	Mental Health Issues in Ministry	4 credits

Graduate Certificate of Completion in Mental Health and Wellness Emphasis in Christian Ministry 16 credits

Graduate Certificate of Completion in Sociology

The Graduate Certificate in Sociology prepares students with content expertise required to teach Sociology coursework at a 2-year or 4-year institution of higher learning in both ground and online modalities. Including courses in social theory, stratification, social change and pedagogy, this unique program provides advanced training in the field of Sociology, while satisfying the requirements for ongoing professional development.

Degree Requirements

SOC-500	Social Theory	4 credits
SOC-505	Sociology of the Family	4 credits
SOC-510	Social Change and Development	4 credits
SOC-520	Sociology and Pedagogy in the University	4 credits

Graduate Certificate of Completion in Sociology 20 credits

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

Post-Master of Science in Counseling: Addiction Counseling Certificate

The Post-Master of Science in Counseling: Addiction Counseling Certificate is designed for professionals who are working in a field related to behavioral and/or mental health. The program provides students with the knowledge and skills necessary to assess and address substance use and addictive disorders, as specified in the DSM. While this certificate may lead to certification with certain associations, it is not intended to lead to licensure. Students should apply the acquired knowledge within their license or certification scope of practice.

Degree Requirements

PCN-640	Specialization in Professional Counseling	3 credits
PCN-501	Introduction to Addiction and Substance Use Disorders	3 credits
PCN-529	Co-Occurring Disorders	3 credits
PCN-531	Family Issues and Addictive Disorders	3 credits
PCN-535	Counseling Chemically Dependent Adolescents	3 credits

Post-Master of Science in Counseling: Addiction Counseling Certificate 15 credits

Post-Master of Science in Counseling: Childhood and Adolescence Disorders Certificate

The Post-Master of Science in Counseling: Childhood and Adolescence Disorders Certificate is designed for professionals who are working in a field related to behavioral and/or mental health. The program provides students with the knowledge and skills necessary to assess and address childhood- and adolescence-related disorders, developmental issues, child-parent-related issues, school and family life, and disorders specified in the DSM. While this certificate may lead to certification with certain associations, it is not intended to lead to licensure. Students should apply the acquired knowledge within their license or certification scope of practice.

Degree Requirements

PCN-640	Specialization in Professional Counseling	3 credits
PCN-670	Development through Childhood and Adolescence	3 credits
PCN-673	Developmental Disabilities	3 credits
PCN-672	Childhood and Adolescent Trauma	3 credits
PCN-671	Psychopathology and Treatment of Children and Adolescence	3 credits

Post-Master of Science in Counseling: Childhood and Adolescence Disorders Certificate 15 credits

Post-Master of Science in Counseling: Marriage and Family Therapy Certificate

The Post-Master of Science in Counseling: Marriage and Family Therapy Certificate is designed for professionals who are working in a field related to behavioral and/or mental health. The program provides students with the knowledge and skills necessary to assess and address marriage- and family-related issues, including, but not limited to, communication issues, parent-child relationship, family system dynamics, and couple's issues. While this certificate may lead to certification with certain

associations, it is not intended to lead to licensure. Students should apply the acquired knowledge within their license or certification scope of practice.

Degree Requirements

PCN-640	Specialization in Professional Counseling	3 credits
MFT-526	Advanced Family Systems Theory	3 credits
MFT-621	Couples and Family Dynamics: Systemic Perspectives	3 credits
MFT-620	Diversity in Family Systems	3 credits
MFT-532	Family Systems and Addictive Disorders	3 credits

Post-Master of Science in Counseling: Marriage and Family Therapy Certificate 15 credits

Post-Master of Science in Counseling: Trauma Certificate

The Post-Master of Science in Counseling: Trauma Certificate is designed for professionals who are working in a field related to behavioral and/or mental health. This program prepares students to assess and treat developmental, childhood, and adulthood trauma-related disorders. It offers students a comprehensive study of human behavior and trauma-informed care. While this certificate may lead to certification with certain associations, it is not intended to lead to licensure. Students should apply the acquired knowledge within their license or certification scope of practice.

Degree Requirements

PCN-640	Specialization in Professional Counseling	3 credits
PCN-680	Theoretical Foundations of Trauma Assessment, Diagnosis, and Treatment	3 credits
PCN-682	Relational Trauma: History and Treatment Issues	3 credits
PCN-683	Working with Developmental Trauma	3 credits
PCN-681	Community and Global Disaster Response	3 credits

Post-Master of Science in Counseling: Trauma Certificate 15 credits

Minors

Minor in African American Experiences

The minor in African American experiences allows students to gain a deeper understanding of the African American influence within the U.S. and global communities, including its rich history, diverse voices and important events. Graduates will learn how cultural differences unify around the core Christian doctrines and common practices of faith.

Minor Requirements

ENG-355	Multicultural Literature	4 credits
HIS-327	Community History	4 credits
SOC-436	Stratification and Inequality in a Diverse Society	4 credits
HTH-380	Kingdom Diversity	4 credits

Minor in African American Experiences 16 credits

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Minor in Hispanic Experiences

The new minor in Hispanic experiences provides student with a deeper understanding of the Latinx influence within the U.S. and global communities, including its rich traditions, diverse voices and important events. Graduates will learn how cultural differences unify around the core Christian doctrines and common practices of faith.

Minor Requirements

ENG-355	Multicultural Literature	4 credits
HIS-466	Southwest Borderlands	4 credits
SOC-436	Stratification and Inequality in a Diverse Society	4 credits
HTH-380	Kingdom Diversity	4 credits

Minor in Hispanic Experiences	16 credits
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Minor in Behavioral Health Sciences

The new minor in Behavioral Health focuses on a core of useful and requisite knowledge to successfully work within the behavioral health field. The five courses for this minor introduce students to the behavioral health field by teaching them concepts related to ethics, cultural diversity, and basic clinical skills to apply as behavioral health paraprofessionals. It will help fulfill the great demand for entry-level professionals to work as part of an interdisciplinary team in behavioral health. This certificate will offer the necessary education to prepare students seeking employment as behavioral health paraprofessionals. This certificate does not lead to licensure or certification.

Minor Requirements

PCN-107	Introduction to Counseling Theories	4 credits
BHS-240	Group Dynamics and Process	4 credits
BHS-320	Ethics of Behavioral Health Science	4 credits
BHS-330	Culture and Social Diversity in Behavioral Health	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits

Minor in Behavioral Health Sciences	20 credits
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Minor in Communication

The minor in Communication is designed to develop a student's knowledge base of the theory of communication as well as how to speak, write, and think critically. The minor in Communication prepares students for positions in business, government, education, science, and healthcare. Communication is essential for the development of the whole person—socially, culturally, and professionally.

Minor Requirements

COM-100	Fundamentals of Communications	4 credits
COM-222	Small Group Communications	4 credits
COM-312	Conflict and Negotiations	4 credits
COM-451	Relational Communication	4 credits

Minor in Communication	16 credits
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Minor in Counseling

The minor in Counseling is designed to develop students' understanding of counseling theories and how they relate to working in the human relations field of behavioral health. This minor prepares students with applicable skills in interpreting diagnoses, writing reports, and working on integrative health teams. It prepares students for positions in behavioral health settings such as community and private organizations. The minor in Counseling will also coordinate well with the theoretical backgrounds of psychology, sociology, communications, and ministry. The interplay of theory and practical skills will allow students to market their skills to a wider audience of employers. This minor does not lead to licensure.

Minor Requirements

PCN-100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN-107	Introduction to Counseling Theories	4 credits
PCN-255	Case Management and Crisis Skills for Addiction and Substance	4 credits
PCN-404^A	Prof, Legal & Ethical Issues-Addiction & Substance Use Disorder	4 credits

Minor in Counseling	16 credits
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Minor in Criminal Justice

The minor in criminal justice provides knowledge and skills across a broad range of real-world applications in criminal justice. Students acquire detailed knowledge of criminality and the justice system's response to criminal behavior. They are prepared for careers in local, state, and federal law enforcement such as police, sheriff, probation, and correctional officers.

Minor Requirements

JUS-212	Criminal Behavior and Victimology	4 credits
JUS-320	Police Function	4 credits
JUS-430	Criminal Law	4 credits
JUS-441	Criminal Procedure and Public Policy	4 credits

Minor in Criminal Justice	16 credits
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Minor in Forensic Psychology

The minor in forensic psychology focuses on the psychological experiences of victims and sheds insight into abnormal human behavior. Students are introduced to an understanding of the criminal justice system and exposed to crime-scene processing. The minor program better prepares students to work with people who need assistance coping with the aftereffects of a violent crime. More often than not, police officers are the first point of contact for these individuals. The program is designed for individuals seeking a career as a correctional professional, social worker, homeland security professional, community mental health professional, or private-sector worker.

Minor Requirements

JUS-212	Criminal Behavior and Victimology	4 credits
PSY-310	Introduction to Forensic Psychology	4 credits
JUS-430	Criminal Law	4 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

PSY-470	Abnormal Psychology	4 credits
BHS-440	Understanding Trauma	4 credits
Minor in Forensic Psychology		20 credits

Minor in History

The Minor in History encourages students to develop cultural and critical thinking competencies which orient them toward a better understanding of the global economy.

This program provides graduates with foundational knowledge of where society has come from and how best to interact with a wide variety of people from all walks of life..

Minor Requirements

HIS-325	Ancient Mediterranean History	4 credits
HIS-350	Survey of Asian Empires	4 credits
HIS-380	Renaissance and Reformation	4 credits
HIS-426	20 th Century Europe	4 credits
Minor in History		16 credits

Minor in Human Services Case Management

The minor in Human Services Case Management provides a well-rounded knowledge in understanding trauma-informed care, case management process, coordination of care, and working on integrative human services teams and other helping professions. This minor coordinates well with theoretical backgrounds in psychology, sociology, counseling, and ministry.

Minor Requirements

SOC-372	Introduction to Social Work	4 credits
BHS-350	Report Writing, Research, and Information Literacy in Behavioral Health	4 credits
BHS-470	Introduction to Trauma-Informed Care	4 credits
SOC-445	Case Management	4 credits
Minor in Human Services Case Management		16 credits

Minor in Literature

The minor in Literature broadens students' exposure to, and deepens their understanding and appreciation of, essential works of fiction, poetry, and drama. The works selected represent every important period and genre in the history of British and American literature, from Anglo-Saxon poetry to Existentialist drama. The authors studied in this program include the mainstays of the literary canon such as Chaucer, Shakespeare, Pope, Wordsworth, Hawthorne, Whitman, Dickinson, James, and Eliot, as well as writers whose works exemplify the challenges faced by women, Native Americans, African Americans, and other overlooked groups.

Minor Requirements

ENG-357	Foundational Texts of British Literature	4 credits
ENG-359	Transatlantic Literature	4 credits
ENG-360	American Encounter Narratives	4 credits
ENG-451	Shakespeare and the History of Drama	4 credits
Minor in Literature		16 credits

Minor in Mathematics

The minor in mathematics teaches skills in mathematical modeling, including many applications in computer science, engineering, and business. It helps students prepare for high-demand careers in STEM (science, technology, engineering, and math), statistical modeling, and quantitative visualization and analytics.

Minor Requirements

MAT-252	Calculus and Analytic Geometry	4 credits
MAT-253	Calculus and Analytic Geometry II	4 credits
MAT-215	Discrete Mathematics	4 credits
MAT-345	Applied Linear Algebra	4 credits
MAT-470	Mathematical Modeling	4 credits
Minor in Mathematicse		20 credits

Minor in Performance and Sport Psychology

The Minor in Performance and Sport Psychology provides individuals interested in sport, performing arts, health and fitness, or mental health fields the opportunity to develop their skills and abilities to improve the performance and lives of those with whom they work. The field of sport and performance psychology is concerned with the psychological factors that influence human performance. It involves improving the lives of others through assessment and intervention strategies that enhance performance and personal growth.

Minor Requirements

PSY-366	Introduction to Sport and Exercise Psychology	4 credits
PSY-368	Social Aspects of Sport/Psychosocial Aspects of Sport	4 credits
PSY-410	Psychology of Coaching	4 credits
PSY-425	Leadership and Team Building	4 credits
Minor in Performance and Sport Psychology		16 credits

Minor in Pre-Law

The Pre-Law Minor provides students with exposure to major concepts of the law, which include the philosophical underpinnings of the western legal tradition, civil law, criminal law and the practice of law. This foundation of legal thought is an ideal preparation for law school or a legal career path for students that desire to get a head start in their understanding of the framework of law.

Minor Requirements

GOV-357	Philosophy of Law	4 credits
GOV-360	Civil Law	4 credits
JUS-430	Criminal Law	4 credits
GOV-455	Practice of Law	4 credits
Minor in Pre-Law		16 credits

Minor in Professional Writing

The new minor in Professional Writing focuses on preparing learners to develop skills in writing and editing that can be applied to a broad range of professional contexts and careers. The courses for this minor provide students with important practice,

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

writing in a variety of professional genres, which will prepare them to adapt their practice to other contexts. Skills learned can include, but are not limited to, writing for public relations, writing and presentation for news stories in various forms of media, writing technical documents, and communicating scientific ideas to laypeople.

Minor Pre-requisites

ENG-105	English Composition I	4 credits
ENG-106	English Composition II	4 credits

Minor Requirements

PRW-100	Introduction to Professional Writing	4 credits
ENG-365	Multi-Media Journalism in the 21 st Century	4 credits
PRW-301	Reporting and Newswriting	4 credits
PRW-381	Writing for Public Relations	4 credits
ENG-456	Communicating Scientific Ideas to Popular Audiences	4 credits

Minor in Professional Writing 16 credits

Minor in Psychology

The minor in Psychology introduces students to the study of human behavior of all ages (children through elderly adults). The program examines how personality and cognitive thinking are formed, developed, and influenced through each person's social and cultural environment. Since behavior and emotional development are often affected by both cognitive thinking and the environment, students will examine the roles of science and research in understanding and enhancing mental health.

Minor Requirements

PSY-102	General Psychology	4 credits
PSY-255^Δ	Personality Psychology	4 credits
PSY-352	Health Psychology	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits
PSY-470^Δ	Abnormal Psychology	4 credits

Minor in Psychology 20 credits

Minor in Public Administration

The minor in Public Administration enhances students' understanding of how various factions of government and the private sector interact. Students in a business, health care, or STEM-related field would benefit, especially if there is an interest in a career tied to the public sector. This minor helps students prepare for career opportunities in the nonprofit and government sectors.

Minor Requirements

GOV-140	American Government and Politics	4 credits
GOV-351	Public Administration	4 credits
GOV-366	State and Local Government	4 credits
GOV-376	Municipal Government and Administration	4 credits

Minor in Public Administration 16 credits

Minor in Social Work

The new minor in Social Work focuses on preparing learners to pursue entry level careers in the field of social work and other helping professions. The contents of the courses provide a historical exploration of the development of social work as a profession and reviews the various populations and settings with which social workers engage within the field. Students learn case management skills, including assessment techniques, problem-solving strategies, and how to manage a client case. Other skills learned include, but are not limited to, identifying appropriate evidence-based treatment strategies, evaluation of interventions, strategies for termination of services, application of professional ethical standards, and application of research skills to the field of social work.

Minor Requirements

SWK-170	Introduction to Social Welfare	4 credits
SWK-330	Diversity, Advocacy, and Social Justice in Social Work	4 credits
SWK-350	Social Work Ethics and Decision-Making	4 credits
SWK-465	Case Management	4 credits

Minor in Social Work 16 credits

Minor in Spanish

The minor in Spanish is designed to develop at least intermediate level fluency in listening, speaking, reading, and writing Spanish, and to provide a general introduction to Spanish culture and literature in order to enhance cross-cultural sensibilities and expand opportunities in the job market.

Minor Requirements

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

Minor in Spanish 24 credits

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

The College of Nursing and Health Care Professions

College Description

The College of Nursing and Health Care Professions has a nearly 35-year tradition of preparing students to fill evolving health care roles as highly qualified professional educated in direct care, management, health education, and administrative disciplines. Our available health care degree programs span a wide range from a pre-licensure degree program to a doctoral level Doctor of Nursing Practice program.

Health care organizations value our graduates because our curriculum connects classroom theories to working scenarios through many modalities: hands-on practice, online and lab simulations, and in-depth peer discussions exploring best practices.

Grand Canyon University's (GCU) in-class and online environments advance critical thinking, professionalism, accountability, and ethical decision-making by applying science, health and nursing theories, along with a foundation of Christian Values.

College Mission

The mission of the College of Nursing and Health Care Professions is to develop professionals using systems and evidence-based practice to promote health, wellness, safety, and quality care for individual patients and populations supported by an academically rigorous liberal-arts education reflecting Christian values.

Our commitment to preparing the next generation of health care's servant leaders is evident in the diversity of relevant degree programs offered, an evolving curriculum that anticipates changing health care roles, and instruction that connects theories to the real world, through hands-on practice, lab simulations, and much more.

College Features

The College of Nursing and Health Care Professions offers both quality undergraduate and graduate degree programs that meet specific students' career and academic needs. College faculty members hold master's degrees and/or doctoral degrees. Recognition of the spiritual needs of all persons is an integral part of caring for one's self and others therefore, the spiritual dimension is integrated into courses throughout the undergraduate and graduate curriculum.

College Philosophy

The College of Nursing and Health Care Professions curriculum is designed to facilitate the students' abilities to creatively respond to continuously changing health care systems throughout the world. Educational experiences are planned to meet the needs of and to empower both students and clients. Professionalism, ethical decision making, accountability, critical thinking, and effective communication are emphasized. This is achieved through the application of liberal arts constructs, science, health and nursing theories, and the values of the Christian faith within the scope of nursing knowledge and evidence-based practice. Nursing practice promotes human dignity through compassionate caring for all human beings, without consideration of their gender, age, color, creed, lifestyle, or cultural background. The faculty of the College of Nursing and Health Care Professions is accountable for the quality of the educational programs and for the promotion of safe and effective nursing through teaching, service, and collaboration with other professionals and consumers of care. The following statements reflect the philosophical beliefs

of the faculty in relation to the concepts of health, environment, person, and nursing.

Nursing

Grand Canyon University founded its College of Nursing in 1982, and the College of Nursing and Health Care Professions continues to educate nurses through rigorous academic and clinical preparation in a tradition of values-based Christian education. The Bachelor of Science in Nursing (BSN) degree is offered both as pre-licensure (Traditional, Fast, and Accelerated Tracks) and degree completion for already licensed and registered nurses. The pre-licensure curriculum is designed to help students assess individuals, the families, and communities; utilize functional health patterns within a variety of clinical settings; formulate nursing diagnoses; plan and evaluate nursing interventions; and function as professionals within the health care team. The Accelerated Track of the pre-licensure BSN program allows students who have met all requirements for secondary admission the opportunity to complete a degree in approximately 16 months. Building on the baccalaureate degree, the College offers a Master of Science in Nursing (MSN) featuring seven areas of focus and a dual degree: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology, Adult Clinical Nurse Specialist with an Emphasis in Adult-Gerontology, Family Nurse Practitioner, Health Care Informatics, Nursing Education, Nursing Leadership in Health Care Systems, Public Health, and Master of Business Administration/Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems. The Doctor of Nursing Practice (DNP) program offers students the option to continue their education at GCU and expand upon their practice using application of evidence to improve population health outcomes.

In concert with the mission of the University, the College of Nursing and Health Care Professions faculty affirms the belief in educating nurses within a dedicated and supportive community of Christian values. The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice guides the curriculum for the baccalaureate program. The AACN Essentials of Master's Education for Advanced Nursing Practice, Advanced Nursing Practice: Curriculum Guidelines and Program Standards for Nurse Practitioner Education, National Organization of Nurse Practitioner Faculties (NONPF), AACN Nursing Practitioner Primary Care Competencies in Specialty Areas, NONPF Domains and Competencies of Nurse Practitioner Practice, the National League for Nursing Competencies for Nurse Educators and the Essentials of Doctoral Education for Advanced Nursing

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Practice provide structure for the curriculum content of the graduate-level programs.

Health

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

Environment

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

Person

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

Nursing

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

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

Doctoral nursing practice builds on the Masters Essentials to incorporate development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles; enhanced knowledge to improve nursing practice and patient outcomes; enhanced leadership skills to strengthen practice and health care delivery; and provision of an advanced educational credential for those who require advanced practice knowledge but do not need or desire a degree with a research focus (e.g. practice faculty).

Nursing Education

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

Learning

Learning environment is created and arranged to meet individual learning outcomes that are consistent with College of Nursing and Health Care Professions program outcomes. The College of Nursing and Health Care Professions supports life-long learning

endeavors and fosters an appreciation of diversity among traditional and nontraditional learners. Students are educated to provide, direct and evaluate client-centered care while focusing on the person as an integrated whole.

Health Care Professions

Athletic Training

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

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

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

Public Health

The Master of Public Health degree is the most widely recognized professional credential for leadership positions in public health. The public health program is designed to draw on knowledge and skills from a variety of disciplines to define, assess, and ultimately resolve public health problems. Students study theories, concepts, and principles of public health and their application.

The curriculum, developed around national public health curriculum standards, uses a multidisciplinary approach that emphasizes psychological, behavioral, and social factors influencing population-based health disparities; principles of epidemiology and biostatistics; environmental public health concepts; public health administration systems and processes; and economic factors. It prepares students for an expanding range of professional opportunities and roles in public health and medicine. The Master of Public Health program culminates with a practicum and capstone project that students are able to design to best fit their area of specific interest.

The professional standards outlined by the Council on Education for Public Health (CEPH) were utilized as the foundation of this program. The following core areas of knowledge are included in the Master of Public Health curriculum:

- Biostatistics – Collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis.
- Epidemiology – Distributions and determinants of disease, disabilities and death in human populations; the characteristics

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

and dynamics of human populations; and the natural history of disease and the biologic basis of health.

- Environmental health sciences – Environmental factors including biological, physical, and chemical factors that affect the health of a community.
- Health services administration/policy – Planning, organization, administration, management, evaluation, and policy analysis of health and public health programs.
- Social and behavioral sciences – Concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

Health Care Administration

Health care is the largest industry in the United States, and the second largest employer, providing more than 11 million jobs. The sector continues to grow, and faster than most other industries. There are many opportunities, requiring specialized skills sets, such as implementing policy and procedure, hiring and supervising staff, financial management, and technology management. A degree in health care administration can also be easily transferred into other industries.

The Bachelor of Science in Health Care Administration program is designed to prepare graduates for entry-level management positions in numerous health care settings such as hospitals, clinics, medical groups, long-term care facilities, physician offices, insurance companies, and state and federal organizations. The central focus of the program is to provide a comprehensive base in health-related business knowledge and concepts, with an emphasis on health care finance, the U.S. health delivery system and policy, strategic planning, health information technology, human resources, organization behavior, and legal/ethical issues in medicine. The program prepares students to excel in decision-making skills, critical thinking, and group communications. Courses offered are in traditional and online forums. Students in the Bachelor of Science in Health Care Administration program are excellent candidates for the Master of Science in Health Care Administration, Master of Public Health, and Master of Business Administration programs.

The Master of Science in Health Care Administration program is designed to prepare graduates for mid- to senior-level management positions in a variety of health care organizations. As the health care industry continues to grow, it is also becoming more competitive, and many employers prefer advanced degrees. The primary goal of this program is to develop the skills, knowledge, and experience for individuals interested in being innovative change agents and leaders within the health care industry. Individuals may be employed in a clinical health care role, with the desire to move into an administrative or management role, or have a desire to move into the health care industry in a nonclinical capacity.

The following core areas of knowledge are included in the Master of Science in Health Care Administration curriculum:

- Leadership - Explores business leadership models and theory, with special attention to application of these models within organizations.
- Organizational Behavior – Focuses on organizational structure and effectiveness, applying models for collaboration and teamwork, and the analysis of the impact of change.
- Financial and Analytical Issues – Focuses on specific financial issues in health care, the use of appropriate analytics to measure performance and budget. Evaluates economic variables that influence market performance and outcomes.

- Human Resources – Focuses on managerial communications. Areas include conflict management, negotiation, mediation, and coaching.
- Marketing and Communications – Explores internal, external, and consumer communications.

Health Care Informatics

Health care informatics is a rapidly emerging discipline. The Master of Science in Health Care Informatics program is designed to prepare students for innovative leadership positions integrating technology with clinical operations, data management, decision support systems, and quality assessment. Graduates will be prepared for roles such as project manager, researcher, systems analyst, and mid- to senior-level management positions.

The following core areas of knowledge are included in the Master of Science in Health Care Informatics curriculum:

- Concepts in Health Care Informatics – Focuses on history, application, and future need in this specialty. Includes processes that affect evidence-based medicine, administrative and clinical support, security issues, and the growing use of electronic health records.
- Health Care Information Systems – Examines the use of information technology in health care, with emphasis on changing roles and challenges with implementation and communication.
- Health Care Data Management – Focuses on relational database management, hardware technology, and data communication protocols applied when designing and implementing networks and systems.
- Health Care Research Methods and Analysis – Examines the application of research in the delivery of health care. Focuses on strategies to synthesize and apply data.

Health Sciences: Professional Development and Advanced Patient Care

The Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care program is designed for health care professionals who graduated from accredited certificate and/or associate degree programs who wish to acquire baccalaureate level competencies in health sciences theory and in health care professional issues. Allied health professionals are involved with all aspects of health care delivery and are integral members of the collaborative, health care team. This program provides a foundation for introducing essentials of baccalaureate education, emphasizing the unique role and scope of allied health professions, emphasizing an interdisciplinary and multifaceted approach to care in order to maximize their ability to meet the specific medical needs of the patient.

Nursing: Undergraduate Programs

Bachelor of Science in Nursing (BSN) Pre-Licensure (*Traditional, Fast, and Accelerated Tracks*)

Grand Canyon University's Bachelor of Science in Nursing (BSN) Pre-Licensure degree prepares the graduate to practice as a registered nurse generalist for clients across the life span as a member of the health care team in a variety of settings. The BSN program prepares students to provide evidence-based, holistic, safe, quality care for culturally and spiritually diverse individuals,

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

families, communities, and populations. Program emphasis includes clinical nursing practice, health promotion and maintenance, hands-on experiences across the continuum of care, the use of innovative technologies and preparation for assuming leadership roles as a registered nurse. The Bachelor of Science in Nursing Pre-Licensure program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

Degree Requirements

Total General Education	39 credits
Total Program Prerequisites	24 credits
Total Nursing Pre-Licensure Major	60 credits
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Total Bachelor of Science in Nursing (BSN) Pre-Licensure	123 credits

Required General Education

UNV-103^Ω	University Success	4 credits
ENG-105^Δ	English Composition I	4 credits
MAT-144	College Mathematics	4 credits
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I Lab	1 credit
ENG-106^Δ	English Composition II	4 credits
PSY-102	General Psychology	4 credits
MAT-274	Probability and Statistics	4 credits
CWV-101^Ω	Christian Worldview	4 credits
SOC-102	Principles of Sociology	4 credits
NSG-310	Introduction to Professional Nursing	3 credits
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Total Required General Education	39 credits	

General Education Program Major Prerequisites

CHM-101	Introduction to General, Organic, and Biochemistry	3 credits
CHM-101L	Introduction to General, Organic, and Biochemistry Lab	1 credit
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II Lab	1 credit
BIO-205	Microbiology	3 credits
BIO-205L	Microbiology Lab	1 credit
BIO-322	Applied Pathophysiology	4 credits
BIO-319	Applied Nutrition	4 credits
PSY-357	Lifespan Development	4 credits
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Total Program Prerequisites	24 credits	

Nursing Pre-Licensure Major

NSG-300	Foundations of Nursing	4 credits
NSG-300C	Foundations of Nursing Clinical	2 credits
NSG-316	Health Assessment	4 credits
NSG-318	Introduction to Pharmacology	3 credits
NSG-320	Adult Health Nursing I	5 credits

NSG-320C	Adult Health Nursing I Clinical	3 credits
NSG-322	Behavioral Health Nursing	3 credits
NSG-322C	Behavioral Health Nursing Clinical	1 credit
NSG-324^Ω	Research and Evidence-Based Practice	3 credits
NSG-430	Adult Health Nursing II	5 credits
NSG-430C	Adult Health Nursing Clinical II	2 credits
NSG-432	Nursing Care of the Childbearing Family	3 credits
NSG-432C	Nursing Care of the Childbearing Family Clinical	1 credit
NSG-434	Nursing Care of the Childrearing Family	3 credits
NSG-434C	Nursing Care of the Childrearing Family Clinical	1 credit
NSG-436	Leadership, Ethics, and Policy in Health Care	3 credits
NSG-440	Population Health	3 credits
NSG-440C	Population Health Clinical	1 credit
NSG-444	Transition to Practice	4 credits
NSG-444C	Transition to Practice Group or Residency Clinical	3 credits
NSG-448^Ω	Evidence-Based Project Capstone	3 credits

Bachelor of Science in Nursing Pre-Licensure Major 60 credits

The ABSN program at GCU's Nevada location requires successful completion of the following Nevada-specific course requirement. This course is a curriculum requirement for all Nevada Board of Nursing approved pre-licensure nursing programs operating/located within the state of Nevada. This course will be applied to GCU's Global Awareness competency and will be taken in place of SOC-102. Students intending to complete the ABSN program at GCU's Nevada location should plan accordingly:

POS-305	Nevada and U.S. Constitution	4 credits
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Bachelor of Science in Nursing (RN-BSN)

The RN to BSN program is designed for registered nurses with an associate's degree or diploma in nursing. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner RN, and to maximize strengths that the working RN possesses. A bridge course facilitates the transition of the working RN into the baccalaureate program. Courses are taught by experts in their respective fields who share knowledge and experience in areas of clinical patient care, health care management, and professional nursing practice and leadership. Opportunities are provided to apply concepts, theories, and research in the RN's clinical practice. Both the science and art of nursing are integral components of the program and are woven throughout. Graduates of the program are prepared to become leaders in the nursing profession.

Program Description

The Registered Nurse to Bachelor of Science in Nursing (RN-BSN) program prepares registered nurses who have an associate degree or diploma in nursing to function as professionals within the health care team by providing holistic, safe, and quality care for individuals, families, and communities in diverse settings.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

The program includes an emphasis on spirituality, communication, health promotion, and disease prevention throughout the life span, which provides students the opportunity to achieve baccalaureate competencies.

The Registered Nurse to Bachelor of Science in Nursing program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)..

RN to BSN students who want to transition into GCU's Master of Science in Nursing (MSN) degree programs may complete two graduate level courses to meet their upper division elective credits for degree completion. Please refer to the [College of Nursing and Health Care Professions website](#) for additional information.

Degree Requirements

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

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

NRS-430V^Ω	Professional Dynamics	3 credits
NRS-429VN	Family-Centered Health Promotion	3 credits
NRS-434VN	Health Assessment	3 credits
NRS-428VN	Concepts in Community and Public Health	3 credits
HLT-362V	Applied Statistics for Health Care Professionals	3 credits
NRS-433V^Δ	Introduction to Nursing Research	3 credits
PHI-413V	Ethical and Spiritual Decision Making in Health Care	3 credits
NRS-451VN	Nursing Leadership and Management	3 credits
NRS-410V	Pathophysiology and Nursing Management of Clients' Health	3 credits
NRS-440VN	Trends and Issues in Health Care	3 credits
NRS-493^{ΩΔ}	Professional Capstone and Practicum	6 credits
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RN to BSN Major		36 credits

Bridge to Master of Science in Nursing

The Bridge to Master of Science in Nursing program is designed for registered nurses with a bachelor's degree in health sciences or other related fields. The program is intended to meet the needs of adult learners who already possess a bachelor's degree and an RN license who desire to pursue a graduate degree in nursing. Courses in the bridge program are a blending of RN to BSN core courses that are considered essential requisites to graduate study. Upon completion of bridge courses from the BSN core, students enter one of seven emphases offered for the Master of Science in Nursing or the Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems.

Degree Requirements

NRS-430V^Ω	Professional Dynamics	3 credits
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NRS-434VN	Health Assessment	3 credits
NRS-428VN	Concepts in Community and Public Health	3 credits
NRS-410V	Pathophysiology and Nursing Management of Clients' Health	3 credits
HLT-362V	Applied Statistics for Health Care Professionals	3 credits
NRS-433V^Δ	Introduction to Nursing Research	3 credits
NRS-493	Professional Capstone and Practicum	6 credits
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Bridge to Master of Science in Nursing		24 credits

Nursing: Graduate Programs

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology

The Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology program prepares experienced registered nurses to provide competent advanced practice nursing care in complex, acute, and critical care settings through an evidence-based program of study. Graduates are eligible for certification as Adult-Gerontology Acute Care Nurse Practitioners. The program combines courses in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of adult and geriatric acute care patients, subacute patients, complex patients, and patients with exacerbations of chronic illness. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on the patient, family, and community, and prepare the Adult-Gerontology Acute Care Nurse Practitioner in the diagnosis and management of acute and life-threatening health problems. This program includes 675 hours of directly supervised clinical practice with qualified preceptors and two separate on-campus experiences. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

The Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011).

Degree Requirements

NUR-513^Ω	Introduction to Advanced Registered Nursing	4 credits
NUR-514	Organizational Leadership and Informatics	4 credits
NUR-550^Ω	Translational Research and Population Health Management	4 credits
NUR-590^Ω	Evidence-Based Practice Project	4 credits
NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-635	Advanced Pharmacology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
ANP-635^Ω	Health Promotion and Maintenance and On-Campus Experience I	4 credits
ANP-635CE^Ω	ANP-635 On-Campus Experience I	0 credit

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ANP-650^Ω	Adult-Gerontology Acute Care I	7 credits
ANP-652^Ω	Adult-Gerontology Acute Care II	7 credits
ANP-654^Ω	Adult-Gerontology Acute Care III and On-Campus Experience II	7 credits
ANP-654CE^Ω	ANP-654 On-Campus Experience II	0 credit
Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology		53 credits
Total Clinical Hours		675 hours

Master of Science in Nursing: Family Nurse Practitioner

The Master of Science in Nursing: Family Nurse Practitioner program prepares experienced professional nurses for advanced practice as primary care providers. The family nurse practitioner (FNP) makes independent critical judgments in all levels of prevention, including health promotion; illness prevention; and diagnosis and management for individuals, families, communities, and populations. The FNP performs comprehensive health assessments, diagnoses illness, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic health problems to achieve quality, cost-effective outcomes in a culturally sensitive context. The role of the FNP 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 for clients across the life span. This program includes 675 hours of directly supervised clinical practice with qualified preceptors and two separate on-campus experiences. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

The Master of Science in Nursing: Family Nurse Practitioner program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011).

Degree Requirements

NUR-513^Ω	Introduction to Advanced Registered Nursing	4 credits
NUR-514	Organizational Leadership and Informatics	4 credits
NUR-550^Ω	Translational Research and Population Health Management	4 credits
NUR-590^Ω	Evidence-Based Practice Project	4 credits
NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-635	Advanced Pharmacology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
FNP-630^Ω	Health Promotion and On-Campus Experience I	4 credits
FNP-630CE^Ω	FNP-630 On-Campus Experience I	0 credit
FNP-652^Ω	Family Primary Care I	7 credits
FNP-654^Ω	Family Primary Care II	7 credits
FNP-690^Ω	Practicum and On-Campus Experience II	7 credits

FNP-690CE^Ω	FNP-690 On-Campus Experience II	0 credit
Master of Science in Nursing: Family Nurse Practitioner		53 credits
Total Clinical Hours		675 hours

Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety

The Master of Science in Nursing with an Emphasis in Health Care Quality and Patient Safety prepares licensed nurses to apply analytical processes to improve health and patient safety outcomes. Students will develop the essential knowledge and skills to lead clinical and non-clinical process improvement projects in a complex health care environment. The Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011)

Degree Requirements

NUR-513^Ω	Introduction to Advanced Registered Nursing	4 credits
NUR-514	Organizational Leadership and Informatics	4 credits
NUR-550^Ω	Translational Research and Population Health Management	4 credits
NUR-590^Ω	Evidence-Based Practice Project	4 credits
NUR-630	Performance Improvement and Quality in Health Care	4 credits
HQS-610	Foundations of Quality Improvement and Patient Safety	4 credits
HQS-620	Project Management in Health Care	4 credits
HQS-630	Implementation and Change Management	4 credits
HQS-640^Ω	Quality Improvement and Patient Safety Practicum	4 credits

Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety		36 credits
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Master of Science in Nursing with an Emphasis in Health Informatics

Grand Canyon University's Master of Science in Nursing program incorporates the advanced roles of a clinician, researcher, learner/educator/coach, leader, community advocate, manager of systems, collaborator, and consultant. The master's prepared nurse requires clinical and organizational decision-making skills based on critical thinking, evidence-based research, and diagnostic reasoning. Nurses prepared at the advanced level synthesize elements of caring into the nurse-patient relationship based on advocacy, as well as ethical, social, legal, political, and historical perspectives. Emphasis is placed on client empowerment with unconditional regard for all. The role of the advanced practice registered nurse (APRN) also includes the clinical/practice component in preparation to become a nurse practitioner. Specialties within the advanced nursing role include an expansion of nursing knowledge from one of the following program emphases: education, informatics, leadership, public health, acute care nurse practitioner, and family nurse practitioner. Health informatics is a rapidly evolving discipline requiring innovative leadership. As health care reform begins to

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

impact all areas of the health care system, greater attention is being focused on the value of using health care data in reducing health care costs, increasing access to health care, and improving the quality of health care services. The integration of information technology into health care and the continuous changes in patient-care systems require professionals and leaders with training in clinical operations, data management systems, health care system operations, project management, decision making, and quality assessment. Graduates of the Master of Science in Nursing with an Emphasis in Health Informatics program may perform a variety of functions for organizations, such as automating clinical care; choosing, customizing or building new operational data systems; training health care workers in the use of computer systems; and collecting and analyzing data to improve patient care and outcomes. Depending on their areas of strength and focus, graduates may serve as project managers, project designers, researchers, systems analysts, or administrators and executives at all levels of the organization. Graduates may work in a variety of settings, including hospitals, primary care facilities, doctor's offices, insurance companies, pharmacies, technology suppliers, consulting firms, and other related settings. Potential employers for graduates of this program include the Centers for Disease Control and Prevention, National Institutes of Health, clinical data exchange insurance sites, the government's Military Health System (hospitals), Centers for Medicare and Medicaid Services, state health care organizations, and informational technology vendors. The Master of Science in Nursing with an Emphasis in Health Informatics program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011)..

Degree Requirements

NUR-513^Ω	Introduction to Advanced Registered Nursing	4 credits
NUR-514	Organizational Leadership and Informatics	4 credits
NUR-550^Ω	Translational Research and Population Health Management	4 credits
NUR-590^Ω	Evidence-Based Practice Project	4 credits
HIM-615	Health Care Information Systems and Technology	4 credits
HIM-650	Health Care Data Management	4 credits
HCI-655	Electronic Health Records	4 credits
HCI-660	Health Data Analytics	4 credits
HCI-670	User Interface Design for Informatics	4 credits
NUR-690^Ω	Nursing Informatics Practicum	4 credits
Master of Science in Nursing with an Emphasis in Health Informatics		40 credits

Master of Science in Nursing with an Emphasis in Nursing Education

Grand Canyon University's Master of Science in Nursing program incorporates the advanced roles of a clinician, researcher, learner/educator/coach, leader, community advocate, manager of systems, collaborator, and consultant. The master's prepared nurse requires clinical and organizational decision-making skills based on critical thinking, evidence-based research, and diagnostic reasoning. Nurses prepared at the advanced level synthesize elements of caring into the nurse-patient relationship

based on advocacy, as well as ethical, social, legal, political, and historical perspectives. Emphasis is placed on client empowerment with unconditional regard for all. The role of the advanced practice registered nurse (APRN) also includes the clinical/practice component in preparation to become a nurse practitioner. Specialties within the advanced nursing role include an expansion of nursing knowledge from one of the following program emphases: education, informatics, leadership, public health, acute care nurse practitioner, and family nurse practitioner. The Master of Science in Nursing with an Emphasis in Nursing Education program prepares advanced professional nurses to address the ever changing and expanding educational needs of the nursing profession. The emphasis is designed for those students in the Master of Science in Nursing program who are interested in pursuing or advancing in a position in nursing education. Graduates will be prepared for a variety of roles in nursing education, either as a clinical educator or academic educator in both traditional and nontraditional settings in nursing education. A post-master certificate program is available to those nurses who already have a Master of Science in Nursing degree. The Master of Science in Nursing with an Emphasis in Nursing Education program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011).

Degree Requirements

NUR-513^Ω	Introduction to Advanced Registered Nursing	4 credits
NUR-514	Organizational Leadership and Informatics	4 credits
NUR-550^Ω	Translational Research and Population Health Management	4 credits
NUR-590^Ω	Evidence-Based Practice Project	4 credits
NUR-641E	Advanced Pathophysiology and Pharmacology for Nurse Educators	4 credits
NUR-643E	Advanced Health Assessment for Nurse Educators	4 credits
NUR-646E^Ω	Nursing Education Seminar I	4 credits
NUR-648E^Ω	Nursing Education Seminar II	4 credits
NUR-665E^Ω	Nursing Education Practicum	4 credits
Master of Science in Nursing with an Emphasis in Nursing Education		36 credits

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

Grand Canyon University's Master of Science in Nursing program incorporates the advanced roles of a clinician, researcher, learner/educator/coach, leader, community advocate, manager of systems, collaborator, and consultant. The master's prepared nurse requires clinical and organizational decision-making skills based on critical thinking, evidence-based research, and diagnostic reasoning. Nurses prepared at the advanced level synthesize elements of caring into the nurse-patient relationship based on advocacy, as well as ethical, social, legal, political, and historical perspectives. Emphasis is placed on client empowerment with unconditional regard for all. The role of the advanced practice registered nurse (APRN) also includes the clinical/practice component in preparation to become a nurse practitioner. Specialties within the advanced nursing role include an expansion of nursing knowledge from one of the following program emphases: education, informatics, leadership, public

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

health, acute care nurse practitioner, and family nurse practitioner.

The Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems program prepares nurses for leadership roles in today's rapidly changing health care delivery systems. The program consists of graduate nursing core and leadership courses, as well as leadership courses taken with Master of Science in Leadership (MSL) students. From the graduate nursing core courses, students gain the knowledge, values, and skills needed for advanced generalist nursing practice in an evolving health care system. The coursework in leadership provides insight into the functioning of organizations, including emphasis on financial and human resource management within health care organizations. Nursing leadership courses also emphasize the role of quality and performance improvement and the effective communication and interdisciplinary collaboration skills required of leaders in contemporary health care.

The Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011).

Degree Requirements

NUR-513 ^Ω	Introduction to Advanced Registered Nursing	4 credits
NUR-514	Organizational Leadership and Informatics	4 credits
NUR-550 ^Ω	Translational Research and Population Health management	4 credits
NUR-590 ^Ω	Evidence-Based Practice Project	4 credits
LDR-615	Organizational Development and Change	4 credits
NUR-621	Principles of health Care Financial Management	4 credits
NUR-630	Performance Improvement and Quality in Health Care	4 credits
HRM-635	Acquiring, Developing, and Leveraging Human Capital	4 credits
NUR-674 ^Ω	Leadership in Health Care Systems Practicum	4 credits

Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems 36 credits

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

Refer to the Colangelo College of Business section of the catalog for specific degree requirements and course sequence information on this program: [Master of Business Administration and Master of Science in Nursing: Nursing Leadership in Health Care Systems Dual – Degree](#).

Master of Science in Nursing with an Emphasis in Public Health Nursing

Grand Canyon University's Master of Science in Nursing program incorporates the advanced roles of a clinician, researcher, learner/educator/coach, leader, community advocate, manager of systems, collaborator, and consultant. The master's prepared nurse requires clinical and organizational decision-making skills based on critical thinking, evidence-based research, and diagnostic reasoning. Nurses prepared at the advanced level

synthesize elements of caring into the nurse-patient relationship based on advocacy, as well as ethical, social, legal, political, and historical perspectives. Emphasis is placed on client empowerment with unconditional regard for all. The role of the advanced practice registered nurse (APRN) also includes the clinical/practice component in preparation to become a nurse practitioner. Specialties within the advanced nursing role include an expansion of nursing knowledge from one of the following program emphases: education, informatics, leadership, public health, acute care nurse practitioner, and family nurse practitioner. The demand for public health professionals is rapidly increasing as a result of health care reform, environmental health concerns, emerging and re-emerging diseases, sociopolitical factors affecting the nation's health, and expansion of health issues that are global in scope. Professionals who graduate from the Master of Science in Nursing with an Emphasis in Public Health Nursing program may hold positions of responsibility in a variety of settings, including health care facilities, county and state health departments, social service agencies, health policy and planning organizations, universities, nongovernmental organizations, governmental agencies, international health organizations, community-based health education and health promotion settings, and the corporate world. Graduates of Grand Canyon University's Master of Science in Nursing with an Emphasis in Public Health Nursing program can be actively involved in the coordination, planning, development, implementation, and evaluation of health programs and services. The Master of Science in Nursing with an Emphasis in Public Health Nursing program is designed for nurses interested in disease prevention and community and population health. Public health professionals draw on knowledge and skills from a variety of disciplines to define, assess, and ultimately resolve public health problems and reduce health disparities. Students study theories, concepts, and principles of public health and their application. The curriculum, developed around the nursing core and national public health curriculum standards, uses a multidisciplinary approach that emphasizes psychological, behavioral, and social factors influencing population-based health disparities; principles of epidemiology and biostatistics; environmental public health concepts; public health administration systems and processes; and economic factors. It prepares students for an expanding range of professional opportunities and roles in public health and nursing. As part of the Master of Science in Nursing with an Emphasis in Public Health Nursing program, students complete an evidence-based practice project tailored to the student's area of specific interest. The program also culminates with a practicum experience through which students will learn to apply public health nursing concepts and skills in a public health setting. The Master of Science in Nursing with an Emphasis in Public Health Nursing program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011).

Degree Requirements

NUR-513 ^Ω	Introduction to Advanced Registered Nursing	4 credits
NUR-514	Organizational Leadership and Informatics	4 credits
NUR-550 ^Ω	Translational Research and Population Health Management	4 credits
NUR-590 ^Ω	Evidence-Based Practice Project	4 credits

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

PHN-600	Foundations of Public Health Nursing	4 credits
PUB-540	Principles of Epidemiology	4 credits
PUB-550	Application and Interpretation of Public Health Data	4 credits
PHN-652	Population-Based Interventions	4 credits
PUB-655	International Perspectives in Community Health	4 credits
PHN-690^Ω	Public Health Nursing Practicum	4 credits
Master of Science in Nursing with an Emphasis in Public Health Nursing		40 credits
Total Clinical/Practicum Hours		150 hours

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

The Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate program prepares experienced registered nurses to provide competent advanced practice nursing care in complex, acute, and critical care settings through an evidence-based program of study. Graduates are eligible for certification as Adult-Gerontology Acute Care Nurse Practitioners. The program combines courses in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of adult and geriatric acute care patients, subacute patients, complex patients, and/or patients with exacerbations of chronic illness. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on the patient, family, and community, and prepare the ACNP-AG in the diagnosis and management of acute and life-threatening health problems. This program includes 675 hours of directly supervised clinical practice with qualified preceptors and two separate on-campus experiences. The Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011).

Degree Requirements

NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-635	Advanced Pharmacology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
ANP-635	Health Promotion and Maintenance and On-Campus Experience I	4 credits
ANP-635CE	ANP-635 On-Campus Experience I	0 credit
ANP-650	Adult-Gerontology Acute Care I	7 credits
ANP-652	Adult-Gerontology Acute Care II	7 credits
ANP-654	Adult-Gerontology Acute Care III and On-Campus Experience II	7 credits
ANP-654CE	ANP-654 On-Campus Experience II	0 credit
Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate		37 credits
Total Clinical Hours		675 hours

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

The Post-Master of Science in Nursing: Family Nurse Practitioner Certificate program prepares the professional nurse for advanced practice as a primary care provider. The family nurse practitioner (FNP) makes independent critical judgments in all levels of prevention, including health promotion; illness prevention; and diagnosis and management for individuals, families, communities, and populations. The FNP performs comprehensive health assessments, diagnoses illness, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic health problems to achieve quality cost-effective outcomes in a culturally sensitive context. The role of the nurse practitioner includes educating, consulting and collaborating, using research to make practice decisions, and influencing professional and public policies. Within various practice settings, the FNP provides health care for clients across the life span. This program includes 675 hours of directly supervised clinical practice with qualified preceptors and two separate on-campus experiences. The Post-Master of Science in Nursing: Family Nurse Practitioner program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011)

Degree Requirements

NUR-631	Advanced Physiology and Pathophysiology	4 credits
NUR-635	Advanced Pharmacology	4 credits
NUR-634	Advanced Health Assessment and Diagnostic Reasoning With Skills Lab	4 credits
FNP-630	Health Promotion and On-Campus Experience I	4 credits
FNP-630CE	FNP-630 On-Campus Experience I	0 credit
FNP-652	Family Primary Care I	7 credits
FNP-654	Family Primary Care II	7 credits
FNP-690	Practicum and On-Campus Experience II	7 credits
FNP-690CE	FNP-690 On-Campus Experience II	0 credit
Post-Master of Science in Nursing: Family Nurse Practitioner Certificate		37 credits
Total Clinical Hours		675 hours

Post-Master of Science in Nursing: Nursing Education Certificate

The Post-Master of Science in Nursing: Nursing Education Certificate prepares advanced professional nurses in the specialty of nursing education within the expanding educational needs of the nursing profession. Nurse educators practice in a variety of settings, including acute or chronic care settings, as staff educators or in a role responsible for planning, implementing, and evaluating continuing education programs. The advanced professional nurse educator will also be prepared to assume a faculty position in a traditional college of nursing or in a nontraditional program that relies on online technology as a teaching medium. Competencies of the professional practice nurse educator include assessing educational needs, planning programs to meet those needs, and evaluating program outcomes in the context of evidence-based practice models. The Post-

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

Master of Science in Nursing: Nursing Education Certificate program is designed to meet current professional standards including but not limited to: American Association of Colleges of Nursing (AACN): The Essentials of Master's Education in Nursing (AACN, 2011)..

Degree Requirements

NUR-641E	Advanced Pathophysiology and Pharmacology for Nurse Educators	4 credits
NUR-643E	Advanced Health Assessment for Nurse Educators	4 credits
NUR-646E^Ω	Nursing Education Seminar I	4 credits
NUR-648E^Ω	Nursing Education Seminar II	4 credits
NUR-665E^Ω	Nursing Education Practicum	4 credits
Post-Master of Science in Nursing: Nursing Education Certificate		20 credits

Nursing: Doctoral Programs

Doctor of Nursing Practice

Grand Canyon University's Doctor of Nursing Practice program provides broad and in-depth preparation for advanced practice and leadership roles in nursing. The program expands on current theoretical and scientific foundations of health care practice, including the discipline knowledge base, the design and evaluation of clinical solutions, and clinical and organizational change leadership. The program prepares nurse leaders to design and implement evidence-based strategies for practice that improve health care delivery and patient outcomes. Emphasis will be placed on preparing graduates to practice from the foundation of our Christian heritage through an intentional focus on values and ethics.

Degree Requirements

DNP-801A^Ω	Introduction to DNP Studies	3 credits
DNP-805A^Ω	Health Care Informatics	3 credits
DNP-810A^Ω	Emerging Areas of Human Health	3 credits
DNP-815A^Ω	Scientific Underpinnings	3 credits
DNP-820A^Ω	Translational Research and Evidence-Based Practice	3 credits
DNP-825A	Population Management	3 credits
DNP-835A^Ω	Patient Outcomes and Sustainable Change	3 credits
DNP-840A^Ω	Leadership for Advanced Nursing Practice	3 credits
DNP-830A^Ω	Data Analysis	3 credits
DNP-955A^Ω	DPI Project: Part I	4 credits
DNP-960A^Ω	DPI Project: Part II	4 credits
DNP-965A^Ω	DPI Project: Part III	4 credits
Doctor of Nursing Practice		39 credits
Total Practice Experience Hours		1000 hours

Doctor of Nursing Practice with an Emphasis in Educational Leadership

Grand Canyon University's Doctor of Nursing Practice with an Emphasis in Educational Leadership program provides broad and in-depth preparation for advanced practice and leadership roles in nursing and education. The program expands on current

theoretical and scientific foundations of health care practice, including the discipline knowledge base, the design and evaluation of clinical solutions, and clinical and organizational change leadership. The program prepares nurse leaders to design and implement evidence-based strategies for practice that improve health care delivery, patient outcomes, and educational programs. Emphasis is placed on employing methods of curriculum design and development, applying teaching strategies, and designing assessments to evaluate teaching and learning outcomes to prepare advanced practice nurses, faculty, program directors, and deans to lead nursing education programs in academia or institutions. Graduates will be prepared to practice from a foundation of the Christian heritage through an intentional focus on values and ethics.

Degree Requirements

DNP-801A^Ω	Introduction to DNP Studies	3 credits
DNP-805A^Ω	Health Care Informatics	3 credits
DNP-810A^Ω	Emerging Areas of Human Health	3 credits
DNP-815A^Ω	Scientific Underpinnings	3 credits
DNP-820A^Ω	Translational Research and Evidence-Based Practice	3 credits
DNP-825A	Population Management	3 credits
DNP-835A^Ω	Patient Outcomes and Sustainable Change	3 credits
DNP-836A^Ω	Facilitation of Learning in Nursing Education	3 credits
DNP-837A^Ω	Curriculum Design and Assessment	3 credits
DNP-838A^Ω	Nursing Program Development and Educational Leadership	3 credits
DNP-840A^Ω	Leadership for Advanced Nursing Practice	3 credits
DNP-830A^Ω	Data Analysis	3 credits
DNP-955A^Ω	DPI Project: Part I	4 credits
DNP-960A^Ω	DPI Project: Part II	4 credits
DNP-965A^Ω	DPI Project: Part III	4 credits
Doctor of Nursing Practice with an Emphasis in Educational Leadership		48 credits
Total Practice Experience Hours		1000 hours

Health Care Professions: Undergraduate Programs

Bachelor of Science in Athletic Training

Athletic training, as defined by the National Athletic Trainer's Association, is practiced by athletic trainers, who are health care professionals who collaborate with physicians to optimize activity and participation of patients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Students who want to become certified athletic trainers must earn a degree from an accredited athletic training program. Accredited programs include formal instruction in areas such as injury/illness prevention, first aid, and emergency care, assessment of injury/illness, human anatomy and physiology, therapeutic modalities, and nutrition. Classroom learning is enhanced through clinical education experiences. Certified athletic trainers

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

(ATCs) are qualified to work in a variety of settings, including high schools, colleges and universities, professional sports, clinics, and other areas, as an integral part of the health care team. A minimum of 900 hours of clinical rotations on and off-campus must be completed before graduation. Students must provide their own transportation to clinical rotations.

Degree Requirements

Total General Education	34-40 credits
Total Athletic Training Major	80 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Athletic Training	120 credits

Athletic Training Preclinical Coursework

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

Athletic Training Major

ATP-214 ^Ω	Care, Treatment, and Prevention of Athletic Injuries	3 credits
ATP-214L ^Ω	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
ATP-256 ^Ω	Health Promotion and Wellness Protection	4 credits
ATP-310 ^Ω	Injury Prevention and Wellness Clinical	4 credits
ATP-301 ^{Ωf}	Recognition and Evaluation of Injuries I	3 credits
ATP-301L ^{Ωf}	Recognition and Evaluation of Injuries I Lab	1 credit
ATP-315 ^Ω	Emergency Care for Acute Injuries	3 credits
ATP-315L ^Ω	Emergency Care for Acute Injuries Lab	1 credit
ATP-320 ^Ω	Emergency Care and Lower Extremity Evaluation Clinical	4 credits
ATP-322 ^Ω	Therapeutic Modalities	3 credits
ATP-322L ^Ω	Therapeutic Modalities Lab	1 credit
ATP-302 ^{Ωf}	Recognition and Evaluation of Injuries II	3 credits
ATP-302L ^{Ωf}	Recognition and Evaluation of Injuries II Lab	1 credit
ATP-330 ^Ω	Therapeutic Modalities and Upper Extremity Techniques Clinical	4 credits
ATP-360 ^{Ωf}	Theory of Prescribing Exercise	3 credits
ATP-360L ^{Ωf}	Theory of Prescribing Exercise Lab	1 credit
EXS-340 ^Ω	Physiology of Exercise	3 credits
EXS-340L ^Ω	Physiology of Exercise-Lab	1 credit
ATP-440 ^Ω	Therapeutic Interventions Clinical	4 credits
ATP-401 ^{Ωf}	General Medical Conditions	3 credits
ATP-401L ^{Ωf}	General Medical Conditions Lab	1 credit
EXS-335 ^Ω	Kinesiology	3 credits
EXS-335L ^Ω	Kinesiology Lab	1 credit

ATP-402 ^Ω	Pharmacology and Advanced Therapeutic Interventions	4 credits
ATP-450 ^Ω	General Medicine and Health Care Administration Clinical	4 credits
ATP-420 ^Ω	Health Care Administration in Athletic Training	4 credits
EXS-455 ^Ω	Advanced Principles of Sports Performance	3 credits
EXS-455L ^Ω	Advanced Principles of Sports Performance Lab	1 credit
ATP-480 ^Ω	Athletic Training Capstone	3 credits
ATP-485 ^Ω	Athletic Training Board of Certification Exam Preparation	1 credit
ATP-460 ^Ω	Advanced Athletic Training Clinical	4 credits

Athletic Training Major	80 credits
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Bachelor of Science in Health Care Administration

The Bachelor of Science in Health Care Administration (BSHA) is an undergraduate professional degree designed to prepare students for entry-level supervisory roles in health care organizations. Ideal candidates for the BSHA program are those students looking for career entry in health care administration and those looking to advance from clinical/technical roles to supervisory roles. The BSHA program emphasizes both the conceptual and analytical skills required to manage in contemporary health care organizations. Graduates prepare themselves for administrative positions in hospitals, long-term care, outpatient facilities, physician offices, mental health organizations, insurance companies, public health agencies, and other types of health organizations. The BSHA program also prepares students who wish to eventually seek their master's degree in order to obtain senior health care executive positions.

The BSHA program features investigative and experimental opportunities in project management, teamwork, and leadership. Students of this program will have the opportunity to gain an in-depth understanding of the following:

- The organization and structure of components of the health care sector to permit development and implementation of successful management strategies within the industry.
- The managerial skills needed to work in teams, build cross-functional teams, and facilitate collaborative decision making.
- The industry-specific business knowledge and skills related to finance management, human resources, strategic planning, marketing, information management, and quality improvement.
- The impact that various dynamics (e.g., regulatory, legal, ethical, public policy, and political) can have on health service organizations and the management or administration of any specific sector of the health care industry.
- The manner in which public, private, and social forces can shape the health care system and affect health care providers.
- The financial options and strategies within and between component sectors of the health care industry.

Degree Requirements

Total General Education	34-40 credits
Total Health Care Administration Major	56 credits
Total Electives	24-30 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Total Bachelor of Science in Health Care Administration	120 credits
Health Care Administration Major	
HLT-205 Health Care Systems and Transcultural Health Care	4 credits
HCA-255 Health Policy and Economic Analysis	4 credits
HCA-240 Health Care Accounting and Billing	4 credits
HLT-305 Legal and Ethical Principles in Health Care	4 credits
HLT-302^Δ Spirituality and Christian Values in Health Care and Wellness	4 credits
HCA-360 Health Information Technology and Management	4 credits
HCA-450 Quality in Health Care	4 credits
HCA-455^ε Organizational Behavior and Leadership in Health Care	4 credits
HCA-460 Operations and Risk Management in Health Care	4 credits
HCA-465 Health Care Administration and Management	4 credits
MAT-274 Probability and Statistics	4 credits
HLT-364^Δ Research and Communication Techniques in Health Care and Science	4 credits
HCA-470^Δ Strategic Planning and Implementation in Health Care	4 credits
HLT-494^Δ Professional Capstone Project	4 credits
Health Care Administration Major	56 credits

Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences program is a degree completion program designed for health care professionals, whose primary job duty involves direct patient interaction related to health assessment or treatment, to acquire baccalaureate-level competencies in health sciences theory and issues related to health care professionals.

Degree Requirements

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

Health Sciences Major

HLT-307V Professional Dynamics and Allied Health Professions	3 credits
HLT-308V Risk Management and Health Care Regulations	3 credits
HLT-313V Safety, Quality, and Interdisciplinary Approaches to Care	3 credits
HLT-362V Applied Statistics for Health Care Professionals	3 credits
HLT-324V Transcultural Health Care	3 credits
PHI-413V Ethical and Spiritual Decision Making in Health Care	3 credits

HLT-418V Trends and Issues in Health Care	3 credits
HLT-314V Health Care Systems	3 credits
HLT-312V Ethics for Health Care Professionals	3 credits
HLT-317V^Δ Communication and Application of Research in Practice	3 credits
AMP-450V Leadership and Vocation	3 credits
HLT-490V^{ΔΩ} Professional Capstone Project	3 credits
Health Sciences Major	36 credits

Bachelor of Science in Health Information Management

The Bachelor of Science in Health Information Management program prepares students to assume administrative positions in health data management, information policy, information systems integration, quality improvement, medical record processing, and operations management. The health information management sector of health care provides the knowledge, resources, and tools needed to advance professional standards and professional practice to ensure the delivery of quality health care.

Program Vision and Mission Statements

Vision

To empower healthcare communities in transforming healthcare through the application of health information management and information systems and to incorporate collaborative initiatives led by program students, faculty, and alumni.

Mission

Grand Canyon University's BS Health Information Management program prepares graduates to promote quality health information for the benefit of the public, healthcare consumers, providers, and other users of clinical data. This mission is accomplished through a program that focuses on integrating Christian values and servant leadership.

Degree Requirements

Total General Education	34-40 credits
Health Information Management Major	78 credits
Total Electives	2-8 credits
Total Bachelor of Science in Health Information Management	120 credits

Health Information Management Major

BIO-191 Applied Anatomy and Physiology I	3 credits
BIO-191L Applied Anatomy and Physiology I Lab	1 credit
BIO-192 Applied Anatomy and Physiology II	3 credits
BIO-192L Applied Anatomy and Physiology II Lab	1 credit
MAT-274 Probability and Statistics	4 credits
BIO-335 Medical Terminology	2 credits
BIO-330 Pathophysiology and Pharmacology	4 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | ^ε Honors Major Course | ^Ω Non-Transferable

CST-111	Introduction to Computer Science and Information Technology	4 credits	PUB-200	Health Promotion and Disease Prevention	4 credits
HIM-200^f	Principles and Practices of Health Information Management	4 credits	PUB-240	Environmental and Occupational Health and Safety	4 credits
HIM-310	Clinical Data Classification	4 credits	PSY-380	Introduction to Probability and Statistics	4 credits
HIM-350	Classification of Diagnostic Data	4 credits	PSY-352	Health Psychology	4 credits
HIM-355	Classification of Procedural Data	4 credits	PUB-360	Community Assessment and Planning	4 credits
SYM-400	Introduction to Database Structures	4 credits	PUB-380	Epidemiological Research Design and Methods	4 credits
HLT-364	Research and Communication Techniques in Health Care and Science	4 credits	PUB-390	Foundations in Global Health Practice	4 credits
HIM-370^f	Health Care Information Systems	4 credits	PUB-410	Implementation and Evaluation of Public Health Interventions	4 credits
BIT-430	Introduction to Business Analytics	4 credits	PUB-430	Public Health Data Systems and Informatics	4 credits
HIM-415	Clinical Data Management	4 credits	PUB-450	Public Health Policy and Financing	4 credits
HIM-452	Quality Management in Health Care	4 credits	PUB-480	Ethical Practice in Public Health	4 credits
HIM-430	Data Governance	4 credits	PUB-490^Ω	Public Health Capstone Project	4 credits
HIM-425	Principles of Health Care Administration and Leadership	4 credits	Public Health Major		56 credits
MGT-434	Human Resources	4 credits			
HIM-490^Ω	Health Information Management Capstone	4 credits			
Health Information Management Major		78 credits			

Bachelor of Science in Public Health

Grand Canyon University's Bachelor of Science in Public Health program prepares students to work as public health practitioners in various health-related settings, including community-based organizations, government agencies, behavioral health agencies, primary care centers, and global or domestic nonprofit organizations. Public health practitioners focus on the prevention of communicable diseases, health education and promotion, and reducing the impact of environmental hazards. The discipline of public health provides the knowledge, resources, and tools needed to design and implement effective health promotion programs, including health education and policies for specific populations within the larger community. The Bachelor of Science in Public Health program also integrates the National Commission for Health Education Credentialing (NCHEC) Seven Areas of Responsibility for Health Education Specialists, addressing fundamental skills in community assessment, program planning, and program implementation and evaluation.

Degree Requirements

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

Public Health Major

COM-222	Small Group Communication	4 credits
BIO-130	Introduction to Life Sciences I	4 credits

Health Care Professions: Graduate Programs

Master of Public Health

Public health is a multidisciplinary and collaborative field of study integrating the biological, social, psychological, anthropological, political, and environmental sciences to improve health outcomes among populations. There is a high demand for trained public health professionals as a result of the increased prevalence of chronic diseases, emerging and re-emerging infectious diseases, environmental health concerns, trends toward population health management in health care, health care reform, and global health concerns. Grand Canyon University's (GCU) Master of Public Health (MPH) program prepares graduates to apply public health theories to relevant and emerging health issues in order to develop, implement, lead, and evaluate health promotion and disease prevention programs through collaborative partnerships. The program prepares students for leadership positions in state and local health departments, international government agencies, nonprofit organizations, health policy and planning organizations, health care organizations, universities, community-based education programs, and faith-based ministries addressing public health issues. The curriculum combines core subject areas like epidemiology, environmental health, quantitative analysis and interpretation, health policy, social and behavioral factors, planning, and evaluation with unique applications to community engagement and health ministry. The program culminates with a practicum and capstone project that students are able to design based on their professional interest area. The GCU MPH program is unique because the program focuses on integrating Christian values, servant leadership, and community engagement throughout the program.

Degree Requirements

UNV-506^Ω	Introduction to Graduate Studies in the Health Care Professions	2 credits
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^Δ Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

PUB-510	Foundations of Public Health	2 credits
PUB-520	Social and Behavioral Principles of Public Health	4 credits
PUB-540	Principles of Epidemiology	4 credits
PUB-550	Application and Interpretation of Public Health Data	4 credits
PUB-560	Environmental Impacts on Health	4 credits
PUB-610	Communication for Behavior Change	4 credits
PUB-620	Planning and Evaluation in Public Health	4 credits
PUB-650	Public Health Advocacy and Policy	4 credits
PUB-655	International Perspectives in Community Health	4 credits
PUB-660	Leadership and Management in Public Health	4 credits
PUB-680 ^Ω	Public Health Practicum	4 credits
PUB-690 ^Ω	Public Health Capstone	4 credits
Master of Public Health		48 credits

Master of Science in Health Administration

The Master of Science in Health Administration (MSHA) provides the skills and experience necessary to perform as middle- and upper-level managers in a variety of health care organizations. Students also gain skills and experience necessary to serve as innovative change agents and leaders of organizational improvement and adaptation within the health care industry. The MSHA program emphasizes the conceptual, analytical, and application skills required to manage in contemporary health care organizations. Graduates prepare themselves for administrative positions in hospitals, long-term care facilities, outpatient facilities, physician offices, mental health agencies, insurance companies, public health agencies, and other types of health care organizations.

Degree Requirements

UNV-506 ^Ω	Introduction to Graduate Studies in the Health Care Professions	2 credits
HCA-515	Analysis of Contemporary Health Care Delivery Models	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HCA-530	Health Care Policies and Economics	4 credits
HCA-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HCA-545	Organizational Structure, Dynamics, and Effectiveness	4 credits
LDR-600	Leadership Styles and Development	4 credits
HCA-610	Essential Health Care Business Analysis	4 credits
HCA-615	Human Resource Management and Marketing Communication Strategies	4 credits
HCA-616	Networking and Professional Readiness	2 credits
HCA-620	Business/Project Plan Evaluation and Development	4 credits
HCA-650 ^Ω	Evidence-Based Research Project	4 credits
HCA-670 ^Ω	Health Care Administration Practicum	4 credits

Master of Science in Health Administration 48 credits

Master of Science in Health Administration with an Emphasis in Health Care Quality and Patient Safety

The Master of Science in Health Administration with an Emphasis in Health Care Quality and Patient Safety provides the skills and experience necessary to perform as middle- and upper-level managers in a variety of health care organizations. Students also gain skills and experience necessary to serve as innovative change agents and leaders of organizational improvement and adaptation within the health care industry. This program emphasizes the conceptual, analytical, and application skills required to manage in contemporary health care organizations. Students learn to apply analytical processes to improve health and patient safety outcomes. Graduates prepare themselves for administrative positions in hospitals, long-term care facilities, outpatient facilities, physician offices, mental health agencies, insurance companies, public health agencies, and other types of health care organizations.

Degree Requirements

UNV-506 ^Ω	Introduction to Graduate Studies in the Health Care Professions	2 credits
HCA-515	Analysis of Contemporary Health Care Delivery Models	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HCA-530	Health Care Policies and Economics	4 credits
HCA-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HCA-545	Organizational Structure, Dynamics, and Effectiveness	4 credits
LDR-600	Leadership Styles and Development	4 credits
HQS-610	Foundations of Quality Improvement and Patient Safety	4 credits
HCA-610	Essential Health Care Business Analysis	4 credits
HCA-615	Human Resource Management and Marketing Communication Strategies	4 credits
HCA-616	Networking and Professional Readiness	2 credits
HQS-620	Project Management in Health Care	4 credits
HCA-620	Business/Project Plan Evaluation and Development	4 credits
HQS-630	Implementation and Change Management	4 credits
HCA-650 ^Ω	Evidence-Based Research Project	4 credits
HCA-670 ^Ω	Health Care Administration Practicum	4 credits

Master of Science in Health Administration with an Emphasis in Health Care Quality and Patient Safety 60 credits

Master of Science in Health Care Administration

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

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

leaders of organizational improvement and adaptation within the health care industry. The MSHCA program emphasizes the conceptual, analytical, and application skills required to manage in contemporary health care organizations. Graduates prepare themselves for administrative positions in hospitals, long-term care facilities, outpatient facilities, physician offices, mental health agencies, insurance companies, public health agencies, and other types of health organizations.

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
HCA-515	Analysis of Contemporary Health Care Delivery Models	4 credits
HCA-530	Health Care Policies and Economics	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HLT-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HCA-545	Organizational Structure, Dynamics, and Effectiveness	4 credits
HCA-615	Human Resource Management and Marketing Communication Strategies	4 credits
LDR-600	Leadership Styles and Development	4 credits
HCA-610	Essential Health Care Business Analyses	4 credits
HLT-610	Networking and Professional Readiness	2 credits
HCA-620	Business/Project Plan Evaluation and Development	4 credits
HCA-675	Health Care Innovation	4 credits
HCA-699^Ω	Evidence-Based Research Project	4 credits
Master of Science in Health Care Administration		48 credits

Master of Science in Health Care Informatics

Health care informatics is a rapidly emerging discipline that offers new frontiers requiring innovative leadership. As health care reform begins to impact all areas of the health care system, greater attention is being focused on the value of health informatics in reducing health care costs, increasing access, and improving the quality of health care services. Health care informatics is quickly becoming vital to the growth and security of the United States' health care system. The integration of information technology into health care and the continuous changes in patient-care systems require professionals and leaders with training in clinical operations, data management systems, health care system operations, project management, decision making, and quality assessment.

Graduates may perform a variety of functions for the organization, such as automating clinical care, building new operational data systems, training health care workers in the use of computer systems, collecting and analyzing data to improve patient care, etc. Depending on their areas of strength and focus, graduates may serve as project managers, project designers, researchers, systems analysts, or administrators and executives at all levels of the organization. Graduates may work in a variety of settings, including hospitals, primary care facilities, doctors' offices, insurance companies, pharmacies, technology suppliers, consulting firms, and more. Organizations of potential employment include the Centers for Disease Control and

Prevention; National Institutes of Health; clinical data exchange insurance sites; the government's Military Health System (hospitals); Centers for Medicare & Medicaid Services; state health care; and informational technology vendors.

Degree Requirements

UNV-504^Ω	Introduction to Graduate Studies in the College of Business	2 credits
HCA-515	Analysis of Contemporary Health Care Delivery Models	4 credits
HCA-530	Health Care Policies and Economics	4 credits
HLT-520	Legal and Ethical Principles in Health Care	4 credits
HLT-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HIM-515	Foundations and Concepts of Health Care Informatics	4 credits
HIM-615	Health Care Information Systems and Technology	4 credits
HIM-650	Health Care Data Management	4 credits
HCA-610	Essential Health Care Business Analyses	4 credits
HLT-610	Networking and Professional Readiness	2 credits
HCA-620	Business/Project Plan Evaluation and Development	4 credits
HCA-675	Health Care Innovation	4 credits
HCA-699^Ω	Evidence-Based Research Project	4 credits
Master of Science in Health Care Informatics		48 credits

Master of Science in Health Informatics

Grand Canyon University's Master of Science in Health Informatics program prepares graduates for a variety of positions focused on integrating information technology into health care for the purposes of improving patient safety, satisfaction, and quality of health care services while reducing costs. Continuous changes in patient-care systems require professionals and leaders with training in clinical operations, data management systems, health care system operations, project management, decision making, and quality assessment. Graduates may perform a variety of functions within health care organizations, such as automating clinical care, building new operational data systems, training health care workers in the use of computer systems, and collecting and analyzing data to improve patient care. Depending on their areas of strength and focus, graduates may serve as informaticists, project managers, researchers, systems analysts, data analysts, or administrators and executives at all levels of the organization. Graduates may work in a variety of settings, including hospitals, primary care facilities, doctors' offices, insurance companies, pharmacies, technology vendors, consulting firms, or governmental agencies.

Degree Requirements

UNV-506^Ω	Introduction to Graduate Studies in the Health Care Professions	2 credits
SYM-506	Applied Business Probability and Statistics	4 credits
HCI-600	Foundations of Informatics	4 credits
HIM-615	Health Care Information Systems and Technology	4 credits
HIM-650	Health Care Data Management	4 credits

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

HCI-655	Electronic Health Records	4 credits
HCI-660	Health Data Analytics	4 credits
HCI-665	Health Information Systems Security	4 credits
HCI-670	User Interface Design for Informatics	4 credits
HCA-680	Leadership in Health Care	4 credits
HCI-690 ^Ω	Health Informatics Applied Project and Practicum	4 credits
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Master of Science in Health Informatics		42 credits

Graduate Certificate of Completion in Health care Quality and Patient Safety

The Graduate Certificate of Completion in Health Care Quality and Patient Safety is designed for health care professionals seeking to acquire specific knowledge and skills in the areas of

health care quality and patient safety. Courses in the certificate focus on nationally recognized expectations and metrics for quality, approaches to support quality improvement measures, and technologies that support clinical decision-making for patient safety.

Degree Requirements

HCA-540	Health Care Research Methods, Analysis, and Utilization	4 credits
HQS-610	Foundations of Quality Improvement and Patient Safety	4 credits
HQS-620	Project Management in Health Care	4 credits
HQS-630	Implementation and Change Management	4 credits
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Graduate Certificate of Completion in Health Care Quality and Patient Safety		16 credits
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^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

The College of Theology

College Description

Christian Studies programs are designed to equip students with an understanding of the Bible and its historical and theological significance for the Christian faith, to prepare them for ministry, and to provide them with spiritual guidance. Students are equipped, as well, to relate to diverse other religions in global culture. The faculty is committed to helping students formulate their call to ministry by exploring the various directions that a call may take, and by helping students develop character and integrity in all aspects of life.

College Mission

Grand Canyon University's College of Theology, in keeping with its commitment to the authority of the Bible as Scripture and the centrality of Jesus Christ, exists to resource, educate and equip students in theological scholarship, ethical integrity, effective leadership, and ministry in service to God, the Church, the academy, and the world.

Christian Studies: Undergraduate Programs

Bachelor of Arts in Christian Ministry

Grand Canyon University's Bachelor of Arts in Christian Ministry prepares students for pastoral leadership in the local church and other Christian ministries. This practically-oriented program is designed to equip students with the broad understandings and skills needed for faithful, Christian ministry. Graduates of this program will possess basic biblical and theological knowledge, understand the dynamics of pastoral leadership, develop Christian character, and acquire the skills needed for effective ministry. The core of this pre-seminary curriculum provides a well-rounded theological education with emphasis on personal and professional formation and the development of ministerial abilities. Coursework in biblical, theological, and historical studies is combined with practical courses in leadership, spiritual formation, communication, and ministry. Students learn how to apply biblical and theological truth personally and practically to life and ministry contexts. Ministry internships provide additional opportunities for students to connect sound doctrine and practical ministry experience within the context of local churches and ministries.

Degree Requirements

Total General Education	34-40 credits
Total Christian Ministry Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Arts in Christian Ministry	120 credits

Christian Ministry Major

BIB-106	Old Testament Survey	4 credits
MIN-104 ^Ω	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
MIN-114 ^Ω	Spiritual Formation Lab	1 credit
BIB-355 ^Δ	Biblical Interpretation and Application	4 credits
HTH-201	Christian Theology I	4 credits
MIN-204 ^Ω	Relational Skills Lab	1 credit
BIB-350	Pentateuch	4 credits

HTH-202	Christian Theology II	4 credits
MIN-214 ^Ω	Ministry Skills Lab	1 credit
BIB-360	Gospels and Acts	4 credits
MIN-320	Christian Character Formation	4 credits
HTH-330 ^Δ	Christian Ethics	4 credits
MIN-494 ^Ω	Ministry Internship	4 credits
HTH-475	Applied Theology	4 credits
MIN-480	Pastoral Leadership	4 credits
MIN-430 [†]	Ministerial Communication	4 credits
Christian Ministry Major		56 credits

Bachelor of Arts in Christian Ministry (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Ministry prepares students for pastoral leadership in the local church and other Christian ministries. This practically oriented program is designed to equip students with the broad understandings and skills needed for faithful, Christian ministry. Graduates of this program will possess basic biblical and theological knowledge, understand the dynamics of pastoral leadership, develop Christian character, and acquire the skills needed for effective ministry. The core of this pre-seminary curriculum provides a well-rounded theological education with emphasis on personal and professional formation and the development of ministerial abilities. Coursework in biblical, theological, and historical studies is combined with practical courses in leadership, spiritual formation, communication, and ministry. Students learn how to apply biblical and theological truth personally and practically to life and ministry contexts. Ministry internships provide additional opportunities for students to connect sound doctrine and practical ministry experience within the context of local churches and ministries. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Ministry (Accelerated Pathway to MDiv) Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Arts in Christian Ministry (Accelerated Pathway to MDiv)	120 credits

Christian Ministry (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104 ^Ω	Pastoral Identity Lab	1 credit

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BIB-107	New Testament Survey	4 credits
BIB-355^Δ	Biblical Interpretation and Application	4 credits
MIN-114^Ω	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-201	Christian Theology I	4 credits
MIN-204^Ω	Relational Skills Lab	1 credit
HTH-202	Christian Theology II	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214^Ω	Ministry Skills Lab	1 credit
HTH-330^{Δf}	Christian Ethics	4 credits
MIN-320	Christian Character Formation	4 credits
HTH-475	Applied Theology	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-430^f	Ministerial Communication	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
Christian Ministry (Accelerated Pathway to MDiv) Major		60 credits

Bachelor of Arts in Christian Studies

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Degree Requirements

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

Christian Studies Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
HTH-201	Christian Theology I	4 credits
BIB-355^Δ	Biblical Interpretation and Application	4 credits
HTH-202	Christian Theology II	4 credits
BIB-350	Pentateuch	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310^{fΔ}	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits

MIN-430^f	Ministerial Communication	4 credits
HTH-350^f	Survey of Historical Theology	4 credits
HTH-330^{Δf}	Christian Ethics	4 credits
Christian Studies Major		48 credits

Bachelor of Arts in Christian Studies (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies (Accelerated Pathway to MDiv) Major	56 credits
Total Electives	24-30 credits
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Total Bachelor of Arts in Christian Studies (Accelerated Pathway to MDiv)	120 credits

Christian Studies (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355^Δ	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-201	Christian Theology I	4 credits
MIN-204	Relational Skills Lab	1 credit
HTH-202	Christian Theology II	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214	Ministry Skills Lab	1 credit
HTH-330^{Δf}	Christian Ethics	4 credits
MIN-320	Christian Character Formation	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-430^f	Ministerial Communication	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits

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

Christian Studies (Accelerated Pathway to MDiv) 56 credits
Major

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

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies program are prepared for a variety of ministerial and leadership positions that require a depth of knowledge about the content of Scripture and the ability to communicate biblical teaching effectively. Coursework focuses on the study of the books and major divisions of the Bible, from the Genesis to Revelation, for the sake of teaching the Bible to a variety of audiences including student groups and congregations. This program of study is designed to equip students with the competencies necessary for service as faithful teachers, preachers, and Christian leaders in churches and Christian institutions.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Biblical Studies Major	64 credits
Total Electives	16-22 credits
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Total Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies	120 credits

Christian Studies with an Emphasis in Biblical Studies Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
HTH-201	Christian Theology I	4 credits
BIB-355^Δ	Biblical Interpretation and Application	4 credits
HTH-202	Christian Theology II	4 credits
BIB-350	Pentateuch	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310^Δ	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-430[†]	Ministerial Communication	4 credits
HTH-350[†]	Survey of Historical Theology	4 credits
HTH-330^{Δ†}	Christian Ethics	4 credits
BIB-370	Hebrew Poetical and Wisdom Literature	4 credits
BIB-455	Hebrew Prophets	4 credits

BIB-380	Pauline Epistles	4 credits
BIB-465	General Epistles	4 credits

Christian Studies with and Emphasis in Biblical Studies Major 64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies program are prepared for a variety of ministerial and leadership positions that require a depth of knowledge about the content of Scripture and the ability to communicate biblical teaching effectively. Coursework focuses on the study of the books and major divisions of the Bible, from the Genesis to Revelation, for the sake of teaching the Bible to a variety of audiences including student groups and congregations. This program of study is designed to equip students with the competencies necessary for service as faithful teachers, preachers, and Christian leaders in churches and Christian institutions. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Biblical Studies (Accelerated Pathway to MDiv) Major	72 credits
Total Electives	8-14 credits
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Total Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies (Accelerated Pathway to MDiv)	120 credits

Christian Studies with an Emphasis in Biblical Studies (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355^Δ	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-201	Christian Theology I	4 credits
MIN-204	Relational Skills Lab	1 credit

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BIB-370	Hebrew Poetical and Wisdom Literature	4 credits
HTH-202	Christian Theology II	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214	Ministry Skills Lab	1 credit
BIB-455	Hebrew Prophets	4 credits
HTH-330^{Af}	Christian Ethics	4 credits
MIN-320	Christian Character Formation	4 credits
BIB-380	Pauline Epistles	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-430^f	Ministerial Communication	4 credits
BIB-465	General Epistles	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
Christian Studies with and Emphasis in Biblical Studies (Accelerated Pathway to MDiv) Major		72 credits

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

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry program are prepared for cross-cultural ministry in a variety of national and international contexts. Coursework for this emphasis introduces students to cross-cultural studies and provides them with the skills required for a contextualized gospel ministry. Students are equipped with biblical and theological foundations for mission work, an understanding of missions from a historical perspective, and the skills needed for effective communication of the gospel across cultures. This program of study is designed to equip students with competencies necessary for service as effective ministers and missions leaders in churches and mission agencies, in North American and international settings.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Global Ministry Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry	120 credits

Christian Studies with an Emphasis in Global Ministry Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
INT-244	World Religions	4 credits
HTH-201	Christian Theology I	4 credits
HTH-202	Christian Theology II	4 credits
BIB-355^A	Biblical Interpretation and Application	4 credits
BIB-350	Pentateuch	4 credits
INT-320	Evangelism and Discipleship	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310^{FA}	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
INT-450	Anthropology for Cross-Cultural Ministry	4 credits
MIN-430^f	Ministerial Communication	4 credits
HTH-350^f	Survey of Historical Theology	4 credits
HTH-330^{Af}	Christian Ethics	4 credits
INT-460	Christianity and Culture	4 credits
Christian Studies with and Emphasis in Global Ministry Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry program are prepared for cross-cultural ministry in a variety of national and international contexts. Coursework for this emphasis introduces students to cross-cultural studies and provides them with the skills required for a contextualized gospel ministry. Students are equipped with biblical and theological foundations for mission work, an understanding of missions from a historical perspective, and the skills needed for effective communication of the gospel across cultures. This program of study is designed to equip students with competencies necessary for service as effective ministers and missions leaders in churches and mission agencies, in North American and international settings. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Global Ministry Major	76 credits
Total Electives	4-10 credits

Total Bachelor of Arts in Christian Studies with an Emphasis in Global Ministry (Accelerated Pathway to MDiv)	120 credits
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Christian Studies with an Emphasis in Global Ministry (Accelerated Pathway to MDiv) Major

INT-244	World Religions	4 credits
BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355^Δ	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-201	Christian Theology I	4 credits
MIN-204	Relational Skills Lab	1 credit
INT-320	Evangelism and Discipleship	4 credits
HTH-202	Christian Theology II	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214	Ministry Skills Lab	1 credit
INT-310^{ΔA}	Christianity in a Global Context	4 credits
HTH-330^{ΔF}	Christian Ethics	4 credits
MIN-320	Christian Character Formation	4 credits
INT-450	Anthropology for Cross-Cultural Ministry	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-430^F	Ministerial Communication	4 credits
INT-460	Christianity and Culture	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits

Christian Studies with and Emphasis in Global Ministry (Accelerated Pathway to MDiv) Major	76 credits
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Bachelor of Arts in Christian Studies with an Emphasis in Philosophy

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom

and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Philosophy program are equipped for ministry that requires ethical and ideological engagement in the public arena and are prepared for further study at the graduate level in preparation for a career in the church or academy. Coursework for this emphasis introduces students to philosophical studies in key areas including knowledge and reality, ethics, and philosophy of religion. Students are trained to analyze and assess ideas and ethical systems and express their understandings effectively to others. This program of study is designed to provide students with competencies necessary for service as effective ministers who are capable of engaging the public square and leading others to do the same.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Philosophy Major	64 credits
Total Electives	16-22 credits

Total Bachelor of Arts in Christian Studies with an Emphasis in Philosophy	120 credits
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Christian Studies with an Emphasis in Philosophy Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
PHI-103	Introduction to Philosophy and Ethics	4 credits
HTH-201	Christian Theology I	4 credits
HTH-202	Christian Theology II	4 credits
BIB-355^Δ	Biblical Interpretation and Application	4 credits
BIB-350	Pentateuch	4 credits
PHI-301	Knowledge and Reality	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310^{ΔA}	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
PHI-307	Applied Ethics	4 credits
MIN-430^F	Ministerial Communication	4 credits
HTH-350^F	Survey of Historical Theology	4 credits
HTH-330^{ΔF}	Christian Ethics	4 credits
PHI-403	Philosophy of Religion	4 credits

Christian Studies with and Emphasis in Philosophy Major	64 credits
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Bachelor of Arts in Christian Studies with an Emphasis in Philosophy (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded

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

theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Philosophy program are equipped for ministry that requires ethical and ideological engagement in the public arena and are prepared for further study at the graduate level in preparation for a career in the church or academy. Coursework for this emphasis introduces students to philosophical studies in key areas including knowledge and reality, ethics, and philosophy of religion. Students are trained to analyze and assess ideas and ethical systems and express their understandings effectively to others. This program of study is designed to provide students with competencies necessary for service as effective ministers who are capable of engaging the public square and leading others to do the same. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Philosophy (Accelerated Pathway to MDiv) Major	72 credits
Total Electives	8-14 credits
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Total Bachelor of Arts in Christian Studies with an Emphasis in Philosophy (Accelerated Pathway to MDiv)	120 credits

Christian Studies with an Emphasis in Philosophy (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355^Δ	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-201	Christian Theology I	4 credits
MIN-204	Relational Skills Lab	1 credit
PHI-103	Introduction to Philosophy and Ethics	4 credits
HTH-202	Christian Theology II	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214	Ministry Skills Lab	1 credit
PHI-301	Knowledge and Reality	4 credits
HTH-330^{Δf}	Christian Ethics	4 credits
MIN-320	Christian Character Formation	4 credits
PHI-307	Applied Ethics	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-430^f	Ministerial Communication	4 credits
PHI-403	Philosophy of Religion	4 credits

BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
Christian Studies with and Emphasis in Philosophy (Accelerated Pathway to MDiv) Major		72 credits

Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership program are prepared for careers in worship ministry. Coursework emphasizes a biblical theology of worship and an exploration of various historical and contemporary approaches to worship while developing character and leadership skills for a faithful and fruitful worship ministry. This program of study is designed to equip students with competencies necessary for service as effective worship leaders within the church and other Christian worship environments.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Worship Leadership Major	64 credits
Total Electives	16-22 credits
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Total Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership	120 credits

Christian Studies with an Emphasis in Worship Leadership Major

BIB-106	Old Testament Survey	4 credits
HTH-201	Christian Theology I	4 credits
BIB-107	New Testament Survey	4 credits
MIN-320	Christian Character Formation	4 credits
HTH-202	Christian Theology II	4 credits
BIB-355^Δ	Biblical Interpretation and Application	4 credits
HTH-330^{Δf}	Christian Ethics	4 credits
BIB-350	Pentateuch	4 credits
BIB-360	Gospels and Acts	4 credits
HTH-350^f	Survey of Historical Theology	4 credits
MIN-480	Pastoral Leadership	4 credits
INT-310^{ΔA}	Christianity in a Global Context	4 credits
WSA-424^Δ	Christian Worldview and Media	4 credits
WSA-322^Δ	Theology of Worship	4 credits
WSA-423	Worship Leadership	4 credits

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

MIN-430^f	Ministerial Communication	4 credits
Christian Studies with an Emphasis in Worship Leadership Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership program are prepared for careers in worship ministry. Coursework emphasizes a biblical theology of worship and an exploration of various historical and contemporary approaches to worship while developing character and leadership skills for a faithful and fruitful worship ministry. This program of study is designed to equip students with competencies necessary for service as effective worship leaders within the church and other Christian worship environments. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv) Major	72 credits
Total Electives	8-14 credits
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Total Bachelor of Arts in Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv)	120 credits

Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355^A	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-201	Christian Theology I	4 credits
MIN-204	Relational Skills Lab	1 credit
MIN-480	Pastoral Leadership	4 credits
HTH-202	Christian Theology II	4 credits
BIB-360	Gospels and Acts	4 credits

MIN-214	Ministry Skills Lab	1 credit
WSA-424^A	Christian Worldview and Media	4 credits
HTH-330^{Af}	Christian Ethics	4 credits
MIN-320	Christian Character Formation	4 credits
WSA-322^A	Theology of Worship	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-430^f	Ministerial Communication	4 credits
WSA-423	Worship Leadership	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits

Christian Studies with an Emphasis in Worship Leadership (Accelerated Pathway to MDiv) Major	72 credits
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Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry.

The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments.

Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry program are prepared for a variety of ministerial and leadership positions that require a solid biblical and theological foundation as well as skills related to ministerial leadership and ministry. Coursework in this program explores effective ways to lead students to Christ in their formative years, develops abilities to recognize times of crisis in the lives of young people, and cultivates skills for providing guidance and help as needed. This program of study is suited to students who have a passion for serving and would like to help youth develop their relationship with Jesus Christ and fulfill their calling to minister to young men and women in churches, high school programs, parachurch ministries, and other Christian organizations.

Degree Requirements

Total General Education	34-40 credits
Total Christian Studies with an Emphasis in Youth Ministry Major	64 credits
Total Electives	16-22 credits
<hr/>	
Total Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry	120 credits

Christian Studies with an Emphasis in Youth Ministry Major

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
HTH-201	Christian Theology I	4 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

BIB-355 ^Δ	Biblical Interpretation and Application	4 credits
HTH-202	Christian Theology II	4 credits
BIB-350	Pentateuch	4 credits
MIN-320	Christian Character Formation	4 credits
INT-310 ^Δ	Christianity in a Global Context	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-430 [‡]	Ministerial Communication	4 credits
HTH-350 [‡]	Survey of Historical Theology	4 credits
HTH-330 ^{Δ‡}	Christian Ethics	4 credits
YMN-305	Philosophy and Theology of Youth Ministry	4 credits
YMN-355	Adolescent Development and Faith Formation	4 credits
YMN-455	Adolescent Issues and Intervention	4 credits
YMN-350	Leadership and Administration in Youth Ministry	4 credits
Christian Studies with an Emphasis in Youth Ministry Major		64 credits

Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDiv)

The Bachelor of Arts in Christian Studies is designed to prepare students for careers in ministry within the church, on the mission field, or within Christian organizations. Graduates of this program will possess a strong foundation of biblical and theological knowledge, will develop spiritually and professionally, and will gain communication and leadership skills necessary for effective ministry. The core of the Bachelor of Arts in Christian Studies program is designed to offer a well-rounded theological education and to equip students with the basic knowledge and skills required for faithful ministry. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian environments. Graduates of the Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry program are prepared for a variety of ministerial and leadership positions that require a solid biblical and theological foundation as well as skills related to ministerial leadership and ministry. Coursework in this program explores effective ways to lead students to Christ in their formative years, develops abilities to recognize times of crisis in the lives of young people, and cultivates skills for providing guidance and help as needed. This program of study is suited to students who have a passion for serving and would like to help youth develop their relationship with Jesus Christ and fulfill their calling to minister to young men and women in churches, high school programs, parachurch ministries, and other Christian organizations. This is an accelerated program (3+2) which requires a 12-month program of study and entails undergraduate and graduate coursework. Graduates will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

Total General Education 34-40 credits

Total Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDiv) Major 72 credits
Total Electives 8-14 credits

Total Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDiv) 120 credits

Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDiv) Major

BIB-106	Old Testament Survey	4 credits
MIN-104	Pastoral Identity Lab	1 credit
BIB-107	New Testament Survey	4 credits
BIB-355 ^Δ	Biblical Interpretation and Application	4 credits
MIN-114	Spiritual Formation Lab	1 credit
BIB-350	Pentateuch	4 credits
HTH-201	Christian Theology I	4 credits
MIN-204	Relational Skills Lab	1 credit
YMN-305	Philosophy and Theology of Youth Ministry	4 credits
HTH-202	Christian Theology II	4 credits
BIB-360	Gospels and Acts	4 credits
MIN-214	Ministry Skills Lab	1 credit
YMN-355	Adolescent Development and Faith Formation	4 credits
HTH-330 ^{Δ‡}	Christian Ethics	4 credits
MIN-320	Christian Character Formation	4 credits
YMN-350	Leadership and Administration in Youth Ministry	4 credits
MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
MIN-430 [‡]	Ministerial Communication	4 credits
YMN-455	Adolescent Issues and Intervention	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits

Christian Studies with an Emphasis in Youth Ministry (Accelerated Pathway to MDiv) Major 72 credits

Worship Arts: Undergraduate Programs

The Bachelor of Arts in Worship Arts is a 120-credit-hour degree designed to prepare students for careers in contemporary worship ministry and the Christian music industry. Worship Arts refers not only to worship leadership within local churches but, more broadly, to performance, visual media, production, and the business aspects of the contemporary Christian music industry. Students who graduate from this program will possess a strong foundation of biblical and theological knowledge and will be skilled in worship leadership, musical performance, production, and business management.

The core of the worship arts program is designed to offer a well-rounded theological education and to equip students with basic knowledge and skills in the areas of vocal and instrumental performance, production (lighting, digital film, sound systems,

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

and recording), management and marketing, and worship leadership. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian worship environments.

Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry

Grand Canyon University's Bachelor of Arts in Worship Arts is designed to prepare students for careers in worship leadership, ministry, technical direction, and production. Worship Arts refers not only to worship leadership within local churches but, more broadly, to songwriting, performance, media, production, and technical direction. The core of the Worship Arts program is designed to offer a well-rounded theological education and to equip students with basic knowledge and skills in the areas of worship leadership, performance, lighting, media, and sound production. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian worship environments. Students who graduate from this program will possess a strong foundation of biblical and theological knowledge and will be skilled in worship leadership, ministry, production, and the technical aspects of worship arts. In addition to the core, students will choose an emphasis in either Worship Ministry or Media and Production Ministry depending on their desired area of specialization. Graduates of the Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry are prepared to provide vital leadership and creative direction for worship services through media, audio/visual production, and technical direction. This degree emphasizes ministerial leadership in the areas of technical ability, artistic excellence, and production. Upon completion of the program, students will possess a strong foundation of biblical and theological knowledge and will be prepared to lead in the areas of media and production ministry. Coursework emphasizes media and production ministry for contemporary worship, sound recording and reinforcement, and audio/visual direction. Students study lighting design, technical direction, media preparation and presentation, sound and lighting enhancements, and stage and set design while learning to coordinate instrumentalists, vocalists, and audio/visual teams. Significant emphasis is placed on project management, team building, and effective leadership. An internship provides learners with diverse opportunities to apply their knowledge and continue to develop their worship arts skills under the supervision of experienced worship pastors in local ministry settings.

Degree Requirements

Total General Education	34-40 credits
Total Worship Arts with an Emphasis in Media and Production Ministry Major	64 credits
Total Electives	16-22 credits
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Total Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry	120 credits

Worship Arts with an Emphasis in Media and Production Ministry Major

BIB-106	Old Testament Survey	4 credits
WSA-123	Church Audio	4 credits
WSA-116^Ω	Worship Leader Lab	1 credit

WSA-320	Digital Audio Workstation	4 credits
DDN-101	Design Thinking	4 credits
BIB-107	New Testament Survey	4 credits
MIN-114^Ω	Spiritual Formation Lab	1 credit
WSA-420	Audio Recording	4 credits
HTH-201	Christian Theology I	4 credits
WSA-206^Ω	Worship Formation Lab	1 credit
WSA-425	Audio Reinforcement	4 credits
HTH-202	Christian Theology II	4 credits
MIN-214^Ω	Ministry Skills Lab	1 credit
WSA-423	Worship Leadership	4 credits
WSA-334	Stagecraft and Lighting for Contemporary Worship	4 credits
WSA-322	Theology of Worship	4 credits
HTH-330[†]	Christian Ethics	4 credits
WSA-345	Digital Film Production	4 credits
WSA-429^Ω	Worship Arts Internship	4 credits

Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry Major 64 credits

Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry

Grand Canyon University's Bachelor of Arts in Worship Arts is designed to prepare students for careers in worship leadership, ministry, technical direction, and production. Worship Arts refers not only to worship leadership within local churches but, more broadly, to songwriting, performance, media, production, and technical direction. The core of the Worship Arts program is designed to offer a well-rounded theological education and to equip students with basic knowledge and skills in the areas of worship leadership, performance, lighting, media, and sound production. Attention is also given to the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the local church and in other Christian worship environments. Students who graduate from this program will possess a strong foundation of biblical and theological knowledge and will be skilled in worship leadership, ministry, production, and the technical aspects of worship arts. In addition to the core, students will choose an emphasis in either Worship Ministry or Media and Production Ministry depending on their desired area of specialization. Graduates of the Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry program are prepared for careers in worship leadership and ministry. This program emphasizes creativity, artistry, musical ability, and performance in addition to ministerial preparation and leadership skills. Upon completion of the program, students will possess a strong foundation of biblical and theological knowledge and will be capable of coordinating and leading corporate worship, songwriting and arranging, and musical performance. Coursework emphasizes musical direction for contemporary worship, fundamentals of music theory for contemporary worship, song writing and arranging, mastery training in a primary performance instrument, and proficiency training in a secondary instrument. An internship provides learners with diverse opportunities to apply their knowledge and continue to

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

develop their worship ministry skills under the supervision of experienced worship leaders in local ministry settings.

Degree Requirements

Total General Education	34-40 credits
Total Worship Arts with an Emphasis in Media and Production Ministry Major	64 credits
Total Electives	16-22 credits
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Total Bachelor of Arts in Worship Arts with an Emphasis in Media and Production Ministry	120 credits

Worship Arts with an Emphasis in Media and Production Ministry Major

WSA-300	Musical Structures I	4 credits
BIB-106	Old Testament Survey	4 credits
WVA-111	Private Voice Study I	1 credit
WSA-116^Ω	Worship Leader Lab	1 credit
WSA-301	Musical Structures II	4 credits
BIB-107	New Testament Survey	4 credits
WVA-112	Private Voice Study II	1 credit
MIN-114^Ω	Spiritual Formation Lab	1 credit
WSA-123	Church Audio	4 credits
HTH-201	Christian Theology I	4 credits
WVA-211	Private Voice Study III	1 credit
WSA-206^Ω	Worship Formation Lab	1 credit
WSA-302	Songwriting and Arranging	4 credits
HTH-202	Christian Theology II	4 credits
WSA-320	Digital Audio Workstation	4 credits
WVA-212	Private Voice Study IV	1 credit
MIN-214^Ω	Ministry Skills Lab	1 credit
WSA-331	Introduction to Worship Arts Software	4 credits
WSA-423	Worship Leadership	4 credits
WSA-322	Theology of Worship	4 credits
HTH-330	Christian Ethics	4 credits
WSA-429^Ω	Worship Arts Internship	4 credits
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Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry Major	64 credits	

Christian Studies: Graduate Programs

Master of Arts in Christian Leadership

Grand Canyon University's Masters of Arts in Christian Leadership degree is designed for individuals who plan to provide distinctively Christian leadership within various contexts, including church, parachurch, non-profit organizations, business, community, and public service contexts. This degree program offers basic biblical knowledge, practical theology, and skills necessary for effective leadership in order to make maximum impact for God's kingdom.

Curriculum for the Masters of Arts in Christian Leadership degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, ministerial ethics, and various styles of leadership. Coursework also guides students through the process of developing theologically sound strategies for leading in ways that align well with the needs of the community and individual giftedness.

This degree prepares students with the knowledge and skills necessary for service as Christian leaders within the church or the community. Students complete the program with foundational understandings and the ability to apply those understandings practically in leadership settings. The program teaches how to lead with Christ-like character through good times and through crises. It was created for those with a passion for biblical leadership who intend to serve faithfully within their church or community. Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

Degree Requirements

UNV-505^Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
CHL-510	Biblical Foundations of Christian Leadership	4 credits
CHL-630	Best Practices in Christian Leadership	4 credits
HTH-620	Practical Theology	4 credits
CHL-650	Leading Through Crisis, Conflict and Change	4 credits

Master of Arts in Christian Leadership	38 credits
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Master of Arts in Christian Ministry

Grand Canyon University's Masters of Arts in Christian Ministry degree prepares graduates to provide spiritual guidance and care to members of their church or Christian organization. This program is designed for those who are called to part-time, bi-vocational, or lay ministry and require theological training to lead in the local church.

Curriculum for the Masters of Arts in Christian Ministry degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, ministerial ethics, and basic pastoral care. Coursework also guides students through the process of preparing spiritually and professionally in order to shepherd others with grace, compassion, and skill.

This degree prepares students with the knowledge and skills necessary for service as assistant pastors, pastoral associates, administrative pastors, Bible study leaders, deacons, lay elders, or in various supporting roles related to Christian ministry and service. Students complete the program with foundational understandings and the ability to apply those understandings within the context of Christian ministry. The program teaches how to provide pastoral care that centers on the gospel of Jesus Christ, edifies the Christian community, and serves the needs of those inside and outside of the local church. It was developed for the lay person with a passion for Christ-like service and ministry.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

Degree Requirements

UNV-505^Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
MIN-515	Pastoral Care in a Ministry Context	4 credits
MIN-535	Communicating in a 21st-Century Ministry Context	4 credits
HTH-620	Practical Theology	4 credits
MIN-655	Leading and Organizing Ministries in the Church	4 credits
Master of Arts in Christian Ministry		38 credits

Master of Arts in Urban Ministry

Grand Canyon University's Masters of Arts in Urban Ministry degree was created for individuals with a heart for the city who are concerned to meet spiritual needs in urban settings. This degree program features basic biblical knowledge, practical theology, and the skills necessary to address the unique needs that arise in urban contexts.

Curriculum for the Masters of Arts in Urban Ministry degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, and ministerial ethics. Coursework also provides students the ability to contextualize the Christian message without compromising the integrity of the gospel. Emphasis is placed on the dynamics of urban communities, challenges facing the church today, and the need to minister to people holistically through the power of the gospel while maintaining the priorities of evangelism and discipleship.

Students complete the program with foundational understandings and the ability to apply those understandings within urban contexts. Inner cities can present a unique set of issues and circumstances. Graduates of the program are prepared to address these specific challenges and offer guidance to urban communities. This program is also appropriate for those interested in working at a suburban church with an outreach to urban church counterparts, those who wish to work for a nonprofit, or individuals interested in starting their own nonprofit ministry in an urban setting. Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

Degree Requirements

UNV-505^Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits

INT-510	Biblical Foundations of Urban Ministry	4 credits
INT-625	Multicultural Ministry and Contextualization	4 credits
HTH-620	Practical Theology	4 credits
INT-630	Issues in Urban Ministry	4 credits
Master of Arts in Urban Ministry		38 credits

Master of Arts in Youth and Family Ministry

Grand Canyon University's Masters of Arts in Youth and Family Ministry degree is designed for people who have a passion for discipleship that addresses the key stages of human development, from childhood through adulthood. This degree program offers basic biblical knowledge, practical theology, and skills necessary for effective ministry to youth and families within the local church or a Christian organization.

Curriculum for the Masters of Arts in Youth and Family Ministry degree explores Old and New Testament foundations, biblical interpretation, Christian doctrine, and ministerial ethics. Coursework also guides students through the process of learning to apply biblical and theological principles within the context of ministry to specific groups and members of families. Special emphasis is placed on learning to listen and guide youth and their families through the challenging years of pre-adult growth and development.

This degree prepares students with the knowledge and skills necessary for service as youth leaders, children's ministers, assistant pastors, family ministers, or para-church leaders. Students complete the program with foundational understandings and the ability to apply those understandings within the context of youth and family ministry. The program teaches how to provide biblical care that centers on the gospel of Jesus Christ while meeting the unique needs of family life and personal development at each of life's stages. It was created for those with a strong desire to provide discipleship that addresses today's challenges with godly wisdom. Supervised ministry field experiences are embedded throughout the coursework to apply the program's concepts, theories, and research into real-world contexts.

Degree Requirements

UNV-505^Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
HTH-515	Christian Doctrines	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
MIN-511	Foundations of Youth and Family Ministry	4 credits
MIN-620	Stages of Development and Faith Formation	4 credits
HTH-620	Practical Theology	4 credits
MIN-650	Conflict, Crisis, and Pastoral Care	4 credits
Master of Arts in Youth and Family Ministry		38 credits

Master of Divinity

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to

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

serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. The Master of Divinity curriculum focuses on biblical, historical, theological, and ethical knowledge as well as exegetical, pastoral, and homiletic skills. Significant attention is also directed at the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the community of faith and as leaders in the public domain. Thus the Master of Divinity provides a strong basis for ordained, professional ministry and a substantial foundation for advanced study in preparation for an academic career. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom through missions. The program's courses are designed to offer the crucial components of a well-rounded, theological education and to equip students for a life of faithful ministry. This program is part of an accelerated BA to MDiv (3+2) which requires a 12-month program of study. Graduates of the entire accelerated program will earn a BA after completing all undergraduate requirements and a Master of Divinity after completing all graduate requirements.

Degree Requirements

UNV-505^Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN-526	Ministerial Ethics	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-509	Christian Character Formation	4 credits
HTH-505	Systematic Theology I	4 credits
INT-525	Christian Worldview and Mission	4 credits
MIN-524	Evangelism and Discipleship	4 credits
HEB-501	Elementary Hebrew I	4 credits
BIB-611	Old Testament Exegesis: Pentateuch	4 credits
GRK-501	Elementary Greek I	4 credits
BIB-620	New Testament Exegesis: Gospels and Acts	4 credits
HTH-611^Ω	Pastoral Theology	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-640	Doctrine of the Church	4 credits
BIB-610	Old Testament Exegesis: Prophets and Writings	4 credits
BIB-621	New Testament Exegesis: Epistles and Revelation	4 credits
HTH-510	Christian History I	4 credits
MIN-601	Christ-Centered Preaching	4 credits
HTH-511	Christian History II	4 credits
PHI-610	Christian Apologetics	4 credits

Students should enroll in a total of 4 credits from the following courses

MIN-675	Biblical Leadership and Ministry	4 credits
MIN-690	Ministry Internship	4 credits
Master of Divinity		82 credits

Master of Divinity (Traditional Campus Accelerated)

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. The Master of Divinity curriculum focuses on biblical, historical, theological, and ethical knowledge as well as exegetical, pastoral, and homiletic skills. Significant attention is also directed at the inward formation of Christ-like character and an ability to minister with wisdom and sensitivity within the community of faith and as leaders in the public domain. Thus the Master of Divinity provides a strong basis for ordained, professional ministry and a substantial foundation for advanced study in preparation for an academic career. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom through missions. The program's courses are designed to offer the crucial components of a well-rounded, theological education and to equip students for a life of faithful ministry.

Degree Requirements

MIN-500	Enchiridion on Ministry: Purpose, Principles, and Practice	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-526	Ministerial Ethics	4 credits
HEB-501	Elementary Hebrew I	4 credits
HTH-505	Systematic Theology I	4 credits
INT-525	Christian Worldview and Mission	4 credits
MIN-509	Christian Character Formation	4 credits
HTH-611^Ω	Pastoral Theology	4 credits
HTH-550	Systematic Theology II	4 credits
MIN-524	Evangelism and Discipleship	4 credits
BIB-610	Old Testament Exegesis: Prophets and Writings	4 credits
GRK-501	Elementary Greek I	4 credits
HTH-510	Christian History I	4 credits
MIN-601	Christ-Centered Preaching	4 credits
HTH-640	Doctrine of the Church	4 credits
BIB-621	New Testament Exegesis: Epistles and Revelation	4 credits
HTH-511	Christian History II	4 credits
MIN-675	Biblical Leadership and Ministry	4 credits
PHI-610	Christian Apologetics	4 credits

Master of Divinity (Traditional Campus Accelerated)	76 credits
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Graduate Certificate of Completion in Biblical Foundations

The Graduate Certificate of Completion in Biblical Foundations provides students with fundamental biblical understandings intended to enhance personal devotion and prepare them for teaching ministries within a variety of contexts. This program of

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

study is designed to equip students with competencies necessary for local church service by instilling a foundational knowledge of God's word and basic competency in rightly interpreting Scripture, while cultivating Christian character. Coursework for this emphasis introduces students to the Old and New Testaments, biblical hermeneutics, and principles for spiritual formation.

Degree Requirements

UNV-505^Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
BIB-501	Old Testament Foundations	4 credits
BIB-502	New Testament Foundations	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-510	Christian Character Formation	4 credits
Graduate Certificate of Completion in Biblical Foundations		18 credits

Graduate Certificate of Completion in Ministry Education

The Graduate Certificate of Completion in Ministry Education equips students with fundamental knowledge and skills needed for ministry within a variety of church and ministerial contexts. This program of study is designed to prepare students with basic understandings for biblical interpretation, theology, ethics, and pastoral ministry, while also cultivating Christian character. Coursework will help students engage in biblical exegesis and hermeneutics, think theologically, and reason and act ethically within various ministerial contexts.

Degree Requirements

UNV-505^Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN-526	Ministerial Ethics	4 credits
BIB-650	Biblical Hermeneutics	4 credits
MIN-509	Christian Character Formation	4 credits
HTH-505	Systematic Theology I	4 credits
Graduate Certificate of Completion in Ministry Education		18 credits

Graduate Certificate of Completion in Christian Theology

The Graduate Certificate of Completion in Christian Theology provides students with fundamental understandings of systematic and historical theology. This program of study is designed to equip students with knowledge and competencies necessary for local church service by instilling a foundational knowledge of Christian theology including the biblical and historical roots of key doctrines of the faith. Coursework for this emphasis introduces students to the major doctrines of Christianity and traces the development of theological understanding throughout Church history.

Degree Requirements

UNV-505^Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
HTH-505	Systematic Theology I	4 credits
HTH-550	Systematic Theology II	4 credits
HTH-510	Christian History I	4 credits

HTH-511	Christian History II	4 credits
Graduate Certificate of Completion in Christian Theology		18 credits

Post-Master of Arts in Theology: Introductory Biblical Languages Certificate

The Post-Master of Arts in Theology: Introductory Biblical Languages Certificate provides students with fundamental understandings and skills that prepare them to properly interpret and communicate the biblical text for the sake of ministry within a local church. This program of study is designed to equip students with the foundational skills necessary for basic analysis of Scripture in the original languages in conjunction with biblical software. Students hone their exegetical skills through application within selected portions of the Old and New Testaments. Coursework for this emphasis introduces biblical Hebrew and Greek and selected biblical passages.

Degree Requirements

UNV-505^Ω	Introduction to Graduate Studies in Ministry and Theology	2 credits
HEB-501	Elementary Hebrew I	4 credits
BIB-611	Old Testament Exegesis: Pentateuch	4 credits
GRK-501	Elementary Greek I	4 credits
BIB-620	New Testament Exegesis: Gospels And Acts	4 credits
Post-Master of Arts in Theology: Introductory Biblical Languages Certificate		18 credits

Minors

Minor in Biblical Studies

A minor in Biblical Studies provides students in any major with basic knowledge of the Bible and the ability to interpret Scripture effectively. Coursework surveys the Bible as a whole, introduces principles and practices for sound interpretation, and applies interpretive skills to major divisions of the Bible. This minor is designed for students who want to understand the Bible more fully and learn to interpret it faithfully.

Minor Requirements

BIB-106	Old Testament Survey	4 credits
BIB-107	New Testament Survey	4 credits
BIB-355^Δ	Biblical Interpretation	4 credits
BIB-350	Pentateuch	4 credits
BIB-360	Gospel and Acts	4 credits
Minor in Biblical Studies		20 credits

Minor in Christian Studies

A minor in Christian studies offers you a basic understanding of the Bible and theology. Gain ethical knowledge while exploring the virtues and habits that shape Christian character and morality. This minor entails an advanced exploration of the Christian worldview with an emphasis on calling, vocation, character development, the Christian life, and Christian community.

Minor Requirements

BIB-100	Bible Survey	4 credits
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^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CWV-316	Christian Life: The Way of Jesus	4 credits
MIN-320	Christian Character Formation	4 credits
HTH-330^Δ	Christian Ethics	4 credits
Minor in Christian Studies		16 credits

Minor in Media and Production Ministry

A minor in Media and Production Ministry provides a basic understanding of the Bible and theology along with skill and knowledge of standard media and technology used in contemporary worship services. The minor is designed for students who have a calling to serve and lead within a worship ministry context. Students gain the knowledge and skill necessary for leadership opportunities in worship media and production ministries.

Minor Requirements

BIB-100	Bible Survey	4 credits
WSA-123	Church Audio	4 credits
WSA-320	Digital Audio Workstation	4 credits
WSA-322	Theology of Worship	4 credits
WSA-423	Worship Leadership	4 credits
Minor in Media and Production Ministry		20 credits

Minor in Philosophy

The Grand Canyon University Minor in Philosophy introduces students to philosophical studies in key areas including knowledge and reality, ethics, and philosophy of religion. The program complements foundational teachings introduced in Christian worldview by providing students with competencies necessary to effectively engage in ethical and philosophical discourse. Students are trained to analyze and assess ideas and ethical systems and express their understandings effectively to others.

Minor Requirements

PHI-103	Introduction to Philosophy and Ethics	4 credits
PHI-301	Knowledge and Reality	4 credits
PHI-307	Applied Ethics	4 credits
PHI-403	Philosophy of Religion	4 credits
Minor in Philosophy		16 credits

Minor in Short-Term Missions

A minor in Short-Term Missions provides students with basic biblical understandings and the ability to communicate the gospel effectively within cross-cultural contexts. Coursework surveys the Bible as a whole, introduces principles and practices for global and local missions, and culminates in a short-term missions experience. This minor is designed for students who want to understand how to share the Christian faith in word and

deed within various cross-cultural contexts while gaining hands-on experience through short-term missions experiences in local and international contexts.

Minor Requirements

BIB-100	Bible Survey	4 credits
CWV-316	Christian Life: The Way of Jesus	4 credits
INT-101	God-Centered Missions Lab	1 credit
INT-102	Cross-Cultural Missions Lab	1 credit
INT-201	Missional Skills Lab	1 credit
INT-202	Short-Term Missions Lab	1 credit
INT-494	Short-Term Missions Experience	4 credits
Minor in Short-Term Missions		16 credits

Minor in Worship Arts

A minor in Worship Arts helps students develop a biblical theology of worship as they explore historical and contemporary approaches to worship. Students develop character and leadership skills for a faithful and fruitful worship ministry as they prepare to serve in worship leadership roles. This minor is designed for students in any major who want to develop skill, ability, and knowledge for service as effective worship leaders within the church and other Christian worship environments.

Minor Requirements

HTH-201	Christian Theology I	4 credits
HTH-202	Christian Theology II	4 credits
WSA-322^Δ	Theology of Worship	4 credits
WSA-423	Worship Leadership	4 credits
WSA-424	Christian Worldview and Media	4 credits
Minor in Worship Arts		20 credits

Minor in Worship Ministry

A minor in Worship Ministry offers a basic understanding of the Bible, theology, music, and technology used in contemporary worship services. This minor is designed for students who have a calling to serve and lead within a worship ministry context. Students gain the knowledge and skill needed to serve as an effective worship pastor in a broad variety of ministry opportunities.

Minor Requirements

BIB-100	Bible Survey	4 credits
WSA-300	Music Structures I	4 credits
WSA-320	Digital Audio Workstation	4 credits
WSA-322	Theology of Worship	4 credits
WSA-423	Worship Leadership	4 credits
Minor in Worship Ministry		20 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

The College of Science, Engineering, and Technology

College Description

With science, engineering, technology, and mathematics professions in extremely high demand, driving our economy, continuously evolving, and redefining modern day life the College of Science, Engineering, and Technology is focused on preparing exceptionally competent graduates to enter the dynamic and highly competitive workforce of the 21st century.

While excellence in content knowledge and skill is essential, developed abilities such as creativity, adaptability, collaboration, effective communication along with personal qualities such as social awareness, responsibility, ethical character, and compassion are significant differentiators of the strongest candidates or applicants whether they are seeking to go on to graduate school or enter the workforce.

To help students develop these abilities we provide ample opportunity through our curricular and co-curricular activities to apply skills, solve problems, and innovate through inquiry-based learning; to engage in internships designed in conjunction with educational and industry partners; to participate in multifaceted team projects; and to experience cross-disciplinary exposure; ensuring that their acquired skills are relevant to the workplace and their future success.

Through intentional focus on the students as unique and special individuals they are also provided opportunity to develop the more personal interactional qualities necessary to be an ethical team player within the workforce and productive contributor to the greater society. Such opportunities include participation in faculty mentoring, engagement in the GCU and local communities, and developing an understanding of, or fully embracing, a Christian worldview as well as developing an understanding of how the worldview that we approach life with affects both the intention and the outcome of that interaction.

College Vision

The College of Science, Engineering, and Technology will become the premier choice for a first-class educational experience that nurtures and supports Christian character development while providing exceptional career preparation in the fields of science, technology, engineering, and mathematics.

College Mission

Through robust collaboration and partnership with industry; a challenging, engaging, and inquiry-based learning environment; a faculty focused exclusively on student success; and a deep, rich Christian heritage; the College of Science, Engineering, and Technology exemplifies the preparation of top candidates for graduate study and professional practice in the most rapidly developing and competitive fields of science, technology, engineering, and mathematics.

Guiding Principles

The College of Science, Engineering and Technology

- Empowers students to find and fulfill their purpose
- Offers an educational experience of superior value
- Prepares students with the knowledge, skills and mental disciplines to succeed in the contemporary job market and to positively impact their world
- Develops in students an informed, critical-thinking mind and a servant's heart
- Fosters qualities of creativity, adaptability, collaboration, effective communication, problem solving, and appreciation that support students in their continuous learning and spiritual growth
- Instills social awareness, responsibility, ethical character, and compassion in students that emanates from the Christian worldview and the example of Christ.

Science Programs

Bachelor of Science in Biochemistry and Molecular Biology

The Bachelors of Science (B.S.) in Biochemistry and Molecular Biology conforms to the guidelines provided by the American Society for Biochemistry and Molecular Biology and offers students a unique interdisciplinary curriculum. With a curriculum drawing from both disciplines as well as specific biochemistry courses, the program provides a broad background in the physical and life sciences. It is suitable for students planning careers in high-growth areas such as biotechnology and health care research or further training in graduate biomedical professional programs. Many graduates enter employment in the biomedical, biotechnology, pharmaceutical, agricultural research and chemical industries. Others find work in university, government or hospital research laboratories.

Degree Requirements

Total General Education	34-40 credits
Total Biochemistry and Molecular Biology Major	76 credits
Total Electives	4-10 credits
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Biochemistry and Molecular Biology Major	120 credits

Biochemistry and Molecular Biology Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits
BIO-205	Microbiology	3 credits
BIO-205L	Microbiology Lab	1 credit
PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
BIO-333[†]	Molecular and Cellular Biology	4 credits
PHY-112	General Physics II	3 credits
PHY-112L	General Physics II Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
BIO-457^{†Δ}	Genetics	4 credits
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I – Lab	1 credit
BIO-360	Medical Physiology	3 credits
BIO-360L	Medical Physiology Lab	1 credit
CHM-360	Principles of Biochemistry	3 credits
CHM-360L	Principles of Biochemistry Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
CHM-460	Advanced Biochemistry	3 credits
CHM-460L	Advanced Biochemistry Lab	1 credit
BIO-475	Advanced Genetics	3 credits
BIO-475L	Advanced Genetics Lab	1 credit
CHM-451	Pharmacology I	4 credits
SCI-495^Ω	Capstone Project in the Sciences	4 credits
Biochemistry and Molecular Biology Major		76 credits

Bachelor of Science in Biological Sciences

Grand Canyon University's Bachelor of Science in Biological Sciences prepares students for careers in a wide range of fields that utilize biological principles and provide the foundation to develop as scientists or biology professionals. Possible career paths include: technicians, naturalists, environmental education/outreach professionals, museum coordinators, conservation biologists, park rangers, Game and Fish professionals, zookeepers, and EPA, NRCS, USGS, or other government professionals. Students completing the Bachelor of Science in Biological Sciences will understand and demonstrate competency in a broad body of knowledge that includes the domains of biology, chemistry, environmental sciences, ecology, and conservation. Students will also learn about professional and ethical practices associated with biology, all presented through the lens of a Christian worldview..

Degree Requirements

Total General Education	34-40 credits
Total Biological Sciences Major	64 credits
Total Electives	16-22 credits
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Biological Sciences Major	120 credits

Biological Sciences Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit

BIO-182	General Biology II	3 credits
BIO-182L	General Biology II – Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
PHY-105	Fundamental Physics	3 credits
PHY-105L	Fundamental Physics Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
BIO-257	Principles of Genetics	4 credits
MAT-274	Probability and Statistics	4 credits
SCI-328	Science Methods and Communication	4 credits
BIO-342	Analysis of Biological Diversification	4 credits
BIO-326	Interdisciplinary Applications of Biology	4 credits
BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology-Lab	1 credit
BIO-415	Vertebrate Zoology	3 credits
BIO-415L	Vertebrate Zoology Lab	1 credit
BIO-328	Animal Behavior	3 credits
BIO-328L	Animal Behavior Lab	1 credit
BIO-420	Conservation Biology	4 credits
BIO-479	Applied Field Research	4 credits
BIO-487^Ω	Capstone Thesis in Biology	4 credits
Biological Sciences Major		64 credits

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

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Science, Engineering, and Technology in conjunction with teaching licensure requirement courses provided by the College of Education for students who are preparing for a teaching career in grades 7-12 and who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Science Teachers Association (NSTA). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 85 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component. Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Degree Requirements

Total General Education	34-40 credits
Total Biology for Secondary Education Major	86 credits
Total Electives	0-6 credits
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Biology for Secondary Education Major	126 credits
Total Practicum/Field Experience	85 hours

Required General Education

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

MAT-261 Pre-Calculus	4 credits
MAT-274 Probability and Statistics	4 credits

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

SEC-201 Early Adolescent and Adolescent Psychology	4 credits
SCI-210 History Landmarks in the Natural Sciences	2 credits
SCI-211 Paradigm Shifts in the Natural Sciences	2 credits

Biology for Secondary Education Major

BIO-181 General Biology I	3 credits
BIO-181L General Biology I Lab	1 credit
CHM-113 General Chemistry I	3 credits
CHM-113L General Chemistry I Lab	1 credit
EDU-330^A Social Justice for Educators	4 credits
SPD-200 Survey of Special Education: Mild to Moderate Disabilities	4 credits
CHM-115 General Chemistry II	3 credits
CHM-115L General Chemistry II Lab	1 credit
BIO-182 General Biology II	3 credits
BIO-182L General Biology II – Lab	1 credit
POS-301 U.S. and Arizona Constitutions	2 credits
SEC-455 Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
BIO-210 Anatomy and Physiology for Science Majors I	3 credits
BIO-210L Anatomy and Physiology for Science Majors I Lab	1 credit
CHM-235 Survey of Organic Chemistry	3 credits
CHM-235L Survey of Organic Chemistry Lab	1 credit
SEC-355 Middle and Secondary Curriculum and Assessment	4 credits
ESL-445N Methods of Structured English Immersion for Secondary Education	3 credits
SCI-300L Laboratory Safety and Supervision	1 credit
BIO-211 Anatomy and Physiology for Science Majors II	3 credits
BIO-211L Anatomy and Physiology for Science Majors II Lab	1 credit
BIO-333[‡] Molecular and Cellular Biology	4 credits
SEC-345 Content Area Literacy for Middle and Secondary Teachers	4 credits

SEC-450 Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
PHY-111 General Physics I	3 credits
PHY-111L General Physics I Lab	1 credit
BIO-320 Fundamentals of Ecology	3 credits
BIO-320L Fundamentals of Ecology Lab	1 credit
BIO-457^{‡A} Genetics	4 credits
SCI-480 Methods of Teaching Science in Secondary Schools	4 credits
SEC-490 Student Teaching for Secondary Education	8 credits
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Biology for Secondary Education Major	86 credits

Bachelor of Science in Biology for Secondary Education (IP/TL) Effective January 2023

(Initial Program—Leads to Initial Teacher Licensure)

This program is offered by the College of Science, Engineering, and Technology in conjunction with teaching licensure requirement courses provided by the College of Education for students who are preparing for a teaching career in grades 7-12 and who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Science Teachers Association (NSTA). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 85 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component. Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Biology for Secondary Education Major	86 credits
Total Electives	0-6 credits
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Biology for Secondary Education Major	126 credits
Total Practicum/Field Experience	85 hours

Required General Education

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

MAT-261 Pre-Calculus	4 credits
MAT-274 Probability and Statistics	4 credits

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

^A Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

SEC-201	Early Adolescent and Adolescent Psychology	4 credits
SCI-210	History Landmarks in the Natural Sciences	2 credits
SCI-211	Paradigm Shifts in the Natural Sciences	2 credits

Biology for Secondary Education Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
EDU-330^A	Social Justice for Educators	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II – Lab	1 credit
POS-301	U.S. and Arizona Constitutions	2 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
CHM-235	Survey of Organic Chemistry	3 credits
CHM-235L	Survey of Organic Chemistry Lab	1 credit
SEC-355	Middle and Secondary Curriculum and Assessment	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
SCI-300L	Laboratory Safety and Supervision	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
BIO-333[‡]	Molecular and Cellular Biology	4 credits
SEC-350	Differentiated Literacy Instruction: Assessment, Remediation & Intervention	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit
BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology Lab	1 credit
BIO-457^{‡Δ}	Genetics	4 credits
SCI-480	Methods of Teaching Science in Secondary Schools	4 credits
SEC-490	Student Teaching for Secondary Education	8 credits
Biology for Secondary Education Major		86 credits

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

The Bachelor of Science in Biology with an Emphasis in Pre-Dentistry is well-suited for students seeking acceptance into graduate study in dental medicine and other related degree programs. This program will prepare graduates for graduate school entrance exams (DAT) and includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, physical sciences, social sciences, and general human health and dental care issues. They will also study interpersonal and intercultural communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and medical intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Dentistry Major	80 credits
Total Electives	0-6 credits
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Biology with an Emphasis in Pre-Dentistry Major	120 credits

Required General Education

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

MAT-154	Applications of Algebra	4 credits
MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

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

PSY-362	Social Psychology and Cultural Applications	4 credits
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Biology with an Emphasis in Pre-Dentistry Major

SCI-150^Ω	Critical Analyses in Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
PHY-112	General Physics II-Lecture	3 credits
PHY-112L	General Physics II - Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-342	Analysis of Biological Diversification	4 credits
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
BIO-457^Δ	Genetics	4 credits
CHM-360[‡]	Principles of Biochemistry	3 credits
CHM-360L[‡]	Principles of Biochemistry - Lab	1 credit
BIO-333[‡]	Molecular and Cellular Biology	4 credits
BIO-343	Neurobiology	4 credits
BIO-330	Pathophysiology and Pharmacology	4 credits
BIO-470	Head and Neck Anatomy & Lab	4 credits
SCI-495^{ΩΔ}	Capstone Project in the Sciences	4 credits

Biology with an Emphasis in Pre-Dentistry Major 80 credits

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

The Bachelor of Science in Biology with an Emphasis in Pre-Medicine is designed for students seeking acceptance into graduate study in any area of medicine or dentistry. The program will prepare graduates for the medical college admission test (MCAT), optometry admission test (OAT), or dental admission test (DAT) and includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, physical sciences, social sciences, and health care issues. They will also study interpersonal and intercultural communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and medical intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Medicine Major	80 credits
Total Electives	0-6 credits
Biology with an Emphasis in Pre-Medicine Major	120 credits

Required General Education

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

MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

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

PSY-102	General Psychology	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

Biology with an Emphasis in Pre-Medicine Major

SCI-150^Ω	Critical Analyses in Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-335	Medical Terminology	2 credits
SCI-318	Research Methods & Design	2 credits
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
BIO-457^Δ	Genetics	4 credits
CHM-360[‡]	Principles of Biochemistry	3 credits
CHM-360L[‡]	Principles of Biochemistry - Lab	1 credit
PHY-112	General Physics II-Lecture	3 credits
PHY-112L	General Physics II - Lab	1 credit
BIO-483[‡]	Pathophysiology	4 credits
CHM-460	Advanced Biochemistry	3 credits
CHM-460L	Advanced Biochemistry Lab	1 credit
SCI-495^{ΩΔ}	Capstone Project in the Sciences	4 credits
BIO-333[‡]	Molecular and Cellular Biology	4 credits
CHM-451	Pharmacology I	4 credits

Biology with an Emphasis in Pre-Medicine Major 80 credits

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

The Bachelor of Science in Biology with an Emphasis in Pre-Pharmacy is designed for students seeking acceptance into graduate pharmacy school. The program will prepare graduates for the pharmacy college admission test (PCAT) and includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, physical

sciences, social sciences, and health care issues. They will also develop interpersonal and intercultural communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and medical intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Pharmacy Major	76 credits
Total Electives	4-10 credits
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Biology with an Emphasis in Pre-Pharmacy Major	120 credits

Required General Education

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

MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

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

PSY-102	General Psychology	4 credits
PSY-362	Social Psychology and Cultural Applications	4 credits

Biology with an Emphasis in Pre-Pharmacy Major

SCI-150 ^Ω	Critical Analyses in Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-335	Medical Terminology	2 credits
SCI-318	Research Methods & Design	2 credits
MAT-351	Calculus for Biomedical Science	4 credits
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
BIO-457 ^{ΔA}	Genetics	4 credits
CHM-360 [‡]	Principles of Biochemistry	3 credits

CHM-360L [‡]	Principles of Biochemistry - Lab	1 credit
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
BIO-483 [‡]	Pathophysiology	4 credits
CHM-451	Pharmacology I	4 credits
SCI-495 ^{ΩA}	Capstone Project in the Sciences	4 credits
CHM-452	Pharmacology II	4 credits

Biology with an Emphasis in Pre-Pharmacy Major	76 credits
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Bachelor of Science in Biology with an Emphasis in Pre-Physical Therapy

The Bachelor of Science in Biology with an Emphasis in Pre-Physical Therapy is designed for students seeking acceptance into graduate level physical therapy education. The program includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, exercise science, social sciences, and health care issues. They will also develop interpersonal communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and therapeutic intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Physical Therapy Major	76 credits
Total Electives	4-10 credits
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Biology with an Emphasis in Pre-Physical Therapy Major	120 credits

Required General Education

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

MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

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

PSY-102	General Psychology	4 credits
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Biology with an Emphasis in Pre-Physical Therapy Major

SCI-150 ^Ω	Critical Analyses in Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
BIO-335	Medical Terminology	2 credits
SCI-318	Research Methods & Design	2 credits
EXS-340	Physiology of Exercise	3 credits
EXS-340L	Physiology of Exercise – Lab	1 credit
PHY-112	General Physics II-Lecture	3 credits
PHY-112L	General Physics II - Lab	1 credit
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
PSY-357	Lifespan Development	4 credits
EXS-430	Health Promotion	4 credits
BIO-483[‡]	Pathophysiology	4 credits
PSY-470	Abnormal Psychology	4 credits
SCI-495^Ω	Capstone Project in the Sciences	4 credits
EXS-485	Research Methods in Exercise Science	4 credits
EXS-318	Principles of Corrective Exercises	4 credits
Biology with an Emphasis in Pre-Medicine Major		76 credits

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

The Bachelor of Science in Biology with an Emphasis Pre-Physician Assistant is designed for students seeking acceptance into graduate level physician assistant education. The program includes specialized coursework focused on preparing students for success in their graduate studies and professional careers. Graduates will acquire foundational knowledge in biological sciences, physical sciences, social sciences, and health care issues. They will also develop interpersonal communication skills and investigate the psychological, spiritual, and physical components of health, wellness, and medical intervention.

Degree Requirements

Total General Education	34-40 credits
Total Biology with an Emphasis in Pre-Physician Assistant Major	80 credits
Total Electives	0-6 credits
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Biology with an Emphasis in Pre-Physician Assistant Major	120 credits

Required General Education

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

MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

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

PSY-102	General Psychology	4 credits
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PSY-357	Lifespan Development	4 credits
Biology with an Emphasis in Pre-Physician Assistant Major		
SCI-150^Ω	Critical Analyses in Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I – Lab	1 credit
CHM-113	General Chemistry I-Lecture	3 credits
CHM-113L	General Chemistry I - Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
CHM-115	General Chemistry II-Lecture	3 credits
CHM-115L	General Chemistry II - Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II - Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-335	Medical Terminology	2 credits
SCI-318	Research Methods & Design	2 credits
PHY-111	General Physics I-Lecture	3 credits
PHY-111L	General Physics I - Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
BIO-457[‡]	Genetics	4 credits
CHM-360[‡]	Principles of Biochemistry	3 credits
CHM-360L[‡]	Principles of Biochemistry - Lab	1 credit
PHY-112	General Physics II-Lecture	3 credits
PHY-112L	General Physics II - Lab	1 credit
BIO-483[‡]	Pathophysiology	4 credits
CHM-451	Pharmacology I	4 credits
SCI-495^Ω	Capstone Project in the Sciences	4 credits
BIO-333[‡]	Molecular and Cellular Biology	4 credits
CHM-452	Pharmacology II	4 credits
Biology with an Emphasis in Pre-Physician Assistant Major		80 credits

Bachelor of Science in Chemistry

The Bachelor of Science (B.S.) in Chemistry conforms to the guidelines provided by the American Chemical Society (ACS) and offers students an interdisciplinary curriculum. The program provides a broad background in chemical science, through the lens of our Christian worldview, guided by the principles of social and ecological responsibility and humanitarianism. It is suitable for students planning careers in high-growth areas such as biotechnology and health care research or further training in

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

graduate biomedical professional programs. Many graduates enter employment in the biomedical, biotechnology, pharmaceutical, environmental research and chemical industries. Others find work in university, government or hospital research laboratories.

Degree Requirements

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

Required General Education

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

[MAT-261](#) Pre-Calculus 4 credits

Chemistry Major

[CHM-113](#) General Chemistry I-Lecture 3 credits

[CHM-113L](#) General Chemistry I – Lab 1 credit

[CHM-115](#) General Chemistry II-Lecture 3 credits

[CHM-115L](#) General Chemistry II – Lab 1 credit

[SCI-150^Ω](#) Critical Analyses in Science 4 credits

[CHM-231](#) Organic Chemistry I 3 credits

[CHM-231L](#) Organic Chemistry I Lab 1 credit

[MAT-262](#) Calculus for Science and Engineering I 4 credits

[MAT-274](#) Probability and Statistics 4 credits

[CHM-232](#) Organic Chemistry II 3 credits

[CHM-232L](#) Organic Chemistry II Lab 1 credit

[MAT-264](#) Calculus for Science and Engineering II 4 credits

[CHM-315[‡]](#) Analytical Chemistry 3 credits

[CHM-315L[‡]](#) Analytical Chemistry Lab 1 credit

[CHM-420^Δ](#) Environmental Chemistry 3 credits

[BIO-181](#) General Biology I 3 credits

[BIO-181L](#) General Biology I – Lab 1 credit

[PHY-121](#) University Physics I 3 credits

[PHY-121L](#) University Physics I Lab 1 credit

[SCI-300L](#) Laboratory Safety and Supervision 1 credit

[CHM-333](#) Structure Determination in Organic Chemistry 4 credits

[CHM-360[‡]](#) Principles of Biochemistry 3 credits

[CHM-360L[‡]](#) Principles of Biochemistry – Lab 1 credit

[CHM-441](#) Physical Chemistry I 3 credits

[CHM-441L](#) Physical Chemistry I Lab 1 credit

[PHY-122[‡]](#) University Physics II 3 credits

[PHY-122L[‡]](#) University Physics II Lab 1 credit

[CHM-444](#) Physical Chemistry II 3 credits

[CHM-444L](#) Physical Chemistry II Lab 1 credit

[CHM-365[‡]](#) Instrumental Analysis 3 credits

[CHM-365L[‡]](#) Instrumental Analysis Lab 1 credit

[CHM-448](#) Inorganic Chemistry 3 credits

[CHM-448L](#) Inorganic Chemistry Lab 1 credit

[SCI-495^Δ](#) Capstone Project in the Sciences 4 credits

Chemistry Major 80 credits

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

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Science, Engineering, and Technology in conjunction with teaching licensure requirement courses provided by the College of Education for students who are preparing for a teaching career in grades 7-12 and who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Science Teachers Association (NSTA). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 85 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component. Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Chemistry for Secondary Education Major	85 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Chemistry for Secondary Education	125 credits
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Total Practicum/Field Experience	85 hours

Required General Education

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

[SEC-201](#) Early Adolescent and Adolescent Psychology 4 credits

[SCI-210](#) Historical Landmarks in the Natural Sciences 2 credits

[SCI-211](#) Paradigm Shifts in the Natural Sciences 2 credits

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

[MAT-261](#) Pre-Calculus 4 credits

[BIO-181](#) General Biology I 3 credits

[BIO-181L](#) General Biology I Lab 1 credit

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

Chemistry for Secondary Education Major

CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
EDU-330^A	Social Justice for Educators	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
MAT-264	Calculus for Science and Engineering II	4 credits
SEC-455	Classroom Engagement and Management for Middle and Secondary Teachers	4 credits
ESL-445N	Methods of Structured English Immersion for Secondary Education	3 credits
POS-301	U.S. and Arizona Constitutions	2 credits
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-420^A	Environmental Chemistry	3 credits
SEC-355	Middle and Secondary Curriculum and Assessment	4 credits
SCI-300L	Laboratory Safety and Supervision	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
PHY-122^f	University Physics II	3 credits
PHY-122L^f	University Physics II Lab	1 credit
SEC-345	Content Area Literacy for Middle and Secondary Teachers	4 credits
SEC-450	Data-Driven Instructional Methods for Middle and Secondary Teachers	4 credits
CHM-441	Physical Chemistry I	3 credits
CHM-441L	Physical Chemistry I Lab	1 credit
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
SCI-480	Methods of Teaching Science in Secondary Schools	4 credits
SEC-490	Student Teaching for Secondary Education	8 credits
Chemistry for Secondary Education Major		85 credits

Bachelor of Science in Environmental Science

The Bachelor of Science in Environmental Science is designed for students interested in environmental science, including ecology, natural resource management, waste management, environmental health, and environmental chemistry. Graduates will acquire foundational knowledge in environmental sciences, physical sciences, epidemiology, and health care issues along with developing interpersonal and intercultural communication skills. The environmental science courses will have a team-based analytical focus to challenge students on foundational and advanced concepts to strengthen their understanding for

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

application projects embedded in the program. This degree will prepare students for a career as an environmental scientist, analytical scientist, educator, and natural resource manager.

Degree Requirements

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

Environmental Science Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit
ENV-220	Essentials of Environmental Science	4 credits
BIO-195	Fundamental Microbiology	3 credits
BIO-195L	Fundamental Microbiology Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit
BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
MAT-274	Probability and Statistics	4 credits
ENV-305	Environmental Management and Sustainability	4 credits
BIO-420	Conservation Biology	4 credits
BIO-342	Analysis of Biological Diversification	4 credits
ENV-300	Environmental and Human Health Risk Assessment	4 credits
BIO-328	Animal Behavior	3 credits
BIO-328L	Animal Behavior Lab	1 credit
ENV-301	Environmental Law	4 credits
BIO-415	Vertebrate Zoology	3 credits
BIO-415L	Vertebrate Zoology Lab	1 credit
BIO-479	Applied Field Research	4 credits
ENV-303	Environmental Geology	4 credits
BIO-487^Ω	Capstone Thesis in Biology	4 credits

Environmental Science Major 76 credits

Bachelor of Science in Environmental Science with an Emphasis in Environmental Chemistry

Grand Canyon University's Bachelor of Science in Environmental Science with emphasis in Environmental Chemistry prepares students for career options, that include but are not limited to: environmental and health scientist, analytical labs, pollution remediation, environmental impact assessment,

environmental consultancy, analyst, manager, instructor, and researcher. Students also learn professional and ethical practices associated with environmental science through the lens of our Christian worldview, guided by the principles of social and ecological responsibility and humanitarianism. Students will explore the problems and trends associated with measurement, cleanup and management of environmental contaminants. Competencies include proficiency in the foundations of science, scientific communication, data mining and statistical modeling, environmental and human health regulations, environmental science, and environmental health. This program emphasizes critical thinking, real-world application, practical project experience, and the development of scientific acumen. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, work ethic, analytical skills, adaptability, and self-confidence.

Degree Requirements

Total General Education	34-40 credits
Total Environmental Science with an Emphasis in Environmental Chemistry Major	75 credits
Total Electives	5-11 credits
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Total Bachelor of Science in Environmental Science with an Emphasis in Environmental Chemistry	120 credits

Environmental Science with an Emphasis in Environmental Chemistry Major

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit
ENV-220	Essentials of Environmental Science	4 credits
BIO-195	Fundamental Microbiology	3 credits
BIO-195L	Fundamental Microbiology Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit
BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
MAT-274	Probability and Statistics	4 credits
ENV-305	Environmental Management and Sustainability	4 credits
CHM-235	Survey of Organic Chemistry	3 credits
CHM-235L	Survey of Organic Chemistry Lab	1 credit
ENV-300	Environmental and Human Health Risk Assessment	4 credits
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-420	Environmental Chemistry	3 credits
ENV-301	Environmental Law	4 credits

CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
ENV-303	Environmental Geology	4 credits
ENV-402	Chemical Investigation and Remediation Strategies	3 credits
ENV-402L	Chemical Investigation and Remediation Strategies Lab	1 credit
BIO-487 ^Ω	Capstone Thesis in Biology	4 credits

Environmental Science with an Emphasis in Environmental Chemistry Major	75 credits
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Bachelor of Science in Exercise Science with an Emphasis in Sports Performance

The Bachelor of Science in Exercise Science with an Emphasis in Sports Performance program involves the study of the anatomical, kinesiological, and physiological principles and processes of human movement. This includes a focus on the link between physical activity and improved health outcomes with foundational knowledge of behavior change, basic nutrition, and sports nutrition. The emphasis in sports performance focuses on the application of this study to improving performance in sports-related activities with numerous hands-on laboratory courses in which students apply and practice skills studied in didactic courses. Students learn professional and ethical practices associated with this field of study as seen through the lens of a Christian worldview. Students in this program will be well versed in the knowledge and skills necessary for entering the field as fitness professionals. The program provides practical experience and aligns to the body of knowledge provided by organizations such as the American College of Sports Medicine, the National Strength and Conditioning Association, and/or National Academy of Sports Medicine. Options for students to continue their education include post-baccalaureate degrees such as athletic training, physical therapy, physical assistant, occupational therapy, medicine, kinesiology, exercise physiology, or fitness and wellness.

Degree Requirements

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

Exercise Science with an Emphasis in Sports Performance Major

NSC-150	Nutrition and Wellness	4 credits
EXS-485	Research Methods in Exercise Science	4 credits
EXS-250	Resistance Training and Cardiovascular Fitness	3 credits
EXS-250L	Resistance Training and Cardiovascular Fitness Lab	1 credit
EXS-430 ^{FA}	Health Promotion	4 credits
BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credit

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

EXS-210	Sports Performance Science and Coaching	3 credits
EXS-210L	Sports Performance Science and Coaching Lab	1 credit
EXS-344	Exercise Science: Special Populations	4 credits
BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II-Lab	1 credit
EXS-340 ^Δ	Exercise Physiology	3 credits
EXS-340L [‡]	Exercise Physiology Lab	1 credit
EXS-305	Motor Control and Motor Learning	4 credits
EXS-335	Kinesiology	3 credits
EXS-335L	Kinesiology Lab	1 credit
EXS-481 ^Ω	Sports Performance Capstone	4 credits
EXS-455	Advanced Principles of Sports Performance	3 credits
EXS-455L	Advanced Principles of Sports Performance Lab	1 credit
EXS-318	Principles of Corrective Exercises	4 credits
EXS-491	Applied Exercise Science	4 credits
Exercise Science with an Emphasis in Sports Performance Major		60 credits

Bachelor of Science in Forensic Science

The Bachelor of Science in Forensic Science is designed for students who are interested in analyzing or collecting and processing biological evidence related to various types of legal and other investigations. The emphasis builds on a solid foundation of biology and chemistry, and provides additional training in criminal investigation, forensic biology, forensic human pathology, serology, and forensic DNA analysis. The program provides excellent preparation for graduate work in specialized areas of forensics. Forensic science students receive extensive training in the collection and analysis of biological evidence in both lab and field settings. Students learn how to evaluate mock crime scenes and how to document, collect, and analyze the biological evidence to establish the time and cause of death. With the rapid advances in biology, and because of the precision of the science, courts are apportioning greater weight to forensic evidence. Employment growth in state and local governments should be driven by the increasing application of forensic science techniques—such as DNA analysis—to examine, solve, and prevent crime. This has created a critical need for personnel with specialized training in the field. Individuals who earn a bachelor's degree may seek employment in various private or public forensic science and conventional analytical laboratories. Students with sufficient work experience could eventually qualify for positions as laboratory supervisors, managers, or directors. Graduates will also find the program very useful in pursuing future studies at the master or Ph.D. level.

Degree Requirements

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

Required General Education

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

MAT-154	Applications of College Algebra	4 credits
MAT-261	Pre-Calculus	4 credits
MAT-274	Probability and Statistics	4 credits

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

JUS-430	Criminal Law	4 credits
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Forensic Science Major

FOR-150	Critical Analyses in Forensic Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
SCI-220	Forensic Photography & Reconstruction	4 credits
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit
PHY-111	General Physics I – Lecture	3 credits
PHY-111L	General Physics I – Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
SCI-255	Crime Scene Processing	3 credits
SCI-255L	Crime Scene Processing Lab	1 credit
PHY-112	General Physics II – Lecture	3 credits
PHY-112L	General Physics II – Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
BIO-339	Molecular Biology	4 credits
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
MAT-252	Calculus and Analytic Geometry I	4 credits
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
SCI-330	Physical Evidence Analysis	3 credits
SCI-330L	Physical Evidence Analysis Lab	1 credit
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-440	Toxicology & Instrumental Analysis	4 credits
CHM-360 [‡]	Principles of Biochemistry	3 credits
CHM-360L [‡]	Principles of Biochemistry – Lab	1 credit
BIO-457	Genetics	4 credits
SCI-498 ^Ω	Senior Capstone in Forensic Science	4 credits
BIO-440 [‡]	Body Fluid and DNA Analysis	4 credits
Forensic Science Major		80 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

Bachelor of Science in Molecular and Cellular Biology

The Bachelor of Science in Molecular and Cellular Biology offers a unique experience in scientific training within a broad spectrum of that builds a strong foundation in microbiology, cellular biology, genetics, chemistry, biochemistry, physics, and math. Students will also learn laboratory design and effectiveness, data analysis and interpretation, and basic computer programming skills. It is suitable for students planning to enter medical school, graduate school, or a career in a high-growth biotechnology or biological area as a lab technician or research assistant. Many graduates enter employment as researchers, educators, doctors, health professionals, scientific writers, lab managers, and more.

Degree Requirements

Total General Education	34-40 credits
Total Forensic Science Major	76 credits
Total Electives	4-10 credits
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Total Bachelor of Science in Molecular and Cellular Biology	120 credits

Molecular and Cellular Biology Major

CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-274	Probability and Statistics	4 credits
PHY-111	General Physics I – Lecture	3 credits
PHY-111L	General Physics I – Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
BIO-215	General Microbiology	3 credits
BIO-215L	General Microbiology Lab	1 credit
PHY-112	General Physics II – Lecture	3 credits
PHY-112L	General Physics II – Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
BIO-333[†]	Molecular and Cellular Biology	4 credits
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-360[†]	Principles of Biochemistry	3 credits
CHM-360L[†]	Principles of Biochemistry – Lab	1 credit
SCI-318	Research Methods & Design	2 credits
SCI-300L	Laboratory Safety and Supervision	1 credit
LDR-461	Professional Applications in Service Learning I	1 credit
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
BIO-457[†]	Genetics	4 credit

CHM-470	Biochemical Applications & Lab	3 credits
CST-105	Computer Programming I	4 credits
BIO-475	Advanced Genetics	3 credits
BIO-475L	Advanced Genetics Lab	1 credit
BIO-487^Ω	Capstone Thesis in Biology	4 credit
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Molecular and Cellular Biology Major		76 credits

Bachelor of Science in Nutritional Sciences

Grand Canyon University's Bachelor of Science in Nutritional Sciences prepares students for graduate studies and/or careers in a wide range of fields that utilize nutritional principles and provide the foundation to develop as nutrition, healthcare, fitness, and education professionals. Possible career paths include: nutritionists, nutrition technicians, dietitians, nutritional and health education/outreach professionals, medical and other health professionals, and fitness professionals. Because this is a greatly expanding area, students will find career opportunities in education, commercial, and corporate industries, as well as in government and non-profit sectors. Students completing the Bachelor of Science in Nutritional Sciences will understand and demonstrate competency in a broad body of knowledge that includes the domains of food science, biochemistry, physiology, dietetics, and nutrition studies. Students will also learn about professional and ethical practices associated with nutrition, all presented through the lens of a Christian worldview.

Degree Requirements

Total General Education	34-40 credits
Total Nutritional Sciences Major	64 credits
Total Electives	4-10 credits
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Total Bachelor of Science in Nutritional Sciences	120 credits

Required General Education

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

PSY-102	General Psychology	4 credits
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Nutritional Sciences Major

NSC-150	Nutrition and Wellness	4 credits
BIO-191	Applied Anatomy and Physiology I	3 credits
BIO-191L	Applied Anatomy and Physiology I Lab	1 credit
CHM-110	General and Organic Chemistry	3 credits
CHM-110L	General and Organic Chemistry Lab	1 credit
BIO-192	Applied Anatomy and Physiology II	3 credits
BIO-192L	Applied Anatomy and Physiology II Lab	1 credit
CHM-111	General and Organic Chemistry II	3 credits
CHM-111L	General and Organic Chemistry II Lab	1 credit
BIO-195	Fundamental Microbiology	3 credits
BIO-195L	Fundamental Microbiology Lab	1 credit
MAT-274	Probability and Statistics	4 credits
BIO-319	Applied Nutrition	4 credits

[†] Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

CHM-350	Fundamental Biochemistry	3 credits
CHM-350L	Fundamental Biochemistry Lab	1 credit
NSC-305^f	Nutrition Across the Lifespan	4 credits
PSY-357	Lifespan Development	4 credits
NSC-350	Food Sciences	3 credits
NSC-350L	Food Sciences Lab	1 credit
PSY-352	Health Psychology	4 credits
NSC-490^A	Nutrition Research	4 credits
NSC-419	Advanced Nutrition	4 credits
NSC-495^{ΩA^f}	Capstone in Nutrition	4 credits
Nutritional Sciences Major		64 credits

Bachelor of Science in Physical Education

This program is offered by the College of Science, Engineering, and Technology in conjunction with the College of Education for students who are preparing for a teaching career in grades K-12, and who are seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the national standards for Physical Education Teacher (PETE) as established by SHAPE America, the national organization for Physical Education. Opportunities are provided to apply concepts, theories, and research throughout the program. Applicants to the program are responsible for contacting their desired state's department of education for licensure requirements and program approval. Arizona fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the University Policy Handbook and a Student Service Advisor (SSA) to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Physical Education Major	77 credits
Total Electives	3-9 credits
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Total Bachelor of Science in Physical Education	120 credits

Physical Education Major

PED-247	Teaching Strategy in Physical Education and Exercise Science	4 credits
BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
PED-251	Teaching of Team Sports and Individual Activities I	4 credits
POS-301	Arizona and Federal Government	2 credits
PED-263	Teaching of Team Sports and Individual Activities II	4 credits
EDU-225	Instructional Technology	4 credits
SPD-200	Survey of Special Education: Mild to Moderate Disabilities	4 credits

PED-275	Teaching Fitness and Wellness	4 credits
EXS-340	Physiology of Exercise	3 credits
EXS-340L	Physiology of Exercise-Lab	1 credit
EDU-330	Social Justice for Educators	4 credits
PED-420	Physical Education Teacher Education Methods: Elementary Grades	4 credits
ESL-446N	Methods of Structured English Immersion for K-12 Education	3 credits
PED-430	Physical Education Teacher Education Methods: Middle Grades	4 credits
EXS-335^f	Kinesiology	3 credits
EXS-335L^f	Kinesiology Lab	1 credit
PED-370	Physical Education for Students with Disabilities	4 credits
PED-440	Physical Education Teacher Education Methods: Secondary Grades	4 credits
PED-450^f	Methods of Teaching and Assessing Health	4 credits
PED-480A^Ω	Physical Education Student Teaching I	6 credits
PED-480B^Ω	Physical Education Student Teaching II	6 credits
Physical Education Major		77 credits

Master of Science in Biology with an Emphasis in Education

The Master of Science in Biology with an Emphasis in Education prepares students for teaching undergraduate courses at a 2-year or 4-year institution in both ground and online modalities. Balancing biology content with pedagogy and classroom techniques, this unique program offers a pathway to obtaining advanced training in the field of biology while satisfying the requirements for ongoing professional development. Graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the post-secondary level. Admission to the program requires a minimum of 24 UG credits in Biology content coursework (pedagogical or instructional design content will not count).

Degree Requirements

UNV-507^Ω	Introduction to Graduate Studies in CSET	2 credits
BIO-505	A Comprehensive Overview of Phylogenetics and Ecology	4 credits
BIO-510	A Comprehensive Overview of Cell and Molecular Biology	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
BIO-515	Concepts of Human Physiology I	4 credits
BIO-520	Concepts of Human Physiology II	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
BIO-525	Concepts of Medical Microbiology	4 credits
CHM-550	Concepts of Biochemistry	4 credits
Master of Science in Biology with an Emphasis in Education		34 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | ^f Honors Major Course | ^Ω Non-Transferable

Master of Science in Chemistry with an Emphasis in Education

The Master of Science in Chemistry with an Emphasis in Education prepares students for teaching undergraduate courses at a 2-year or 4-year institution in both ground and online modalities. Balancing chemistry content with pedagogy and classroom techniques, this unique program offers a pathway to obtaining advanced training in the field of chemistry while satisfying the requirements for ongoing professional development. Graduates of this program will be able to fulfill the graduate course requirements necessary for opportunities in teaching at the postsecondary level. Admission to the program requires a minimum of 24 UG credits in Chemistry content coursework (pedagogical or instructional design content will not count) including a least one full year of organic chemistry and a semester of biochemistry.

Degree Requirements

UNV-507^Ω	Introduction to Graduate Studies in CSET	2 credits
CHM-505	Concepts of Medicinal Chemistry	4 credits
CHM-510	Concepts of Physical Chemistry	4 credits
EDU-534	Effective Pedagogy for Higher Education	4 credits
CHM-515	Concepts of Inorganic Chemistry	4 credits
CHM-520	Concepts of Analytical Chemistry	4 credits
EDU-548	Curricular and Instructional Methods in Higher Education	4 credits
CHM-525	Current Topics in Chemistry	4 credits
CHM-530	Concepts of Biochemistry	4 credits
Master of Science in Chemistry with an Emphasis in Education		34 credits

Master of Science in Forensic Science

Grand Canyon University's Master of Science in Forensic Science program is designed for professionals who are looking to advance their career in forensic sciences, as well as those who would like to enter the field. Students will develop a skill set required for forensic laboratories, including data collection and analysis, critical thinking skills, integrity, ethical principles, and courtroom testimony. The incorporation of a unique curriculum with hands-on, in-home laboratory activities readily prepares students to utilize logic and critical thinking in the analysis of various forms of forensic evidence. Admission to the program requires: a Bachelor's degree in Forensic Science, or any natural or applied science Bachelor's degree from an accredited institution; two (2) semesters of general chemistry with laboratory; two (2) semesters of organic chemistry with laboratory; and one (1) semester of biochemistry.

Degree Requirements

UNV-507^Ω	Introduction to Graduate Studies in CSET	2 credits
FOR-505	Ethical Principles in Forensic Science and the Role of QA and QC	4 credits
FOR-515	Crime Scene Processing and Medicolegal Death Investigation	4 credits
FOR-525	Applied Statistics for Forensic Science	4 credits

FOR-530	Microscopy and Instrumental Analysis Methods in Forensic Science	4 credits
FOR-540	Advanced Body Fluid and DNA Analysis	4 credits
FOR-560	General Principles of Drug Chemistry and Forensic Toxicology	4 credits
FOR-575	Comparative Methods	4 credits
FOR-600	Courtroom Presentation of Scientific Evidence	4 credits
FOR-620	Advanced Topics in Forensic Science	2 credits
Master of Science in Forensic Science		36 credits

Master of Science in Nutrition and Dietetics

Grand Canyon University's Master of Science in Nutrition and Dietetics is an online program that prepares students to take the Commission on Dietetic Registration (CDR) credentialing examination to become a Registered Dietitian Nutritionist. The accreditation standards of the Accreditation Council for Education in Nutrition Dietetics in the Future Education Model integrate didactic coursework with supervised experiential learning in a competency-based curriculum, designed to prepare nutrition and dietetics practitioners for future practice. Graduates will be prepared to pursue careers in a wide range of fields that utilize nutrition principles and provide the foundation to develop as nutrition professionals. Possible career paths include clinical nutrition, sports nutrition, health and wellness, public health, education, eating disorders, food and nutrition management, entrepreneurship, research, food science, and other areas of dietetics. Students completing the Master of Science in Nutrition and Dietetics will understand and demonstrate competency in a broad body of knowledge that includes the domains of food science, biochemistry, physiology, dietetics, and nutrition studies. Students will also learn about professional and ethical practices associated with nutrition, all presented through the lens of a Christian worldview. Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective state.

Degree Requirements

NSC-507	Introduction to Graduate Studies in Dietetics	2 credits
NSC-510	Behavioral Science and Counseling	4 credits
NSC-550	Advanced Medical Nutrition Therapy	4 credits
NSC-595	Applied Medical Nutrition Therapy	4 credits
NSC-600	Food and Nutrition Management	4 credits
NSC-650	Community Nutrition and Advocacy	4 credits
NSC-675	Leadership in Nutrition and Dietetics	4 credits
NSC-695	Capstone in Nutrition and Dietetics	4 credits
Master of Science in Nutrition and Dietetics		30 credits

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

Technology Programs

Bachelor of Science in Applied Technology

Grand Canyon University's Bachelor of Science in Applied Technology prepares students for professions in Information Technology such as IT Project Manager, Network Support Specialist, and Technology Trainer. Students take courses in networking, security, database systems, and information technology process management. The curriculum includes intensive, project-based courses that help students develop skills in project management and communication within the profession. This program focuses on problem-solving using technology, with hands-on activities designed to provide students technical experience required in the workplace.

Degree Requirements

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

Applied Technology Major

CST-111	Introduction to Computer Science and Information Technology	4 credits
SYM-400	Introduction to Database Structures	4 credits
STG-390	Professionalism in Science & Technology-Communications, Conduct and Ethics	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
BIT-415	IT Project Management	4 credits
MGT-325	Managing Business Communications and Change	4 credits
ITT-415	IT Business Case Planning for Global Enterprise	4 credits
CYB-300	Fundamentals in Cyber Security	4 credits
BIT-310	Information Systems Design and Development	4 credits
ITT-455^Ω	IT Project	4 credits
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Applied Technology Major		40 credits

Bachelor of Science in Computer Science with an Emphasis in Big Data Analytics

Grand Canyon University's Bachelor of Science in Computer Science with an Emphasis in Big Data and Analytics prepares students for career options which include computer systems analyst, networks specialist, database manager, programmer and software engineer. Students learn algorithms, discrete structures, programming languages, software development, networks, operating systems and computing systems fundamentals. Students also learn professional and ethical practices associated with computing through the lens of our Christian worldview. Students will explore the problems and trends associated with the management of huge volumes of data, gaining fundamental knowledge in the design of highly scalable systems that can collect, process, store and analyze large volumes of unstructured data. Competencies include large scale data processing, data mining and interpretation, pattern analysis and data-based decision making. This program integrates math, chemistry,

physics and biology and emphasizes critical thinking, real-world application and practical project experience. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability and self-confidence. Students entering the Bachelor of Science in Computer Science with an Emphasis in Big Data and Analytics program should possess knowledge of algebra and common office software applications.

Degree Requirements

Total General Education	34-40 credits
Total Computer Science with an Emphasis in Big Data Analytics Major	88 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Computer Science with an Emphasis in Big Data Analytics	128 credits

Required General Education

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

CST-320^A	Human-Computer Interaction and Communication & Lab	4 credits
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(Included in General Education totals credits, applied to the Critical Thinking competency.)

MAT-261	Pre-Calculus	4 credits
MAT-262	Calculus for Science and Engineering I	4 credits

The following Critical Thinking course content can be met with any lab science course

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit

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

STG-390	Professionalism in Science & Technology – Communications, Conduct, and Ethics	4 credits
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Computer Science with an Emphasis in Big Data Analytics Major

CST-105	Computer Programming I	4 credits
CST-210	Object Oriented Programming & Lab	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
MAT-264	Calculus for Science and Engineering II	4 credits
CST-215	Digital Logic and Design Lecture & Lab	4 credits
CST-201	Algorithms and Data Structures	4 credits
CST-217	Principles of Database Design and Programming Lecture & Lab	4 credits
MAT-345	Applied Linear Algebra I	4 credits
MAT-374	Calculus Based Probability and Statistics	4 credits
CST-307	Introduction to Computer Architecture & Lab	4 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CST-305	Principles of Modeling and Simulation & Lab	4 credits
CST-315	Operating Systems & Lab	4 credits
CST-301	Principles of Programming Languages Lecture and Lab	4 credits
CST-310	Computer Graphics & Lab	4 credits
STG-451^Ω	Capstone Project I	2 credits
ITT-305	Information Security I	2 credits
CST-405	Principles of Compiler Design & Lab	4 credits
CST-425	Very Large Information Systems & Lab	4 credits
CST-435	Search Engines and Data Mining & Lab	4 credits
STG-452^Ω	Capstone Project II	2 credits
ITT-306	Information Security II	2 credits
CST-440	Analytics for Dynamic Social Networks & Lab	4 credits
CST-461	Current Trends in Computer Science Lecture and Lab	4 credits
ENT-436	Entrepreneurship and Innovation	4 credits

Computer Science with an Emphasis in Big Data Analytics Major 88 credits

Bachelor of Science in Computer Science with an Emphasis in Business Entrepreneurship

Grand Canyon University's Bachelor of Science in Computer Science with an Emphasis in Business Entrepreneurship prepares students for career options which include computer systems analyst, networks specialist, database manager, programmer and software engineer. Students learn algorithms, discrete structures, programming languages, software development, networks, operating systems and computing systems fundamentals. Students also learn professional and ethical practices associated with computing through the lens of our Christian worldview. This emphasis provides a foundation for business leaders and innovators of new technologies and business processes. Graduates will learn how to plan and manage projects, grow business opportunities, identify market opportunities and commercialize original products and services. They will also learn the best practices for creating innovative work environments and the importance of societal wealth ventures, social responsibility and community outreach. This program integrates math, chemistry, physics and biology and emphasizes critical thinking, real-world application and practical project experience. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability and self-confidence. Students entering the Bachelor of Science in Computer Science with an Emphasis in Business Entrepreneurship program should possess knowledge of algebra and common office software applications.

Degree Requirements

Total General Education	34-40 credits
Total Computer Science with an Emphasis in Business Entrepreneurship	88 credits
Total Electives	0-6 credits

Total Bachelor of Science in Computer Science with an Emphasis in Business Entrepreneurship 128 credits

Required General Education

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

[CST-320^Δ](#) Human-Computer Interaction and Communication & Lab 4 credits

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

[MAT-261](#) Pre-Calculus 4 credits

[MAT-262](#) Calculus for Science and Engineering I 4 credits

The following Critical Thinking course content can be met with any lab science course

[BIO-181](#) General Biology I 3 credits

[BIO-181L](#) General Biology I Lab 1 credit

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

[STG-390](#) Professionalism in Science & Technology – Communications, Conduct, and Ethics 4 credits

Computer Science with an Emphasis in Business Entrepreneurship Major

[CST-105](#) Computer Programming I 4 credits

[CST-210](#) Object Oriented Programming & Lab 4 credits

[PHY-121](#) University Physics I 3 credits

[PHY-121L](#) University Physics I Lab 1 credit

[MAT-264](#) Calculus for Science and Engineering II 4 credits

[CST-215](#) Digital Logic and Design Lecture & Lab 4 credits

[CST-201](#) Algorithms and Data Structures 4 credits

[CST-217](#) Principles of Database Design and Programming Lecture & Lab 4 credits

[MAT-345](#) Applied Linear Algebra I 4 credits

[MAT-374](#) Calculus Based Probability and Statistics 4 credits

[CST-307](#) Introduction to Computer Architecture & Lab 4 credits

[CST-305](#) Principles of Modeling and Simulation & Lab 4 credits

[CST-315](#) Operating Systems & Lab 4 credits

[CST-301](#) Principles of Programming Languages Lecture and Lab 4 credits

[CST-310](#) Computer Graphics & Lab 4 credits

[STG-451^Ω](#) Capstone Project I 2 credits

[ITT-305](#) Information Security I 2 credits

[CST-405](#) Principles of Compiler Design & Lab 4 credits

[STG-452^Ω](#) Capstone Project II 2 credits

[ITT-306](#) Information Security II 2 credits

[CST-461](#) Current Trends in Computer Science Lecture and Lab 4 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ENT-436	Entrepreneurship and Innovation	4 credits
ENT-446	Business Execution	4 credits
MGT-440	Project Management	4 credits
ENT-420	New Venture Financing	4 credits

Computer Science with an Emphasis in Business Entrepreneurship Major 88 credits

Bachelor of Science in Computer Science with an Emphasis in Game and Simulation Development

Grand Canyon University's Bachelor of Science in Computer Science with an Emphasis in Game and Simulation Development prepares students for career options which include computer systems analyst, networks specialist, database manager, programmer and software engineer. Students learn algorithms, discrete structures, programming languages, software development, networks, operating systems and computing systems fundamentals. Students also learn professional and ethical practices associated with computing through the lens of our Christian worldview. This emphasis provides additional preparation in areas of graphic visualization, game development, computer modeling, and simulations with applications for entertainment, educational or scientific purposes. Students will augment a foundational skillset with knowledge of the design, development and production of computer games and related applications. Competencies include visualization, gaming design, artificial intelligence implementation and development for mobile device applications. This program integrates math, chemistry, physics and biology and emphasizes critical thinking, real-world application and practical project experience. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability and self-confidence. Students entering the Bachelor of Science in Computer Science with an Emphasis in Game and Simulation Development program should possess knowledge of algebra and common office software applications.

Degree Requirements

Total General Education	34-40 credits
Total Computer Science with an Emphasis in Game and Simulation Development Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Computer Science with an Emphasis in Game and Simulation Development	128 credits

Required General Education

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

CST-320^A	Human-Computer Interaction and Communication & Lab	4 credits
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(Included in General Education totals credits, applied to the Critical Thinking competency.)

MAT-261	Pre-Calculus	4 credits
MAT-262	Calculus for Science and Engineering I	4 credits

The following Critical Thinking course content can be met with any lab science course

BIO-181	General Biology I	3 credits
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BIO-181L	General Biology I Lab	1 credit
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(Included in General Education totals credits, applied to the Effective Communication competency.)

STG-390	Professionalism in Science & Technology – Communications, Conduct, and Ethics	4 credits
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Computer Science with an Emphasis in Game and Simulation Development Major

CST-105	Computer Programming I	4 credits
CST-210	Object Oriented Programming & Lab	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
MAT-264	Calculus for Science and Engineering II	4 credits
CST-215	Digital Logic and Design Lecture & Lab	4 credits
CST-201	Algorithms and Data Structures	4 credits
CST-217	Principles of Database Design and Programming Lecture & Lab	4 credits
MAT-345	Applied Linear Algebra I	4 credits
MAT-374	Calculus Based Probability and Statistics	4 credits
CST-307	Introduction to Computer Architecture & Lab	4 credits
CST-305	Principles of Modeling and Simulation & Lab	4 credits
CST-315	Operating Systems & Lab	4 credits
CST-301	Principles of Programming Languages Lecture and Lab	4 credits
CST-310	Computer Graphics & Lab	4 credits
STG-451^{ΩA}	Capstone Project I	2 credits
CST-405	Principles of Compiler Design & Lab	4 credits
CST-415	AI in Games and Simulations Lecture & Lab	4 credits
CST-410	Game design and Game Play Lecture & Lab	4 credits
ITT-305	Information Security	2 credits
STG-452^{ΩA}	Capstone Project II	2 credits
CST-416	Mobile Game Development Lecture & Lab	4 credits
ITT-306	Information Security II	2 credits
CST-461	Current Trends in Computer Science Lecture and Lab	4 credits
ENT-436	Entrepreneurship and Innovation	4 credits

Computer Science with an Emphasis in Game and Simulation Development Major 88 credits

Bachelor of Science in Cybersecurity

Grand Canyon University's Bachelor of Science in Cybersecurity was developed with industry guidance to address the broad, foundational knowledge and skills necessary to be contributors as Cybersecurity Technician, Security Operation Center Analysts, Penetration Testers, Malware Analysts, and Digital Forensic Technician. This program teaches topics and assesses competency in all aspects of defensive and offensive

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

cybersecurity, cyber law, and cyber ethics, in addition to information assurance foundations, digital forensic investigations, malware reverse engineering, wireless security, security architecture design, security frameworks, and secure system administration. This program emphasizes critical thinking, real-world application and practical project management project experience. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability and self-confidence. Students learn professional and ethical practices associated with engineering through the lens of our Christian worldview.

Degree Requirements

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

Required General Education

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

CYB-420^f	Global Perspectives on Cyberwarfare	4 credits
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Cybersecurity Major

CST-111	Introduction to Computer Science and Information Technology	4 credits
CYB-201	Algorithms and Discrete Mathematics for Cybersecurity	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-270	Routing and Switching	4 credits
ITT-210	Low Level Programming	4 credits
ITT-307	Cybersecurity Foundations	4 credits
CYB-220	Cyberlaw and Privacy in a Digital Age	4 credits
ITT-310	Programming for Security Professionals	4 credits
ITT-370	Wireless Networks	4 credits
ITT-340	Cybersecurity and Ethical Hacking	4 credits
STG-390^Δ	Professionalism in Science & Technology-Communications, Conduct and Ethics	4 credits
CYB-320	Malware Analysis	4 credits
ITT-380	Information Assurance	4 credits
CYB-350	Social Aspects of Cybersecurity	4 credits
ITT-375	Cyber Forensic Investigations	4 credits
ITT-415^f	IT Business Case Planning for Global Enterprise	4 credits
ITT-430	Security Driven Systems Administration	4 credits
ITT-455^{ΔΩ}	IT Project	4 credits
ITT-425	Analysis, Design, and Management of Secure Corporate Networks	4 credits
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Cybersecurity Major	80 credits	

Bachelor of Science in Information Technology

Grand Canyon University's Bachelor of Science in Information Technology prepares students for career options which include information systems manager, information security specialist, IT project manager, network support specialist, systems programmer, IT instructor, and system integrator. Students learn platform technologies, networking, information assurance, security and management, programming fundamentals, cloud computing, and web systems and technologies. Students also learn professional and ethical practices associated with information technology through the lens of our Christian worldview. Students will be prepared to enter careers in the rapidly expanding field of information technology. The program provides an understanding of the value of information technology and how it can improve the performance and efficiency, and lower cost of enterprise systems. Graduates will utilize technology to improve the deployment, configuration, and management of technologies using a variety of local and cloud-based platforms. Competencies include knowledge about IT-driven business, software technology and tools, enterprise information systems, and cyber-security. This program provides preparation in problem-solving using technology, with a focus on applied, hands-on activities, leveraging learners' current experience and certifications. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability and self-confidence. Students entering the Bachelor of Science in Information Technology program should possess knowledge of algebra and common office software applications.

Degree Requirements

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

Information Technology Major

ITT-111	Introduction to Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-216	Enterprise Route & Switch	4 credits
ITT-307	Cybersecurity Foundations	4 credits
SYM-400	Introduction to Database Structures	4 credits
ITT-221	Linux System Administration and Maintenance	4 credits
ITT-316	Edge Networks	4 credits
ITT-321	Cloud Systems Administration and Maintenance	4 credits
ITT-430	Security Driven Systems Administration	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
BIT-415	IT Project Management	4 credits
ITT-490^Ω	IT Project Management Capstone	4 credits

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

STG-390 ^A	Professionalism in Science & Technology-Communications, Conduct and Ethics	4 credits
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Information Technology Major		56 credits

Bachelor of Science in Information Technology with an Emphasis in Cybersecurity

Grand Canyon University's Bachelor of Science in Information Technology with an emphasis in Cyber Security prepares students for career options which include information systems manager, information security specialist, IT project manager, network support specialist, systems programmer, IT instructor, and system integrator. Students learn platform technologies, networking, information assurance, security and management, programming fundamentals, cloud computing, and web systems and technologies. Students also learn professional and ethical practices associated with information technology through the lens of our Christian worldview. Students will be prepared to enter careers in the rapidly expanding field of information technology. The program provides an understanding of the value of information technology and how it can improve the performance and efficiency, and lower cost of enterprise systems. Graduates will utilize technology to improve the deployment, configuration, and management of technologies using a variety of local and cloud-based platforms. Competencies include knowledge about IT-driven business, software technology and tools, enterprise information systems, and cyber-security. This program provides preparation in problem-solving using technology, with a focus on applied, hands-on activities, leveraging learners' current experience and certifications. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability and self-confidence. The Cyber Security Emphasis exposes students to the relationships between cyber defense, cyber operations, and cyber law. Students acquire working knowledge of processes and goals of cyber forensics and develop plans and strategies for security architectures. The emphasis culminates with an IT capstone project in cybersecurity. Students entering the Bachelor of Science in Information Technology with an Emphasis in Cyber Security program should possess knowledge of algebra and common office software applications.

Degree Requirements

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

Information Technology with an Emphasis in Cybersecurity Major

ITT-111	Introduction to Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-216	Enterprise Route & Switch	4 credits
ITT-307	Cybersecurity Foundations	4 credits

SYM-400	Introduction to Database Structures	4 credits
ITT-221	Linux System Administration and Maintenance	4 credits
ITT-316	Edge Networks	4 credits
ITT-340	Cybersecurity and Ethical Hacking	4 credits
ITT-321	Cloud Systems Administration and Maintenance	4 credits
BIT-415	IT Project Management	4 credits
ITT-430	Security Driven Systems Administration	4 credits
ITT-375	Cyber Forensic Investigations	4 credits
SYM-408	Relational Databases for Business Applications	4 credits
ITT-490 ^Q	IT Project Management Capstone	4 credits
ITT-425	Analysis, Design, and Management of Secure Corporate Networks	4 credits
STG-390 ^A	Professionalism in Science & Technology-Communications, Conduct and Ethics	4 credits

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Information Technology with an Emphasis in Cybersecurity Major	68 credits

Bachelor of Science in Software Development

Students who earn the Bachelor of Science in Software Development degree are able to work with web technologies, mobile technologies, and today's cloud platforms. They attain proficiency in several programming languages and web application frameworks. The technology courses that make up the Software Development degree coursework ensure graduates have a well-rounded understanding of the topics listed below and provide the students with solid skills in communication, teamwork, initiative, self-confidence, and a strong work ethic.

Degree Requirements

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

Software Development Major

CST-120	Introduction to Web Development	4 credits
CST-105	Computer Programming I	4 credits
CST-150	Programming in C# I	4 credits
CST-239	Programming in Java II	4 credits
CST-250	Programming in C# II	4 credits
CST-345	Database Design & Development	4 credits
CST-321	Operating Systems Fundamentals	4 credits
CST-201	Algorithms and Data Structures	4 credits
CST-339	Programming in Java III	4 credits
CST-350	Programming in C# III	4 credits
CST-391	JavaScript Web Application Development	4 credits
CST-323	Cloud Computing	4 credits
CST-326	Written and Verbal Communication for Software Development	4 credits

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Q Non-Transferable

CST-451 ^Ω	Senior Project I	2 credits
CST-407	Application Security Foundations	4 credits
CST-452 ^Ω	Senior Project II	2 credits
Software Development Major		60 credits

Bachelor of Science in Software Engineering

The Bachelor program in Software Engineering spans software engineering principles, processes and practices with application to a series of complex systems and challenges faced by enterprises in a variety of private and public (ex. Government) sectors. A particular emphasis is placed on embedded systems, system verification, design, architecture, software analysis, process and project management, and the Software Development Lifecycle (SDLC). Graduates of the Bachelor of Science in Software Engineering may take roles within an organization, at any stage of the software development life cycle such as Software Engineer, Project Manager, Embedded Software Engineer, Systems Analyst, Chief Technology Officer (CTO, Chief Information Officer (CIO), and many others. Graduates of the Software Engineering program may work in a variety of settings, including embedded applications development, social media companies, healthcare providers, large corporations, software engineering corporations, financial institutions, insurance companies, educational institutions, technology suppliers, consulting firms, research facilities, and more. The program culminates in a capstone course that provides an opportunity for students to develop an evidence-based practice project proposal that addresses a current problem, issue, or concern in software engineering. Students identify a problem amenable to research-based intervention; search literature; propose a solution; develop a theoretical model, a system architecture, an implementation plan for a software solution, then evaluate its outcome(s), and disseminate the findings.

Degree Requirements

Total General Education	34-40 credits
Total Software Engineering	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Software Engineering	128 credits

Required General Education

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

CST-320 ^Δ	Human-Computer Interaction and Communication & Lab	4 credits
CYB-420	Global Perspectives on Cyberwarfare	4 credits

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

MAT-262	Calculus for Science and Engineering I	4 credits
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit

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

STG-390	Professionalism in Science & Technology – Communications, Conduct, and Ethics	4 credits
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Software Engineering Major

CST-105	Computer Programming I	4 credits
CST-210	Object Oriented Programming & Lab	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
MAT-264	Calculus for Science and Engineering II	4 credits
CST-135	Computer Programming II	4 credits
CST-201	Algorithms and Data Structures	4 credits
MAT-374	Calculus Based Probability and Statistics	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-345	Applied Linear Algebra I	4 credits
CST-307	Introduction to Computer Architecture & Lab	4 credits
SWE-310	Software Engineering I	4 credits
CST-215	Digital Logic and Design Lecture & Lab	4 credits
CST-310	Computer Graphics & Lab	4 credits
CST-315	Operating Systems & Lab	4 credits
SWE-350	Embedded Systems I	4 credits
CST-341	Open Source Computing	4 credits
STG-451 ^{ΩΔ}	Capstone Project I	2 credits
SWE-451	Software Development Life Cycle (SDLC) I	2 credits
SYM-400	Introduction to Database Structures	4 credits
SWE-410	Software Engineering II	4 credits
STG-452 ^{ΩΔ}	Capstone Project II	2 credits
SWE-452	Software Development Life Cycle (SDLC) II	2 credits
SYM-408	Relational Databases for Business Applications	4 credits
SWE-450	Embedded Systems II	4 credits

Software Engineering Major 88 credits

Undergraduate Certificate of Completion in Cybersecurity Foundations *Immersive*

This certificate provides students with concepts and practical application of cybersecurity tools, technologies, and procedures. Deploying advanced techniques in exploitation, vulnerability assessment, penetration testing, policy management, security program design, and cyber defense activities, with real-world hands-on practical activities that go beyond theory are integrated within this certificate. This certificate concludes with skills in professional communications and conduct associated with a career in technology.

Degree Requirements

ITT-116N ^Ω	Platforms and Network Technologies	4 credits
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^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ITT-307N^Ω	Cybersecurity Foundations	4 credits
ITT-340N^Ω	Cybersecurity and Ethical Hacking	4 credits
ITT-375N^Ω	Cyber Forensic Investigations	4 credits
Undergraduate Certificate of Completion in Cybersecurity Foundations		16 credits

Undergraduate Certificate of Completion in Java Programming *Immersive*

This certificate offers expanding opportunities for students to learn in-demand programming skills. This certificate is applicable to any major and provides the requisite knowledge that aligns with a certificate in Java Programming. Enhancing your knowledge in computer programming, this certificate focuses on object-oriented techniques in Java, software development using the Java programming language and building applications using software engineering methods. You will also learn concepts and techniques for improving new code and refactoring existing code. This certificate concludes with skills in professional communications and conduct associated with a career in technology.

Degree Requirements

CST-105N^Ω	Computer Programming I	4 credits
CST-135N^Ω	Computer Programming II	4 credits
CST-235N^Ω	Computer Programming III	4 credits
CST-341N^Ω	Open Source Computing	4 credits
Undergraduate Certificate of Completion in Java Programming		16 credits

Undergraduate Certificate of Completion in Java Programming *Effective July 2022*

This certificate offers expanding opportunities for students to learn in-demand programming skills. This certificate is applicable to any major and provides the requisite knowledge that aligns with a certificate in Java Programming. Enhancing your knowledge in computer programming, this certificate focuses on object-oriented techniques in Java, software development using the Java programming language and building applications using software engineering methods. You will also learn concepts and techniques for improving new code and refactoring existing code. This certificate concludes with skills in professional communications and conduct associated with a career in technology.

Degree Requirements

CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-339	Programming in Java III	4 credits
CST-345	Database Design & Development	4 credits
Undergraduate Certificate of Completion in Java Programming		16 credits

Bridge (Master of Science in Cybersecurity)

Grand Canyon University's Master of Science in Cyber Security program trains students on using current, open source, and advanced techniques in digital forensics, penetration testing, vulnerability assessment, exploitation techniques, and other software and applications to protect organizations' systems, data,

and processes. This program focuses on the various areas of cybersecurity, providing students with the tools to understand and protect against the enemy in Cyber Warfare/Cyber Defense activities; including an exploration of policies, cyber law, national and international ramifications, and ethical considerations. Students enrolled in this program will gain the technical skills and hands-on experience with real world data integrating a Christian worldview into cybersecurity. These students, applying the Hackers-with-Halos™ methodology, will build and become part of a vast network of highly-skilled professionals and white-hat penetration testers in the field of Cybersecurity.

CST-111	Introduction to Computer Science and Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-307	Cybersecurity Foundations	4 credits
Bridge (Master of Science in Cybersecurity)		16 credits

Bridge (Master of Science in Software Development)

CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-345	Database Design & Development	4 credits
CYB-300	Fundamentals in Cyber Security	4 credits
Bridge (Master of Science in Software Development)		16 credits

Bridge (Master of Science in Software Engineering)

MAT-252	Calculus and Analytic Geometry I	4 credits
MAT-253	Calculus and Analytic Geometry II	4 credits
CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-201	Algorithms and Data Structure	4 credits
Bridge (Master of Science in Software Engineering)		20 credits

Master of Science in Computer Science

The Master of Science in Computer Science is designed for Computer Science or for Engineering and other Science professionals with a strong background in areas related to Computer Science, who want to deepen their knowledge of the interplay between computer science and how theory and practice influence each other. The master program in Computer Science spans topics in abstraction, complexity, evolutionary change, and a set of general principles, such as sharing common resources, security, and concurrency. Graduates will be able to design, implement, and improve theoretical and functional systems based on quantitative and qualitative assessments of their functionality, usability and performance. Graduates of the Master of Science in Computer Science may take on senior and leadership roles within an organization such as Researcher, Algorithm Designer, Enterprise Software Tool Developer, Senior Software Architect, Senior Software Developer, Director of Software Development,

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

and many others. Graduates of the Computer Science program may work in a variety of settings, including game developers, social media companies, healthcare providers, large corporations, financial institutions, insurance companies, educational institutions, technology suppliers, consulting firms, research facilities, and more. The program culminates in a capstone course that provides an opportunity for students to develop an evidence-based practice project proposal that addresses a current problem, issue, or concern in computer science. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a theoretical model and implement the software solution, evaluate its outcome(s), and disseminate the findings. The Master of Science in Computer Science prepares graduates for pursuing a doctoral degree in Computer Science or related disciplines.

Degree Requirements

UNV-507 ^Ω	Introduction to Graduate Studies in CSET	2 credits
DSC-510	Advanced Probability and Statistics	4 credits
CST-520	Design and Analysis of Algorithms	4 credits
CST-530	Advanced Operating Systems	4 credits
CST-540	Programming Languages	4 credits
CST-550	Parallel Programming	4 credits
CST-560	Research Methods in Computational Sciences	4 credits
CST-570	Machine Learning for Computer Science	4 credits
CST-580	Artificial Intelligence	4 credits
CST-590 ^Ω	Computer Science Capstone Project	4 credits
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Master of Science in Computer Science		38 credits

Master of Science in Cybersecurity

Grand Canyon University's Master of Science in Cyber Security program trains students on using current, open source, and advanced techniques in digital forensics, penetration testing, vulnerability assessment, exploitation techniques, and other software and applications to protect organizations' systems, data, and processes. This program focuses on the various areas of cybersecurity, providing students with the tools to understand and protect against the enemy in Cyber Warfare/Cyber Defense activities; including an exploration of policies, cyber law, national and international ramifications, and ethical considerations. Students enrolled in this program will gain the technical skills and hands-on experience with real world data integrating a Christian worldview into cybersecurity. These students, applying the Hackers-with-Halos™ methodology, will build and become part of a vast network of highly-skilled professionals and white-hat penetration testers in the field of Cybersecurity.

Degree Requirements

UNV-507 ^Ω	Introduction to Graduate Studies in CSET	2 credits
CYB-505	Cyber Warfare and Applications	4 credits
CYB-515	Enterprise Security Infrastructure Design	4 credits
CYB-525	Technology Implementation of Security Solutions	4 credits

CYB-535	Policy Management for Security Solutions	4 credits
CYB-610	Penetration Testing and Risk Management	4 credits
CYB-630	Enterprise Cyber Law and Compliance Strategies	4 credits
CYB-650	Innovation in Security Frameworks	4 credits
CYB-690	Cybersecurity Program Development	4 credits
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Master of Science in Cybersecurity		34 credits

Master of Science in Data Science

The Master of Science in Data Science program is designed for Computer Science or Engineering professionals who want to better understand and apply predictive analytics theory, principles, and tools to a wide variety of problems in science, engineering, and business. The master program in Data Science spans interdisciplinary topics in predictive analytics, computing, statistics, business intelligence, machine learning, and software tools. Graduates of the Master of Science in Data Science program may take on roles within an organization such as analytics officer, business analytics director, predictive analyst, data scientist, fraud analytics manager, analytics strategy consultant, marketing analytics manager, risk analyst, customer analytics manager, etc. Graduates of the Data Science program may work in a variety of settings, including web-based retailers, social media companies, hospitals, primary care facilities, large manufacturing corporations, financial institutions, insurance companies, educational institutions, technology suppliers, consulting firms, think tanks, research facilities, and more. The program culminates in a capstone course that provides an opportunity for students to develop an evidence-based practice project proposal that addresses a current problem, issue, or concern in data science. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution, evaluate its outcome(s), and disseminate the findings.

Degree Requirements

UNV-507 ^Ω	Introduction to Graduate Studies in CSET	2 credits
DSC-510	Advanced Probability and Statistics	4 credits
DSC-520	Regression Analysis	4 credits
DSC-530	Predictive Modeling	4 credits
DSC-540	Machine Learning for Data Science	4 credits
DSC-550	Neural Networks and Deep Learning	4 credits
CST-560	Research Methods in Computational Sciences	4 credits
DSC-570	Data Mining	4 credits
DSC-580	Designing and Creating Data Products	4 credits
DSC-590 ^Ω	Data Science Capstone Project	4 credits
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Master of Science in Data Science		38 credits

Master of Science in Information Technology

Grand Canyon University's Master of Science in Information Technology (MSIT) program prepares students for a diverse range of career fields by expanding knowledge of the latest

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

emerging technologies including operating systems, networks, and databases. This program focuses on providing students with innovative hands-on technical skills and real-world leadership know-how to create the well-rounded technical manager companies are looking for to lead their teams into the future.

Degree Requirements

UNV-507 ^Ω	Introduction to Graduate Studies in CSET	2 credits
CYB-505	Cyber Warfare and Applications	4 credits
CYB-515	Enterprise Security Infrastructure Design	4 credits
CYB-525	Technology Implementation of Security Solutions	4 credits
CYB-535	Policy Management for Security Solutions	4 credits
MIS-602	Innovation in Information Technology and Data Management	4 credits
ITT-610	IT Development and Cloud Computing	4 credits
ITT-640	Information Systems Management and Systems Development	4 credits
ITT-660	IT Project Management and the Global Economy	4 credits
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Master of Science in Information Technology		34 credits

Master of Science in Software Development

A program that focuses on the general writing and implementation of generic and customized programs to drive operating systems and that generally prepares individuals to apply the methods and procedures of software design and programming to software installation and maintenance. Includes instruction in software design, low- and high-level languages and program writing; program customization and linking; prototype testing; troubleshooting; and related aspects of operating systems and networks.

Degree Requirements

UNV-507 ^Ω	Introduction to Graduate Studies in CSET	2 credits
SWE-520	Advanced Software Engineering Fundamentals	4 credits
SDD-610	Software Design and Architecture	4 credits
SWE-530	Advanced Software Architectures	4 credits
SWE-540	Advanced Software Management & Concepts	4 credits
SDD-620	Advanced Database Design and Administration	4 credits
SDD-630	Mobile Software Development	4 credits
SDD-640	Secure Coding	4 credits
SDD-680	Software Maintenance and Testing	4 credits
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Master of Science in Software Development		34 credits

Master of Science in Software Engineering

The Master of Science in Software Engineering prepares students to work at any stage of the software development life cycle. This contains eliciting project requirements, writing algorithms, development, validating that the software is meeting its intended purpose and verifying that it is safe, secure and dependable. Software engineers concentrate on how a software project is

performing by being knowledgeable of software development life cycles, different software development processes, estimation techniques and measurement, and risk management. The primary objective of this program is to prepare students to develop the next generation of software products and services for consumers, industry, and government. The curriculum includes comprehensive, intensive coverage of modern software concepts and techniques, and emphasizes a holistic approach encompassing financial, legal, and presales issues; technical concepts; security; software design techniques; methods; and project management. Graduates of the Master of Science in Software Engineering may take on senior and leadership roles within an organization, at any stage of the software engineering life cycle such as Lead Software Engineer, Project Manager, Embedded Software Engineer, Systems Architect, and many others. Graduates of the Software Engineering program may work in a variety of settings, including mobile application development, game development, social media companies, healthcare providers, large corporations, financial institutions, insurance companies, educational institutions, technology suppliers, consulting firms, research facilities, and more.

Degree Requirements

UNV-507 ^Ω	Introduction to Graduate Studies in CSET	2 credits
DSC-510	Advanced Probability and Statistics	4 credits
CST-520	Design and Analysis of Algorithms	4 credits
SWE-520	Advanced Software Engineering Fundamentals	4 credits
SWE-530	Advanced Software Architectures	4 credits
SWE-540	Advanced Software Management & Concepts	4 credits
SWE-550	Software Engineering & Security Principles	4 credits
SWE-560	Research & Review of Emerging Technologies in Software Engineering	4 credits
SWE-570	Software Engineering IOT & Embedded Systems	4 credits
SWE-590	Software Engineering Capstone	4 credits
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Master of Science in Software Development		38 credits

Engineering Programs

Bachelor of Science in Biomedical Engineering

Grand Canyon University's Bachelor of Science in Biomedical Engineering was developed with industry and clinical guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in biomedical engineering and related fields, such as medical devices, medical imaging, tissue engineering and implantable design, government regulatory compliance, clinical research, and biomedical research. This program teaches topics and assesses competency in multidisciplinary engineering design principles linked with knowledge of human anatomy and physiology, including: biomechanics, materials properties/biocompatibility, biomedical instrumentation and imaging, and tissue engineering. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the

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

classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Biomedical engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Biomedical Engineering Major	90 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Biomedical Engineering	128 credits

Required General Education

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

ESG-395	Engineering Economics and Project Management	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
BME-471	Biomedical Design Elements I	2 credits

Biomedical Engineering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
BME-352	Bio-Solid Mechanics & Lab	4 credits

STG-330	Thermodynamics & Lab	4 credits
BME-356	Biomaterials	3 credits
BME-356L	Biomaterials Lab	1 credit
ESG-345	Fluid Mechanics & Lab	4 credits
BME-361	Biomechanics & Lab	4 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
BME-260	Survey of Tissue Engineering	2 credits
BME-460	Biomedical Instrumentation and Devices & Lab	4 credits
ESG-451 ^Ω	Capstone Project I	2 credits
BIO-360	Medical Physiology	3 credits
BIO-360L	Medical Physiology – Lab	1 credit
ESG-452 ^Ω	Capstone Project II	2 credits
BME-480	Bioimaging	3 credits
BME-480L	Bioimaging Lab	1 credit
BME-472	Biomedical Design Elements II	2 credits
BME-465	Advanced Biomedical Instrumentation and Devices & Lab	4 credits
BIO-457	Genetics	4 credits
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Biomedical Engineering Major		90 credits

Bachelor of Science in Computer Engineering

Grand Canyon University's Bachelor of Science in Computer Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in computer engineering and related fields, such as computer hardware design, control systems, project engineering, electronics, test engineering, or engineering sales. This program teaches topics and assesses competency in operating systems, circuits, signals, communications, algorithms and data structures, computer architecture, and controls. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Computer engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Computer Engineering Major	88 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Computer Engineering	128 credits

Required General Education

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

ESG-395	Engineering Economics and Project Management	4 credits
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^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

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

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
CEE-473	Computer Engineering Design Principles I & Lab	2 credits
CEE-474	Computer Engineering Design Principles II & Lab	2 credits

Computer Engineering Major

MAT-262	Calculus for Science and Engineering I	4 credits
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
EEE-212	Embedded Systems and Assembly Language & Lab	2 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
MAT-345	Applied Linear Algebra I	4 credits
EEE-315	Digital Circuits & Lab	4 credits
EEE-213	Signals and Systems	3 credits
EEE-213L	Signals and Systems Lab	1 credit
CEE-300	Data Structures, Algorithms, and Numerical Recipes	4 credits
EEE-480	Linear and Nonlinear Control Systems Design & Lab	4 credits
CEE-312	Advanced Embedded Systems Design & Lab	4 credits
EEE-431	Communications Signal Processing & Lab	4 credits
ESG-451 ^{ΩΔ}	Capstone Project I	2 credits

CST-307	Introduction to Computer Architecture Lecture & Lab	4 credits
EEE-320	Electronics and Devices & Lab	4 credits
ESG-452 ^{ΩΔ}	Capstone Project II	2 credits
CST-315	Operating Systems Lecture & Lab	4 credits
CEE-440	Applied Research in Computer Engineering	4 credits
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Computer Engineering Major		88 credits

Bachelor of Science in Engineering

Grand Canyon University's Bachelor of Science in Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in various engineering and related fields, such as project management, design or test engineering, manufacturing engineering, or engineering sales. This program teaches topics and assesses competency in circuits, solid mechanics, fluid mechanics, thermodynamics, materials science, heat transfer, and engineering project management. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Engineering Major	88 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Engineering	128 credits

Required General Education

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

STG-390 ^Δ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
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Engineering Major		
CHM-115	General Chemistry II – Lecture	3 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
STG-330	Thermodynamics & Lab	4 credits
MGT-420^f	Organizational Behavior and Management	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ESG-345	Fluid Mechanics & Lab	4 credits
SCM-410	Lean and Quality Management	4 credits
ESG-395	Engineering Economics and Project Management	4 credits
MEE-352	Solid Mechanics & Lab	4 credits
BUS-330	Business Proces Design	4 credits
MEE-445	Heat Transfer & Lab	4 credits
ESG-451^f ^Δ ^Ω	Capstone Project I	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ESG-452^f ^Δ ^Ω	Capstone Project II	2 credits
MGT-455	Production/Operations Management	4 credits
ETG-420	Quality Control	2 credits
Engineering Major		88 credits

Bachelor of Science in Engineering with an Emphasis in Robotics

Grand Canyon University's Bachelor of Science in Engineering with an Emphasis in Robotics was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in robotics engineering and related fields, such as controls, design or test engineering, manufacturing engineering, or engineering sales. This program teaches topics and assesses competency in circuits, solid mechanics, fluid mechanics, thermodynamics, materials science, heat transfer, dynamic systems, feedback and controls. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated

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

into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Engineering with an Emphasis in Robotics graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Engineering with an Emphasis in Robotics Major	88 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Engineering with an Emphasis in Robotics	128 credits

Required General Education

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

STG-390^Δ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits

Engineering with an Emphasis in Robotics Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit

STG-330	Thermodynamics & Lab	4 credits
MAT-345	Applied Linear Algebra I	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ESG-345	Fluid Mechanics & Lab	4 credits
ESG-330	Introduction to Robotics & Lab	4 credits
ESG-395	Engineering Economics and Project Management	4 credits
ESG-455	Dynamic Systems & Lab	4 credits
MEE-352	Solid Mechanics & Lab	4 credits
ESG-451 ^{^A} ^Ω	Capstone Project I	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ESG-452 ^{^A} ^Ω	Capstone Project II	2 credits
ESG-440	Applied Robotics & Lab	4 credits
ESG-485	Feedback Control Theory and Design & Lab	4 credits
ETG-420	Quality Control	2 credits
Engineering with an Emphasis in Robotics Major		88 credits

Bachelor of Science in Electrical Engineering

Grand Canyon University's Bachelor of Science in Electrical Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in electrical engineering and related fields, such as electronics, electrical design, project engineering, controls, test engineering, hardware design, communications, circuits engineering, or engineering sales. This program teaches topics and assesses competency in circuits, analog and digital electronics, electromagnetic fields, optics, signal processing, communications, computer design, power, and controls. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Electrical engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Electrical Engineering Major	88 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Electrical Engineering	128 credits

Required General Education

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

ESG-395	Engineering Economics and Project Management	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-262	Calculus for Science and Engineering I	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
ESG-441	Power & Energy Systems 2	3 credits
ESG-441L	Power & Energy Systems Lab 2	1 credit

Electrical Engineering Major

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
ESG-111	Introduction to Engineering Programming & Lab	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credits
EEE-212	Embedded Systems and Assembly Language & Lab	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
MAT-345	Applied Linear Algebra I	4 credits
STG-242	Science of Solid Materials	3 credits
STG-242L	Science of Solid Materials Lab	1 credit
EEE-213	Signals and Systems	3 credits
EEE-213L	Signals and Systems Lab	1 credit
EEE-302	Advanced Circuits & Lab	4 credits
STG-350	Electromagnetic Fields & Optics	3 credits
STG-350L	Electromagnetic Fields & Optics Lab	1 credit
EEE-315	Digital Circuits & Lab	4 credits
EEE-431	Communications Signal Processing & Lab	4 credits
EEE-473	Electrical Design Principles I & Lab	2 credits
ESG-451 ^{Ω/Δ}	Capstone Project I	2 credits

[^] Writing intensive course | [♦] Fulfills General Education requirement | [^] Honors Major Course | ^Ω Non-Transferable

CST-307	Introduction to Computer Architecture & Lab	4 credits
EEE-320	Electronics and Devices & Lab	4 credits
ESG-452 ^{Ω/Δ}	Capstone Project II	2 credits
EEE-480	Linear and Nonlinear Control Systems Design & Lab	4 credits
EEE-474	Electrical Design Principles II & Lab	2 credits
Electrical Engineering Major		88 credits

Bachelor of Science in Electrical Engineering Technology

Grand Canyon University's Bachelor of Science in Electrical Engineering Technology was developed with industry guidance to address the broad, foundational knowledge and skills required to be contributors as electrical engineering technicians, electronics engineering technicians, service engineers, industrial automation technicians, robotics technicians, telecommunications technicians, electric machinery technicians, and technician supervisors. This program teaches topics and assesses competency in circuits, analog and digital electronics, signal processing, communications, computer design, electronic materials, controls and robotics, power and machinery, and technical documentation. This program integrates math, chemistry, physics, and biology and emphasizes critical thinking, real-world applications, and practical project management project experience. In addition, students develop valuable workplace skills, including effective communication, teamwork, initiative, strong work ethic, analytical skills, adaptability, and self-confidence. Students learn professional and ethical practices associated with engineering through the lens of the Christian worldview.

Degree Requirements

Total General Education	34-40 credits
Total Electrical Engineering Technology Major	88 credits
Total Electives	0-6 credits
Total Bachelor of Science in Electrical Engineering Technology	128 credits

Required General Education

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

STG-390 ^Δ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT-261	Pre-Calculus	4 credits
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

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

STG-110 ^Ω	Team Innovation Experience	3 credits
STG-110L ^Ω	Team Innovation Experience Lab	1 credit

Electrical Engineering Technology Major

PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit
CST-111	Introduction to Computer Science and Information Technology	4 credits
MAT-252	Calculus and Analytic Geometry I	4 credits
MAT-274	Probability and Statistics	4 credits
PHY-112	General Physics II	3 credits
PHY-112L	General Physics II Lab	1 credit
EET-202	Applied Circuits I	3 credits
EET-202L	Applied Circuits I Lab	1 credit
CST-215	Digital Logic and Design Lecture & Lab	4 credits
EET-302	Applied Circuits II & Lab	4 credits
ETG-222	Experimental Methods	4 credits
CST-210	Object-Oriented Programming Lecture & Lab	4 credits
ITT-116	Platforms and Network Technologies	4 credits
EET-325	Embedded Systems	4 credits
EET-320	Digital Electronics and Integrated Circuits & Lab	4 credits
ETG-315	Materials and Microscopy & Lab	4 credits
ETG-498 ^Δ	Senior Project I	2 credits
ETG-415	Power and Energy Technologies	3 credits
ETG-415L	Power and Energy Technologies Lab	1 credit
ETG-420	Quality Control	2 credits
EET-330	Communication Networks & Lab	4 credits
ITT-270	Routing and Switching	4 credits
ETG-499 ^Δ	Senior Project II	2 credits
EET-425	Industrial Automation	2 credits
ETG-410	Controls and Instrumentation & Lab	4 credits
EET-430	Electrical Troubleshooting and Maintenance & Lab	4 credits

Student must enroll in a total of 4 credits from the following courses:

CST-307	Introduction to Computer Architecture Lecture & Lab	4 credits
CST-323	Cloud Computing	4 credits
STG-403	Internship I	4 credits

Electrical Engineering Technology Major 88 credits

Bachelor of Science in Industrial Engineering

Grand Canyon University's Bachelor of Science in Industrial Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in industrial engineering and related fields, such as manufacturing, quality engineering, systems design, project management, process improvement, and supply chain management, including logistics, inventory control, and distribution. This program teaches topics and assesses competency in probability and statistics, human factors,

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

sustainable design, productivity analysis, lean work, and automation for manufacturing and distribution. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Industrial Engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Industrial Engineering Major	88 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Industrial Engineering	128 credits

Required General Education

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

ESG-395	Engineering Economics and Project Management	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
ISE-473	Sustainable Design for Industrial Engineering I & Lab	2 credits
ISE-474	Sustainable Design for Industrial Engineering II & Lab	2 credits

Industrial Engineering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiment and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit

MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
ISE-301	Probability and Statistics for Industrial Engineering & Lab	4 credits
SCM-400	Global Supply Chain Operations	4 credits
MGT-420	Organizational Behavior and Management	4 credits
ISE-350	Lean Work Design & Lab	4 credits
SCM-410	Lean and Quality Management	4 credits
ESG-461	Manufacturing Processes	2 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ISE-450	Human Work Design & Lab	4 credits
SCM-450	Procurement and Global Supply Chain Management	4 credits
ISE-401	Decision Science	4 credits
ESG-451^{ΩΔ}	Capstone Project I	2 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ISE-480	Automation for Manufacturing and Distribution & Lab	4 credits
ESG-452^{ΩΔ}	Capstone Project II	2 credits
SCM-454	Manufacturing Planning and Control Systems	4 credits

Industrial Engineering Major 88 credits

Bachelor of Science in Mechanical Engineering

Grand Canyon University's Bachelor of Science in Mechanical Engineering was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in mechanical engineering and related fields, such as mechanical design engineering, systems engineering, manufacturing engineering, project engineering, and engineering sales. This program teaches topics and assesses competency in mechanical design principles: statics, dynamics, material science, mechanics of materials, fluid mechanics, thermodynamics, heat transfer, instrumentation, and controls. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Mechanical engineering graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Mechanical Engineering Major	88 credits
Total Electives	0-6 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Total Bachelor of Science in Mechanical Engineering	128 credits
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Required General Education

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

STG-390 ^Δ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits

Mechanical Engineering Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
ESG-260	Statics	4 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
STG-330	Thermodynamics	4 credits
MEE-352	Solid Mechanics & Lab	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ESG-345	Fluid Mechanics & Lab	4 credits
MEE-460	Mechanical Instrumentation and Devices & Lab	4 credits
ESG-395	Engineering Economics and Project Management	4 credits

MEE-445	Heat Transfer & Lab	4 credits
ESG-455	Dynamic Systems & Lab	4 credits
MEE-473	Mechanical Design Principles I & Lab	2 credits
ESG-451 ^{Ω/Δ}	Capstone Project I	2 credits
MEE-474	Mechanical Design Principles II & Lab	2 credits
ESG-461	Manufacturing Processes	2 credits
ESG-452 ^{Ω/Δ}	Capstone Project II	2 credits
MEE-480	Electro-Mechanical Systems and Controls & Lab	4 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
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Mechanical Engineering Major		88 credits

Bachelor of Science in Mechanical Engineering with an Emphasis in Aerospace

Grand Canyon University’s Bachelor of Science in Mechanical Engineering with an Emphasis in Aerospace was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in mechanical engineering, aerospace engineering, and related fields, such as mechanical design engineering, systems engineering, manufacturing engineering, project engineering, and engineering sales. This program teaches topics and assesses competency in mechanical design principles such as statics, dynamics, materials science, fluid mechanics, thermodynamics, and heat transfer, as well as aerospace engineering, including aerodynamics, propulsion, flight control systems, and aerospace design. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. Mechanical engineering graduates with an emphasis in aerospace enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Mechanical Engineering with an Emphasis in Aerospace Major	88 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Mechanical Engineering with an Emphasis in Aerospace	128 credits

Required General Education

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

STG-390 ^Δ	Professionalism in Science and Technology – Communications, Conduct, and Ethics	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit

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

PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	2 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	2 credits
DDN-105	Drawing for the Visual Arts	4 credits

Mechanical Engineering with an Emphasis in Aerospace Major

CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
MAT-262	Calculus for Science and Engineering I	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
MAT-364	Differential Equations for Science and Engineering	4 credits
EEE-202	Circuits	3 credits
EEE-202L	Circuits Lab	1 credit
STG-330	Thermodynamics	4 credits
MEE-352	Solid Mechanics & Lab	4 credits
MEE-340	Structure and Property of Materials	3 credits
MEE-340L	Structure and Property of Materials Lab	1 credit
ESG-451 ^{Ω/Δ}	Capstone Project I	2 credits
ESG-452 ^{Ω/Δ}	Capstone Project II	2 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MEE-335	Aerospace Propulsion & Lab	4 credits
MEE-440	Structures of Composite Materials for Aerospace	2 credits
MEE-450	Aerodynamics & Lab	4 credits
MEE-455	Dynamics and Controls of Flight & Lab	4 credits
MEE-475	Aerospace Design Principles & Lab	2 credits
ESG-395	Engineering Economics and Project Management	4 credits
ESG-251	Computer Aided Design & Lab	2 credits
ESG-260	Statics	4 credits
ESG-345	Fluid Mechanics & Lab	4 credits
ESG-384	Applied Engineering Stochastic Processes	2 credits
ESG-374	Design of Experiments and Quality Analysis	2 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit

MEE-473	Mechanical Design Principles I & Lab	2 credits
MEE-445	Heat Transfer & Lab	4 credits
Mechanical Engineering with an Emphasis in Aerospace Major		88 credits

Bachelor of Science in Mechanical Engineering Technology

Grand Canyon University's Bachelor of Science in Mechanical Engineering Technology was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in Mechanical Engineering Technology and related fields, such as application engineering, test engineering, project engineering, production engineering, product development engineering, and manufacturing engineering. This program teaches topics and assesses competency in computerized design and manufacturing tools, fluid/thermal transport, material and processes, and controls and instrumentation. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Mechanical Engineering Technology graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Mechanical Engineering Technology Major	88 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Mechanical Engineering Technology	128 credits

Required General Education

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

ESG-395	Engineering Economics and Project Management	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	4 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	4 credit

Mechanical Engineering Technology Major

MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MAT-264	Calculus for Science and Engineering II	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
ESG-251	Computer Aided Design & Lab	2 credits
MET-291	Applications of Machine Shop Tools & Lab	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
EET-202	Applied Circuits	3 credits
EET-202L	Applied Circuits Lab	1 credit
ESG-260	Statics	4 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
ETG-333	Applications of Instrumentation & Lab	4 credits
ISE-301	Probability and Statistics for Industrial Engineering & Lab	4 credits
MET-275	Computerized Design and Manufacturing Tools in MET & Lab	4 credits
MET-203	Strength of Materials & Lab	4 credits
MET-302	Principles of Design I & Lab	4 credits
MET-308	Fluid/Thermal Transport & Lab	4 credits
ETG-410^f	Controls and Instrumentation & Lab	4 credits
ESG-451	Capstone Project I	2 credits
ETG-420	Quality Control	2 credits
MET-315	Material and Processes & Lab	4 credits
MET-402	Principles of Design II & Lab	4 credits
ESG-452	Capstone Project II	2 credits
ESG-461	Manufacturing Processes	2 credits
MET-484	Computer Aided Manufacturing & Lab	4 credits
MET-418	Heat and Power Generation & Lab	4 credits
Mechanical Engineering Technology Major		88 credits

Bachelor of Science in Mechanical Engineering Technology with an Emphasis in Mechatronics

Grand Canyon University's Bachelor of Science in Mechanical Engineering Technology with an Emphasis in Mechatronics was developed with industry guidance to address the broad, foundational knowledge and skills required to meet or exceed the expectations of employers in Mechanical Engineering Technology, Mechatronics, and related fields, such as application engineering, test engineering, project engineering, production engineering, product development engineering, and manufacturing engineering. This program teaches topics and assesses competency in computerized design and manufacturing tools, fluid/thermal transport, material and processes, controls and instrumentation, industrial automation, electrical troubleshooting, and electromechanical systems principles. This program integrates math, natural sciences, and computer programming with an emphasis on critical thinking, problem solving, real-world application and practical project management

experience. The Christian worldview is integrated into the classroom, preparing graduates to apply Christian principles of stewardship and discipline with a commitment to professional and ethical standards. BS in Mechanical Engineering Technology with an Emphasis in Mechatronics graduates enter the workforce prepared to work in diverse teams, communicate effectively, and pursue leadership roles and advanced learning.

Degree Requirements

Total General Education	34-40 credits
Total Mechanical Engineering Technology with an Emphasis in Mechatronics Major	88 credits
Total Electives	0-6 credits
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Total Bachelor of Science in Mechanical Engineering Technology with an Emphasis in Mechatronics	128 credits

Required General Education

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

ESG-395	Engineering Economics and Project Management	4 credits
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(Included in General Education total credits, applied to the Critical Thinking competency.)

ESG-162	Engineering Math	3 credits
ESG-162L	Engineering Math Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit

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

ESG-210	Engineering Innovation & Lab	4 credits
ESG-220	Introduction to Engineering Design and Prototyping & Lab	4 credit

Mechanical Engineering Technology Major

MAT-262	Calculus for Science and Engineering I	4 credits
ESG-111	Introduction to Engineering Programming & Lab	4 credits
MAT-264	Calculus for Science and Engineering II	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
ESG-251	Computer Aided Design & Lab	2 credits
MET-291	Applications of Machine Shop Tools & Lab	2 credits
PHY-122	University Physics II	3 credits
PHY-122L	University Physics II Lab	1 credit
EET-202	Applied Circuits	3 credits
EET-202L	Applied Circuits Lab	1 credit
ESG-260	Statics	4 credits
MEE-360	Dynamics	3 credits
MEE-360L	Dynamics Lab	1 credit
ETG-410	Controls and Instrumentation & Lab	4 credits

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

ISE-301	Probability and Statistics for Industrial Engineering & Lab	4 credits
MET-275	Computerized Design and Manufacturing Tools in MET & Lab	4 credits
MET-203	Strength of Materials & Lab	4 credits
MET-302	Principles of Design I & Lab	4 credits
MET-308	Fluid/Thermal Transport & Lab	4 credits
EET-302	Applied Circuits II & Lab	4 credits
ETG-426	Manufacturing Automation & Lab	4 credits
ESG-451	Capstone Project I	2 credits
MET-315	Material and Processes & Lab	4 credits
ETG-333	Applications of Instrumentation & Lab	4 credits
ESG-452	Capstone Project II	2 credits
ETG-420	Quality Control	2 credits
EET-430	Electrical Troubleshooting and Maintenance & Lab	4 credits
ETG-403	Principles of Mechatronics Design & Lab	4 credits
Mechanical Engineering Technology with an Emphasis in Mechatronics Major		88 credits

Minors

Minor in Athletic Coaching

The Minor in Athletic Coaching is intended to assist the future teacher, fitness professional, or other professional who wishes to coach interscholastic, intercollegiate, or other sports teams in all aspects of preparation for competition.

Minor Requirements

BIO-155	Introduction to Anatomy and Physiology	3 credits
BIO-155L	Introduction to Anatomy and Physiology Lab	1 credit
ATP-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
ATP-214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
PED-337	Theory, Philosophy, and Principles of Coaching	4 credits
<i>Choose any 3 of the following 5 courses:</i>		
PED-325	Coaching Baseball: Theory and Practice	4 credits
PED-326	Coaching Basketball: Theory and Practice	4 credits
PED-327	Coaching Volleyball: Theory and Practice	4 credits
PED-328	Coaching Softball: Theory and Practice	4 credits
PED-329	Coaching Soccer: Theory and Practice	4 credits
Minor in Athletic Coaching		24 credits

Minor in Biological Sciences

Minor Pre-requisites

BIO-181	General Biology I	3 credits
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BIO-181L	General Biology I - Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II – Lab	1 credit

Minor Requirements

BIO-320	Fundamentals of Ecology	3 credits
BIO-320L	Fundamentals of Ecology-Lab	1 credit
BIO-342	Analysis of Biological Diversification	4 credits
BIO-415	Vertebrate Zoology	3 credits
BIO-415L	Vertebrate Zoology Lab	1 credit
BIO-328	Animal Behavior	3 credits
BIO-328L	Animal Behavior Lab	1 credit

Minor in Biological Sciences	24 credits
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Minor in Chemistry for Chemical and Structural Analysis

The minor in Chemistry-Chemical and Structural Analysis will give students majoring in non-chemistry disciplines a solid foundation in chemical science. This minor is particularly suitable for students that are studying laboratory sciences such as Forensic Science or Environmental Science.

Minor Pre-requisites

MAT-154	Applications of College Algebra	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit

Minor Requirements

CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-333	Structural Determination in Organic Chemistry	4 credits
CHM-360	Principles of Biochemistry	3 credits
CHM-360L	Principles of Biochemistry – Lab	1 credit
CHM-460	Advanced Biochemistry	3 credits
CHM-460L	Advanced Biochemistry Lab	1 credit

Minor in Chemistry for Chemical and Structural Analysis	40 credits
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[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Minor in Chemistry for Life Sciences

The minor in chemistry for life sciences will give students majoring in non-chemistry disciplines a solid foundation in chemical science. This minor is particularly suitable for students in life sciences but will interest anyone seeking to learn more about the relationship of chemistry with life processes.

Minor Pre-requisites

MAT-154	Applications of College Algebra	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit

Minor Requirements

BIO-205	Microbiology	3 credits
BIO-205L	Microbiology – Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
CHM-315	Analytical Chemistry	3 credits
CHM-315L	Analytical Chemistry Lab	1 credit
CHM-360	Principles of Biochemistry	3 credits
CHM-360L	Principles of Biochemistry – Lab	1 credit
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
CHM-451	Pharmacology I	4 credits
CHM-452	Pharmacology II	4 credits
CHM-460	Advanced Biochemistry	3 credits
CHM-460L	Advanced Biochemistry Lab	1 credit

Minor in Chemistry for Life Sciences 52 credits

Minor in Chemistry for Physical Science and Engineering

The minor in chemistry for physical science and engineering will give students in non-chemistry disciplines a solid foundation in chemical science. This minor is particularly suitable for students in physical science and engineering disciplines but will suit anyone seeking a strong physical chemistry experience.

Minor Pre-requisites

MAT-154	Applications of College Algebra	4 credits
MAT-261	Pre-Calculus	4 credits
PHY-121	University Physics I	3 credits
PHY-121L	University Physics I Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits

CHM-113L	General Chemistry I – Lab	1 credit
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Minor Requirements

MAT-262	Calculus for Science and Engineering I	4 credits
CHM-115	General Chemistry II – Lecture	3 credits
CHM-115L	General Chemistry II – Lab	1 credit
CHM-235	Survey of Organic Chemistry	3 credits
CHM-235L	Survey of Organic Chemistry Lab	1 credit
CHM-365	Instrumental Analysis	3 credits
CHM-365L	Instrumental Analysis Lab	1 credit
CHM-441	Physical Chemistry I	3 credits
CHM-441L	Physical Chemistry I Lab	1 credit
CHM-444	Physical Chemistry II	3 credits
CHM-444L	Physical Chemistry II Lab	1 credit

Minor in Chemistry for Physical Science and Engineering 40 credits

Minor in Cybersecurity

The minor in Cybersecurity provides students with foundational information technology skills in programming, system administration, and computer networks as well as concepts and practical applications of cybersecurity tools, technologies and procedures. Deploying advanced techniques in exploitation, vulnerability assessment, penetration testing, policy management, and security program design, with real-world hands-on practical activities that go beyond theory are integrated within this minor.

Minor Requirements

MAT-154	Applications of College Algebra	4 credits
CST-111	Introduction to Computer Science and Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-121	System Administration and Maintenance	4 credits
ITT-307	Cybersecurity Foundations	4 credits
ITT-340	Cybersecurity and Ethical Hacking	4 credits

Minor in Cybersecurity 24 credits

Minor in Food and Nutrition Management

A minor in Food and Nutrition Management enables students to gain an understanding of food, nutrition, and hospitality management. This minor is ideal for students seeking a better understanding of how food safety and science integrates effectively in the hospitality industry.

Minor Requirements

NSC-150	Nutrition and Wellness	4 credits
HOS-200	Introduction to Hospitality	4 credits
BIO-319	Applied Nutrition	4 credits
NSC-350	Food Sciences	3 credits
NSC-350L	Food Sciences Lab	1 credit

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

HOS-455	Events and Tourism Management	4 credits
HOS-460	Food and Beverage Service Management and Operations	4 credits
Minor in Food and Nutrition Management		24 credits

Minor in Forensic Science

The minor in forensic science provides a basic understanding of how crime laboratories use science to solve crimes against persons. Students will develop an understanding of the types of evidence that are collected, how analyses are performed, and ways to present this information in a court of law. The minor in forensic science is ideal for students who are interested in pursuing careers in forensic pathology and investigations.

Minor Requirements

FOR-150	Critical Analysis in Forensic Science	4 credits
BIO-181	General Biology I	3 credits
BIO-181L	General Biology I - Lab	1 credit
CHM-113	General Chemistry I – Lecture	3 credits
CHM-113L	General Chemistry I – Lab	1 credit
SCI-220	Forensic Photography & Reconstruction	4 credits
SCI-255	Crime Scene Processing	3 credits
SCI-255L	Crime Scene Processing Lab	1 credit
SCI-330	Physical Evidence Analysis	3 credits
SCI-330L	Physical Evidence Analysis Lab	1 credit
Minor in Forensic Science		24 credits

Minor in Networking Technology

This minor in networking technology offers opportunities for students to learn in-demand technical skills. This minor provides the knowledge in selection, design, deployment, integration, and administration of networks and communication infrastructures in an organization using in-house and cloud-based solutions. Learning how to implement routing and switching while explaining the physical and transport layers relevant to the IT discipline are offered in this minor. This minor also provides opportunities to implement tools and strategies to meet business objectives and ensure network security as well as explore issues around network management.

Minor Requirements

MAT-154	Applications of College Algebra	4 credits
CST-111	Introduction to Computer Science and Information Technology	4 credits
ITT-116	Platforms and Network Technologies	4 credits
ITT-270	Routing and Switching	4 credits
ITT-370	Wireless Networks	4 credits
ITT-425	Analysis, Design, and Management of Secure Corporate Networks	4 credits
Minor in Networking Technology		24 credits

Minor in Nutrition

A minor in Nutrition enables students to gain a basic understanding of human nutritional needs & how nutrition contributes to healthy lifestyles & disease prevention. It is ideal for any student seeking a greater understanding of the relationship among food, nutrition, & health & fits easily with any major program of study.

Minor Requirements

NSC-150	Nutrition & Wellness	4 credits
BIO-319	Applied Nutrition	4 credits
NSC-305	Nutrition Across the Lifespan	4 credits
NSC-419	Advanced Nutrition	4 credits
Minor in Nutrition		16 credits

Minor in Object Oriented Programming in C#

This minor focuses on Object Oriented Programming in the C, C# and C++ programming languages. It also includes concepts in secure programming.

Minor Prerequisites

MAT-154	Applications of College Algebra	4 credits
Minor Requirements		
CST-150	Programming in C# I	4 credits
CST-250	Programming in C# II	4 credits
CST-210	Object-Oriented Programming Lecture & Lab	4 credits
ITT-310	Programming for Security Professionals	4 credits

Minor in Object Oriented Programming in C#		16 credits
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Minor in Object Oriented Programming in Java

This minor focuses on Object Oriented Programming in the Java, C, and C++ programming languages. It also includes concepts in secure programming.

Minor Requirements

CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-210	Object-Oriented Programming Lecture & Lab	4 credits
ITT-310	Programming for Security Professionals	4 credits

Minor in Object Oriented Programming in Java		16 credits
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Minor in Pre-Athletic Training

The Minor in Pre-Athletic Training is intended to assist the future coach, fitness professional, or other professional who wishes to provide care to interscholastic, intercollegiate, or other sports teams.

Minor Requirements

PSY-102	General Psychology	4 credits
ATP-214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
ATP-214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

BIO-253	Emergency Care for Acute Injuries	4 credits
BIO-319	Applied Nutrition	4 credits
PSY-357	Lifespan Development	4 credits
PSY-366	Introduction to Sport and Exercise Psychology	4 credits

Choose 2 of the following courses

BIO-201	Human Anatomy and Physiology I	3 credits
BIO-201L	Human Anatomy and Physiology I: Lab	1 credit
BIO-210	Anatomy and Physiology for Science Majors I	3 credits
BIO-210L	Anatomy and Physiology for Science Majors I Lab	1 credit

Choose 2 of the following courses

BIO-202	Human Anatomy and Physiology II	3 credits
BIO-202L	Human Anatomy and Physiology II: Lab	1 credit
BIO-211	Anatomy and Physiology for Science Majors II	3 credits
BIO-211L	Anatomy and Physiology for Science Majors II Lab	1 credit

Minor in Pre-Athletic Training 32 credits

Minor in Pre-Medicine

The Minor in Pre-Medicine includes the standard science coursework required for admission into most graduate medical programs. It also provides all the foundational concepts that would be covered in any entrance exam (MCAT, PCAT, DAT, OAT, etc.).

Graduate medical programs will accept applications from students with any baccalaureate degree as long as they meet all the other prescribed admission requirements. While the coursework defined in this minor covers the standard science courses required by almost all graduate programs, schools may have additional requirements for admission. It is strongly recommended that students considering this minor do some investigation into the admission requirements of the specific graduate programs that they are considering.

Minor Requirements

BIO-181	General Biology I	3 credits
BIO-181L	General Biology I Lab	1 credit
BIO-182	General Biology II	3 credits
BIO-182L	General Biology II Lab	1 credit
CHM-113	General Chemistry I	3 credits
CHM-113L	General Chemistry I Lab	1 credit
CHM-115	General Chemistry II	3 credits
CHM-115L	General Chemistry II Lab	1 credit
CHM-231	Organic Chemistry I	3 credits
CHM-231L	Organic Chemistry I Lab	1 credit
CHM-232	Organic Chemistry II	3 credits
CHM-232L	Organic Chemistry II Lab	1 credit
CHM-360	Principles of Biochemistry	3 credits

CHM-360L	Principles of Biochemistry Lab	1 credit
PHY-111	General Physics I	3 credits
PHY-111L	General Physics I Lab	1 credit
PHY-112	General Physics II	3 credits
PHY-112L	General Physics II Lab	1 credit

Minor in Pre-Medicine 36 credits

Minor in Web Application Development

This five-track sequence of courses focuses on basic web development using HTML, CSS, and JavaScript, an introduction to database development using NoSQL and MySQL database, and advanced web application development using the Express, Angular, and ReactJS JavaScript frameworks.

Minor Prerequisite

CST-120	Introduction to Web Development	4 credits
CST-105	Computer Programming I	4 credits
CST-239	Programming in Java II	4 credits
CST-345	Database Design and Development	4 credits
CST-391	JavaScript Web Application Development	4 credits

Minor in Web Application Development 20 credits

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

University Administration and Faculty

Academic Administration

Brian Mueller

President

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

Dr. Randy Gibb

Provost

B.S., US Air Force Academy; M.S.E., Arizona State University;
M.A., Naval Command & Staff College; Ph.D., Arizona State
University

Dr. Jennifer Lech

Vice Provost

B.A., Washington State University; M.B.A., University of Phoenix;
Ph.D., Walden University

Dr. Joe Veres

Vice President, Student Success

B.S. Ashland University; M.A., University of Phoenix; Ed.D.
Grand Canyon University

Shanna Milonas

Associate Vice President of Academic Compliance; Title IX and
Section 504 Coordinator

B.A., Argosy University; MBA, Grand Canyon University

College of Doctoral Studies

Dr. Michael Berger

Dean, College of Doctoral Studies

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

College of Education

Dr. Meredith Critchfield

Dean, College of Education; Professor

B.S., Indiana University - Bloomington; M.Ed., University of
Louisville; Ph.D., Arizona State University

Dr. Emily Pottinger

Associate Dean, College of Education; Assistant Professor

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

Lindy Gaudiano

Assistant Dean, College of Education

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

College of Arts and Media

Claude N. Pensis

Dean, College of Arts and Media; Professor

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

William H. Symington V

Assistant Dean of Theatre and Dance

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

Dr. Juan de Dios Hernandez

Assistant Dean of Music

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

College of Humanities and Social Sciences

Dr. Sherman Elliott

Dean, College of Humanities and Social Sciences; Assistant
Professor

B.A., University of San Francisco; M.Ed., Arizona State
University; M.A., University of San Francisco; Ed.D., Arizona
State University

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

College of Nursing and Health Care Professions

Dr. Lisa Smith

Dean, College of Nursing and Health Care Professions; Professor
BSN, Salisbury University; MSN-Healthcare Education, University
of Phoenix; Ph.D., Barry University

Trina Staton

Associate Dean, Prelicensure BSN Program
B.S.N., Morningside College; MSN, University of Phoenix

Dr. Maria Delph

Associate Dean of Professional Studies & Baccalaureate Programs
B.S.N., University of Arizona; M.A., Midwestern University;
M.S.N., M.B.A., Grand Canyon University; Ph.D., Grand Canyon
University

Dr. Tamara Wisely

Assistant Dean, Graduate Studies
B.S.N. Northern Arizona University; MSN Arizona State
University; DNP, Grand Canyon University

College of Science, Engineering, and Technology

Dr. K. Mark Wooden

Dean, College of Science, Engineering, and Technology; Professor
B.S., Ph.D., Arizona State University

Dr. Jon Valla

Assistant Dean, College of Science, Engineering, and Technology
B.S., Minnesota State; Ph.D., University of Texas at Austin

Dr. Richard Mulski

Assistant Dean, College of Science, Engineering, and Technology
B.S., State University of New York; MBA, Goldey-Beacom
College; Ed.D., University of Delaware

Dr. Janet Belin-Fornari

Associate Dean, College of Science, Engineering, and Technology
B.S., University of Nebraska-Lincoln; M.S., University of
Michigan; Ph.D., University of Arizona

Dr. Heather Monthie

Assistant Dean, College of Science, Engineering, and Technology
B.A., Lakeland College; M.A., Cardinal Stritch University; Ph.D.,
Capella University

College of Theology

Dr. Jason Hiles

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

Dr. Peter Anderson

Assistant Dean, Grand Canyon Theological Seminary
B.A., Appalachian Bible College; Th.M., Southeastern Baptist
Theological Seminary; Ph.D. Southeastern Baptist Theological
Seminary

Colangelo College of Business

Dr. Allison Mason

Assistant Dean, Colangelo College of Business
B.A., Winona State University, M.Ed, Northern Arizona University,
M.B.A., Grand Canyon University; DBA., Grand Canyon University

Dr. Mark Clifford

Assistant Dean and Director of Sport Business
B.S., US Air Force Academy; M.S, University of Maryland,
University College; Ph.D., New Mexico University

Honors College

Dr. Breanna Naegeli

Associate Dean, Honors College
B.A. Bethany College; M.A. Argosy University; Ph.D., Grand
Canyon University

Faculty

For a current list GCU faculty, please visit the [Faculty Directory](#).

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

Qualified Faculty

GCU complies with the Higher Learning Commission standards related to faculty qualifications. All Grand Canyon University faculty must meet specific academic and experiential qualifications defined by the University in order to be approved to teach GCU students. A current list of GCU's full-time faculty is available at <https://www.gcu.edu/faculty-list>.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

Course Descriptions

Accounting (ACC)

ACC-240♦: Fundamentals of Accounting 4 credits

In this course, students examine basic accounting concepts and explore how accounting information assists business leaders in making financial decisions that increase profitability and contribute to competitive advantage. There is specific emphasis on the analysis of financial statements in the business decision-making process, budgeting, and factors businesses must consider when determining appropriate pricing of goods and services. Prerequisite: MAT-144 or MAT-154.

ACC-250♦: Financial Accounting 4 credits

This course is an introduction to the accounting cycle and the construction of financial statements. Students explore the fundamental principles and practices of financial accounting as outlined by Generally Accepted Accounting Principles (GAAP); the steps in the accounting cycle from journalizing transactions through the preparation of financial statements; and the use and interpretation of the balance sheet, income statement, and statement of cash flows. Prerequisite: MAT-134, MAT-144 or MAT-154.

ACC-260♦: Management Accounting 4 credits

This course is an introduction to the use of managerial accounting data in the decision-making process. Topics include the use of cost-volume-profit (CVP) analysis and relevant costs in decision making, using budgets and the balanced scorecard to evaluate performance, methods for setting prices of products and services, and analyzing capital investment opportunities. Prerequisite: ACC-250.

ACC-335: Accounting Information Systems 4 credits

This course provides students with an introduction to current practices and techniques used to design, install, operate, and manage an integrated accounting system in either a manual or computerized setting. Application controls, information security requirements, and integration with other business information systems are examined. Prerequisite: BIT-200.

ACC-337: Introduction to Accounting Analytics 4 credits

This course is an introduction to data analytics techniques frequently used in accounting. Students explain basic concepts of financial data analytics and apply descriptive analyses, diagnostic analyses, predictive analytics, and prescriptive analytics to business scenarios. Prerequisite: ACC-335.

ACC-360♦: Cost Accounting 4 credits

This course provides a study of principles of internal accounting, including job order systems, process costing, activity-based costing, and budgeting. Prerequisite: ACC-260 or ACC-350.

ACC-361: Intermediate Managerial Accounting 4 credits

This course explores intermediate managerial accounting concepts. Students analyze cost behavior, value inventory using multiple costing methods, prepare budgets and evaluate variances, and use financial data and nonfinancial measures to analyze performance. Prerequisites: ACC-260, ACC-335 and, BUS-352.

ACC-370♦: Intermediate Accounting I 4 credits

This course is an in-depth study of accounting objectives, principles, theory, and practice as related to the balance sheet and income statement. Students explore the accounting cycle, the preparation of detailed financial statements in accordance with Generally Accepted Accounting Principles (GAAP), accounting for assets, and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). Prerequisites: ACC-250 and ACC-260.

ACC-371♦: Intermediate Accounting II 4 credits

This course is an in-depth study of accounting objectives, principles, theory, and practice as related to the balance sheet and income statement. Students explore liabilities and equity items; the specific rules for accounting for leases, accounting changes, and income taxes, and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). Prerequisite: ACC-370.

ACC-425: Ethics in Accounting 4 credits

This course is an in-depth study of ethical issues encountered in public accounting. Students develop a foundation for ethical decision making and explore ethical guidelines specific to the accounting profession. This course is designed to meet the requirements for licensure of certified public accountants in California. Prerequisites: BUS-340, ACC-460, and ACC-491.

ACC-460♦: Taxation 4 credits

This course provides a study of the theory and practices of accounting for income taxes of individuals. Students explore the responsibilities of a tax accountant, specific transactions that affect the tax liability of individuals. Prerequisite: ACC-370 or FIN-350.

ACC-465: Taxation II 4 credits

This course provides a study of the theory and practices of accounting for income taxes of corporations, partnerships, and S corporations. Students explore tax treatment of transactions frequently encountered by various entities and prepare illustrative tax returns and related schedules. Prerequisite: ACC-460.

ACC-482: Accounting Capstone 4 credits

This course is a synthesis of concepts learned throughout the student's prior coursework, with a focus on material tested on the Uniform Certified Public Accountant (CPA) Exam. Students reinforce concepts that have been introduced throughout the program and apply these concepts through completing questions and simulations like those found on the Uniform Certified Public Accountant (CPA) Exam. Prerequisites: ACC-485, ACC-460, and ACC-491.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

ACC-485♦: Advanced Accounting 4 credits

This course provides a study of accounting theory as it applies to partnerships and business combinations, international accounting, and governmental accounting. Prerequisites: ACC-370 and ACC-371.

ACC-486♦: Financial Statement Analysis 4 credits

This course provides a detailed analysis and interpretation of a firm's three principal financial statements and their uses from a managerial perspective. Prerequisites: ACC-240, ACC-260, or ACC-350; and FIN-350.

ACC-491♦: Auditing 4 credits

Auditing is an examination of generally accepted auditing standards, procedures involved in the auditing process, and ethical issues faced by the auditor. Through class discussions, practical applications, and case studies, students learn the responsibilities of the independent public auditor in the expression of opinion within the guidelines set by the AICPA's Code of Professional Ethics. Topics include the nature and types of audits, auditor responsibilities and legal liabilities, audit reports, auditing procedures, ethical issues, contemporary issues in auditing, and the Sarbanes-Oxley Act of 2002. Prerequisites: ACC-260 or ACC-350, and ACC-370.

ACC-502: Accounting Practices 4 credits

This course is designed for students who are preparing for more advanced coursework in business but who have not had accounting in undergraduate work. Topics covered include the principles and practices of financial accounting, including the fundamentals of revenue recognition, the components of the balance sheet, and financial statement analysis. The course explores accounting theories using publicly traded companies and case studies.

ACC-614: Accounting Research 2 credits

This course provides students with applied research experience using electronic databases to determine proper application of GAAP, IASs, and IFRSs to practical situations. Students develop the skills needed to access accounting and auditing rules and regulations, company financial statements, and related industry data used for analyzing financial statements.

ACC-616: Financial Research and Compliance 4 credits

This course provides students with applied research experience using electronic databases to determine proper application of GAAP, IASs, and IFRSs to practical situations. Students develop the skills needed to access accounting, auditing, and taxation rules and regulations; company financial statements; and related industry data used for analyzing financial statements.

ACC-622: Accounting Information Systems 4 credits

This course provides students with an analysis of current practices and techniques used to design, install, operate, and manage an integrated accounting system in either a manual or a computerized setting. Application controls, information security requirements, and integration with other business information systems are examined.

ACC-650: Managerial Accounting 4 credits

This course covers managerial accounting concepts and procedures for internal reporting, including the study of cost behavior, cost systems, budgeting, and performance evaluation. Coursework includes case studies, group projects, and class discussion. Prerequisite: ACC-502.

ACC-653: Advanced Managerial and Cost Accounting 4 credits

This course explores advanced managerial and cost accounting methods frequently used in accounting. Students apply managerial and cost accounting methods that are commonly tested on the Uniform Certified Public Accountant (CPA) Exam Business Analysis and Reporting (BAR) discipline.

ACC-656: Advanced Accounting 4 credits

This course explores advanced accounting theories and practices frequently used in public accounting. Students apply advanced accounting methods that are commonly tested on the Uniform Certified Public Accountant (CPA) Exam: Business Analysis and Reporting (BAR) Discipline.

ACC-657: Advanced Data Analytics 4 credits

This course explores advanced data analytics techniques frequently used in public accounting. Students apply financial data analytics methods that are commonly tested on the Uniform Certified Public Accountant (CPA) Exam: Business Analysis and Reporting (BAR) Discipline.

ACC-658: Governmental and Not-For-Profit Accounting 4 credits

This course explores accounting theories and practices used for governmental and not-for-profit entities. Students apply governmental and not-for-profit accounting methods that are commonly tested on the Uniform Certified Public Accountant (CPA) Exam: Business Analysis and Reporting (BAR) Discipline.

ACC-660: Advanced Financial Accounting 4 credits

This course is an exploration of advanced topics in financial accounting and reporting, including recognition, measurement, and valuation issues affecting organizations. Prerequisite: ACC-650.

ACC-667: Advanced Audit 4 credits

This course provides an overview of auditing concepts related to forensic accounting, the internal audit function, operational auditing, and auditing information systems. In addition, students will become familiar with fraudulent financial reporting and the prevention and detection of irregularities. Prerequisites: ACC-616, and BUS-623.

ACC-668: Advanced Taxation 4 credits

This course is a study of the theory and practices of accounting for income taxes of corporations, partnerships, estates, and trusts. In addition, students will explore advanced tax planning concepts, including international tax implications. Prerequisites: ACC-616 and BUS-623.

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

ACC-670: Advanced Financial Statement Analysis 4 credits

This course covers in-depth analysis and interpretation of corporate financial reports. Students examine the form, content, and general accounting principles governing the construction of financial statements. There is particular emphasis on the analysis and interpretation of financial data as well as on the utility and limitations of financial accounting data. Prerequisites: ACC-650 or ACC-653, and ACC-660.

ACC-680: Auditing and Data Analytics Core 4 credits

This course is a review of concepts frequently tested on the Uniform Certified Public Accountant (CPA) Exam: Auditing and Accounting Information Systems Core (AUD). Students reinforce concepts learned in undergraduate work and apply them by completing questions and simulations similar to those found on the Uniform CPA Exam.

ACC-681: Tax Core 4 credits

This course is a review of concepts frequently tested on the Uniform Certified Public Accountant (CPA) Exam: Tax Core (TAX). Students reinforce concepts learned in undergraduate work and apply them by completing questions and simulations similar to those found on the Uniform CPA Exam.

ACC-682: Accounting and Data Analytics Core 4 credits

This course is a review of concepts frequently tested on the Uniform Certified Public Accountant (CPA) Exam: Accounting and Data Analytics Core (ACC). Students reinforce concepts learned in undergraduate work and apply them by completing questions and simulations similar to those found on the Uniform CPA Exam.

ACC-685: BAR Discipline Capstone 2 credits

This course is a review of concepts frequently tested on the Uniform Certified Public Accountant (CPA) Exam: Business Analysis and Reporting (BAR) Discipline. Students reinforce concepts learned throughout the program and apply them by completing questions and simulations similar to those found on the Uniform CPA Exam. Prerequisites: ACC-653, ACC-656, ACC-657, and ACC-658.

ACC-690^Δ: Capstone I 4 credits

This course is an introduction to the Uniform CPA exam. It is designed to prepare students for the Financial Accounting and Reporting (FAR) and Business Environment Concepts (BEC) parts of the exam.

ACC-691^Δ: Capstone II 4 credits

This course is designed to help students to prepare for the Auditing (AUD) and Regulation (REG) sections of the Uniform Certified Public Accountant (CPA) Exam. Students will review materials frequently tested on the Uniform CPA Exam and will use practice questions, problems, and simulations to demonstrate mastery of accounting concepts.

ADM-530: Public and Nonprofit Administration 4 credits

This course examines the day-to-day duties of public administrators. Relationship building, political awareness, and collaborative strategies are highlighted throughout the course. How to best employ skills for the effective running of an organization is incorporated.

ADM-560: Influence, Power, and Politics in Public Administration 4 credits

This course examines power and political structures employed within public administration. The ethical use of power and how to effectively influence others in public administration is practiced.

ADM-614: Economics for Public Administrators 4 credits

In this course, the role of government in the economy is explored within the general context of market failure and social equity. Topics include allocation of goods and services, income distribution, externalities, public goods, and public choice theory. This course also examines the impact of macroeconomic events and policy decisions on the budgets and service levels of public entities.

ADM-620: Leading Public Organizations 4 credits

This course examines leadership practices and qualities necessary to lead an organization. A focus is given to the science of organizational behavior and how it contributes to effective leaders and managers.

ADM-624: Public Governance 4 credits

This course focuses on how government and public organizations serve their stakeholders, the manner in which their services are carried out, how resources are managed, and how regulatory powers are complied with and/or managed. The best practices in public governance, issues related to transparency, participation, and accountability are examined.

ADM-626: Public Budgeting and Financial Management 4 credits

This course provides an introduction to the revenue and expenditure structure of the public sector, including revenue policy, expenditure policy, and budget structure and administration.

ADM-630: Introduction to the Nonprofit and NGO Sector 4 credits

This course explores the theories and concepts of nonprofit and nongovernmental organizations, stressing their waxing importance in the domestic and international arenas. In particular, the course examines the history, structure, management, missions, and future of nonprofits and NGOs.

Administration (ADM)

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ADM-632: Intergovernmental Relations 4 credits

This course examines in detail the relationships among the federal, state, and municipal levels of government in the United States. The history of U.S. federalism is briefly covered, followed by a more in-depth focus on such issues as competition among levels and branches of government, the challenge of institutional fragmentation, and the role of governmental interest groups. Specific policy issues (education, health care, social services) are used to examine and analyze the dynamics of these relationships.

ADM-634: Policy Studies 4 credits

This course focuses on how challenges and problems facing society become policy issues. Leading theories in policy analysis and the policy-making process are examined and critiqued. The impact of policy decisions on various groups within society (related to gender, age, ethnicity, etc.) is also examined.

ADM-636: Law and Administrative Process 4 credits

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

ADM-638: Fundamentals of Community Development 4 credits

This course reviews the theoretical concepts on community development. The practice of community development includes effective mobilization, building, and management of collective efforts. In particular, the course explores the social, political, economic, environmental, and religious aspects of community-based collective action to solve pressing problems.

ADM-640: Program Evaluation 4 credits

This course examines systematic program evaluation using various research methods. A focus is given to Local and State programs and policies.

ADM-641: Funding and Program Evaluation of Nonprofit Organizations 4 credits

This course addresses the many facets of funding for nonprofit organizations. Relationship building, in addition to various funding strategies are covered. Approaches to keep an organization on solid financial ground are examined.

ADM-645: Strategic Planning and Program Evaluation in Healthcare 4 credits

This course exposes students to the role strategic planning and program evaluation play in developing, implementing, and assessing public health care programs. The use of a strategic planning and program evaluation framework for program proposals is covered.

ADV-110: Fundamentals of Advertising 4 credits

This course introduces the fundamentals of the advertising industry including basic elements of campaign strategy and design. Students learn the foundational communication and writing skills necessary to create effective campaigns. Contemporary legal and ethical issues in advertising are also addressed. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

ADV-250[†]: Advanced Design Fundamentals 4 credits

This course builds on design fundamentals by increasing students' understanding of content development and production methods within the advertising design process. Students will create and produce advertising campaigns and products of various scope and size. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ADV-110, DDN-110 or DDN-115.

ADV-250HN[†]: Advanced Design Fundamentals 4 credits

This course builds on design fundamentals by increasing students' understanding of content development and production methods within the advertising design process. Students will create and produce advertising campaigns and products of various scope and size. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ADV-110, DDN-110.

ADV-260^{△♦}: Advertising Copywriting 4 credits

This writing intensive course focuses on creative copywriting techniques to develop advertising campaigns for print and multimedia channels. Students enhance persuasive writing skills to create compelling and ethical advertising campaigns that are competitive in the industry. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ENG-106.

ADV-340^{△♦}: Media Law and Ethics 4 credits

This writing intensive course provides an overview of the laws and regulations that apply to advertising, marketing, and media organizations with emphasis on business organization, intellectual property, and regulatory processes. Ethical practices and theory as they apply to the mass media industry are also addressed. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

Advertising (ADV)

[△] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ADV-340HN^{Δ♦}: Media Law and Ethics 4 credits

This writing intensive course provides an overview of the laws and regulations that apply to advertising, marketing, and media organizations with emphasis on business organization, intellectual property, and regulatory processes. Ethical practices and theory as they apply to the mass media industry are also addressed. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

ADV-350^{Δ♦}: Digital Advertising Communication 4 credits

This writing intensive course explores integrated marketing communications and the development of marketing and advertising messages across digital platforms. Students focus on current trends in online advertising, social media platforms, and relevant emerging technologies. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-110 or DDN-115, ADV-260.

ADV-350HN^{Δ♦}: Digital Advertising Communication 4 credits

This writing intensive course explores integrated marketing communications and the development of marketing and advertising messages across digital platforms. Students focus on current trends in online advertising, social media platforms, and relevant emerging technologies. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ADV-260.

ADV-355: Image Creation 4 credits

Students learn methods of image creation, including vectors, typographic, and pixel-based imagery manipulation, for the purposes of aligning image production with advertising campaign strategy. Emphasis is placed on selection of appropriate imagery through analysis of audience needs, historical representation of ideas, stereotypes, and cultural iconography. Each student will need a laptop computer with the Adobe Creative Cloud subscription. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-110 or DDN-115.

ADV-371[♦]: Design Studio I 4 credits

Students work with industry-based projects within a highly collaborative environment to develop strong strategy and concept development methodologies. Projects focus on production methods for print, web, and digital media. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisites: DDN-120 and DDN-210.

ADV-456[♦]: Design Studio II 4 credits

In this course students use the principles of user experience and user interaction to improve client-brand relationships within industry-based projects. Students create client and consumer profiles and develop projects within a highly collaborative environment. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ADV-371.

ADV-471[♦]: Design Studio III 4 credits

Working with industry-based projects, students act as art directors to concept, develop, and produce interactive and multi-platform advertising solutions within a highly collaborative environment. Working in teams, students strengthen their process of collaboration from initial project identification through to final production. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ADV-350, ADV-456.

Aerospace Studies (AES)

AES-101: Air Force Today I 2 credits

Every Fall. A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems and an introduction to communication skills. Leadership Laboratory (AES-102) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-102: Leadership Laboratory 0 credits

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and commandant of cadets. Leadership Lab emphasizes common Air Force customs and courtesies, drill and ceremonies, health and physical fitness through group participation. Co-requisite: AES-101.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

AES-103: The Air Force Today II 2 credits

Every Spring. A survey and follow-on course to AES-101 designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: introduction to leadership, Air Force Core Values, introduction to interpersonal communication and team building, and a continuation of communication skills. Prerequisite: AES-101. Co-Requisites: Leadership Laboratory (AES-104) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AES-104: Leadership Laboratory 0 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and commandant of cadets. Prerequisites: AES-104 is a continuation of AES-102 with more in-depth emphasis on learning the environments and dynamics of an Air Force officer. Co-Requisite: AES-103.

AES-201: Evolution of USAF Air/Space Power 2 credits

Every Fall. This course focuses on facilitating the transition from Air Force ROTC cadet to Air Force ROTC candidate. The course is designed to examine the general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the modern technology currently used in overseas contingency operations. Featured topics include: Air Force heritage, Air Force leaders, introduction to ethics and values, group leadership problems and continuing application of communication skills. Leadership Laboratory (AES-202) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES-103.

AES-202: Leadership Laboratory 2 credits

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. AES-202 provides application of advanced drill and ceremonies, issuing commands, knowing flag etiquette, and developing, directing, and evaluating skills to lead others. Co-requisite: AES-201.

AES-202A: Leadership Laboratory 0 credits

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. AES-202A provides application of advanced drill and ceremonies, issuing commands, knowing flag etiquette, and developing, directing, and evaluating skills to lead others. Co-requisite: AES-201.

AES-203: Evolution of USAF Air/Space Power 2 credits

Every Spring. Continuation of AES-201. The course provides students with knowledge level understanding for general element and employment of air and space power. Furthermore, it discusses the importance of Air Force Core Values with use of operational examples and historical Air Force leaders. Continues to develop communication skills. Topics include: the Air Force mission and organization, modern joint expeditionary Airmen, officer opportunities, and professionalism. Prerequisite: AES-201 or department approval. Co-Requisites: Leadership Laboratory (AES-204) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-204: Leadership Laboratory 0 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294A: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294B: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294C: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294D: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

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

AES-294E: Air Force Physical Fitness 2 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-202 with an emphasis on preparation for field training. Co-requisite: AES-203.

AES-294F: Air Force Physical Fitness 2 credits

Instruction on adapted physical activities to promote a healthy Air Force lifestyle mixed with a variety of sports and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, volleyball, and other physical events. Co-Requisite: AES-101, AES-103, AES-201, AES-203, AES-301, AES-303, AES-401 or AES-403.

AES-294G: Air Force Physical Fitness 2 credits

Instruction on adapted physical activities to promote a healthy Air Force lifestyle mixed with a variety of sports and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, volleyball, and other physical events. Co-Requisite: AES-101, AES-103, AES-201, AES-203, AES-301, AES-303, AES-401 or AES-403.

AES-294H: Air Force Physical Fitness 2 credits

Instruction on adapted physical activities to promote a healthy Air Force lifestyle mixed with a variety of sports and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, volleyball, and other physical events. Co-Requisite: AES-101, AES-103, AES-201, AES-203, AES-301, AES-303, AES-401 or AES-403.

AES-301: U.S. Air Force Communication Management Leadership 3 credits

Every Fall. A study of leadership, quality management fundamentals, professional knowledge, Air Force personnel evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical applications of the concepts being studied. Individual leadership skills and personal strengths and weaknesses are applied to the Air Force environment. Prerequisite: AES-203. Co-Requisites: Leadership Laboratory (AES-302) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-302: Leadership Laboratory 0 credits

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Advanced leadership experiences applying leadership and management principles to motivate and enhance the performance of other cadets. Leadership traits and abilities are enhanced. Co-Requisite: AES-301.

AES-303: Air Force Leadership Studies II 3 credits

Every Spring. AES-303 is a continuation of AES-301 on the study of leadership and management fundamentals, professional knowledge, leadership ethics, and communicative skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Prerequisite: AES-203. Co-Requisites: Leadership Laboratory (AES-304) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-304: Leadership Laboratory 0 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-302 with emphasis on planning the military activities of the cadet corps and applying advanced leadership methods. Co-Requisite: AES-303.

AES-401: National Security Affairs 3 credits

Every Fall. The course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest include the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting the military profession. Within this structure, continued emphasis is given to the refinement of communication skills. Prerequisite: AES-303. Co-Requisites: Leadership Laboratory (AES-402) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES-402: Leadership Laboratory 0 credits

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Advanced leadership experience demonstrating learned skills in planning and controlling the military activities of the corps. Co-Requisite: AES-401.

AES-403A: Regional Security Issues 3 credits

Every Spring. Continuation of AES-401 which examines regional studies and advanced leadership ethics. Special topics of interest focus on the military as a profession, officership, military justice, preparation for active duty, and current issues affecting military professionalism. Special emphasis is given on the transition from civilian to military life and what it takes to be a good second lieutenant in the United States Air Force. Co-requisite: Leadership Laboratory (AES-404) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES-401 Co-Requisites: Leadership Laboratory (AES-404) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

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

AES-404: Leadership Laboratory 0 credits

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES-402 with emphasis on preparation for transition from civilian to military life. Co-Requirement: AES-403.

Applied Management (AMP)

AMP-450V: Leadership and Vocation 3 credits

This course emphasizes major leadership approaches and models used within health care today. Topics include regulatory leadership, servant leadership, and formal and informal leadership roles. Students have an opportunity to analyze leadership approaches to decision making and the impact of professional mentorship. The significance and use of collaborative leadership, communication, and decision making, in health care are explored. Students examine leadership behaviors that leverage diversity and foster inclusion to ensure professionalism and the professional responsibility of leaders today.

Acute Care Nurse Practitioner (ANP)

ANP-635^Ω: Health Promotion and Maintenance and On-Campus Experience I 4 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to acute care, including integration of the family and patient support systems into care. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

ANP-635CE^Ω: ANP-635 On-Campus Experience I 0 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to acute care, including integration of the family and patient support systems into care. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

ANP-650^Ω: Adult-Gerontology Acute Care I 7 credits

This course focuses on evidence-based theory and research related to adult-gerontological patients experiencing acute illnesses with comorbidities. Learners synthesize data from a variety of health resources related to the care of the adult-gerontological patient. Learners analyze common problems seen in the acute care setting to develop prioritized differential diagnoses, make clinical judgments, and recommend appropriate treatments for acute alterations in health with particular emphasis on restorative care. Clinical practice affords learners the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community. Practicum/field experience hours: 225. Prerequisite: ANP-635.

ANP-652^Ω: Adult-Gerontology Acute Care II 7 credits

This course continues to focus on evidenced-based theory and research related to acute illnesses in the adult-gerontological population in the acute care setting. Learners build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems framework, learners further develop clinical judgment and decision-making skills in order to recommend treatments for alterations in different systems as they develop an evidence-based plan of care. Clinical practice affords learners the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community. Practicum/field experience hours: 225. Prerequisite: ANP-650.

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

**ANP-654^Ω: Adult-Gerontology Acute Care III 7 credits
and On-Campus Experience II**

This course serves as the final synthesis of evidenced-based theory and research related to care of complex, acute, and critically ill adult-gerontological and frail elderly patients with comorbidities. Learners continue to build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems framework, learners further develop appropriate clinical judgment and decision-making skills regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care for adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the Adult Gerontology Acute Care Nurse Practitioner in the diagnosis and management of chronic, exacerbated, acute, and life-threatening health problems. This course includes a required 2-day, on-campus experience. Practicum/field experience hours: 225. Prerequisite: ANP-652.

**ANP-654CE^Ω: ANP-654 On-Campus Experience 0 credits
II**

This course serves as the final synthesis of evidenced-based theory and research related to care of complex, acute, and critically ill adult-gerontological and frail elderly patients with comorbidities. Learners continue to build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems framework, learners further develop appropriate clinical judgment and decision-making skills regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care for adult-gerontological patients. Practicum experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the Adult Gerontology Acute Care Nurse Practitioner in the diagnosis and management of chronic, exacerbated, acute, and life-threatening health problems. This course includes a required 2-day, on-campus experience. Prerequisite: ANP-652.

Arts Education (ARE)

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

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

ARE-480^Ω: Student Teaching: Arts Education 12 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Fingerprint clearance required.

Athletic Training (ATP)

ATP-214^Ω: Care, Treatment, and Prevention of Athletic Injuries 3 credits

This course provides students with a basic knowledge and understanding of the principles of sports medicine, the care and treatment of athletic trauma, and the use of proper conditioning principles for the prevention of injury. Prerequisites: BIO-155 and BIO-155L or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requirement: ATP-214L.

ATP-214L^Ω: Care, Treatment, and Prevention of Athletic Injuries Lab 1 credits

This lab complements and supports the principles taught in the lecture course and provides students with a basic knowledge and understanding of the principles of sports medicine, the care and treatment of athletic trauma, safety and its importance in related settings, and the use of proper conditioning principles in the prevention of injury. Prerequisites: BIO-155 and BIO-155L or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requirement: ATP-214.

ATP-256^{Ω♦}: Health Promotion and Wellness Protection 4 credits

This course includes the study of the general principles of health maintenance and promotion. Students learn the role of exercise, including flexibility, strength training, and cardiovascular conditioning in maintaining a healthy lifestyle. Topics include nutrition and dietary requirements for health and weight management. Students administer testing procedures to obtain baseline data regarding a patient's level of general health and use this data to design a program specific to the performance and health goals of the patient. In addition, this course reviews the basics of evidence-based practice in athletic training. Prerequisites: BIO-201 and BIO-201L.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ATP-301^Ω: Recognition and Evaluation of Injuries I 3 credits

This course provides students with the specific knowledge and practical skills required to perform proper evaluation of the upper and lower body. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: ATP-214, ATP-214L, BIO-202, BIO-202L, and acceptance into the Athletic Training program. Co-Requisite: ATP-301L.

ATP-301HN[‡]: Recognition and Evaluation of Injuries I 3 credits

This course provides students with the specific knowledge and practical skills required to perform proper evaluation of the upper and lower body. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: ATP-214, ATP-214L, BIO-202, BIO-202L, and acceptance into the Athletic Training program. Co-Requisite: ATP-301L.

ATP-301L^Ω: Recognition and Evaluation of Injuries I Lab 1 credits

This lab complements and supports the principles taught in the lecture course and provides students with the specific knowledge and practical skills required to perform proper evaluation of the lower body. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: ATP-214, ATP-214L, BIO-202, BIO-202L, and acceptance into the Athletic Training program. Co-Requisite: ATP-301.

ATP-301LHN[‡]: Recognition and Evaluation of Injuries I Lab 1 credits

This lab complements and supports the principles taught in the lecture course and provides students with the specific knowledge and practical skills required to perform proper evaluation of the lower body. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: ATP-214, ATP-214L, BIO-202, BIO-202L, and acceptance into the Athletic Training program. Co-Requisite: ATP-301.

ATP-302^Ω: Recognition and Evaluation of Injuries II 3 credits

Building on concepts from ATP-301, this course provides students the opportunity to further analyze and apply skills in the areas related to the components of injury evaluation of the upper extremity, including history taking, inspection, palpation, joint movement, manual muscle testing, joint stability tests, neurological testing, and formulation of both a clinical and a differential diagnoses. Prerequisites: ATP-301, ATP-301L, ATP-315, and ATP-315L. Co-Requisite: ATP-302L.

ATP-302HN[‡]: Recognition and Evaluation of Injuries II 3 credits

Building on concepts from ATP-301, this course provides students the opportunity to further analyze and apply skills in the areas related to the components of injury evaluation of the upper extremity, including history taking, inspection, palpation, joint movement, manual muscle testing, joint stability tests, neurological testing, and formulation of both a clinical and a differential diagnoses. Prerequisites: ATP-301, ATP-301L, ATP-315, and ATP-315L. Co-Requisite: ATP-302L.

ATP-302L^Ω: Recognition and Evaluation of Injuries II Lab 1 credits

This lab complements and supports the principles taught in the lecture course and provides students with specific knowledge and practical skills required to perform proper evaluation of the upper extremity. This course also allows students to demonstrate differences between on-field and clinical evaluations, including history taking, inspection, palpation, joint movement, manual muscle testing, joint stability tests, neurological testing, and formulation of both a clinical and a differential diagnosis. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: ATP-301, ATP-301L, ATP-315, and ATP-315L. Co-Requisite: ATP-302.

ATP-302LHN[‡]: Recognition and Evaluation of Injuries II Lab 1 credits

This lab complements and supports the principles taught in the lecture course and provides students with specific knowledge and practical skills required to perform proper evaluation of the upper extremity. This course also allows students to demonstrate differences between on-field and clinical evaluations, including history taking, inspection, palpation, joint movement, manual muscle testing, joint stability tests, neurological testing, and formulation of both a clinical and a differential diagnosis. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: ATP-301, ATP-301L, ATP-315, and ATP-315L. Co-Requisite: ATP-302.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

ATP-310^Ω: Injury Prevention and Wellness Clinical 4 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the patient. Students administer testing procedures to obtain baseline data regarding a patient's level of general health (including nutritional habits, physical activity status, and body composition) and use these data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This includes instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-214, ATP-214L, ATP-256, BIO-202, BIO-202L, and acceptance into the Athletic Training program.

ATP-315^{Ω♦}: Emergency Care for Acute Injuries 3 credits

This course includes the study of the proper techniques in caring for patients by recognizing catastrophic and emergent conditions and treating appropriately. Students learn establishing and maintaining an airway, maintaining neutral spine alignment with an athlete wearing protective equipment, wound management, immobilization, transfer techniques including spine boarding, core body temperature, and caring for athletes with conditions such as asthma and diabetes. Students are prepared to complete Emergency Cardiac Care (ECC) certification upon completion of the course. Prerequisites: BIO-202, BIO-202L, and acceptance into the Athletic Training program. Co-Requisite: ATP-315L.

ATP-315L^{Ω♦}: Emergency Care for Acute Injuries Lab 1 credits

This lab complements and supports the principles taught in the lecture course, including the study of the proper techniques in caring for a patient by recognizing catastrophic and emergent conditions and treating appropriately. Students demonstrate establishing and maintaining an airway, maintaining neutral spine alignment with an athlete wearing protective equipment, wound management, immobilization, transfer techniques including spine boarding, core body temperature, and caring for athletes with conditions such as asthma and diabetes. Prerequisites: BIO-202, BIO-202L, and acceptance into the Athletic Training program. Co-Requisite: ATP-315.

ATP-320^Ω: Emergency Care and Lower Extremity Evaluation Clinical 4 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students perform a comprehensive clinical examination of a patient with a lower extremity condition. This exam incorporates clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a diagnosis or differential diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, students provide the appropriate initial care and establish overall treatment goals. In addition, students also clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g., CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding). Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-301, ATP-301L, ATP-310, ATP-315, and ATP-315L.

ATP-322^Ω: Therapeutic Modalities 3 credits

This course is a study of various therapeutic modalities that aid in the healing process of injuries. The course covers the theory behind and proper use of these modalities. Prerequisites: ATP-301 and ATP-301L. Co-Requisite: ATP-322L.

ATP-322L^Ω: Therapeutic Modalities Lab 1 credits

This lab complements and supports the principles taught in the lecture course. Students develop practical applications of therapeutic modality techniques. Prerequisites: ATP-301 and ATP-301L. Co-Requisite: ATP-322.

^Ω Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ATP-330^Ω: Therapeutic Modalities and Upper Extremity Techniques Clinical 4 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students perform a comprehensive clinical examination of a patient with an upper extremity, head, neck, thorax, and spine injury or condition. This exam incorporates clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a diagnosis or differential diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, students provide the appropriate initial care, including appropriate therapeutic modalities, and establish overall treatment goals. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-302, ATP-302L, ATP-320, ATP-322, and ATP-322L.

ATP-360^Ω: Theory of Prescribing Exercise 3 credits

This course covers the specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction, including specific exercise routines, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: ATP-302, ATP-302L, ATP-322, and ATP-322L. Co-Requisite: ATP-360L.

ATP-360HN[‡]: Theory of Prescribing Exercise 3 credits

This course covers the specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction, including specific exercise routines, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: ATP-302, ATP-302L, ATP-322, and ATP-322L. Co-Requisite: ATP-360L.

ATP-360L^Ω: Theory of Prescribing Exercise Lab 1 credits

This lab complements and supports the principles taught in the lecture course. Practical applications and experiments include exercise prescription and rehabilitation techniques. Prerequisites: ATP-302, ATP-302L, ATP-322, and ATP-322L. Co-Requisite: ATP-360.

ATP-401^Ω: General Medical Conditions 3 credits

This course provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment for all body systems, conditions, and special populations. Prerequisites: ATP-360 and ATP-360L. Co-Requisite: ATP-401L.

ATP-401HN[‡]: General Medical Conditions 3 credits

This course provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment for all body systems, conditions, and special populations. Prerequisites: ATP-360 and ATP-360L. Co-Requisite: ATP-401L.

ATP-401L^Ω: General Medical Conditions Lab 1 credits

This lab complements and supports principles taught in the lecture course and provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment for all body systems, conditions, and special populations. Prerequisites: ATP-360 and ATP-360L. Co-Requisite: ATP-401.

ATP-401LHN[‡]: General Medical Conditions Lab 1 credits

This lab complements and supports principles taught in the lecture course and provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment for all body systems, conditions, and special populations. Prerequisites: ATP-360 and ATP-360L. Co-Requisite: ATP-401.

ATP-402^Ω: Pharmacology and Advanced Therapeutic Interventions 4 credits

This course examines current theories and practices of pharmacology and epidemiology of drug use as related to athletic training and sports medicine. The course also examines how to appropriately create a plan of care for a patient utilizing therapeutic modalities, rehabilitation, and pharmacologic interventions. Prerequisites: ATP-322, ATP-322L, ATP-360, ATP-360L, ATP-401, and ATP-401L.

ATP-420^Ω: Health Care Administration in Athletic Training 4 credits

This course establishes a framework for health care administration and management, tasks and techniques required in athletic training, health care programs, the health care industry, and interscholastic and intercollegiate athletics. Students assess their personal and professional readiness for management and leadership and acquire skills necessary for effective administration and leadership within the industry. Co-Requisite: ATP-450.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

ATP-440^Ω: Therapeutic Interventions Clinical 4 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students perform a comprehensive clinical examination of a patient. Based on the assessment data and consideration of the patient's goals, the student creates and implements a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Students integrate and interpret various forms of standardized documentation, including both patient-oriented and clinician-oriented outcome measures, to recommend activity level, make return-to-play decisions, maximize patient outcomes and progress in the treatment plan, and analyze injury data to formulate a prevention program. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-330, ATP-360, and ATP-360L.

ATP-450^Ω: General Medicine and Health Care Administration Clinical 4 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students develop, implement, and monitor prevention strategies for at-risk individuals (e.g., persons with asthma or diabetes, a previous history of heat illness, or sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (e.g., blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status. Students also demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders or mental health emergencies. Students also demonstrate appropriate documentation and policy/procedure strategies. As part of this clinical experience, students will participate in a minimum of four weeks at an immersive clinical rotation. This rotation allows the student to partake in the totality of care associated with professional practice. Per CAATE Standard 55, "Clinical education may begin prior to or extend beyond the institution's academic calendar." The student's clinical immersion site will be selected by the program. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisites: ATP-401, ATP-401L, and ATP-440. Co-Requisite: ATP-420.

ATP-460^Ω: Advanced Athletic Training Clinical 4 credits

This course provides a clinical setting in which athletic training students apply and demonstrate proficiency in athletic training skills. Students demonstrate knowledge and skills assessed in previous clinical coursework while integrating evidence-based practice into clinical decision making. Students are assigned to a preceptor who provides supervision on a daily basis through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on true patients. Practicum/field experience hours: 150. Prerequisite: ATP-450.

ATP-480^Ω: Athletic Training Capstone 3 credits

This writing-intensive capstone course serves as a culmination of the learning experiences during the athletic training education program at Grand Canyon University. Students are challenged to demonstrate higher level thinking, review evidence-based literature, and display athletic training professional behaviors. Students have the opportunity to identify a clinical practice problem, search the literature, and propose an evidence-based solution that results in practice improvement. Prerequisites: ATP-402, ATP-420, and ATP-450.

ATP-485^Ω: Athletic Training Board of Certification Exam Preparation 1 credits

This course prepares students to sit for the Athletic Training Board of Certification (BOC) exam. Students examine professional regulations and certification requirements and use practice exam questions to prepare for the certification exam. Prerequisite: ATP-420.

ATP-500: Foundations of Professional Practice and Athletic Training 2 credits

This course provides students with an introduction to the foundations of professional athletic training practice. Students learn about the various health professions that comprise the sports medicine team and the appropriate communication strategies in patient care. These concepts are rooted in rules, regulations, and profession documents that comprise the athletic trainer's scope of practice and standards of care. Students also learn about injury and illness prevention strategies such as health and wellness, nutrition, athletic taping and bracing, and sports regulations (NCAA, NAIA, etc.). Lastly, students learn about the Core Competencies: patient-centered care, interprofessional education (IPE), evidence-based practice, quality improvement, and health care informatics. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-500L.

ATP-500L: Foundations of Professional Practice and Athletic Training Lab 1 credits

This lab complements and supports the principles taught in the lecture course. This course encompasses: the principles of health and wellness, injury and illness prevention basics, nutrition planning, taping, bracing and padding for the extremities and spine, communication strategies in sports medicine, and sports-specific equipment fitting. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-500.

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

ATP-510: Evaluation, Diagnosis, and Pathophysiology of General Medical Conditions 4 credits

This course provides foundational knowledge in general evaluation skills for an athletic trainer. This course also provides knowledge, skills, and assessment techniques for general medical conditions and associated pathologies of the physically active, as well as information applicable to athletes, coaches, and athletic trainers of all levels. The systems instructed in this course are: Respiratory, Cardiovascular, Abdominal, Genitourinary, Gynecologic, Reproductive, Neurology and Concussions, Ears, Eyes, Nose, Throat, Infectious Disease, Systemic Conditions, Dermatology, and an Introduction to Psychosocial Conditions.

ATP-515: Emergency Management for Athletic Trainers 3 credits

This course includes the study of the proper techniques for managing patients with acute or emergent conditions. Students learn to perform a primary and secondary survey, as well as triage medical emergencies. Skills and knowledge instructed in this course include establishing and maintaining an airway, maintaining neutral spine alignment with an athlete wearing protective equipment, wound management, immobilization, management of shock, anaphylaxis, mental health emergencies, transfer techniques including spine boarding, core body temperature, and caring for athletes with systemic conditions. All this content is founded in the development of an Emergency Action Plan. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-515L.

ATP-515L: Response to Emergent and Immediate Injuries and Illnesses Lab 1 credits

This lab complements and supports the principles taught in the lecture course. This course encompasses: establishing and maintaining an airway, maintaining neutral spine alignment with an athlete wearing protective equipment, wound management, immobilization, management of shock, anaphylaxis, mental health emergencies, transfer techniques including spine boarding, core body temperature, and caring for athletes with systemic conditions. Prerequisite: Formal acceptance into the MS – Athletic Training program. Co-Requisite: ATP-515.

ATP-520: Therapeutic Interventions I - Therapeutic Modalities 3 credits

This course is a study of various therapeutic modalities that aid in the healing process of injuries. Students learn the theories of pain relief and management, the phases of the healing process, and the viscoelastic properties of tissue. These concepts are woven into each of the electrophysical agents taught in this course such as manual therapies, electrical stimulation, cryotherapy, thermotherapy, ultrasound, diathermy, LASER, and other contemporary modalities. The course also covers treatment planning, goal setting, and the appropriate prescription of therapeutic agents. Prerequisite: ATP-500. Co-Requisite: ATP-520L.

ATP-520L: Therapeutic Interventions I - Therapeutic Modalities Lab 1 credits

This lab complements and supports the principles taught in the lecture course. This course encompasses: manual therapies, electrical stimulation, cryotherapy, thermotherapy, ultrasound, diathermy, LASER, and other contemporary modalities. Prerequisite: ATP-500. Co-Requisite: ATP-520.

ATP-521: Therapeutic Interventions II - Rehabilitation 3 credits

This course covers the specific and applied use of manual therapies and therapeutic exercises. Students are introduced to the principles of rehabilitation, including, exercise prescription, injury prevention programs, clinical evaluation, collecting and analyzing patient-rated outcome measures to make clinical decisions, and developing a plan of care, to include objective return to play criteria. Students in this course are prepared to work with members of the sports medicine team, through interprofessional collaboration, to optimize patient-centered care, function, and return to play. This course has a foundation in the ICF model to guide patient care to address all contextual and personal factors in the rehabilitation process. Prerequisite: ATP-520. Co-Requisite: ATP-521L.

ATP-521L: Therapeutic Interventions II - Rehabilitation Lab 1 credits

This lab complements and supports the principles taught in the lecture course. This course encompasses: the principles of rehabilitation, including, exercise prescription, injury prevention programs, clinical evaluation, collecting and analyzing patient rated outcome measures to make clinical decisions, and developing a plan of care, to include objective return to play criteria. Prerequisite: ATP-520. Co-Requisite: ATP-521.

ATP-522: Therapeutic Interventions III - Pharmacology and Advanced Interventions 3 credits

This course examines current theories and practices of pharmacology as related to athletic training and sports medicine. Students learn about the drugs used to treat musculoskeletal injuries, respiratory conditions, cardiovascular system, GI disorders, metabolic disorders, and infectious diseases. This course also covers the FDA approval process, supplements and banned substances in international sport. The course also examines how to appropriately create a plan of care for a patient utilizing therapeutic modalities, rehabilitation, and pharmacologic interventions.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

ATP-530: Research Methods and Statistics for Athletic Trainers 2 credits

This course introduces the student to statistics and research design in medicine. Students learn how to identify clinical and research problems. The main purpose of the Research Methods and Design and Statistics for Athletic Trainers course is to introduce students to quantitative and qualitative methods for conducting meaningful inquiry and research. Student gain an overview of research formulation, specifically: design, methodology, format, data management, data analysis, and data presentation. The course helps students develop the ability to use this knowledge to become more effective sports medicine researchers. This course also teaches students about: injury and illness surveillance systems and public data sources, incidence and prevalence rates, screening data, and patterns and trends in epidemiology. This course is an introduction to basic public health concepts and will be scaffolded upon later in the program.

ATP-540: Biomechanics in Sport 2 credits

This course prepares students for NASM's corrective exercise specialist credential. Students learn about human movement patterns, foundations in kinesiology, sports biomechanics, static and dynamic postural assessments, assessments for movement, strength, and range of motion, foundations in corrective exercise, and corrective exercise interventions.

ATP-551C: Clinical Education in Athletic Training I 3 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. The emphasis of this clinical is on developing critical thinking skills, reasonable clinical decision making and clinical competency in emergency response, general medical evaluations, injury prevention strategies, lower extremity evaluations, and therapeutic modalities. Clinical hours: 135.

ATP-552C: Clinical Education in Athletic Training II 3 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. The emphasis of this clinical is on developing critical thinking skills, reasonable clinical decision making and clinical competency in upper extremity evaluations, orthopedic rehabilitation, and a review of skills from the previous clinical class. Clinical hours: 135.

ATP-553C: Clinical Education in Athletic Training III 6 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. The emphasis of this clinical is on developing critical thinking skills, reasonable clinical decision making, clinical competency, and integration of knowledge and skills from all domains of athletic training. Clinical hours: 270.

ATP-554C: Clinical Education in Athletic Training IV 4 credits

This course provides a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. The emphasis of this clinical is on developing critical thinking skills, reasonable clinical decision making, clinical competency, and integration of knowledge and skills from all domains of athletic training. Clinical hours: 180.

ATP-600C: Immersive Clinical Experience 4 credits

This clinical allows students to experience the totality of care rendered by an athletic trainer. Students are assigned to a preceptor who provides supervision daily through constant visual and auditory interaction, providing feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, or professional) on real patients. Clinical hours: 180.

ATP-601: Psychosocial Conditions and Interventions 2 credits

This course provides content in the recognition and management of mental health conditions, motivation of the athlete, and self-care strategies for the athletic trainer. This includes skills and knowledge in communication strategies, motivational techniques, appropriate referral strategies, intervention planning and mental health first response. Focus on the development and application of interpersonal communication strategies, motivational techniques, and referral strategies commonly used for psychosocial interventions in athletic training.

ATP-602: Research in Athletic Training I - Proposal and Methods 2 credits

In this course, students propose their capstone project. This includes: Problem Statements, a PICO question, Methodology, Review of Relevant Literature, CITI Training, Formal Proposal, and IRB Submission (if applicable). This course culminates into the second research class in preparation for data collection, publications, professional abstract submission, and final capstone presentations.

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

ATP-603: Research in Athletic Training II - Applied Project/Capstone 2 credits

In this course, students complete and present their capstone project. This includes: IRB Approval (if applicable), Data Collection, Data Analysis, Completion of Final Project, Dissemination of Results, and Future Research/Directions. This course prepares students to be clinical scholars and disseminate research that is practice-based and relevant to current practice.

ATP-610: Healthcare Administration and Public Health 3 credits

This course establishes a framework for health care administration and management, tasks and techniques required in athletic training, health care programs, the health care industry, and interscholastic and intercollegiate athletics. Students assess their personal and professional readiness for management and leadership and acquire skills necessary for effective administration and leadership within the industry. This knowledge and skills include: documentation in EHR/EMRs, leadership concepts, management (human resources, payroll systems, budget, grant funding or other income sources), organizational concepts, facility design, scope of practice and legal aspects in sports medicine. This course also builds on the foundations in public health and includes topics such as advocacy groups, group interventions, public education on specific pathologies, population health, regional identification of health-related problems, and other advanced public health concepts. This course contains a culminating project that proposes a solution to an identified public health problem.

ATP-620: BOC Prep Course 2 credits

This course prepares students to sit for the Athletic Training Board of Certification (BOC) exam. Students examine professional regulations and certification requirements and use practice exam questions to prepare for the certification exam. Students also develop a timeline for preparation for the BOC examination.

Behavioral Health Science (BHS)

BHS-240[♦]: Group Dynamics and Process 4 credits

This course provides a broad understanding of group development stages, group dynamics, group counseling theories, and ethical standards pertaining to group work. In addition, this course explores theoretical approaches to group work. The course also addresses the growth and development of group members.

BHS-240XV: Group Dynamics and Process 4 credits

This course provides a broad understanding of group development stages, group dynamics, group counseling theories, and ethical standards pertaining to group work. In addition, this course explores theoretical approaches to group work. The course also addresses the growth and development of group members.

BHS-320^Δ: Ethics of Behavioral Health Science 4 credits

This writing-intensive course provides a broad understanding of ethics, legal standards, and responsibilities in behavioral health. Students explore basic ethical concepts, legislation, and current trends in behavioral health ethics. This course pays special attention to technology and its effects on lawmaking and ethics in behavioral health. Important goals of this course are to help students develop a comprehensive understanding of the history and current application of ethics in the behavioral health field.

BHS-320HN^Δ: Ethics of Behavioral Health Science 4 credits

This writing-intensive course provides a broad understanding of ethics, legal standards, and responsibilities in behavioral health. Students explore basic ethical concepts, legislation, and current trends in behavioral health ethics. This course pays special attention to technology and its effects on lawmaking and ethics in behavioral health. Important goals of this course are to help students develop a comprehensive understanding of the history and current application of ethics in the behavioral health field.

BHS-330: Cultural and Social Diversity in Behavioral Health 4 credits

This course provides a comprehensive foundation through exploring the content areas of cultural diversity, social justice, and religious and spiritual values. Examination of these areas strives to offer an overarching framework to guide students and gain perspectives for working with multicultural populations in the behavioral health field. This course assists students with developing knowledge and application of cultural diversity, cultural competency, and the importance of self-awareness, social justice, and advocacy. In addition, this course provides students a blended approach of the beliefs and values associated with religion and spirituality as a component of cultural competency.

BHS-350: Report Writing, Research, and Information Literacy in Behavioral Health 4 credits

This course provides a comprehensive understanding of the various documentation styles used in the behavioral health field. Students critically examine evidence-based research in the field of behavioral health. The course offers an introduction to conducting applied clinical research.

BHS-420^Δ: Human Development 4 credits

This course provides an understanding of the nature and needs of individuals across the life-span development. This course covers physical, cognitive, and socioemotional development across various points in human development. Additionally, students learn about the influence of spiritual and moral beliefs throughout the life span.

BHS-420HN^Δ: Human Development 4 credits

This course provides an understanding of the nature and needs of individuals across the life-span development. This course covers physical, cognitive, and socioemotional development across various points in human development. Additionally, students learn about the influence of spiritual and moral beliefs throughout the life span.

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

BHS-430^f: Introduction to Family Dynamics 4 credits

This course introduces the historical and theoretical perspectives of family dynamics and systems. Topics include roles, communication styles, boundaries, generational patterns, cultural influences, and couples and parenting dynamics. Skills and modalities relevant to working with families in the behavioral health field are explored.

BHS-430HN^f: Introduction to Family Dynamics 4 credits

This course introduces the historical and theoretical perspectives of family dynamics and systems. Topics include roles, communication styles, boundaries, generational patterns, cultural influences, and couples and parenting dynamics. Skills and modalities relevant to working with families in the behavioral health field are explored.

BHS-440: Understanding Trauma 4 credits

This course offers an overview of various types of trauma, and effects of traumatic experiences within the physical, emotional, sociological, cognitive, and spiritual domains of a human being. It studies the dynamics of trauma throughout the human life-span development. It offers a brief overview of trauma, informed care assessment and treatment, and ethics associated with working with trauma victims.

BHS-450: Childhood and Adolescence Disorders 4 credits

This course provides students with an understanding of the biological, emotional, and environmental aspects that impact childhood and adolescent development. The course addresses assessment, diagnosis, and intervention as it relates to childhood and adolescent disorders. Students examine the classification and epidemiology of anxiety disorders, mood disorders, conduct problems, ADD/ADHD, language and learning, intellectual disabilities, autism spectrum disorders, schizophrenia, and other childhood- and adolescence-related disorders according to the DSM. Prerequisite: BHS-420.

BHS-455[♦]: Introduction to Childhood and Adolescent Physical and Behavioral Health 4 credits

This course provides a broad understanding of the components and theories related to childhood and adolescent physical and behavioral health. Also covered are the modalities that can be utilized to promote best practice approaches in behavioral health treatment of both children and adolescents. Students gain the necessary knowledge to advance in the Childhood and Adolescence Disorders emphasis program. Prerequisite: BHS-420.

BHS-460: Introduction to Couples and Family Systems 4 credits

This course introduces the historical and theoretical perspectives of couples and family systems. Topics include a review of family systems, including roles within couples and family systems. Also covered are couple and family dynamics, the developmental stages of couples, and characteristics of successful couples and families. Additionally, the course explores the impact of substance use, mental illness, and culture on couple and family dynamics. Treatment modalities in working with couples and families are explored. Prerequisite: PCN-100.

BHS-465: Marriage and Family Ethical and Legal Issues 4 credits

This course describes the ethical and legal practice of marriage and family therapy. Special emphasis is placed on the Marriage and Family Therapy Code of Ethics and rules and regulations as it pertains to working within the context of marriage and family therapy. Prerequisites: BHS-320 and BHS-430.

BHS-470: Introduction to Trauma-Informed Care 4 credits

This course offers an overview of the six key principles of the trauma-informed care approach. The purpose of the course is to develop knowledge and awareness about safety building, trustworthiness, peer support networking, connectedness, empowerment, cultural, historical, spiritual, and gender issues. In addition, the course addresses recovery, support systems, resiliency, and an integrated approach when working with trauma victims.

BHS-475: Overview of Assessment and Treatment of Trauma 4 credits

This course offers an overview of the evidence-based screening and assessment tools utilized in assessing the impact of trauma. In addition, this course will cover best practice approaches to trauma treatment. Prerequisite: BHS-470.

BHS-480: Infancy and Early Childhood Development 4 credits

This course provides a comprehensive overview of the cognitive, physical, and socioemotional developmental stages and sensitive periods of early human development. The course addresses the critical influence the care-getting environment has on brain development and how relationships change the structure of the brain both positively and negatively. The stages of human attachment and a brief overview of styles of attachment as they relate to development throughout the lifespan are also reviewed. Additionally, the course addresses the effects of prenatal maternal care, environment, and premature birth on developmental stages. Students understand how culture and socioeconomic status affects development.

BHS-485: Infancy and Early Childhood Disorders and Assessment 4 credits

This course provides an overview of a variety of assessments commonly used to diagnose disorders in early childhood. Students learn the importance of ongoing assessment, assessment in a variety of settings, and the importance of the caregiver-child relationship in assessment. Students are provided an overview of common disorders found in early childhood, and how the DC: 0-5 is used to accurately identify early childhood disorders. Students understand the role of cultural and familial influence on assessment and diagnosis. Prerequisite: BHS-480.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BHS-490^Ω: Professional Capstone Project 4 credits

The capstone project is a culmination of the learning experiences while a student is within the behavioral health science program at Grand Canyon University's College of Humanities and Social Sciences. Students prepare a written proposal for a community-based behavioral health organization related to the student's specific area of focus. The proposal includes the name, geographical location, identified service gap, target populations, types of service/treatments, potential challenges, ethical considerations, and supervision/oversight considerations. The professional capstone project proposal needs to reflect synthesis and integration of course content. This capstone course needs to be completed at the end of program. Prerequisite: BHS-350.

Bible (BIB)

BIB-100: Bible Survey 4 credits

This course surveys the text of the Bible with emphasis on the overarching biblical narrative, the gospel of Jesus Christ, and God's Kingdom.

BIB-106[♦]: Old Testament Survey 4 credits

This course introduces the text of the Old Testament with emphasis on the biblical narrative, genres, major historical periods, and theological themes.

BIB-107[♦]: New Testament Survey 4 credits

This course introduces the text of the New Testament with emphasis on the biblical narrative, genres, major historical periods, and theological themes.

BIB-350[♦]: Pentateuch 4 credits

This course is an exegetical study of the first major division of the Old Testament with an emphasis on the application of hermeneutical principles. The class focuses on the interpretation of selected passages from the Pentateuch. Attention is also given to textual issues and major theological themes. Prerequisites: BIB-106 and BIB-355.

BIB-354[♦]: Jesus and His Interpreters 4 credits

This course focuses on the teachings and major events in the life of Jesus and the elaboration on those teachings in Paul's writings. Special attention is given to the person, teachings, and work of Jesus. Some pertinent issues in Pauline studies, such as the Judaizer conflict, the effect of Paul's conversion on his thinking and writing, and the sequence of his letters will be examined for their role in the development of the Gospel tradition. Prerequisite: BIB-107.

BIB-355^{Δ♦}: Biblical Interpretation and Application 4 credits

This writing-intensive course helps equip students to understand and use basic principles of biblical hermeneutics, including an introduction to the nature of Bible interpretation and the application to contemporary issues. The majority of the course focuses on developing practical procedures and step-by-step skills in exegesis of Scripture. Prerequisites: ENG-105 and BIB-106.

BIB-360[♦]: Gospels and Acts 4 credits

This course is an exegetical study of the initial books of the New Testament with an emphasis on the application of hermeneutical principles. The class focuses on the interpretation of selected passages from the Gospels and Acts. Attention is also given to textual issues and major theological themes. Prerequisites: BIB-107 and BIB-355.

BIB-365[♦]: Old Testament Writings 4 credits

This course addresses the historical books of the Old Testament (Joshua, Judges, Ruth, Samuel, Kings, Esther, Ezra, and Nehemiah), giving special attention to the text with regard to its politics, culture, religions, geographical setting, literary genre, and theological themes. Prerequisite: BIB-355.

BIB-370[♦]: Hebrew Poetical and Wisdom Literature 4 credits

This course is a study of Hebrew poetry and wisdom literature in the Old Testament. Attention is given to the development of the literature as well as an investigation of each book's composition and theological themes. Prerequisite: BIB-355.

BIB-380[♦]: Pauline Epistles 4 credits

This course provides an overview of the Apostle Paul's letters to the early New Testament churches. Special attention is given to the nature of Paul's ministry; the theological, social, and practical issues he addressed; and how these texts are relevant for faithful Christian living. Prerequisite: BIB-355.

BIB-455[♦]: Hebrew Prophets 4 credits

This course offers a critical study of the pre-exilic, exilic, and post-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to the ministry and message of the prophets, in their day and today. Prerequisite: BIB-355.

BIB-465[♦]: The General Epistles 4 credits

This course covers Hebrews, James, 1 and 2 Peter, 1-3 John, and Jude as they relate to the theological and ethical content of Christianity. Students examine the nature, message, and historical context of the books. Prerequisite: BIB-355.

BIB-475[♦]: Johannine Literature 4 credits

This course provides an overview of the New Testament texts of the Apostle John. Special attention is given to the nature of John's ministry; the theological, social, and practical issues he addressed; and how these texts are relevant for faithful Christian living. Prerequisite: BIB-355.

BIB-501: Old Testament Foundations 4 credits

This course surveys the text and historical background of the Old Testament with an introduction to hermeneutics and the proper interpretation of the books of the Old Testament.

BIB-501GAR: Old Testament Foundations 4 credits

This course surveys the text and historical background of the Old Testament with an introduction to hermeneutics and the proper interpretation of the books of the Old Testament.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BIB-502: New Testament Foundations 4 credits

This course surveys the text and historical background of the New Testament with an introduction to hermeneutics and the proper interpretation of the books of the New Testament.

BIB-502GAR: New Testament Foundations 4 credits

This course surveys the text and historical background of the New Testament with an introduction to hermeneutics and the proper interpretation of the books of the New Testament.

BIB-610: Old Testament Exegesis: Prophets and Writings 4 credits

This course is an exegetical study of the second and third major divisions of the Old Testament. Special attention is given to key theological themes. Emphasis is also placed on the interpretation of selected passages from the prophets and writings and the application of elementary Hebrew language skills and interpretive tools. Prerequisite: HEB-501.

BIB-611: Old Testament Exegesis: Pentateuch 4 credits

This course is an exegetical study of the first major division of the Old Testament. Special attention is given to key theological themes. Emphasis is also placed on the interpretation of selected passages from the Pentateuch and the elementary Hebrew language skills and interpretive tools. Prerequisite: HEB-501.

BIB-620: New Testament Exegesis: Gospels and Acts 4 credits

This course is an exegetical study of the initial books of the New Testament. Special attention is given to key theological themes. Emphasis is placed on the interpretation of selected passages from the Gospels and Acts and the application of elementary Greek language skills and interpretive tools. Prerequisite: GRK-501.

BIB-621: New Testament Exegesis: Epistles and Revelation 4 credits

This course is an exegetical study of the latter books of the New Testament. Special attention is given to key theological themes. Emphasis is placed on the interpretation of selected passages from the New Testament epistles and the book of Revelation as well as the application of elementary Greek language skills and interpretive tools. Prerequisite: GRK-501.

BIB-650: Biblical Hermeneutics 4 credits

This course is a study of the basic principles of evangelical biblical interpretation, exegesis, and application, especially in the context of ministry, including an introduction to the use of biblical language tools.

BIB-650GAR: Biblical Hermeneutics 4 credits

This course is a study of the basic principles of evangelical biblical interpretation, exegesis, and application, especially in the context of ministry, including an introduction to the use of biblical language tools.

Biology (BIO)

BIO-130♦: Introduction to Life Sciences I 4 credits

This course introduces students to the concepts of the scientific method and critical thinking in making observations and formulating hypotheses. Students learn about the structure of cells, DNA replication and gene expression, metabolic pathways, cell cycle, and cell division. The final section of the class includes an overview of animal form and function, organs and organ systems, and physiological processes, with an emphasis on human systems.

BIO-155♦: Introduction to Anatomy and Physiology 3 credits

A study of the basic structure and function of the major systems of the human body, this course focuses on an in-depth exploration of the musculoskeletal and neurological systems for athletic training, health, and exercise science majors. This course also compares normal and abnormal function for more comprehensive understanding of the human body. Co-requisite: BIO-155L.

BIO-155L♦: Introduction to Anatomy and Physiology Lab 1 credits

This lab is designed to complement and support the principles taught in BIO-155. Upon successful completion of the course, students will be able to identify and describe functions, structures, and classifications of the skeletal, muscular, and organ systems along with related disorders. Co-requisite: BIO-155.

BIO-181♦: General Biology I 3 credits

This course is a study of biological concepts emphasizing the interplay of structure and function, particularly at the molecular and cellular levels of organization. Cell components and their duties are investigated, as well as the locations of cellular functions within the cell. The importance of the membrane is studied, particularly its roles in controlling movement of ions and molecules and in energy production. The effect of genetic information on the cell is followed through the pathway from DNA to RNA to protein. Co-requisite: BIO-181L.

BIO-181L♦: General Biology I - Lab 1 credits

This lab course is designed to reinforce principles learned in BIO-181 through experiments and activities which complement and enhance understanding of macromolecules, cell membrane properties, cellular components, and their contribution to cell structure and function. Assignments are designed to relate cellular processes such as metabolism, cell division, and the flow of genetic information to cell structure. Co-requisite: BIO-181.

BIO-182♦: General Biology II 3 credits

This course is a study of biological concepts emphasizing the interplay of structure and function at the molecular, cellular, and organismal levels of organization. Relationships of different life forms are studied, noting characteristics and general lifecycles of the different types of organisms, including bacteria, archaea, and eukaryotes. Plant structure, function, and reproduction are studied, as well as photosynthesis and plant nutrition. Ecological principles are discussed, including organism interactions at the various ecological levels. Principles of conservation are introduced. Prerequisite: BIO-181. Co-Requisite: BIO-182L.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BIO-182L♦: General Biology II - Lab 1 credits

This lab is designed to reinforce principles learned in BIO-182. Organisms are examined to recognize similarities and differences among different types. Plant structure and processes, including photosynthesis and water transport, are investigated through observation and activities. Concepts of ecology are explored through study of species interactions projects and other activities. Co-requisite: BIO-182.

BIO-191♦: Applied Anatomy and Physiology I 3 credits

This course examines the structure and function of the human body and mechanisms of homeostasis. This portion includes the study of cells; tissues; genetics; and the integumentary, skeletal, muscular, and nervous systems. Co-Requisite: BIO-191L.

BIO-191L♦: Applied Anatomy and Physiology I 1 credits Lab

This laboratory course examines the structure and function of the human body and mechanisms of homeostasis, complementing the lecture portion with a focus on anatomy. This portion includes the study of cells; tissues; and the integumentary, skeletal, muscular, and nervous systems. Co-Requisite: BIO-191.

BIO-192♦: Applied Anatomy and Physiology II 3 credits

This course examines the structure and function of the human body and mechanisms of homeostasis. This portion includes the study of metabolism; energetics; fluid, electrolyte and acid-base balance; and the endocrine, hematologic, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Prerequisite: BIO-191. Co-Requisite: BIO-192L.

BIO-192L♦: Applied Anatomy and Physiology II 1 credits Lab

This laboratory course examines the structure and function of the human body and mechanisms of homeostasis, complementing the lecture portion with a focus on anatomy. This portion includes the study of the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. Prerequisite: BIO-191L. Co-Requisite: BIO-192.

BIO-195: Fundamental Microbiology 3 credits

This course provides an introduction to the principles and applications of microbiology, including the study of microorganisms and their relationships. Students develop an understanding of microbial cell structure and function, microbial genetics, pathologies, and other selected applied areas. Co-Requisite: BIO-195L.

BIO-195L: Fundamental Microbiology Lab 1 credits

The laboratory accompanying Fundamental Microbiology supports further learning surrounding principles gained in the lecture course. Students develop fundamental knowledge of microbiological laboratory techniques and application to real-world situations. Co-Requisite: BIO-195.

BIO-201♦: Human Anatomy and Physiology I 3 credits

This course is the first of a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of cells; tissues; genetics; and the integumentary, skeletal, muscular, and nervous systems. Co-requisite: BIO-201L.

BIO-201L♦: Human Anatomy and Physiology I: 1 credits Lab

This course is a systematic study of human gross anatomy and function. Topics include the integumentary, skeletal, muscular, and nervous systems. Co-Requisite: BIO-201.

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

This course is the second of a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of immunity; metabolism; energetics; fluid, electrolyte and acid-base balance; and the endocrine, hematologic, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Prerequisites: BIO-201 and BIO-201L. Co-requisite: BIO-202L.

BIO-202L♦: Human Anatomy and Physiology II-Lab 1 credits

This course is a systematic study of human gross anatomy and function. Topics include the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. Prerequisites: BIO-201 and BIO-201L. Co-Requisite: BIO-202.

BIO-205♦: Microbiology 3 credits

This course provides an introduction to the principles and applications of microbiology and a study of the general characteristics of microorganisms, their activities, and their relationship to humans. Students develop understanding of microbial cell structure and function, microbial genetics, related pathologies, immunity, and other selected applied areas. Co-requisite: BIO-205L.

BIO-205L♦: Microbiology - Lab 1 credits

The laboratory section of BIO-205 supports further learning surrounding principles gained in the lecture course. Students develop fundamental skills in microbiological laboratory techniques, microscopy methodologies, and the isolation and identification of pathogenic microorganisms. Co-requisite: BIO-205.

BIO-210♦: Anatomy and Physiology for Science Majors I 3 credits

This course examines human anatomy and physiology with an emphasis on function and homeostasis of the following areas: tissues, integument, skeletal system, muscular system, and the nervous system. Case studies are utilized to reinforce physiological processes. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-210L.

BIO-210L♦: Anatomy and Physiology for Science Majors I Lab 1 credits

This course involves study of the gross anatomy and function of the skeletal, muscular, and nervous systems. This experiential lab involves an advanced exploration of concepts utilizing human cadavers and other supplemental materials. Co-Requisite: BIO-210.

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

BIO-211[♦]: Anatomy and Physiology for Science Majors II 3 credits

This course examines human anatomy and physiology with an emphasis on function and homeostasis of the following systems: endocrine, cardiovascular, respiratory, digestive, urinary and reproductive. Case studies are utilized to reinforce physiological processes. Prerequisites: BIO-210 and BIO-210L. Co-Requisite: BIO-211L.

BIO-211L[♦]: Anatomy and Physiology for Science Majors II Lab 1 credits

This course involves study of the gross anatomy and functions of the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. This experiential lab involves an advanced exploration of concepts utilizing human cadavers and other supplemental materials. Prerequisite: BIO-210L. Co-Requisite: BIO-211.

BIO-215[♦]: General Microbiology 3 credits

This course, designed for Science majors, introduces the principles of microbiology and the study of the general characteristics, growth, and diversity of microorganisms. Topics include microbial cell structure and function, bacterial genetics, immune response and immunization, physical and chemical control of microorganisms, specific characteristics and mechanisms of antimicrobial medications, and microbial diseases with emphasis on pathogenesis, epidemiology and treatment. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-215L.

BIO-215L[♦]: General Microbiology Lab 1 credits

The General Microbiology laboratory supports further learning surrounding principles gained in the lecture. Students develop fundamental skills in microbiological laboratory techniques, microscopy methodologies, molecular methods of detection, and the isolation and identification of pathogenic microorganisms. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-215.

BIO-220[♦]: Environmental Science 4 credits

This course examines the risks and the environmental impact of human behavior and population growth on natural resources. Emphasis is placed on a holistic approach to environmental science using hands-on exercises, environmental surveys, and class discussions to reinforce scientific principles.

BIO-250[♦]: Introduction to Life Sciences II 4 credits

This course introduces students to the relevance and impact of scientific endeavors/advances/processes on human populations, society, and the environment. Natural phenomena and relationships between scientific disciplines and technology provide foundational knowledge for students to critically analyze the interactions between humans and their world. Prerequisite: BIO-130.

BIO-253[♦]: Emergency Care for Acute Injuries 4 credits

This course includes the study of the proper techniques in caring for a patient by recognizing catastrophic and emergent conditions and treating appropriately. Students learn establishing and maintaining an airway, maintaining neutral spine alignment with an athlete wearing protective equipment, wound management, immobilization, transfer techniques including spine boarding, core body temperature, as well as caring for athletes with conditions such as asthma and diabetes. Students are prepared to complete Emergency Cardiac Care (ECC) certification upon completion of the course. Prerequisites: BIO-155 and BIO-155L, or BIO-202 and BIO-202L, or BIO-211 and BIO-211L.

BIO-257[†]: Principles of Genetics 4 credits

This course explores the principles of Mendelian and molecular genetics, focusing on the relationship of inheritance to biological function at multiple levels: molecular, cellular, and with multicellular organisms. By examining the multiple levels of genetic organization, students will master concepts related to patterns of inheritance, genetic relationships across species, and biotechnological applications. Prerequisites: BIO-181 and BIO-181L.

BIO-257HN[†]: Principles of Genetics 4 credits

This course explores the principles of Mendelian and molecular genetics, focusing on the relationship of inheritance to biological function at multiple levels: molecular, cellular, and with multicellular organisms. By examining the multiple levels of genetic organization, students will master concepts related to patterns of inheritance, genetic relationships across species, and biotechnological applications. Prerequisites: BIO-181 and BIO-181L.

BIO-316V[♦]: Pharmacology for Health Care Professionals 3 credits

The content of this course is designed to broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. The pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Conscious sedation, adverse reactions, and patient care under sedation are also included.

BIO-317V^{▲♦}: Science Communication & Research 3 credits

This writing intensive course focuses on the use of scientific research as a basis for understanding and improving clinical practice. Topics include differentiation between various forms of written communication, utilizing former research to support a position and/or develop new research proposals, organizing and writing research papers, and producing visual aids for oral presentations. Emphasis in this course is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. Prerequisite: HLT-312.

BIO-319[♦]: Applied Nutrition 4 credits

This course provides a foundation of basic nutrition theory, with a focus on assessment, food components, exercise, nutrition, weight control, community programs, and resources. Application of these aspects is used to promote health and prevent illness.

[▲] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BIO-319HN[♦]: Applied Nutrition 4 credits

This course provides a foundation of basic nutrition theory, with a focus on assessment, food components, exercise, nutrition, weight control, community programs, and resources. Application of these aspects is used to promote health and prevent illness.

BIO-320[♦]: Fundamentals of Ecology 3 credits

A study of plants and animals as individuals and in communities in relation to their physical and biological environment.

Prerequisite: BIO-181. Co-Requisite: BIO-320L.

BIO-320L[♦]: Fundamentals of Ecology-Lab 1 credits

A laboratory course designed to complement and support the principles being learned in Biology (BIO-320). Co-requisite: BIO-320.

BIO-322[♦]: Applied Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care professionals. Critical thinking skills are enhanced with case studies that integrate nutritional and pharmacological concepts. Systematic studies focus on the etiology, pathogenesis, and clinical manifestations associated with various altered health states and diseases. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals while addressing the following questions: How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture? This course does not substitute for BIO-483 or fulfill the Biology major requirement for pathophysiology. Prerequisites: BIO-201 and BIO-202.

BIO-322HN[♦]: Applied Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care professionals. Critical thinking skills are enhanced with case studies that integrate nutritional and pharmacological concepts. Systematic studies focus on the etiology, pathogenesis, and clinical manifestations associated with various altered health states and diseases. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals while addressing the following questions: How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture? This course does not substitute for BIO-483 or fulfill the Biology major requirement for pathophysiology. Prerequisites: BIO-201 and BIO-202.

BIO-326: Interdisciplinary Applications of Biology 4 credits

Course Description: Interdisciplinary Applications of Biology introduces students to the intersections of biology with other fields of study, i.e. archaeology, paleontology, geology, psychology, and anthropology. Focus will be on how these disciplines intersect in research, practice, and application and include many real-world examples. Prerequisite: SCI-328.

BIO-328: Animal Behavior 3 credits

This course examines the complexities of animal behaviors and how we study them. Specifically, students will develop an understanding of how animals learn and communicate with each other, as well as other behaviors to help them survive and thrive in their natural habitats, by integrating concepts, theories, and models of the discipline with behavioral analyses and an historical perspective. Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-328L.

BIO-328L: Animal Behavior Lab 1 credits

The laboratory section of Animal Behavior reinforces and expands learning of principles introduced in the lecture course. Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-328.

BIO-330[♦]: Pathophysiology and Pharmacology 4 credits

This course introduces the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Students also learn basic principles of pharmacotherapeutics and major classes of drugs used to treat disease. Emphasis is on clinically relevant terminology required to support accurate and effective communication in the health information management field. Prerequisites: BIO-192 and BIO-192L, or BIO-202 and BIO-202L, or BIO-211 and BIO-211L.

BIO-330HN[†]: Pathophysiology and Pharmacology 4 credits

This course introduces the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Students also learn basic principles of pharmacotherapeutics and major classes of drugs used to treat disease. Emphasis is on clinically relevant terminology required to support accurate and effective communication in the health information management field. Prerequisites: BIO-192 and BIO-192L.

BIO-333[♦]: Molecular and Cellular Biology 4 credits

This course is a comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Other topics include the essential processes of cells including the correlation of structure and function at the organelle and cellular levels. As well as, principles of molecular biology including recombinant DNA technology and other approaches and method used to investigate cell structure, development, chromosome organization, gene expression, and gene regulation. Prerequisites: BIO-181 and BIO-181L.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BIO-333HN[♦]: Molecular and Cellular Biology **4 credits**

This course is a comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Other topics include the essential processes of cells including the correlation of structure and function at the organelle and cellular levels. As well as, principles of molecular biology including recombinant DNA technology and other approaches and method used to investigate cell structure, development, chromosome organization, gene expression, and gene regulation. Prerequisites: BIO-181 and BIO-181L.

BIO-335: Medical Terminology **2 credits**

This course covers the language of medicine that will be used as a foundation for understanding upper level undergraduate and graduate level courses to follow. It will include pronunciation, definition, usage and origins of medical terms. Medical terms presented will be used to identify signs, symptoms, diagnoses, and treatment options for selected pathologies. With these skills the student will be able to effectively interpret and communicate in a healthcare setting. Prerequisite: BIO-192 or BIO-202 or BIO-211 or BIO-364.

BIO-339: Molecular Biology **4 credits**

This course examines the activity within and between cells at the molecular level. The relationship between structure and function is examined within the genome through an analysis of its impact on proteins, gene expression, and gene regulation. The application of polymerase chain reaction, DNA sequencing, and recombinant DNA techniques are discussed within the context of real-world application. Prerequisites: BIO-181 and BIO-181L.

BIO-342[†]: Analysis of Biological Diversification **4 credits**

This courses introduces students to biological change at multiple levels of life, including molecular, cellular, organismal, and population. Students will gain an understanding of the mechanisms of change and how they work, as well as the patterns that result by examining molecular and organismal data, geological time, fossil evidence, and the history of Earth and man. Prerequisites: BIO-181 and BIO-181L.

BIO-342HN[†]: Analysis of Biological Diversification **4 credits**

This courses introduces students to biological change at multiple levels of life, including molecular, cellular, organismal, and population. Students will gain an understanding of the mechanisms of change and how they work, as well as the patterns that result by examining molecular and organismal data, geological time, fossil evidence, and the history of Earth and man. Prerequisites: BIO-181 and BIO-181L.

BIO-343: Neurobiology **4 credits**

This course focuses on fundamental concepts of the nervous system, including anatomy and function at various levels of analysis. Topics include key structures, neural development, neural communication, and neural systems, as well as select neuropathologies. Prerequisites: BIO-211 and BIO-211L.

BIO-360[♦]: Medical Physiology **3 credits**

This course focuses on the normal function of human cells, tissues, and organ systems. Emphasis is placed on the interconnections and biochemical functions between systems of the body and maintenance of homeostasis. Minor emphasis is placed on the dysfunctions and resulting pathologies. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-360L.

BIO-360L[♦]: Medical Physiology - Lab **1 credits**

This course involves the exploration of normal function of human cells, tissues, and organ systems through hands-on laboratory experimentation. Students develop a deeper understanding of the materials learned in BIO-360 using simulation software for human functions, systems, and pathologies. Prerequisites: BIO-181 and BIO-181L. Co-Requisite: BIO-360.

BIO-364[♦]: Vertebrate Physiology **4 credits**

This course covers the functions of cells, organs, and systems of vertebrates. Prerequisite: BIO-182, BIO-182L.

BIO-415: Vertebrate Zoology **3 credits**

This course is a study of vertebrates, including fish, amphibians, reptiles, birds, and mammals. By integrating their history, morphology, physiology, ecology, and behavioral adaptations, students will develop a greater understanding of vertebrates and how they survive effectively in their natural habitats. Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-415L.

BIO-415L: Vertebrate Zoology Lab **1 credits**

The laboratory section of Vertebrate Zoology reinforces and expands learning of principles introduced in the lecture course. Prerequisites: BIO-182 and BIO-182L. Co-Requisite: BIO-415.

BIO-420[†]: Conservation Biology **4 credits**

Conservation biology systematically and scientifically studies biological diversity and the events and processes that affect the maintenance, loss, and recovery of biological diversity. This courses delves into the concepts and theories behind biological diversity and environmental conservation. As an interdisciplinary field, students will also consider perspectives from ecology, economics, psychology, sociology, and financing. Prerequisites: BIO-320 and BIO-320L.

BIO-420HN[†]: Conservation Biology **4 credits**

Conservation biology systematically and scientifically studies biological diversity and the events and processes that affect the maintenance, loss, and recovery of biological diversity. This courses delves into the concepts and theories behind biological diversity and environmental conservation. As an interdisciplinary field, students will also consider perspectives from ecology, economics, psychology, sociology, and financing. Prerequisites: BIO-320 and BIO-320L.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BIO-440[♦]: Body Fluid and DNA Analysis 4 credits

The content of this lecture/laboratory course is designed to equip learners with a strong background in molecular biology as it applies to serology and forensic DNA analysis. The identification of body fluids pertinent to forensic science, with a focus on saliva, blood, and semen, is introduced. Past and present theories, methods, and techniques used in the analysis of forensic DNA evidence are addressed. DNA profiling of various fluids and tissues of forensic interest is included. Laboratory work practicing various serology and STR analysis techniques provides hands-on experience. Key components of QC/QA are featured with reference to FBI, ASCLD, and ISO guidelines. Prerequisites: CHM-360, CHM-360L, and BIO-457.

BIO-440HN^{†♦}: Body Fluid and DNA Analysis 4 credits

The content of this lecture/laboratory course is designed to equip learners with a strong background in molecular biology as it applies to serology and forensic DNA analysis. The identification of body fluids pertinent to forensic science, with a focus on saliva, blood, and semen, is introduced. Past and present theories, methods, and techniques used in the analysis of forensic DNA evidence are addressed. DNA profiling of various fluids and tissues of forensic interest is included. Laboratory work practicing various serology and STR analysis techniques provides hands-on experience. Key components of QC/QA are featured with reference to FBI, ASCLD, and ISO guidelines. Prerequisites: BIO-457, CHM-360 and CHM-360L.

BIO-457^{Δ†♦}: Genetics 4 credits

This writing intensive course provides a comprehensive examination of the principles of heredity and variation, including Mendelian, molecular, and population genetics. Students explore topics such as gene mapping, DNA structure and replication, population genetics, and molecular change. Prerequisites: BIO-181 and BIO-181L.

BIO-457HN^{Δ†♦}: Genetics 4 credits

This writing intensive course provides a comprehensive examination of the principles of heredity and variation, including Mendelian, molecular, and population genetics. Students explore topics such as gene mapping, DNA structure and replication, population genetics, and molecular change. Prerequisites: BIO-181 and BIO-181L.

BIO-458HN^{Δ†♦}: Honors Genetics 4 credits

This writing intensive course provides a comprehensive examination of the principles of heredity and variation, including Mendelian, molecular, and population genetics. Students explore topics such as gene mapping, DNA structure and replication, population genetics, and molecular change. Prerequisites: BIO-181 and BIO-181L.

BIO-460[♦]: Toxicology 4 credits

The content of this course is designed to equip learners with general principles of toxicology, forensic toxicology, and drug metabolism. Topics include chemistry and biological activities, as well as types and effects of drugs of forensic interest in biological material. Key components of QC/QA are featured with reference to FBI, ASCLD, and ISO guidelines. Prerequisites: CHM-365 and CHM-365L

BIO-470: Head and Neck Anatomy & Lab 4 credits

This course focuses on the regional anatomy and function of the human head and neck, including skeletal structure, musculature, relevant neuroanatomy, and other topics pertinent to a detailed, clinical understanding of the head and neck. This course includes a significant experiential learning component. Prerequisites: BIO-211 and BIO-211L.

BIO-475^{†♦}: Advanced Genetics 3 credits

This course presents advanced topics in genetics and genomics, including prokaryotic and eukaryotic DNA replication and repair, regulation of transcription in prokaryotes and eukaryotes, reverse transcription, mutagenesis, carcinogenesis, cancer and personalized medicine, epigenetics, genomic analyses, genomic libraries and databases, phylogenetics and bioinformatics. Prerequisite: BIO-457, BIO-205; Co-Requisite: BIO-475L.

BIO-475HN^{†♦}: Advanced Genetics 3 credits

This course presents advanced topics in genetics and genomics, including prokaryotic and eukaryotic DNA replication and repair, regulation of transcription in prokaryotes and eukaryotes, reverse transcription, mutagenesis, carcinogenesis, cancer and personalized medicine, epigenetics, genomic analyses, genomic libraries and databases, phylogenetics and bioinformatics. Prerequisite: BIO-457, BIO-205; Co-Requisite: BIO-475L.

BIO-475L^{†♦}: Advanced Genetics Lab 1 credits

This hands-on laboratory course is designed to provide a project-based experience utilizing DNA, RNA, and molecular analysis techniques. These include isolation of DNA, action and laboratory use of restriction and modification enzymes, DNA amplification, DNA sequencing, mutagenesis and cloning, gene inactivation and complementation analysis, RT-PCR, DNA and RNA gel electrophoresis, Southern and Northern blot, and expression analyses (including Western blot and DNA microarrays). Co-requisite: BIO-475.

BIO-475LHN^{†♦}: Advanced Genetics Lab 1 credits

This hands-on laboratory course is designed to provide a project-based experience utilizing DNA, RNA, and molecular analysis techniques. These include isolation of DNA, action and laboratory use of restriction and modification enzymes, DNA amplification, DNA sequencing, mutagenesis and cloning, gene inactivation and complementation analysis, RT-PCR, DNA and RNA gel electrophoresis, Southern and Northern blot, and expression analyses (including Western blot and DNA microarrays). Co-requisite: BIO-475.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BIO-479: Applied Field Research 4 credits

This course immerses students in a variety of topics related to field work, including hypothesis and methods development, principles and procedures of field methodology, data collection, analysis, and communication, and problems encountered in field research. Prerequisites: BIO-320 and BIO-320L.

BIO-483[♦]: Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care/life science professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material is presented using clinically relevant terminology that increases accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals and patients while addressing the following questions: What is actually happening at the physiological level that causes the signs and symptoms of a given condition or disease? How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture and complications?. Prerequisites: One of the following combinations: BIO-201 and BIO-202; 2) BIO-210 and BIO-211; or 3) BIO-360.

BIO-483HN[♦]: Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care/life science professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material is presented using clinically relevant terminology that increases accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals and patients while addressing the following questions: What is actually happening at the physiological level that causes the signs and symptoms of a given condition or disease? How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture and complications?. Prerequisites: One of the following combinations: 1) BIO-201 and BIO-202; 2) BIO-210 and BIO-211; or 3) BIO-360.

BIO-485HN[♦]: Honors Pathophysiology 4 credits

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care/life science professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material is presented using clinically relevant terminology that increases accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals and patients while addressing the following questions: What is actually happening at the physiological level that causes the signs and symptoms of a given condition or disease? How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause a clinical picture and complications?. Prerequisites: One of the following combinations: BIO-201 and BIO-202; 2) BIO-210 and BIO-211; or 3) BIO-360.

BIO-487^{ΔΩ}: Capstone Thesis in Biology 4 credits

This writing intensive capstone course requires students to integrate and apply what they have learned in their program. To do this, students will engage in projects and assignments that will demonstrate the knowledge and research skills gained in the program, including literature review, developing a research project, data collection and analysis, and written and oral communication of findings. Prerequisite: BIO-328 or BIO-415 or BIO-457 or CHM-420.

BIO-505: A Comprehensive Overview of Phylogenetics and Ecology 4 credits

This course will give a broad overview of the classification of organisms, including prokaryotes, protists, fungi, plants, and animals. Students will discuss the importance of the various types of organisms in global and human ecology. This course will also address principles of ecology with regard to populations, communities, and global ecology. Ecological research will be analyzed, and conservation and restoration efforts will be evaluated through the use of case studies.

BIO-510: A Comprehensive Overview of Cell and Molecular Biology 4 credits

This course will cover an overview of properties of cellular organization using molecular, genetic, and cell biological approaches. This course will provide a comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Students will also become competent in DNA structure and function, protein synthesis and gene regulation and will also learn the molecular tools for studying genes, gene cloning, and gene activity. From this fundamental perspective, students will be reviewing important scientific literature on the subject of cell biology and will examine the information through discussions, presentations, literature based essays and presentations. Prerequisite: Students should have completed an undergraduate course in cellular/molecular biology.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BIO-515: Concepts of Human Physiology I 4 credits

This course presents a selection of complex physiological mechanisms which will be explored and analyzed to provide students with a comprehensive understanding of human physiology. Topics will be introduced through a system-based approach with the inclusion of application scenarios to enhance the understanding. Prerequisite: BIO-510.

BIO-520: Concepts of Human Physiology II 4 credits

This course continues the study of complex physiological mechanisms which will be explored and analyzed to provide students with a deeper understanding of human physiology. Topics will be introduced through a systems-based approach with the inclusion of application scenarios to enhance the understanding. Prerequisite: BIO-515.

BIO-525: Concepts of Medical Microbiology 4 credits

This course provides an introduction to the principles and applications of microbiology and a study of the general characteristics of microorganisms, their activities, and their relationship to humans. Students will be introduced to developing an understanding of microbial cell structure and function, microbial growth, bacterial genetics, characteristics of viruses, interaction of microbes and humans with reference to immune responses, related pathologies, and antimicrobial control medications. Prerequisite: BIO-505, BIO-510.

Business Intelligence (BIT)

BIT-200: Introduction to Computer Technology 4 credits

This course provides the foundation of core knowledge within the field of information technology. Topics include technology-centric organizations, the type and role of fundamental information technology systems, data management to include privacy and security, e-business and m-business, hardware, software, and computer networks.

BIT-200HN[†]: Introduction to Computer Technology 4 credits

This course provides the foundation of core knowledge within the field of information technology. Topics include technology-centric organizations, the type and role of fundamental information technology systems, data management to include privacy and security, e-business and m-business, hardware, software, and computer networks.

BIT-205: Introduction to Computer Technology and Analytics 4 credits

This course introduces core components of computer, information systems, and analytics technology. Students examine how organizations use technologies to analyze business processes and data and learn fundamental skills for business analytics.

BIT-210: Object-Oriented Programming for Business 4 credits

This course provides an introduction to object-oriented programming using most current business application programming languages and tools. Students will design, create, run, and debug applications. The course emphasizes the development of correct, well-documented programs using object-oriented programming concepts. Students also learn to create GUI-based programs. Prerequisite: CST-111 or ITT-111.

BIT-301: Fundamentals in Business Analytics 4 credits

This course examines basic business analytics concepts for students in nonanalytics degree programs. Emphasis is primarily placed on descriptive analytics topics. Students are introduced to techniques relevant for describing data behavior. Prerequisites: BIT-200, BIT-205, or CST-111; and MAT-274 or BUS-352.

BIT-310: Information Systems Design and Development 4 credits

This course introduces key aspects of information systems development within the context of business information systems. Students focus on systems development with an emphasis on the system development life cycle, including requirements analysis and traceability, feasibility, and cost-benefit analysis. Systems development, deployment, and post-implementation processes are also addressed.

BIT-415[‡]: IT Project Management 4 credits

This course examines information technology project management. Topics include the reasons why IT projects fail, the business cost of IT failure, managing IT teams, outsourcing, virtual teams, scope definition, project scheduling, risk mitigation, and leading successful projects. Additional topics focus on using project management to build an analytics organization. Prerequisite: BIT-200, BIT-205, CST-111 or ITT-111.

BIT-415HN[‡]: IT Project Management 4 credits

This course examines information technology project management. Topics include the reasons why IT projects fail, the business cost of IT failure, managing IT teams, outsourcing, virtual teams, scope definition, project scheduling, risk mitigation, and leading successful projects. Additional topics focus on using project management to build an analytics organization. Prerequisite: BIT-200 or CST-110 or CST-111.

BIT-417^{Δ♦}: IT Governance and Ethics 4 credits

This writing-intensive course examines the role of governance and ethics within information technology. Topics include understanding and satisfying Sarbanes/Oxley, preparing for an information technology audit, complying with government regulations such as HIPAA, and understanding data-privacy issues. Students examine real-world case studies. Prerequisite: BIT-200, BIT-205, CST-110, or CST-111.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

BIT-417HN^{Δ♦}: IT Governance and Ethics 4 credits

This writing intensive course examines the role of governance and ethics within information technology. Topics include understanding and satisfying Sarbanes/Oxley, preparing for an information technology audit, complying with government regulations such as HIPAA, and understanding data-privacy issues. Students examine real-world case studies. Prerequisite: BIT-200, BIT-205, CST-110, or CST-111.

BIT-430[†]: Introduction to Business Analytics 4 credits

This course examines basic business analytics concepts with specific emphasis on descriptive analytics. Students are introduced to techniques and selected industry tools relevant for describing data behavior. Prerequisites: BIT-200, BIT-205, or CST-111; and MAT-274 or BUS-352.

BIT-430HN[†]: Introduction to Business Analytics 4 credits

This course examines current business intelligence practices and tools. Topics include creating an intelligent data-driven company, the role of decision-management tools, information silo busting, and design techniques for information dashboards. This course also introduces the key aspects of conducting business analytics using Microsoft Excel's Advanced features. Students examine real-world case studies. Prerequisites: BIT-200 and BUS-352.

BIT-435[♦]: Advanced Business Analytics 4 credits

This course covers key concepts related to predictive and prescriptive analytics by combining information technologies and statistical techniques to extract meaning from organizational data. Students apply predictive and prescriptive analytics techniques in order to understand the business environment and guide business-related decisions. Use of selected industry tools to apply predictive and prescriptive analytics techniques is also addressed. Prerequisite: BIT-430.

BIT-435HN[♦]: Advanced Business Analytics 4 credits

This course examines key aspects of predictive analytics by combining both information technologies and modeling techniques to extract meaning from similar and/or dissimilar organizational data. The course covers the use of quantitative techniques to translate business data into business intelligence. The key focus of the course is how to leverage information technology to build predictive models for making tactical and strategic business decisions. Prerequisites: BIT-200, BIT-430, and BUS-352.

BIT-445: Data Mining 4 credits

This course covers basic concepts and techniques related to data mining. A key goal of the course is evaluating data in order to make business-related decisions. Use of selected industry tools to perform data mining is also addressed. Prerequisite: BUS-352.

BIT-455[♦]: Current Topics in Business Analytics 4 credits

This course builds upon the techniques and tools presented in prior courses in the program and focuses on how analytics are applied in contemporary organizations. Students use critical thinking skills to frame analytics problems, build and apply appropriate analytics models, and communicate relevant findings. Prerequisites: BIT-415, BIT-435, and BIT-445.

BIT-460: Enterprise Systems Integration 4 credits

This course examines the process of integrating different systems and software applications by examining current and emerging trends, strategies, and techniques for effectively developing systems integration solutions. Prerequisites: BIT-310, BIT-415, and SYM-408.

BIT-470^{Δ†}: Strategic Information Systems Management 4 credits

This writing intensive course emphasizes the centrality of business information systems in improving enterprise strategy to drive organizational success. Students learn how to help organizations achieve competitive advantage through the strategic aligning of information systems with organizational goals. There is particular emphasis on strategies for achieving organizational goals through the deployment of information technology-based solutions. Prerequisite: BIT-310.

BIT-470HN^{Δ†}: Strategic Information Systems Management 4 credits

This writing intensive course emphasizes the centrality of business information systems in improving enterprise strategy to drive organizational success. Students learn how to help organizations achieve competitive advantage through the strategic aligning of information systems with organizational goals. There is particular emphasis on strategies for achieving organizational goals through the deployment of information technology-based solutions. Prerequisite: BIT-310.

Biomedical Engineering (BME)

BME-260: Survey of Tissue Engineering 2 credits

This course aims to introduce students to the concepts and challenges of engineering tissues which will receive greater depth in later semesters. This will include an overview of tissue scaffolding, biocompatibility, tissue growth, and the ethics of synthetic tissues. Prerequisite: ESG-162, ESG-162L, BIO-181, BIO-181L.

BME-352: Bio-Solid Mechanics & Lab 4 credits

This course introduces students to a continuum approach to biomechanics. Stress and strain relationships are mathematically derived and physically justified as applied to physiological/clinical examples. For material behaviors that are linear, elastic, homogeneous and isotropic, universal solutions are developed and explored for physiologically relevant examples. Finally, the universal solutions are applied to and tested in biological mimics. Prerequisites: MAT-364, ESG-251, PHY-121 and PHY-121L.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BME-356[♦]: Biomaterials 3 credits

This course introduces students to the guiding principles involved in biomaterials. Students will learn about the materials that are used to replace or come in contact with living systems. They also examine biocompatibility – the reaction of the human body to materials that are introduced. Additionally, a specific emphasis on the regulatory guidance of new biomaterials will be covered. Prerequisites: CHM-115, CHM-115L, and STG-330. Co-Requisite: BME-356L.

BME-356L[♦]: Biomaterials Lab 1 credits

This is the lab section of BME-356. Students engage in hands-on activities to experience how materials can be used to replace or come in contact with living systems. They also examine biocompatibility – the reaction of the human body to materials that are introduced. Additionally, students practice drafting regulatory-compliant documents. Prerequisites: CHM-115, CHM-115L, and STG-330. Co-Requisite: BME-356.

BME-360[♦]: Introduction to Biomechanics & Lab 4 credits

This course introduces students to a continuum approach to biomechanics. Stress and strain relationships are mathematically derived and physically justified as applied to physiological/clinical examples. For material behaviors that are linear, elastic, homogeneous and isotropic, universal solutions are developed and explored for physiologically relevant examples. Finally, the universal solutions are applied to and tested in biological mimics. Prerequisites: BIO-181, BIO-181L, MAT-364, ESG-251, PHY-121 and PHY-121L.

BME-361: Biomechanics & Lab 4 credits

This course is the introduction to the dynamics of human movement based on the mechanics of motion. Students will learn the mechanical analysis of human motion such as joint models, human gait, and the effect of forces on the musculoskeletal structure in motion. Prerequisite: ESG-251, PHY-122/L, MAT-364.

BME-460[♦]: Biomedical Instrumentation and Devices & Lab 4 credits

This course introduces theory of measurement and analysis from biological systems. It explores the principles and use of transducers, data recording and analysis systems, and signal processing techniques. Students will develop and utilize instrumentation to measure or transmit physiological data using computer based data acquisition. Prerequisites: EEE-202, EEE-202L, and MAT-364.

BME-465[♦]: Advanced Biomedical Instrumentation and Devices & Lab 4 credits

This course applies the knowledge and skills obtained from BME-460 (Biomedical Instrumentation and Devices & Lab) to measurements of organs and tissues. Clinical instrumentation and therapeutic and prosthetic devices are analyzed according to their design, manufacture and use. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisites: BME-460, BIO-360, and BIO-360L.

BME-471: Biomedical Design Elements I 2 credits

This course provides an overview of designing a marketable medical device. Students will design a biomedical system, component, or process to meet desired needs within realistic constraints. This includes the design process from problem definition through concept design. FDA regulation, human factors, system safety consideration, and medical product liability will be covered. Prerequisite: ESG-395.

BME-472[♦]: Biomedical Design Elements II 2 credits

This course is a continuation of Biomedical Design Elements I. It provides a comprehensive view of designing a marketable medical device. This includes the design process from prototype, and clinical testing for market readiness. Topics covered include FDA regulation, human factors, system safety consideration, and medical product liability. Prerequisite: BME-471.

BME-480[‡]: Bioimaging 3 credits

This course will explore the fundamentals of Medical Imaging and Image Processing from an engineering prospective. Students will learn the mechanisms behind different imaging modalities. Students will learn how to acquire, read, interpret, and process images generated from radiologic and optical means. Students will receive hands on training in many of the discussed modalities, and will leave the class understanding the factors which can effect the images created. This is a writing intensive course. Prerequisite: BME-460. Co-Requisite: BME-480L.

BME-480L[‡]: Bioimaging 1 credits

This course will explore the fundamentals of Medical Imaging and Image Processing from an engineering prospective. Students will learn the mechanisms behind different imaging modalities. Students will learn how to acquire, read, interpret, and process images generated from radiologic and optical means. Students will receive hands on training in many of the discussed modalities, and will leave the class understanding the factors which can effect the images created. Prerequisite: BME-460. Co-Requisite: BME-480.

Business (BUS)

BUS-232: Introduction to Sports Management 4 credits

This course is an overview of the business of sports, including career opportunities, as well as a study of the value of professional management to sports organizations.

BUS-301[♦]: Professional Success within the Fine Arts 4 credits

This course will prepare the College of Fine Arts and Production student for professional success in their chosen field. Students will research their industry, gaining critical knowledge and learning the business practices needed for post-graduation success.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

BUS-317: Financial Decision Making 4 credits

This course is an exploration of the financial reports and tools used by managers to make decisions and analyze the performance of a business entity.

BUS-330: Business Process Design 4 credits

This course introduces intelligent business process management applications and the technical skills required to design and implement process modeling and user interfaces. Students apply critical thinking and problem solving in model development and efficient end-user displays. The course prepares students for the advanced topics of case design, data modeling, and business reporting.

BUS-332: Customer Engagement 4 credits

This course introduces models and practices used for engagement with customers, prospects, suppliers, and internal stakeholders and the communications strategies and tactics needed to build and sustain long-term and mutually satisfying relationships that add value in today's economy. Customer Relationship Management (CRM) technology will also be introduced. Prerequisite: MKT-315

BUS-340^{Δ♦}: Ethical and Legal Issues in Business 4 credits

This writing-intensive course is a comprehensive study of the legal and ethical issues of concern to business, including those areas of the U.S. legal system that are most relevant to business, such as the law of torts, strict liability, intellectual property, and contract law. It explores the role of ethics and values in business decision making and approaches these subjects from the perspective of the stakeholders as opposed to an economic interpretation of the firm and its responsibilities.

BUS-340HN^{Δ♦}: Ethical and Legal Issues in Business 4 credits

This writing intensive course is a comprehensive study of the legal and ethical issues of concern to business, including those areas of the U.S. legal system that are most relevant to business, such as the law of torts, strict liability, intellectual property, and contract law. It explores the role of ethics and values in business decision making, and approaches these subjects from the perspective of the stakeholders as opposed to an economic interpretation of the firm and its responsibilities.

BUS-352♦: Business Statistics 4 credits

This course provides an introduction to the practical application of descriptive and inferential statistics in business. Topics include probability, probability distributions, the central limit theorem, confidence intervals, hypothesis testing, correlation, and regression. Prerequisite: MAT-134, MAT-144 or MAT-154.

BUS-364♦: Sports Law 4 credits

This course is a presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sports organizations. Prerequisite: BUS-340 or BUS-316.

BUS-372: Sports Event Planning 4 credits

This course provides an introduction to event planning for athletic, recreational, entertainment, and special events. An emphasis is placed on budgeting, site selection, sponsorship, and facility management. Prerequisites: BUS-232 and MKT-315.

BUS-390♦: Global Business 4 credits

This course surveys the global business environment with an emphasis on international markets and the global supply chain that impact all organizations and consumers. Students learn about basic international trade and currency issues and strategies to enter global markets successfully. Students focus on communication tools and negotiation tactics to enhance their cultural competence and business acumen.

BUS-435: Methods of Teaching Business in Middle and Secondary Schools 4 credits

This course is designed to help middle and secondary school teachers develop effective instructional strategies for teaching in the discipline of business. Emphasis is given to teaching methodologies that encourage project-based learning, problem solving, learner engagement, and effective assessment practices. Practicum/field experience hours: 15. Fingerprint clearance required.

BUS-470^Δ: Applied Business Project 4 credits

In this writing-intensive course, students investigate challenges facing contemporary organizations and recommend solutions based on research and critical analysis. Students integrate major concepts learned throughout their program to formulate problem statements, employ quantitative and qualitative data collection methods, and communicate recommendations that satisfy the needs of diverse stakeholders.

BUS-476: Conscious Capitalism: Free Market Perspectives 4 credits

This upper-division business course frames the topic of free market capitalism on the structure of conscious capitalism's four pillars: higher purpose, servant leadership, culture, and stakeholder orientation and provides additional perspectives on various approaches to free market capitalism today. The course begins by providing a historical foundation of capitalism and a consideration of the principles of economic freedom and concludes by exploring new narratives on capitalism and how modern business integrates with society. Case studies are used to provide in-depth analysis and highlight how business is used as a force for good in helping communities and human flourishing.

BUS-485^{ΔΩ}: Strategic Management 4 credits

This writing-intensive course serves as the capstone experience in business and management that includes the gradual development of a comprehensive and integrative business plan. This course is designed to assist students in their development as managers, servant leaders, and successful strategic thinkers. Management, marketing, accounting, finance, economics, global perspectives, law, and political issues are covered during this course. Prerequisites: MGT-420 or MGT-422HN; FIN-210 or FIN-350; and MKT-245 or MKT-315.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

BUS-485HN^Δ: Strategic Management **4 credits**

This writing intensive course serves as the capstone experience in business and management that includes the gradual development of a comprehensive and integrative business plan. This course is designed to assist students in their development as managers, servant leaders, and successful strategic thinkers. Management, marketing, accounting, finance, economics, global perspectives, law, and political issues are covered during this course. It is a writing intensive course that will help students develop competencies such as critical thinking, effective communication, leadership, and global awareness. Prerequisites: FIN-350, MGT-240 or MGT-420, MKT-245, and senior status.

BUS-499: Independent Study **1 credits**

This involves research, seminars, or readings on a special topic selected by the student and the faculty advisor as appropriate. This course may be taken for one, two, three, or four credits, depending on the amount of time and work involved, and may be repeated for up to four credits total per subject area unless specified otherwise in requirements for a major.

BUS-600: Financial Fundamentals for Managers **4 credits**

This course introduces basic accounting and finance principles relevant for managers. Students become familiar with basic financial statements, cash flow concepts, cost behavior, budgeting, and analytical tools.

BUS-623: Business Law and Ethics for Accounting **4 credits**

This course gives students a robust legal and ethical framework that is crucial for accountants and managers under Sarbanes-Oxley. Using case studies that incorporate the principles of business law, the AICPA code, and other systems of ethics, students learn how a commitment to ethics can enable accounting professionals to meet their ethical obligations to all stakeholders. Prerequisite: ACC-616.

BUS-635: Sports Business Revenue Generation **4 credits**

This course discusses the principles and strategies associated with generating revenue in the sports business industry.

BUS-655: Sports Business Analytics **4 credits**

This course emphasizes sports marketing research with the focus on teaching students how to obtain the data, insights, and intelligence needed in every area of sports marketing, sports media, and sponsorship in order to most effectively maximize value for brands, rights holders, agencies, and media.

BUS-660: Quantitative Methods **4 credits**

This course is a study in the quantitative tools and techniques used to model business functions and applications. Emphasis is placed on how to set up models, and how to interpret and apply their results. Prerequisite: SYM-506.

BUS-676: Advanced Conscious Capitalism: Free Market Perspectives **4 credits**

This graduate business course is structured around the emerging constructs of conscious capitalism's four pillars: higher purpose, servant leadership, culture, and stakeholder orientation and introduces the construct of economics of mutuality (EOM). This course begins with a historical foundation of capitalism and principles of economic freedom and then progresses to new narratives on capitalism and how business integrates with society. New forms of capital are introduced through EOM concepts. Case studies are used to provide in-depth analysis and highlight how purpose, stakeholder integration, and nonfinancial capital can contribute to people, planet, and profits, highlighting business elevating humanity in helping communities and human flourishing.

Christian Counseling (CCN)

CCN-601: Biblical Foundations for Counselors: The Story of God **3 credits**

This course is a narrative approach to the theology of God, humanity, and salvation. Students learn to apply the story of the Bible to the life and practice of the Christian counselor.

CCN-650: Spiritual Formation: Becoming a Healthy Practitioner **3 credits**

This course provides an introduction to spiritual formation with attention to classical spiritual disciplines and stages of growth. This course includes an exploration into personal spiritual health and character development with implications for counseling practice. Prerequisite: CCN-601.

CCN-655: Biblical Concepts-Healthy Relationships: Forgiveness & Healthy Spirituality **3 credits**

This course explores relational health in connection with topics including self-assessment, forgiveness, reconciliation with God and others, and the pursuit of spiritual health. Personal practice and implementation in professional counseling are emphasized. Prerequisite: CCN-650.

CCN-675: Integration of Scripture with Counseling Theory **3 credits**

In this course, students explore the integration of the Christian worldview into counseling theory and practice. Emphasis is placed on the nature and purpose of human beings from a biblical perspective as well as ethical issues pertinent to the Christian counselor, while critically evaluating contemporary secular theories and practices. Prerequisite: CCN-655.

Computer Engineering (CEE)

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

CEE-300: Data Structures, Algorithms, and Numerical Recipes 4 credits

This course introduces students to data structures and algorithms. Students will learn the computational procedures for processing input data to obtain the desired output, including algorithm design, testing, and troubleshooting. Students will learn how to implement algorithms and numerical methods in a programming language. Prerequisite: EEE-212.

CEE-312: Advanced Embedded Systems Design & Lab 4 credits

This course combines hardware and firmware design aspects of embedded systems. Students will learn how to design an embedded system from the ground up, applying fundamentals of discrete mathematics and digital logic. Hands-on activities will focus on problem solving using scientific computation tools and programming. This is a project-based course, in which the students will design FPGA and microcontroller-based hardware and develop embedded software to solve real-world problems. Prerequisite: EEE-315.

CEE-440: Applied Research in Computer Engineering 4 credits

This course introduces advanced topics in computer engineering, with emphasis on current research and innovations. Utilizing scientific research and journal publications, students will learn about the most recent hardware and software developments in computer engineering. Prerequisites: EEE-320 and CEE-473.

CEE-473: Computer Engineering Design Principles I & Lab 2 credits

This course introduces students to the principles of computer engineering design. Students will learn to produce computer engineering designs that consider system requirements, engineering standards, and regulatory compliance. Students will apply engineering sciences, economics, and standards to design digital devices, circuits, and systems to solve real-world problems. Hands-on activities focus on the design and integration of different subsystems. Prerequisite: CEE-312. Co-Requisite: ESG-451.

CEE-474: Computer Engineering Design Principles II & Lab 2 credits

This project-based course will consolidate the student's knowledge of the computer engineering design process, from concept to manufacturing. It provides depth to the design process that enables students to contribute to the solution of real-world engineering problems. Prerequisite: CEE-473.

Christian Leadership (CHL)

CHL-510: Biblical Foundations of Christian Leadership 4 credits

This course provides students with a biblical foundation from the Old and New Testaments on Christian Leadership. In studying the Scriptures in their historical, cultural, and linguistic contexts, students gain an appreciation of principles of leadership and develop a theology of leadership centered on the narrative and teaching of Scripture. Issues of call, formation, character, purpose, service, and discipleship are addressed. This course requires supervised ministry hours. Practicum/field experience hours: 45.

CHL-630: Best Practices in Christian Leadership 4 credits

This course provides students with the opportunity to engage significant insights of contemporary leadership practice in order to integrate these insights into an effective and informed and integrated philosophy of Christian leadership. In this course, the student investigates some of the most helpful principles and people regarding the practice and the concept of leadership and organizational leadership. This course requires supervised ministry hours. Practicum/field experience hours: 45. Prerequisite: CHL-510.

CHL-650: Leading Through Crisis, Conflict and Change 4 credits

This course is an investigation into the dynamics of crisis, conflict, and change, and how to address these realities in Christian leadership. This course requires supervised ministry hours. Practicum/field experience hours: 45. Prerequisite: CHL-520 or CHL-630.

Chemistry (CHM)

CHM-101[♦]: Introduction to General, Organic, and Biochemistry 3 credits

An introduction to the principles of chemistry; designed for students without a strong background in science. Topics covered include a survey of the chemical and physical properties of elements and compounds, chemical reactions, chemical energetics, acids and bases, and chemical bonding. An introduction to organic and biochemistry emphasizes the relationship between molecular structure and function. Co-requisite: CHM-101L.

CHM-101L[♦]: Introduction to General, Organic, and Biochemistry Lab 1 credits

This lab course is designed to compliment and support the principles being addressed in CHM-101. Students learn basic lab techniques related to general and organic chemistry, building upon and strengthening foundational knowledge such as stoichiometry and reaction types. Additionally, some topics are addressed from a biochemical standpoint to highlight application to daily living. Co-requisite: CHM-101.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CHM-110[♦]: General and Organic Chemistry 3 credits

This course provides an introduction to the principles of chemistry, including chemical and physical properties of elements and compounds and chemical reactions. As an introduction to organic chemistry, this course also emphasizes molecular structure as it relates to function. Co-Requisite: CHM-110L.

CHM-110L[♦]: General and Organic Chemistry Lab 1 credits

The laboratory section of General and Organic Chemistry reinforces and expands learning of principles introduced in the lecture course. Co-Requisite: CHM-110.

CHM-111[♦]: General and Organic Chemistry II 3 credits

An introduction to the principles of chemistry, including chemical and physical properties of elements and compounds and chemical reactions. As an introduction to organic chemistry, this course also emphasizes molecular structure. Prerequisite: CHM-110. Co-Requisite: CHM-111L.

CHM-111L[♦]: General and Organic Chemistry II Lab 1 credits

The laboratory section of General and Organic Chemistry reinforces and expands learning of principles introduced in the lecture course. Prerequisite: CHM-110L. Co-Requisite: CHM-111.

CHM-113[♦]: General Chemistry I-Lecture 3 credits

This is the first course of a two-semester introduction to chemistry intended for undergraduates pursuing careers in the health professions and others desiring a firm foundation in chemistry. The course assumes no prior knowledge of chemistry and begins with basic concepts. Topics include an introduction to the scientific method, dimensional analysis, atomic structure, nomenclature, stoichiometry and chemical reactions, the gas laws, thermodynamics, chemical bonding, and properties of solutions. Co-Requisite: CHM-113L.

CHM-113L[♦]: General Chemistry I - Lab 1 credits

The laboratory section of CHM-113 reinforces and expands learning of principles introduced in the lecture course. Experiments include determination of density, classification of chemical reactions, the gas laws, determination of enthalpy change using calorimetry, and determination of empirical formula. Co-Requisite: CHM-113.

CHM-115[♦]: General Chemistry II-Lecture 3 credits

This is the second course of a two-semester introduction to chemistry intended for undergraduates pursuing careers in the health professions and others desiring a firm foundation in chemistry. Upon successful completion of this course, students demonstrate knowledge and/or skill in solving problems involving the principles of chemical kinetics, chemical equilibrium, and thermodynamics; understanding chemical reactions using kinetics, equilibrium, and thermodynamics; comparing and contrasting the principal theories of acids and bases; solving equilibrium involving acids, bases, and buffers; describing solubility equilibrium; describing terms associated with electrochemistry and solving problems associated with electrochemistry; and describing fundamentals and applications of nuclear chemistry and organic chemistry. Prerequisites: CHM-113 and MAT-154 or higher. Co-Requisite: CHM-115L.

CHM-115L[♦]: General Chemistry II - Lab 1 credits

The laboratory section of CHM-115 reinforces and expands learning of principles introduced in the lecture course. Experiments include determination of rate law, examples of Le Châtelier's principle, the use of pH indicators, buffer preparation, experimental determination of thermodynamic quantities, the use of electrochemical cells, and qualitative and quantitative analysis. Prerequisites: CHM-113L and MAT-154 or higher. Co-Requisite: CHM-115.

CHM-231[♦]: Organic Chemistry I 3 credits

This course is the first of two organic chemistry courses. The first half of this course develops the vocabulary and concepts of chemical bonding, chemical structure, acid-base principles, and nomenclature needed to understand properties and reactions of organic compounds. The second half of this course discusses chemical reactions, including radical reactions, substitution and elimination reactions, and synthesis and reactions of alkenes. Students learn how to predict reaction products and draw reaction mechanisms. Organic synthesis and structural determination are also covered. Instruction includes lecture and in-class problem solving. Prerequisites: CHM-115 and CHM-115L. Co-requisite: CHM-231L.

CHM-231L[♦]: Organic Chemistry I Lab 1 credits

The laboratory section of CHM-231 reinforces principles learned in the lecture course through various techniques that organic chemists use to synthesize compounds. Students use these techniques throughout the semester. These techniques include determination of melting point, determination of solubility, thin layer chromatography, recrystallization, and distillation. Structural determination using theories discussed in CHM-231 is applied to unknown compounds. Prerequisites: CHM-115 and CHM-115L. Co-requisite: CHM-231.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CHM-232[♦]: Organic Chemistry II **3 credits**

This course is the second of two organic chemistry courses. The course is organized by common organic functional groups, including alkynes, alcohols, ether, aromatic compounds, ketones and aldehydes, amines, carboxylic acid, and carboxylic acid derivatives. The reactions and properties of each functional group are discussed. Students learn how to predict reaction products, draw reaction mechanisms, and predict physical properties. Instruction includes lecture and in-class problem solving. Prerequisites: CHM-231 and CHM-231L. Co-Requisite: CHM-232L.

CHM-232L[♦]: Organic Chemistry II Lab **1 credits**

The laboratory section of CHM-232 supports and extends principles learned in the lecture course. Students carry out various organic syntheses using techniques taught in CHM-231. The experiments include preparation of an alkene from an alcohol, a Grignard reaction, preparation of cinnamaldehyde, nitration of methyl benzoate, synthesis of N-Methyl Prozac, an Aldol reaction, Benzimidazole synthesis, and a Diazonium coupling reaction. Prerequisites: CHM-231 and CHM-231L. Co-requisite: CHM-232.

CHM-235[♦]: Survey of Organic Chemistry **3 credits**

This course is a survey of basic structure and reactivity of carbon-containing structures with examples in biological and industrial processes. Students will learn how to name organic compounds, draw and understand their structures in two and three dimensions, and learn how structure and reactivity are interrelated. Students will be able to describe reactivity in terms of addition, elimination, and substitution. Biological compounds discussed in the course include the structure and reactivity of carbohydrates and polysaccharides followed by amino acids and proteins. The final topic for the course is a discussion about industrially important polymers. Prerequisites: CHM-115 and CHM-115L. Co-Requisite: CHM-235L.

CHM-235L[♦]: Survey of Organic Chemistry Lab **1 credits**

This is the lab section of CHM-235. It supports the lecture with hands-on activities. Lab experiments expand students' understanding of organic compounds, drawing and understanding their structures in two and three dimensions, and learning how structure and reactivity are interrelated. Students will be able to describe reactivity in terms of addition, elimination, and substitution. Biological compounds discussed in the course include the structure and reactivity of carbohydrates and polysaccharides followed by amino acids and proteins. The final topic for the course is a discussion about industrially important polymers. Prerequisites: CHM-115 and CHM-115L. Co-Requisite: CHM-235.

CHM-315[♦]: Analytical Chemistry **3 credits**

This course introduces advanced principles and theory of quantitative analysis, including stoichiometry, equilibria, photometric methods, electrochemistry, separation processes, statistical data analysis, and applications to advanced topics in analytical chemistry. Sampling strategies and sample preparation for analysis will also be discussed. Prerequisite: CHM-235, CHM-235L or CHM-231, CHM-231L. Co-Requisite: CHM-315L.

CHM-315HN[♦]: Analytical Chemistry **3 credits**

This course introduces advanced principles and theory of quantitative analysis, including stoichiometry, equilibria, photometric methods, electrochemistry, separation processes, statistical data analysis, and applications to advanced topics in analytical chemistry. Sampling strategies and sample preparation for analysis will also be discussed. Prerequisite: CHM-235, CHM-235L or CHM-231, CHM-231L. Co-Requisite: CHM-315L.

CHM-315L[♦]: Analytical Chemistry Lab **1 credits**

This course will discuss the fundamental principles of analytical chemistry. Topics will include sampling strategies, sample preparations and analysis, instrument operation, data collection and statistical analysis, and presentation of results. Prerequisites: CHM-235 and CHM-235L or CHM-231 and CHM-231L. Co-Requisite: CHM-315.

CHM-315LHN[♦]: Analytical Chemistry Lab **1 credits**

This course will discuss the fundamental principles of analytical chemistry. Topics will include sampling strategies, sample preparations and analysis, instrument operation, data collection and statistical analysis, and presentation of results. Prerequisites: CHM-235 and CHM-235L or CHM-231 and CHM-231L. Co-Requisite: CHM-315.

CHM-333[♦]: Structure Determination in Organic Chemistry **4 credits**

This course discusses the theory and application of spectroscopic methods/techniques useful for the determination of the molecular structures of organic molecules. Topics covered include chemical tests for functional group identification and modern instrumental techniques used for structure determination: ultraviolet/visible, infrared, and nuclear magnetic resonance spectroscopy and mass spectrometry. The major emphasis of this course is on structure determination by way of interpreting the data (generally in the form of a spectrum or spectra) that each method provides. Prerequisite: CHM-232 & CHM-232L.

CHM-350[†]: Fundamental Biochemistry **3 credits**

This course provides an introduction to the properties, structure, function, thermodynamics, and basic genetics of macromolecules, including proteins, enzymes, nucleic acids, carbohydrates, and lipids. The course also covers how living systems synthesize and utilize these macromolecules and how that relates to energy production and use. Prerequisites: CHM-111 and CHM-111L. Co-Requisite: CHM-350L.

CHM-350HN[†]: Fundamental Biochemistry **3 credits**

This course provides an introduction to the properties, structure, function, thermodynamics, and basic genetics of macromolecules, including proteins, enzymes, nucleic acids, carbohydrates, and lipids. The course also covers how living systems synthesize and utilize these macromolecules and how that relates to energy production and use. Prerequisites: CHM-111 and CHM-111L. Co-Requisite: CHM-350L.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CHM-350L^Δ: Fundamental Biochemistry Lab 1 credits

This laboratory course introduces techniques for analyzing macromolecules including carbohydrates, lipids, proteins, and nucleic acids. It also explores basic biochemical pathways utilized by living systems that enable cellular function. Prerequisites: CHM-111 and CHM-111L. Co-Requisite: CHM-350.

CHM-350LHN^Δ: Fundamental Biochemistry Lab 1 credits

This laboratory course introduces techniques for analyzing macromolecules including carbohydrates, lipids, proteins, and nucleic acids. It also explores basic biochemical pathways utilized by living systems that enable cellular function. Prerequisites: CHM-111 and CHM-111L. Co-Requisite: CHM-350.

CHM-360^Δ: Principles of Biochemistry 3 credits

The course objective is to survey basic biochemical principles, including the composition, structure, and function of proteins, nucleic acids, lipids, and carbohydrates. Important biochemical principles include structure-function correlation, chemical reactivity, kinetics and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways. The application of biochemical concepts in the medical field is emphasized. Prerequisite: BIO-181, BIO-181L, CHM-231, CHM-231L. Co-Requisite: CHM-360L.

CHM-360HN^Δ: Principles of Biochemistry 3 credits

The course objective is to survey basic biochemical principles, including the composition, structure, and function of proteins, nucleic acids, lipids, and carbohydrates. Important biochemical principles include structure-function correlation, chemical reactivity, kinetics and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways. The application of biochemical concepts in the medical field is emphasized. Prerequisite: BIO-181, BIO-181L, CHM-231, CHM-231L. Co-Requisite: CHM-360L.

CHM-360L^Δ: Principles of Biochemistry - Lab 1 credits

This laboratory course covers modern biochemical laboratory techniques and their theoretical foundations. Topics include methods for protein, nucleic acid, and lipid isolation and characterization; enzyme assays; chromatography; electrophoresis; and representing and manipulating proteins and nucleic acids. Experiments are designed for hands-on experimentation and students acquire practical techniques currently used in biochemistry laboratories. Prerequisite: BIO-181, BIO-181L, CHM-231, CHM-231L. Co-Requisite: CHM-360.

CHM-360LHN^Δ: Principles of Biochemistry - Lab 1 credits

This laboratory course covers modern biochemical laboratory techniques and their theoretical foundations. Topics include methods for protein, nucleic acid, and lipid isolation and characterization; enzyme assays; chromatography; electrophoresis; and representing and manipulating proteins and nucleic acids. Experiments are designed for hands-on experimentation and students acquire practical techniques currently used in biochemistry laboratories. Prerequisites: BIO-181 and BIO-181L, and one of the following combinations: 1) CHM-331 and CHM-331L or 2) CHM-231 and CHM-231L. Co-requisite: CHM-360.

CHM-365^Δ: Instrumental Analysis 3 credits

This course introduces students to the quantitative, qualitative, and instrumental analysis of various sample types. Methods for selecting proper techniques to answer various questions are discussed. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel electrophoresis, and ultraviolet and visible spectroscopy are also covered. Other techniques, such as high-pressure liquid chromatography and thin layer chromatography, are discussed as well. Prerequisites: 1) CHM-231 and CHM-231L, or 2) CHM-235 and CHM-235L. Co-Requisite: CHM-365L.

CHM-365HN^Δ: Instrumental Analysis 3 credits

This course introduces students to the quantitative, qualitative, and instrumental analysis of various sample types. Methods for selecting proper techniques to answer various questions are discussed. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel electrophoresis, and ultraviolet and visible spectroscopy are also covered. Other techniques, such as high-pressure liquid chromatography and thin layer chromatography, are discussed as well. Prerequisites: 1) CHM-231 and CHM-231L, or 2) CHM-235 and CHM-235L. Co-Requisite: CHM-365L.

CHM-365L^Δ: Instrumental Analysis Lab 1 credits

The laboratory section of CHM-365 reinforces and expands learning of principles introduced in the lecture course. This course allows students to apply quantitative, qualitative, and instrumental analysis of various sample types. Focus is on the validity of results. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel are also covered. Prerequisites: 1) CHM-231 and CHM-231L, or 2) CHM-235 and CHM-235L. Co-Requisite: CHM-365.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CHM-365LHN[♦]: Instrumental Analysis Lab 1 credits

The laboratory section of CHM-365 reinforces and expands learning of principles introduced in the lecture course. This course allows students to apply quantitative, qualitative, and instrumental analysis of various sample types. Focus is on the validity of results. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel are also covered. Prerequisites: 1) CHM-231 and CHM-231L, or 2) CHM-235 and CHM-235L. Co-Requisite: CHM-365.

CHM-420^{Δ♦}: Environmental Chemistry 3 credits

This writing intensive course focuses on the fundamental chemical principles involved in environmental phenomena and how they are influenced by human actions. Prerequisite: CHM-115.

CHM-440: Toxicology & Instrumental Analysis 4 credits

This course introduces students to the quantitative, qualitative, and instrumental analysis of various biological and non-biological sample types. Analytical methods for the qualitative and quantitative analyses of samples by various chromatography and spectroscopy techniques are detailed. The toxicological section of this course is designed to equip learners with general principles of toxicology, forensic toxicology, and drug metabolism. Topics include chemistry and biological activities, as well as types and effects of drugs of forensic interest in biological material. Prerequisites: CHM-231 and CHM-231L.

CHM-441[♦]: Physical Chemistry I 3 credits

A study of the physical and chemical behavior of substances at the macroscopic and molecular levels. Topics include behavior of single substances and mixtures, thermodynamics, chemical reactions, and equilibria. Prerequisites: CHM-115, CHM-115L, and MAT-262. Co-Requisite: CHM-441L.

CHM-441L[♦]: Physical Chemistry I Lab 1 credits

A laboratory course designed to complement and support the principles being learned in CHM-441 lecture. Prerequisites: CHM-115, CHM-115L, and MAT-262. Co-Requisite: CHM-441.

CHM-444[♦]: Physical Chemistry II 3 credits

This course is a study of the physical and chemical behavior of substances at the molecular level. Topics include quantum chemistry, molecular structure and spectra, molecular reaction dynamics, and statistical mechanics. Prerequisites: CHM-441, PHY-121 and PHY-121L. Co-Requisite: CHM-444L.

CHM-444L[♦]: Physical Chemistry II Lab 1 credits

This is a laboratory course designed to complement and support the principles being learned in CHM-444. Prerequisites: CHM-441, PHY-121 and PHY-121L. Co-Requisite: CHM-444.

CHM-448[♦]: Inorganic Chemistry 3 credits

The objective of this course is to provide basic principles and applications of inorganic chemistry. Students will learn about modern atomic structure, structure and bonding in molecules and simple solids, transition metals and coordination chemistry, molecular symmetry, descriptive chemistry of select elements, chemistry of materials, and catalysis. Prerequisites: CHM-444 and CHM-444L. Co-Requisite: CHM-448L.

CHM-448L[♦]: Inorganic Chemistry Lab 1 credits

The objective of this course is to learn about a variety of methods and techniques in the synthesis, isolation, characterization, and handling of inorganic and organometallic compounds. Students will also learn about proper interpretation of experimental data, and dissemination of experimental results through presentation and writing technical reports. Prerequisites: CHM-444 and CHM-444L. Co-Requisite: CHM-448.

CHM-451[♦]: Pharmacology I 4 credits

This course presents the foundational concepts of pharmacology emphasizing basic mechanisms of drug action. Pharmacodynamics and pharmacokinetics principles and theories are presented. The course details the development of the current understanding of receptor signal transduction in mammalian systems. The course introduces the molecular biochemistry of receptor structure; mass action considerations governing ligand-receptor binding interactions; molecular pharmacology associated with signal transduction; and specific considerations of receptors as pharmaceutical targets. Following this introduction, a systematic study of the effects of drugs on representative organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution, and biological actions. Prerequisites: CHM-232 and CHM-232L, CHM-360, and CHM-360L. BIO-205 and BIO-205L, or BIO-215 and BIO-215L.

CHM-451HN[♦]: Pharmacology I 4 credits

This course presents the foundational concepts of pharmacology emphasizing basic mechanisms of drug action. Pharmacodynamics and pharmacokinetics principles and theories are presented. The course details the development of the current understanding of receptor signal transduction in mammalian systems. The course introduces the molecular biochemistry of receptor structure; mass action considerations governing ligand-receptor binding interactions; molecular pharmacology associated with signal transduction; and specific considerations of receptors as pharmaceutical targets. Following this introduction, a systematic study of the effects of drugs on representative organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution, and biological actions. Prerequisites: CHM-232 and CHM-232L, CHM-360, and CHM-360L. BIO-205 and BIO-205L, or BIO-215 and BIO-215L.

CHM-452[♦]: Pharmacology II 4 credits

This course is a continuation of Pharmacology I. Concepts and principles learned in the previous course are applied to additional organ systems and disease processes. Topics include cardiovascular drugs, chemotherapeutic drugs, endocrine drugs, and drugs of abuse. Prerequisite: CHM-451.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CHM-460[♦]: Advanced Biochemistry 3 credits

This course presents advanced topics in biochemistry, including mechanisms of metabolic and environmental information transfer, cellular signal transduction mechanisms, metabolic pathway interrelationships and regulation, carbohydrate, lipid and nitrogen metabolism, and the cell cycle and regulation.

Prerequisites: CHM-360 and CHM-360L. Co-Requisite: CHM-460L.

CHM-460HN[♦]: Advanced Biochemistry 3 credits

This course presents advanced topics in biochemistry, including mechanisms of metabolic and environmental information transfer, cellular signal transduction mechanisms, metabolic pathway interrelationships and regulation, carbohydrate, lipid and nitrogen metabolism, and the cell cycle and regulation.

Prerequisites: CHM-360 and CHM-360L. Co-Requisite: CHM-460L.

CHM-460L[♦]: Advanced Biochemistry Lab 1 credits

This hands-on laboratory course is designed to provide a project-based experience utilizing modern biochemical techniques. This course will reinforce proper experimental design and control and will provide students with experience with several biochemical techniques, including DNA, RNA, and protein extraction from tissue and its analysis. This course will reinforce troubleshooting, confounds to analysis, and application of various techniques to reach a target goal. Co-requisite: CHM-460.

CHM-460LHN[♦]: Advanced Biochemistry Lab 1 credits

This hands-on laboratory course is designed to provide a project-based experience utilizing modern biochemical techniques. This course will reinforce proper experimental design and control and will provide students with experience with several biochemical techniques, including DNA, RNA, and protein extraction from tissue and its analysis. This course will reinforce troubleshooting, confounds to analysis, and application of various techniques to reach a target goal. Co-requisite: CHM-460.

CHM-470: Biochemical Applications & Lab 4 credits

This hands-on, experience-based course provides an interdisciplinary investigation of molecular, biochemical, and organic chemistry applications and techniques. This course prepares students in the design, performance, and analysis of a research-based project. Prerequisite: CHM-360, CHM-360L.

CHM-505: Concepts of Medicinal Chemistry 4 credits

This focus of the course is the fundamentals of medicinal chemistry. Medicinal chemistry is an organic-chemistry-based discipline that interfaces strongly with the biological and pharmaceutical sciences. The field of medicinal chemistry includes the discovery and preparation of biologically active compounds; the study of their metabolism; the mechanism of action at the molecular level; and the construction of structure-activity relationships. This course includes the process of drug design, the structure and function of macromolecular drug "targets" (receptors, enzymes, nucleic acids), as well as the mechanisms by which drugs interact with their targets. Also, the complexity of human physiology and its effects which on the physical and chemical properties of a drug candidate can influence its absorption, distribution, and metabolism in a human patients will be discussed. Prerequisites: Students should have completed a year of organic chemistry and a course in biochemistry.

CHM-510: Concepts of Physical Chemistry 4 credits

The objective of this course is to provide a foundational knowledge on basic principles and applications of physical chemistry. The following topics will be covered: chemical kinetics, chemical equilibrium, and thermodynamics. Additional topics will include applications of physical chemistry principles towards chemical and biological systems including enzymatic reactions; time-dependent chemical and nuclear reactions; electrochemistry; and equilibria related to acids, bases, buffers, and solubility. Prerequisite: Students should have completed a year of general chemistry.

CHM-515: Concepts of Inorganic Chemistry 4 credits

The objective of this course is to provide a foundational knowledge on basic principles and applications of inorganic chemistry. The following topics will be covered: modern atomic structure, nomenclature of inorganic compounds, bonding theory, magnetism, periodic trends, and chemical reactivity. Additional topics include fundamentals of organometallic chemistry and transitional element chemistry and their application towards material properties, catalysis, and bioinorganic chemistry. Prerequisite: Students should have completed a year of general chemistry.

CHM-520: Concepts of Analytical Chemistry 4 credits

The objective of this course is to provide basic and advanced theories, techniques, and principles of qualitative and quantitative analysis. Additional topics may include application of concepts of analytical chemistry to the fields of environmental science, forensic science, and medicine. Students should have a prior understanding of basic quantitative statistics. Prerequisite: CHM-505, CHM-510, CHM-515.

CHM-525: Current Topics in Chemistry 4 credits

This course surveys the broad areas of contemporary chemistry research and illustrates the application of chemistry principles. The topics will be determined by current events, technology, faculty and student interest.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CHM-530: Concepts of Biochemistry 4 credits

The objective of this course is to survey basic biochemical principles, including the composition, structure, and function of proteins, nucleic acids, lipids, and carbohydrates. Important biochemical principles, including structure-function correlation, kinetics and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways, will illustrate the key concepts of biology and chemistry.

Counseling (CNL)

CNL-500^Ω: Theories and Models of Counseling 3 credits

This course provides a comprehensive survey of the major counseling theories and principles. Coursework includes the following theories: psychoanalytic, Adlerian, existential psychotherapy, behavioral, cognitive behavioral, person-centered, reality therapy/choice theory, and rational emotive behavioral therapy (REBT).

CNL-501: Substance Use Disorders and Addictions 3 credits

This course provides a broad understanding of the stages, processes, and effects of substance use disorders, biological, social, and psychological dynamics of substance use disorders, and the professional's role in prevention, intervention, and aftercare, including recovery and relapse prevention. This course explores theories and models of treatment of addiction disorders to include understanding different types of addiction disorders, effective skills, drug classification, and assessment. It also continues building foundational knowledge, utilization of professional resources, and exploration of standards to help students prepare for licensure/certification within the counseling industry.

CNL-505^Ω: Professional Counseling, Ethical, and Legal Considerations 3 credits

This course provides a broad understanding of counseling ethics, legal standards, and responsibilities, including professional identity, report writing, record keeping, and service reimbursement for clinical mental health and school counselors. Additionally, the history of and current trends in counseling are addressed. Important goals of this course are to help students develop a strong personal and professional ethic, as well as an appreciation of the value of professional collaboration and identity.

CNL-509^Ω: Counseling the Culturally Diverse 3 credits

This course provides a broad understanding of issues and trends in a multicultural and diverse society. Studies in this area include the following: attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; individual, family, group, and community strategies for working with diverse populations; theories of multicultural counseling and identity development; multicultural competencies; and issues such as substance use disorders. Students examine a variety of cultural populations in multiple regions of the United States, exploring issues and trends that are associated with each population. Cultural considerations for immigrants, refugees, and undocumented citizens are also addressed.

CNL-515^Ω: Counseling Skills 3 credits

This course provides a broad understanding of counseling processes, including characteristics and behaviors that influence the helping processes. Included are age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics, and orientations. The development of counseling techniques is emphasized, including establishing and maintaining the counseling relationship; diagnosing and identifying the problem; formulating a preventative, treatment, or rehabilitative plan; facilitating appropriate interventions; and successfully terminating the counseling relationship.

CNL-518^Ω: Lifespan and Development 3 credits

This course provides an understanding of the nature, needs, and differing abilities of individuals at all developmental levels. Theories of individual and family development, transitions across the life span, theories of learning, theories of personality development, and ethical and cultural strategies for facilitating optimum development over the life span are addressed.

CNL-520^Ω: Group Counseling 3 credits

This course provides a broad understanding of group development, group dynamics, group counseling theories, and ethical standards with reference to professional and substance use disorders counseling. The course addresses group process components, appropriate selection criteria, developmental stage theories, group members' roles and behaviors; and group leadership styles and approaches. The course includes didactic and experiential group learning. Required synchronous group experience: 12 hours. Prerequisite: CNL-515.

CNL-521: Counseling Couples and Families 3 credits

This course provides a broad understanding of the structure and dynamics of the family, which includes theory, assessment, and methods of marital and family intervention and counseling.

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

CNL-523: Assessment, Tests, and Measurements 3 credits

This course provides an introduction to basic tests and appraisal in counseling. Individual and group approaches to testing, assessment, evaluation, behavioral observations, computer-managed and computer-assisted methods are addressed. The following statistical concepts are also addressed: scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, correlations, reliability, and validity.

CNL-525: Career Counseling 3 credits

This course provides a broad understanding of career development and related life factors including psychotherapy, career counseling techniques and processes, career development theories, decision-making models, issues of diversity, and interrelationships between work and family.

CNL-527: Principles of Psychopharmacology 3 credits

This course introduces students to the basic principles of psychopharmacology and the effects of psychoactive substances. Students examine the behavioral, psychological, physiological and social effects of psychoactive substance use, and learn to recognize symptoms of intoxication, withdrawal, and toxicity. The class covers various screening options, limitations, legal implications, and the utilization of pharmacotherapy as part of substance addiction treatment.

CNL-530: Human Sexuality and Issues of Aging 3 credits

This course is divided into two distinct and separate sections. The first part of the course examines human sexuality and systems of sexual therapy. Psychological, biological, social, and moral perspectives on sexual development and functioning are also examined. The last part of the course provides an understanding of the nature of aging and older adults. Theories and strategies for facilitating optimum care of older adults are addressed. Elder abuse, dependent adult abuse, and neglect of the aging and older adults are explored. Sexuality, mental health, physical health, the role of substance use disorders, and family issues are also addressed.

CNL-540^Δ: Research Methods and Program Evaluation 3 credits

This course introduces research methods and basic statistical analysis, including the following: the importance of research, opportunities for research, and difficulties in conducting research. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research are addressed.

CNL-542: Consulting in Counseling 3 credits

This course provides an overview of the consulting process and dynamics as they relate to the counseling field. The course covers theoretical approaches, models, strategies, and the use of psychoeducation in the consultation process in various settings including counseling. The course also reviews the various roles and functions of a counselor in multiple settings, including human services, education, multidisciplinary, and integrated behavioral health care system.

CNL-545: Abuse, Crisis, and Trauma Counseling 3 credits

This eight-topic course is divided into three distinct and separate sections. The first three topics examine crisis intervention and trauma counseling; Theories and strategies of trauma counseling and facilitating crisis interventions are also addressed. The second three topics examine spousal or partner abuse assessment, detection, and intervention strategies. The legal and ethical issues, the role of substance use disorders, and children in families where domestic violence and abuse occur are also addressed. The last two topics examine child abuse assessment and reporting. Legal and ethical issues and specific California child abuse assessment and reporting codes are also examined.

CNL-600: GCU NCE Readiness Course 0 credits

This course is designed for learners to prepare to take the National Counseling Exam (NCE). The instructor-led, virtual, accelerated course includes a review of the eight content areas of the NCE, knowledge of test structure, exposure to sample test questions, and an opportunity for learners to create an individualized action plan.

CNL-605: Psychopathology 3 credits

This course introduces the study of mental illnesses and the science of psychopathology. The goal is to provide counseling students a conceptual understanding of psychological and behavioral dysfunction that occurs in mental illnesses. The course includes a survey of major psychiatric disorders and their causes.

CNL-610: Clinical Assessment, Diagnosis, and Treatment 3 credits

This course provides a conceptual framework for the use of assessment and diagnostic tools for the development of appropriate treatment interventions for a variety of behavioral health and substance use disorders. Included is an introduction to the use of the diagnostic tools, including the DSM, and the integration of diagnostic and assessment information, in the development of treatment plans.

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

CNL-624: Counseling Practicum 2 credits

The practicum course is a distinctly defined, supervised clinical fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge under the supervision of a faculty member or an on-site clinical site supervisor approved by the college or university with a minimum of 1 hour per week of individualized and/or triadic supervision throughout the practicum. Practicum students participate in an average of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the practicum. Documentation of a minimum requirement of 100 hours of counseling-related activities, which includes 40 direct client contact hours, is submitted directly to the college's Office of Field Experience for verification and tracking. The practicum is completed prior to the internship; therefore, students may not progress to CNL-664A without the required amount of hours submitted, the required amount of individual and group supervision, and proper approval. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to progress to the internship. Practicum/field experience hours: 100. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: Completion of all didactic coursework in the program; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of \$1 million, \$3 million.

CNL-624A: Counseling Practicum II 2 credits

This is a continuation of the counseling practicum. The practicum course is a distinctly defined, supervised clinical fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge under the supervision of a faculty member or an on-site clinical site supervisor approved by the college or university with a minimum of 1 hour per week of individualized and/or triadic supervision throughout the practicum. Practicum students participate in an average of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the practicum. Documentation of a minimum requirement of 100 hours of counseling-related activities, which includes 40 direct client contact hours, is submitted directly to the college's Office of Field Experience for verification and tracking. The practicum is completed prior to the internship; therefore, students may not progress to CNL-664A without the required amount of hours submitted, the required amount of individual and group supervision, and proper approval. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to progress to the internship. Practicum/field experience hours: 100. Students must complete the minimum amount of hours required. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: CNL-624; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

CNL-644: Assessment of Mental and Emotional Health Status 2 credits

Students in this course are introduced to a variety of testing instruments used to determine a client's emotional or mental status. Assessment procedures are explored within the context of diagnosis and treatment planning. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement.

CNL-645: Telehealth/Telemedicine in the Helping Professions 2 credits

This course provides the foundation for utilizing telehealth/telemedicine in the helping professions, including technology evaluation, best practices, state and federal regulations, and ethics. In addition, the benefits and limitations of telehealth/telemedicine are discussed.

CNL-664A: Counseling Internship I 4 credits

The internship course is a distinctly defined, supervised clinical experience in which the student refines and enhances basic counseling and student development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. The internship is performed under the supervision of an on-site clinical site supervisor approved by the college or university with an average of 1 hour per week of individualized and/or triadic supervision throughout the internship. Internship students participate in a minimum of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. Documentation of 300 hours of counseling-related activities, which includes a required minimum of 120 direct client contact hours, is submitted directly to the college's Office of Field Experience for verification and tracking. Internship hours: A minimum of 300 total hours of which 120 is total direct hours. Students must successfully complete CNL-624 before progressing to the internship. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to meet the internship requirements. Practicum/field experience hours: 300. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: CNL-624; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

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

CNL-664B: Counseling Internship II 4 credits

The internship course is a distinctly defined, supervised clinical experience in which the student refines and enhances basic counseling and student development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. The internship is performed under the supervision of an on-site clinical site supervisor approved by the college or university with an average of 1 hour per week of individualized and/or triadic supervision throughout the internship. Internship students participate in a minimum of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. Documentation of 300 hours of counseling-related activities, which includes a required minimum of 120 direct client contact hours, is submitted directly to the college's Office of Field Experience for verification and tracking. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to meet the internship requirements. Practicum/field experience hours: 300. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: CNL-624 and CNL-664A; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

CNL-664C: Counseling Internship III 1 credits

This is a continuation of the counseling internship. The internship course is a distinctly defined, supervised clinical experience in which the student refines and enhances basic counseling and student development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. The internship is performed under the supervision of an on-site clinical site supervisor approved by the college or university with an average of 1 hour per week of individualized and/or triadic supervision throughout the internship. Internship students participate in a minimum of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. Documentation of a minimum of 300 hours of counseling-related activities, which includes a minimum of 40 direct client contact hours, is submitted directly to the college's Office of Field Experience for verification and tracking. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to meet the internship requirements. Practicum/field experience hours: 300. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Prerequisites: CNL-664B; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

Communications (COM)

COM-100♦: Fundamentals of Communication 4 credits

This course is an introduction to the field of communication with emphasis on the history of communication study, relevant communication theories guiding current research, the contexts in which communication occurs, and issues faced by students of communication. The course focuses on introducing students to various communication models as well as theories and skills in interpersonal communication, small group communication, mass communication, intercultural communication, and public communication.

COM-210♦: Public Speaking 4 credits

This basic course in oral communication uses focused content to practice the principles of effective oral presentation. The lectures, speaking assignments, and all written work will acquaint the student with the theory, practice, and necessary technological literacy required for effective message building and presentation.

COM-211HN[†]♦: Honors Public Speaking 4 credits

This basic course in oral communication uses focused content to practice the principles of effective oral presentation. The lectures, speaking assignments, and all written work will acquaint the student with the history, theory, practice, and necessary technological literacy required for effective message building and presentation.

COM-222♦: Small Group Communication 4 credits

This course examines the principles and processes of small groups and the development of skills for participation and leadership in small group settings, as well as practice in problem solving, decision making, critical reasoning, and information sharing.

COM-263[^]♦: Elements of Intercultural Communication 4 credits

This writing-intensive course focuses on improving communication among people with different racial, ethnic, cultural, and minority backgrounds. Students explore verbal and nonverbal communication behaviors in a variety of communication media and contexts. Communication styles, rituals, and traditions are explored through an examination of mass media, family structure, religion, politics, education, social life, art, and literature.

COM-302♦: Writing for the Media 4 credits

This course is a study of the content, styles, and formats of media writing, with an emphasis on the differences in writing across diverse media modalities.

COM-312♦: Conflict and Negotiation 4 credits

This course is designed to introduce the concepts and theories relevant to understanding conflict communication and the negotiation process. In this course, students are introduced to various elements of conflict and negotiation communication across a variety of contexts including interpersonal, organizational, and international. Upon completion of this course, students will be able to analyze power dynamics in relationships, identify conflict styles and tactics, and apply intervention techniques in contexts that are relevant to their future relationships and careers.

[^] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

COM-333: Communication Ethics 4 credits

This course introduces students to the study of ethics as it applies in the communication field. As aspiring communication professionals, students need to learn how to engage in communication that is not only appropriate but also responsive to sound ethical principles. In this course, students learn about major ethical theories and explore how these theories are applied in workplace communication, interpersonal relationships, mass media, and intercultural communication contexts.

COM-355[♦]: Communication Research Methods 4 credits

This course provides an overview of the concepts, methods, and tools for communication research design, implementation, interpretation, and critical evaluation in communication research. Prerequisite: COM-100.

COM-355HN[♦]: Communication Research Methods 4 credits

This course provides an overview of the concepts, methods, and tools for communication research design, implementation, interpretation, and critical evaluation in communication research. Prerequisites: ENG-106, COM-100, and MAT-144.

COM-362[♦]: Argumentation and Advocacy 4 credits

This course introduces students to the relationship between argumentation and advocacy as well as the role of worldviews in shaping the arguments surrounding relevant social issues. This course presents the concepts and skills related to the study of argumentation. Students are introduced to the principles and elements of argumentation in everyday communication across contexts, as well as the skills necessary in constructing and evaluating written and oral arguments.

COM-362HN[♦]: Argumentation and Advocacy 4 credits

This course introduces students to the relationship between argumentation and advocacy as well as the role of worldviews in shaping the arguments surrounding relevant social issues. This course presents the concepts and skills related to the study of argumentation. Students are introduced to the principles and elements of argumentation in everyday communication across contexts, as well as the skills necessary in constructing and evaluating written and oral arguments.

COM-370[♦]: Principles of Public Relations 4 credits

This course investigates the principles and theories of public relations. Students receive an overview of the function and practices of the growing public relations industry in both profit and nonprofit contexts. This course examines the relationships between the public relations practitioner and various groups including clients, consumers, employees, and media.

COM-451^{Δ♦}: Relational Communication 4 credits

This writing-intensive course focuses on the communication processes in personal relationships such as romantic relationships, family relationships, and friendships. Through quantitative and qualitative methods and other theoretical perspectives, students in this class examine the expression and interpretation of messages in everyday personal interactions as well as significant relational events. Students also explore communication processes involved in developing, maintaining, and dissolving relationships, how communication impacts partners and their relationships, and how to improve relational quality or individual well-being through communication.

COM-451HN^{Δ♦}: Relational Communication 4 credits

This writing intensive course focuses on the communication processes in personal relationships such as romantic relationships, family relationships, and friendships. Through quantitative and qualitative methods and other theoretical perspectives, students in this class examine the expression and interpretation of messages in everyday personal interactions as well as significant relational events. Students also explore communication processes involved in developing, maintaining, and dissolving relationships, how communication impacts partners and their relationships, and how to improve relational quality or individual well-being through communication. Prerequisite: COM-355.

COM-453[♦]: Darkside Communication and Forgiveness in Relationships 4 credits

In this course, students explore the dark side communication behaviors that lead to relational dissolution and the communication behaviors that can facilitate relational repair or restoration. Students explore the impact of deception, betrayal, and aggression in more depth and research the process elements of forgiveness and reconciliation in order that they might be a redeeming influence in their personal relationships.

COM-455[♦]: Nonverbal Communication in Relationships 4 credits

In this course, students explore the unique impact that nonverbal communication has in creating and maintaining interpersonal relationships. Building upon knowledge of interpersonal communication gained in previous courses, students in this course dive deeper into how nonverbal choices influence intimacy, self-disclosure, relational satisfaction and maintenance, conflict resolution, and a range of other interpersonal topics of current research in order to become more effective communicators in their close personal relationships. Prerequisite: COM-100.

COM-456[♦]: Organizational Communication 4 credits

The course covers historical and contemporary organizational theory and application across organizational contexts of corporate communication, team/small group communication, and interpersonal communication. Organizational theory and application topics, including leadership, are covered within each major area.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

COM-456HN♦: Organizational Communication 4 credits

The course covers historical and contemporary organizational theory and application across organizational contexts of corporate communication, team/small group communication, and interpersonal communication. Organizational theory and application topics, including leadership, are covered within each major area.

COM-457♦: Workplace Relationships 4 credits

In this course, students learn what it takes to build healthy relationships in the workplace. Students investigate the role of motivation, emotional intelligence, diversity, and ethical behavior in promoting effectiveness at work. The class focuses on “people” skills and utilizing these skills in an increasingly team-based and customer-oriented workplace. Content provides opportunities to become more effective in discerning, ethical, flexible, and perceptive behaviors while working with people. Special attention is given to the challenges students will face in interpersonal communication at work and the opportunities that a workplace environment offers in building social virtuosity.

COM-461♦: Media Theory 4 credits

This course provides students with an overview of media effects and the complex relationship of media producers and users (audiences). Students examine the role of media and media messages in both traditional and new media platforms, learning about different forms of storytelling to influence audiences.

COM-463♦: Broadcasting and Podcasting 4 credits

In this course, students learn the basic knowledge and skills necessary for creating broadcast and podcast messages. Students acquire a better understanding of the communication necessary in the preproduction, production, and postproduction stages of broadcasting and podcasting. Course materials include a special focus on auditory and audiovisual presentation elements for presentation on screen and support roles off camera and off air.

COM-465♦: Digital Media and Culture 4 credits

This course provides students the opportunity to acquire a deeper understanding of how digital technologies are transforming our society and culture. It also offers them the tools to analyze a wide variety of media texts targeted to multiple audiences while exploring the cultural issues raised by new communication technologies.

COM-471♦: Communication Theory of Political Campaigns 4 credits

Through an examination of relevant philosophical theories, students examine the concept of power and how it influences political communication strategies. Students learn how to apply theories to current political situations.

COM-472♦: Training and Development 4 credits

This course is designed to help students develop an understanding of training and development in an organizational setting with a particular focus on teaching communication skills and learning the art and science of designing, developing, delivering, and evaluating training and development programs. Training and development as a career field is a significant focus. Prerequisite: COM-355.

COM-473♦: Political Address 4 credits

In this course, students learn how to create and transmit messages designed for a political campaign. Students, either as a future candidate or speechwriter, analyze and create political addresses, speak and debate with limited preparation, and respond to different crisis that arise in campaigns.

COM-475♦: Communication Campaigns 4 credits

Communication campaigns use a myriad of persuasive strategies to reach a specified audience. This course emphasizes the theoretical art of persuasion and strategic applications in communication campaigns. Students analyze a variety of social, political, environmental, health, and marketing campaigns. Additionally, students design and institute a communication campaign of their choosing. Prerequisite: COM-355.

COM-477♦: Political Campaign Management 4 credits

In this course, students learn how to successfully manage a political campaign office. Through examination of group dynamics and management techniques, students gain practical skills such as analyzing community demographics, appropriately communicating, and adapting to the community.

COM-490♦: Communication Capstone 4 credits

This course includes a culminating reflection and collection of integral works from students' time in the major. Students engage in research specific to their career or graduate school goals and develop a project that displays what they have learned while in the program. Students are exposed to practitioners in the communication field. Students are taught how to effectively communicate their research and develop other skills that support a successful transition into the workforce or graduate school. Prerequisite: COM-333, COM-355.

COM-496♦: Special Topics in Communication 4 credits

In this course, students explore contemporary issues in communication theory, research, and practice. It features subjects of importance in communications that involve research, reading, presentations, and discussions in a seminar format. Featured subjects could be culture, mass media, interpersonal relationships, business, politics, faith, or such other subjects that invite scholarly communication inquiry and serious, focused discussion.

COM-500: Relationships in the Workplace 4 credits

This course focuses on theories of interpersonal communication and their application in a variety of professional contexts. The course builds upon a foundation of relational communication theories to address problems that arise in workplace relationships, including leadership communication, managing emotions at work, working in groups, and becoming social influencers. The course builds skills in direct and indirect messaging, listening, managing perceptions and workplace identity, negotiating conflict, and more.

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

COM-505: Organizations, Culture, and Society 4 credits

This course covers theoretical approaches to organizational culture; the processes by which organizations, create, manage, and modify organizational culture; and the ways in which organizational culture is communicated to both internal and external audiences. The course also investigates organizations' larger relationships with society through examining corporate social responsibility, public policy, and ethics and by considering how organizations manage these spheres of influence and weigh business decisions in the larger context of the collective community in which organizations operate.

COM-510: Strategic Communication 4 credits

This course focuses on the concepts and theories of strategic communication and their relevance for constructing effective and ethical organizational messages for diverse audiences. The course prepares communicators to make organizational messages meaningful to stakeholders within organizations as well as stakeholders outside organizations. Through an emphasis on real-world applications, students learn how to ethically and effectively persuade through carefully crafted, contextually sensitive messages. The course does so by examining principles and theories of argumentation, persuasion, and behavior change. Students practice skills associated with these concepts as they apply to future career contexts.

COM-515: Training, Learning and Pedagogy 4 credits

This course emphasizes principles of pedagogy and student learning in the context of communication studies. Students are encouraged to apply education frameworks and praxis-based training to a communication classroom. Through an emphasis on real-world organizational development, traditional theories of student comprehension, and modern pedagogy, this course prepares students to teach a diverse and eclectic range of communication courses.

COM-520: Media Literacy 4 credits

Students in this course learn the underlying theories, methodologies, and effects of media consumption. This course emphasizes the role and influence of television, radio, social media, internet blogs and websites, and other media outlets on a globalized, interconnected world. The course builds on these concepts by encouraging students to critically evaluate ever-present media messages through applied projects and group work.

COM-525: Organizational Communication 4 credits

This course investigates the interactions between organizational structure and communication within organizations. Theoretical and methodological analyses are emphasized. Specifically, students in the course examine how discourse, meanings, symbols, and information flow in organizational context.

CST-105♦: Computer Programming I 4 credits

This course introduces the fundamental concepts and syntax of the Java programming language. The course focuses on object-oriented techniques in Java with an emphasis on problem solving and fundamental algorithms.

CST-105N♦: Computer Programming I 4 credits

This course introduces the fundamental concepts and syntax of the Java programming language. The course focuses on object-oriented techniques in Java with an emphasis on problem solving and fundamental algorithms.

CST-111♦: Introduction to Computer Science and Information Technology 4 credits

This course provides a foundation for programming and problem solving using computer programming, as well as an introduction to the academic discipline of IT. Topics include variables, expressions, functions, control structures, and pervasive IT themes: IT history, organizational issues, and relationship of IT to other computing disciplines. The course prepares students for advanced concepts and techniques in programming and information technology, including object-oriented design, data structures, computer systems, and networks. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in lecture and on gaining initial exposure to common operating systems, enterprise architectures, and tools commonly used by IT professionals. Prerequisite: MAT-154 or MAT-261.

CST-120: Introduction to Web Development 4 credits

This course introduces the fundamental concepts and syntax of the web development languages including HTML, CSS, and JavaScript. The course focuses on foundation required to build complex dynamic web applications.

CST-135♦: Computer Programming II 4 credits

This course focuses on software development using the Java programming language. The course exposes the relationships between machine architecture and data organization through Java-based projects, including algorithmic machines. Prerequisite: CST-105.

CST-135N♦: Computer Programming II 4 credits

This course focuses on software development using the Java programming language. The course exposes the relationships between machine architecture and data organization through Java-based projects, including algorithmic machines. Prerequisite: CST-105N.

CST-150: Programming in C# I 4 credits

This course provides an introduction to the fundamentals of C# programming language. The course covers program design and development, debugging techniques, structured and object-oriented programming and basic GUI elements.

Computer Science (CST)

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

CST-201[♦]: Algorithms and Data Structures 4 credits

This course covers classical algorithms and data structures, with an emphasis on implementation and application in solving real-world computational problems. The course focuses on algorithms for sorting, searching, string processing, and graphs. Students learn basic strategies to evaluate divide-and-conquer, recursive backtracking, and algorithm efficiency. Hands-on activities focus on writing code that implements concepts and algorithm implementation techniques. Prerequisite: CST-210 or CST-239 or CST-135 or CST-250 or CST-227.

CST-210[♦]: Object-Oriented Programming Lecture & Lab 4 credits

This course provides an in-depth coverage of object-oriented programming using most current application programming methods, languages, and tools. Students will design, create, run, and debug applications. The course emphasizes the development of correct, well-documented programs using object-oriented programming concepts. Prerequisite: CST-111 or CST-105.

CST-211[♦]: Programming for Engineering & Lab 4 credits

This course provides students with the basic concepts of programming. Students will solve engineering problems by designing and modularizing solutions with proper use of functions and objects. They will understand good techniques of programming style, as well as have the ability to design, code, debug, and document program solutions. Prerequisite: MAT-261.

CST-213HN[♦]: Computer Programming III & Lab 4 credits

This course covers user interfaces, event and exception handling, Java I/O, and the collection framework. Students build applications using software engineering methods including design models and implementation/testing strategies, while learning to assume professional responsibilities. Prerequisite: CST-115.

CST-215[♦]: Digital Logic and Design Lecture & Lab 4 credits

This is an introductory course in discrete mathematics with digital logic. Topics covered include Boolean algebra, circuits, number theory, sequences, recursion, sets, functions, and counting. An emphasis will be placed on writing computer programs that address key concepts discussed in lecture. Prerequisite: MAT-261 or CST-111 or CST-105.

CST-217[♦]: Principles of Database Design and Programming Lecture & Lab 4 credits

This course provides students with the technical skills required to design and implement a database solution using a SQL server. Students use data definition language (DDL) to create and delete database objects, and data manipulation language (DML) to access and manipulate those objects. Students gain hands-on experience with database design, data normalization, SQL sub-queries, creating and using views, understanding and working with data dictionaries, and loading and unloading databases. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in the lecture course, specifically creating databases and SQL queries. Prerequisite: CST-105.

CST-217HN[♦]: Principles of Database Design and Programming Lecture & Lab 4 credits

This course provides students with the technical skills required to design and implement a database solution using a SQL server. Students use data definition language (DDL) to create and delete database objects, and data manipulation language (DML) to access and manipulate those objects. Students gain hands-on experience with database design, data normalization, SQL sub-queries, creating and using views, understanding and working with data dictionaries, and loading and unloading databases. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in the lecture course, specifically creating databases and SQL queries. Prerequisite: CST-110 or CST-111.

CST-221[♦]: Operating Systems Concepts 4 credits

This course is an introduction to UNIX-derived open-source operating systems. Students explore the history and development trends in open-source OS. The course covers the file system, user commands and utilities, graphical user interfaces, editors, manual pages, and shells. Prerequisite: CST-135 or CST-239.

CST-227N: Enterprise Applications Programming II 4 credits

This course combines coverage of advanced features of the C# programming language with building complex enterprise applications. Students acquire advanced techniques in managing program flow, the application lifecycle, security, and data access. Prerequisite: CST-117N.

CST-235[♦]: Computer Programming III 4 credits

This course covers user interfaces, event and exception handling, Java I/O, and the collection framework. Students build applications using software engineering methods including design models and implementation/testing strategies, while learning to assume professional responsibilities. Prerequisite: CST-135.

CST-235HN[♦]: Computer Programming III 4 credits

This course covers user interfaces, event and exception handling, Java I/O, and the collection framework. Students build applications using software engineering methods including design models and implementation/testing strategies, while learning to assume professional responsibilities. Prerequisite: CST-135.

CST-235N[♦]: Computer Programming III 4 credits

This course covers user interfaces, event and exception handling, Java I/O, and the collection framework. Students build applications using software engineering methods including design models and implementation/testing strategies, while learning to assume professional responsibilities. Prerequisite: CST-135N.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CST-236♦: Database Application Programming II 4 credits

This course focuses on the development of dynamic web applications using frameworks such as PHP and Python to interact with MySQL and web servers. Students learn to design, prototype, and deploy dynamic, database-driven websites with basic security layers. Prerequisite: CST-126.

CST-239: Programming in Java II 4 credits

This course focuses on software development using the Java programming language. The course focuses on advanced object-oriented techniques in Java along with advanced topics including file I/O, generics, collections, multi-threading, networking, and unit testing. Prerequisite: CST-105.

CST-239N: Programming in Java II 4 credits

This course focuses on software development using the Java programming language. The course focuses on advanced object-oriented techniques in Java along with advanced topics including file I/O, generics, collections, multi-threading, networking, and unit testing. Prerequisite: CST-105.

CST-239XV: Programming in Java II 4 credits

This course focuses on software development using the Java programming language. The course focuses on advanced object-oriented techniques in Java along with advanced topics including file I/O, generics, collections, multi-threading, networking, and unit testing. Prerequisite: CST-105.

CST-247N: Enterprise Applications Programming III 4 credits

This course focuses on the development of dynamic web applications using ASP.NET and C#. Students employ test-driven programming methodologies to develop secure, high-performance, database driven applications. Prerequisite: CST-227N.

CST-250: Programming in C# II 4 credits

This course combines coverage of advanced features of the C# programming language with building complex desktop applications. Students acquire advanced techniques in managing program flow, the application lifecycle, security, and data access. Prerequisite: CST-150 or CST-117.

CST-256♦: Database Application Programming III 4 credits

This course focuses on the design and implementation of complex, secure, optimized, and scalable MySQL databases. Students develop high performance database applications using frameworks such as PHP and Python. Prerequisite: CST-236.

CST-301: Principles of Programming Languages Lecture and Lab 4 credits

This course introduces the syntax and semantics of programming languages, program construction and software design. Lab activities will focus on analyzing the characteristics of context-free languages and solving a variety of languages construction challenges. Prerequisite: CST-201, CST-307.

CST-305♦: Principles of Modeling and Simulation Lecture & Lab 4 credits

This course covers applications of differential equations in modeling and simulation. Students use mathematical models for continuous and discrete simulation, and develop applications for complex systems across a variety of domains. Students learn how to represent a system by a model and then execute the model to generate and statistically analyze data. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements differential equation based modeling algorithms and visual simulations. Prerequisite: CST-201, CST-215, MAT-264.

CST-307♦: Introduction to Computer Architecture Lecture & Lab 4 credits

This course introduces current trends in computer architecture with a focus on performance measurement, instruction sets, computer arithmetic, design and control of a data path, pipelining, memory hierarchies, input and output, and a brief introduction to multiprocessors. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on writing assembly language code that implements concepts discussed in the lecture course, focusing on registers, processes, threads, and I/O management. Prerequisites: (CST-210 and CST-215), or EEE-315.

CST-310♦: Computer Graphics Lecture & Lab 4 credits

This course covers 2D and 3D concepts, algorithms, and implementation methods using shader-based programming. Main topics covered include coordinate systems, transformations, material simulation, and animation. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing vertex shaders and fragment shaders to implement light equations for coloring effects, textures, materials, and animation. Prerequisites: CST-201, MAT-262, and MAT-345.

CST-315♦: Operating Systems Lecture & Lab 4 credits

This course explains the concepts, structure, and mechanisms of modern operating systems. The course covers computational resources, such as memory, processors, networks, security, and how the programming languages, architectures, and operating systems interact. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing a shell that implements process management, file management, and I/O management. Prerequisite: CST-307.

CST-320^A♦: Human-Computer Interaction and Communication Lecture & Lab 4 credits

This course reviews the basic principles, tools, and techniques used in computer applications that enable communication, visualization, access to information, learning and entertainment. Students learn the methods of designing, implementing and evaluating techniques for effective communication in a technical, business, education or entertainment context. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on experiencing and implementing concepts discussed in the lecture. Students create applications that communicate ideas efficiently and are easy to use. This is a writing intensive course. Prerequisites: CST-201, MAT-262, and (CST-217 or CST-341).

^A Writing intensive course | ♦ Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CST-321: Operating Systems Fundamentals 4 credits

This course is an introduction to UNIX-derived open-source operating systems. Students explore the history and development trends in open-source OS. The course covers the file system, user commands and utilities, graphical user interfaces, editors, manual pages, and shells. Prerequisite: CST-239 or CST-135 or CST-250 or CST-227.

CST-323♦: Cloud Computing 4 credits

This course examines cloud computing and its transformative impact on the IT industry. Students develop applications using a Software-as-a-Service (SaaS) model. The course examines the most important APIs used in leading industry cloud service providers. Students will learn how to use the cloud as the infrastructure for existing and new services. Prerequisite: CST-339 or CST-341 or CST-235 or CST-391.

CST-326[△]: Written and Verbal Communication for Software Development 4 credits

This course focuses on gathering User Stories and decomposing them into a requirements document, design spec, and technically managing activities associated with software development. Topics cover the managerial aspect of the software development life cycle, delivery, and integration. Hands-on activities focus on communication using professional Agile-based project management software to implement a system for planning, tracking, and auditing the use of resources within the context of a software project. This is a writing intensive course. Prerequisite: CST-239 or CST-135 or CST-250 or CST-227.

CST-339: Programming in Java III 4 credits

This course focuses on the development of dynamic web applications using the Spring framework and the Java programming language. Students employ design and programming methodologies to develop secure, high-performance, database driven applications. Prerequisite: CST-239 or CST-135.

CST-339N: Programming in Java III 4 credits

This course focuses on the development of dynamic web applications using the Spring framework and the Java programming language. Students employ design and programming methodologies to develop secure, high-performance, database driven applications. Prerequisite: CST-239 or CST-135.

CST-341[♦]: Open Source Computing 4 credits

This course covers the concepts, tools, and frameworks of Open Source software development. Using open source operating systems like Linux, students develop an acquaintance with compilers, scripting languages, frameworks, build tools, APIs, version control software, and their licensing constraints. Students also learn how to participate in and contribute to open-source projects. Prerequisite: CST-135 or CST-235.

CST-341HN[♦]: Open Source Computing 4 credits

This course covers the concepts, tools, and frameworks of Open Source software development. Using open source operating systems like Linux, students develop an acquaintance with compilers, scripting languages, frameworks, build tools, APIs, version control software, and their licensing constraints. Students also learn how to participate in and contribute to open-source projects. Prerequisite: CST-135 or CST-235.

CST-341N[♦]: Open Source Computing 4 credits

This course covers the concepts, tools, and frameworks of Open Source software development. Using open source operating systems like Linux, students develop an acquaintance with compilers, scripting languages, frameworks, build tools, APIs, version control software, and their licensing constraints. Students also learn how to participate in and contribute to open-source projects.

CST-345[†]: Database Design & Development 4 credits

This course provides students with the technical skills required to design and implement a database solution using both relational and non-relational databases. Students use data definition language (DDL) to create and delete database objects, and data manipulation language (DML) to access and manipulate those objects. Students gain hands-on experience with database design, data normalization, SQL sub-queries, creating and using views, understanding and working with data dictionaries, and loading and unloading databases. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in the lecture course, specifically creating databases and SQL queries. Prerequisite: CST-105 or CST-150.

CST-345N: Database Design & Development 4 credits

This course provides students with the technical skills required to design and implement a database solution using both relational and non-relational databases. Students use data definition language (DDL) to create and delete database objects, and data manipulation language (DML) to access and manipulate those objects. Students gain hands-on experience with database design, data normalization, SQL sub-queries, creating and using views, understanding and working with data dictionaries, and loading and unloading databases. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements concepts discussed in the lecture course, specifically creating databases and SQL queries. Prerequisite: CST-105.

CST-350: Programming in C# III 4 credits

This course focuses on the development of dynamic web applications using the ASP.NET framework and the C# programming language. Students employ design and programming methodologies to develop secure, high-performance, database driven applications. Prerequisite: CST-250 or CST-227.

[△] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CST-361[♦]: Design Patterns in Java 4 credits

This course builds upon prior foundations in computer programming by presenting advanced concepts and techniques for improving new code and refactor existing code for simplicity, manageability, and performance. Students expand their skills in object oriented analysis and design, and learn to apply classical design patterns to a variety of object oriented programming challenge. Prerequisite: CST-135.

CST-361HN[♦]: Design Patterns in Java 4 credits

This course builds upon prior foundations in computer programming by presenting advanced concepts and techniques for improving new code and refactor existing code for simplicity, manageability, and performance. Students expand their skills in object oriented analysis and design, and learn to apply classical design patterns to a variety of object oriented programming challenge. Prerequisite: CST-235.

CST-381: Web Application Development 4 credits

Using current development trends, students examine several front-end and back-end frameworks used to build web applications. Students learn how to program these modern frameworks, as well as how to integrate them using traditional enterprise technologies. Prerequisites: CST-235 or CST-247 or CST-256 and CST-341. Prerequisites: CST-235 or CST-247 or CST-256 and CST-341.

CST-391: JavaScript Web Application Development 4 credits

Using current development trends, students examine several front-end and back-end frameworks used to build web applications. Students learn how to program these modern frameworks, as well as how to integrate them using traditional enterprise technologies. Prerequisites: CST-120 and (CST-239 or CST-135) and (CST-345 or CST-236).

CST-403: Computer Science Internship I 2 credits

The optional internship provides students the opportunity to work as practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. The internship enables students and organizations to benefit from real-world application of classroom instruction. The internship can substitute for one of the following: STG-451. Prerequisite: Permission of the Director of the Internship Program.

CST-404: Computer Science Internship II 2 credits

The optional internship provides students the opportunity to work as practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. The internship enables students and organizations to benefit from real-world application of classroom instruction. The internship can substitute for one of the following: STG-452. Prerequisite: Permission of the Director of the Internship Program.

CST-405[♦]: Principles of Compiler Design 4 credits
Lecture & Lab

This course reviews the concepts and tools used in the development of compilers. Students synthesize topics covered in previous courses: formal languages, data structures, and computer architecture. The course reinforces the principles of software engineering and development through a complete cycle of building a working compiler. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing a compiler including a lexer, parser, semantic analyzer, code generator, and optimizer. Prerequisites: CST-301 and MAT-374.

CST-407: Application Security Foundations 4 credits

This course examines security principles for application developers. The course also examines common security vulnerabilities found in modern dynamic web applications, secure programming practices, and how to avoid and illuminate the common security vulnerabilities. Prerequisite: CST-350 or CST-247 or CST-339 or CST-341 or CST-235 or CST-391.

CST-410[♦]: Game Design and Game Play 4 credits
Lecture & Lab

This course covers conceptual models for game design. Students analyze various computer games and develop an understanding of game concepts like history, genres, storylines, gameplay elements and challenges, and the design process. Students survey several modern tools and technologies used to create games. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on creating game storyboards, designing game levels with increasing complexity, and representations of real life phenomena and processes. Prerequisite: CST-320.

CST-410HN[♦]: Game Design and Game Play 4 credits
Lecture & Lab

This course covers conceptual models for game design. Students analyze various computer games and develop an understanding of game concepts like history, genres, storylines, gameplay elements and challenges, and the design process. Students survey several modern tools and technologies used to create games. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on creating game storyboards, designing game levels with increasing complexity, and representations of real life phenomena and processes. Prerequisites: CST-305, CST-310, CST-320, and MAT-374.

CST-415[♦]: AI in Games and Simulations 4 credits
Lecture & Lab

The course introduces basic concepts of AI in the gaming context such as finite state machines, fuzzy logic, architectures, planning, and search. Students will work with implementations of common game AI algorithms for behaviors such as path finding, behavior selection, and learning. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on implementing algorithms for flocking, A* path finding, decision trees, and deterministic finite state machines. Prerequisites: MAT-345, and MAT-374, CST-320.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CST-416[♦]: Mobile Game Development Lecture & Lab 4 credits

This course explores iterative, rapid application development techniques, and cross platform development environments, to produce and publish a game for a mobile operating systems. Topics covered include performance profiling and optimization, hardware acceleration, designing for small screens, and interaction via mobile device specific inputs. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on creating a complete application for a mobile device and publish it on an online store. The application will utilize the key APIs provided on the device, including location awareness, motion detection, networking, and tactile user interface. Prerequisite: CST-320, MAT-374.

CST-416HN[♦]: Mobile Game Development Lecture & Lab 4 credits

This course explores iterative, rapid application development techniques, and cross platform development environments, to produce and publish a game for a mobile operating systems. Topics covered include performance profiling and optimization, hardware acceleration, designing for small screens, and interaction via mobile device specific inputs. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on creating a complete application for a mobile device and publish it on an online store. The application will utilize the key APIs provided on the device, including location awareness, motion detection, networking, and tactile user interface. Prerequisite: CST-305, CST-310, CST-320, MAT-374.

CST-424[♦]: Research Methods 4 credits

This course prepares students to conduct research across a range of IT disciplines. The course introduces students to research methods, research design, research ethics, and techniques of data collection and analysis appropriate to IT. While interpreting others' research, students acquire the skills and knowledge to conduct and communicate their own research. Prerequisite: MAT-134 or MAT-154.

CST-425[♦]: Very Large Information Systems Lecture & Lab 4 credits

This course introduces modern theories of machine learning and design & implementation models for large scale quantitative, image, and text information systems. The machine learning and information retrieval methodologies include Boolean, vector space, probabilistic, inference net, and language modeling. Students will acquire hands-on experience by implementing models such as clustering algorithms, automatic text categorization, and experimental evaluation. As an introduction to data science theory and techniques, students will experiment with supervised and unsupervised learning algorithms, intelligent text summarization, topic detection, tagging, and tracking. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on implementing techniques for efficiently managing and manipulating very large data sets and build machine learning models. Prerequisites: MAT-374 and (CST-217 or SYM-400) and MAT-345.

CST-435[♦]: Search Engines and Data Mining Lecture & Lab 4 credits

This course provides a comprehensive introduction to neural networks and deep learning. The location, retrieval, and conversion of raw data into usable information is accomplished by implementing a variety of neural network models. Students implement deep learning algorithms for organizing and searching very large data collections, like those typically found in enterprise databases and on websites. Students use clustering and categorization to generate various information taxonomies based on document ranking, evaluation, and classification. The laboratory reinforces and expands deep learning principles introduced in the lecture. Hands-on activities focus on using neural networks for performing data mining on a large business database and extracting trends and actionable information. Prerequisites: MAT-374 and (CST-217 or SYM-400) and MAT-345.

CST-435HN[♦]: Search Engines and Data Mining Lecture & Lab 4 credits

This course provides a comprehensive introduction to neural networks and deep learning. The location, retrieval, and conversion of raw data into usable information is accomplished by implementing a variety of neural network models. Students implement deep learning algorithms for organizing and searching very large data collections, like those typically found in enterprise databases and on websites. Students use clustering and categorization to generate various information taxonomies based on document ranking, evaluation, and classification. The laboratory reinforces and expands deep learning principles introduced in the lecture. Hands-on activities focus on using neural networks for performing data mining on a large business database and extracting trends and actionable information. Prerequisites: MAT-374 and (CST-217 or SYM-400) and MAT-345.

CST-440[♦]: Analytics for Dynamic Social Networks Lecture & Lab 4 credits

This course focuses on very large web-based sources of information such as social networks and semantic networks. Students analyze dynamic data and trends, connections (links), and patterns of self-organization. Students then utilize intelligent inferential techniques to interpret patterns in the collected information and translate them into actionable items. Hands-on experiences include marketing, organizational structure, security, and human analytics. Prerequisites: MAT-374 and (CST-217 or SYM-400) and MAT-345.

CST-440HN[♦]: Analytics for Dynamic Social Networks Lecture & Lab 4 credits

This course focuses on very large web-based sources of information such as social networks and semantic networks. Students analyze dynamic data and trends, connections (links), and patterns of self-organization. Students then utilize intelligent inferential techniques to interpret patterns in the collected information and translate them into actionable items. Hands-on experiences include marketing, organizational structure, security, and human analytics. Prerequisites: CST-217, CST-305, CST-307, CST-310 and MAT-374.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CST-451^{ΔΩ}: Senior Project I 2 credits

The first capstone course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: CST-339 or CST-341 or CST-235 or CST-350 or CST-247 or CST-391.

CST-451HN^{Δ†}: Senior Project I 2 credits

The first capstone course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: CST-410 or CST-424.

CST-452^{ΔΩ}: Senior Project II 2 credits

The second capstone course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of the learning experiences while a student in the Computer Science program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of CST-451 with a grade of C or better.

CST-452HN^{Δ†}: Senior Project II 2 credits

The second capstone course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of the learning experiences while a student in the Computer Science program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of CST-451 with a grade of C or better.

CST-461: Current Trends in Computer Science Lecture and Lab 4 credits

This course surveys current advances in computer science. Topics vary by semester and include current and emerging practice in computer science. Lab activities will focus on hands-on projects with a variety of technologies, devices, and programming languages. Prerequisite: CST-315, CST-301.

CST-520: Design and Analysis of Algorithms 4 credits

The course covers the theoretical fundamentals of computing, and analysis of the inherent capabilities and limitations of computation. Topics include advanced techniques in formal algorithm analysis, classical and modern algorithms, P and NP, polynomial-time reduction, NP-completeness and NP-hardness. Prerequisite: DSC-510.

CST-530: Advanced Operating Systems 4 credits

This course covers essential concepts in the design and implementation of advanced modern operating systems. Focus areas may include distributed systems and computer networks, interprocess communication, distributed processing, multi-core processors, sharing and replication of data and files. Prerequisite: CST-520.

CST-540: Programming Languages 4 credits

This course focuses on theoretical models for advanced programming paradigms: functional, imperative, concurrent, and probabilistic programming. Various models of programming languages and type systems are discussed. Students learn to apply programming methodology, transformations, and logic. Prerequisite: DSC-510.

CST-550: Parallel Programming 4 credits

This course introduces programming models and languages for programming parallel platforms. Additional topics may include parallel and distributed platforms, parallel and distributed algorithms, message passing, shared memory, and parallel programming applications in a variety of domains. Prerequisite: CST-540.

CST-560: Research Methods in Computational Sciences 4 credits

This course prepares students for the research process in computational sciences, while developing an appreciation for the philosophy and ethics related to how research is conducted. Students learn how to design experiments, how to test the results using statistical methods, and communicate the findings. Prerequisite: DSC-510.

CST-570: Machine Learning for Computer Science 4 credits

This course covers fundamental techniques in statistical machine learning, focusing on computational methods for supervised and unsupervised data analysis. Topics may include classification, regression, dimensionality reduction, and clustering. Students will learn and apply a variety of training models and algorithms. Prerequisite: CST-560.

CST-580: Artificial Intelligence 4 credits

This course covers key areas of AI focusing on theoretical and practical approaches to designing intelligent systems. Central themes include search, neural networks, probabilistic modeling, and game theory. Students explore specific algorithms and applications in depth, using modern programming paradigms. Prerequisite: CST-570.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CST-590: Computer Science Capstone Project 4 credits

Students conceptualize, design, and present an innovative idea, process, or a product in the field of computer science. Projects synthesize and apply knowledge from previous courses and include a scientific report anchored in current theory and research. Prerequisite: CST-580.

Continuing Education (CTE)

ATP-5600TE: Prevention and Treatment of Athletic Injuries 3 credits

This course provides an opportunity for future and current coaches to acquire and apply knowledge of the prevention and treatment of athletic injuries. Coaches will develop an understanding how to train athletes to prevent injuries and the importance of long-term care when an injury does occur. Additionally, coaches will explore how to recognize an injury, the appropriate response and treatment, medical professional coaches may need to collaborate with, and what to do in an emergency situation.

BIO-5200TE: Anatomy and Physiology for Coaching 3 credits

This course provides an opportunity for future and current coaches to acquire and apply knowledge of anatomy and physiology. Coaches will develop an understanding of the basic terminology, body organization, and organs. Additionally, coaches will look at how the body works together to maximize performance and promote overall health.

COA-5300TE: Signs of Physical, Emotional, Sexual Abuse, Neglect, and Bullying 1 credits

Students spend a large amount of time with their teachers, coaches, and educational mentors in various settings. As such, educators can often be one of the first persons to witness and identify the signs and symptoms of abusive settings. This course focuses on identifying and responding to signs of child abuse and bullying. Physical abuse, emotional abuse, sexual abuse, neglect, bullying, and cyberbullying are explored.

EAD-5050TE: Education Law for K-12 School Administrators 3 credits

This course will introduce practitioners to the laws and policies governing and relating to PreK-12 education in the United States. Through case studies and scenarios, a broad range of topics will be examined including, discipline, school safety, religion in schools, and personnel issues. These and other topics will be framed in context to inform the future administrator's role in improving outcomes for all students.

EAD-5100TE: Education Finance for Current Practitioners 3 credits

This course examines PK-12 education finance with a fundamental focus on issues and practices that directly affect the operation of the school and local education agency (LEA). Practitioners will be exposed to the regulations encompassed in the Uniform System of Financial Records (USFR) and the implications of these regulations at the school site level. School finance topics related to education at the federal, state, and local levels will be examined. Practitioners will explore school budget and accounting principles, fiscal responsibility, resource allocation, basic administrative theories, processes, and techniques, as well as discuss the major challenges facing them in the daily operation of local schools.

EAD-5130TE: Shaping School Culture for Current Practitioners 3 credits

This course emphasizes the critical role of the leader in creating and sustaining a positive school culture and shared vision. Given diverse settings, contexts and leadership situations, educators will explore how various leadership styles, philosophies and behaviors can promote or hinder the development of a quality learning culture and positive workplace conditions. Additionally, supervisory processes and strategies by which educational leaders can empower teacher self-efficacy and promote instructional improvement that enriches the outcomes for all students will be examined.

EAD-5200TE: Strengthening Curricular Programs for Continuous School Improvement 3 credits

This course prepares educators to become effective educational leaders in the evaluation of schoolwide curricular programs to promote continuous school improvement. Course content includes processes in planning, implementation, and the evaluation of programs and curriculum. Focus is placed on ensuring that curricular design, instructional strategies, and learning environments maximize learning and integrate appropriate technologies. Data-driven analysis is emphasized throughout.

EAD-5300TE: Improving Teacher Performance and Self-Efficacy 3 credits

This course prepares current practitioners to become effective building-level instructional leaders who are able to positively enrich teaching and learning experiences/outcomes through leadership practices that improve teacher performance, self-efficacy, and morale. Course topics promote improved instructional performance, including growth-focused coaching, collaborative learning and decision-making, safe and supportive professional learning culture, and reflective practice. Practitioners will examine current policy and practice in the areas of teacher observation, evaluation, and teacher performance ratings.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

EAD-5330TE: Developing and Empowering Instructional Leaders for Current Practitioners 3 credits

This course prepares educators to employ leadership and mentoring strategies that promote the development of quality teachers into effective instructional leaders. Course topics promote the learning of distributed leadership practices and identifying and empowering instructional leaders within a faculty. Educators will be prepared to foster an understanding of leading the evaluation of assessment data, components of peer observation, and strategies to provide feedback to teachers relevant to instructional planning and delivery.

EAD-5350TE: Supervision for Instructional Improvement 3 credits

This course prepares candidates to become effective building-level supervisors of instructional leaders. Emphasis is placed on improving instruction, teacher practices, and effective communication. Candidates will examine institutional change, school improvement, staff development, and teacher evaluation. Supervision techniques will be explored, including: mentoring and peer coaching, as well as clinical supervision. Special emphasis will be placed on the skills and strategies needed to develop learning organizations that build an appropriate curriculum, support instructional improvement, and incorporate best practices.

EAD-5360TE: Crisis Management in Schools for Current Practitioners 3 credits

This course provides participants with the skills needed to prepare for different types of emergencies in K-12 schools and to respond appropriately. Topics are related to response on a personal, classroom and schoolwide crises, are geared towards helping K-12 personnel survive and assist during traumatic situations. Topics addressed include safety procedures, student and staff trauma, crisis response, bullying, and mandatory reporting laws. Incorporating district policy, ethics, and school law are also covered in relation to emergency situations.

EAD-5370TE: Leadership and Management in the Principalship 3 credits

This course will explore critical issues facing school principals, including the challenge of attracting and retaining a quality work force, managing and allocating resources, innovative instructional leadership, creating community partnerships, and meeting the myriad of district, state and federal policies and laws. With a focus on all Professional Standards for Educational Leaders (PSEL), educators will holistically analyze a school's Continuous Improvement Plan (CIP) and focused action plans in various contexts. This analysis will solidify understanding of the important implications of managing school resources in order to meet operational needs and improve outcomes for all students.

EAD-5505TE: Christian Philosophy in Education 3 credits

This course includes a study of the philosophy, principles, and practices of teaching and learning applied to Christian leadership in the Christian school setting. Emphasis is placed on self-analysis of leadership skills, strengths, and styles. A critical review and examination of contemporary leadership, management, and administration practices in light of a Christian worldview model is also emphasized. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-5010TE: Foundations of Early Childhood 3 credits

Practitioners survey the philosophical foundations upon which early childhood educational theories and practices are constructed. Current educational models, including the Montessori education model, are explored. Practitioners examine the application of educational philosophies and theories to the early childhood classroom and evaluate their contemporary usefulness in maximizing learning outcomes for young children. Practitioners will also examine the roles and expectations of early childhood educators and have the opportunity to reflect on and plan for their own professional development.

ECE-5100TE^A: Typical and Atypical Behaviors of Young Children 3 credits

Practitioners survey how young children grow and develop, recognizing that patterns of learning and development vary individually across the cognitive, linguistic, physical, social, and emotional areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to development of young children will allow practitioners to build foundational knowledge for constructing differentiated learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Practitioners review atypical development, early intervention, and Parts A and B of IDEA to develop IFSP, IEPs, and 504s for young children.

ECE-5200TE: Instruction, Assessment and Reporting in Early Childhood Education 3 credits

Practitioners examine a variety of instructional strategies that encourage young children to build reading, writing, and oral language skills in meaningful ways. Emphasis is placed on integrating the creative arts throughout language arts curriculum that practitioners will develop, teach, and assess. Practitioners will also practice differentiation strategies that make instructional decision to address individual student needs.

ECE-5230TE: Instructional Methods: Language Arts and Creative Arts for Practitioners 3 credits

Practitioners examine a variety of instructional strategies that encourage young children to build reading, writing, and oral language skills in meaningful ways. Emphasis is placed on integrating the creative arts throughout language arts curriculum that practitioners will develop, teach, and assess. Practitioners will also practice differentiation strategies to make instructional decisions to address individual student needs. Practicum/field experience hours: None. Prerequisite: none. Co-Requisite: none.

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ECE-5235TE: Early Childhood Instructional Methodologies: Mathematics 3 credits

Practitioners research instructional methodologies for teaching mathematics to young children. Emphasis is placed on hands-on and inquiry- and manipulative-based learning in mathematics curriculum that practitioners will develop, teach, and assess. Practitioners will also gather and analyze performance data to make instructional decisions. In addition, they will build skills to integrate literacy, science, social studies, and the creative arts into mathematics lessons while strengthening mathematical connections at home.

ECE-5240TE: Early Childhood Instructional Methodologies: Science and Social Studies 3 credits

Practitioners research instructional methodologies for teaching science and social studies to young children. Emphasis is placed on inquiry-based learning and real-world connections to science and social studies curriculum that Practitioners will develop, teach, and assess. Candidates will also gather and analyze performance data to make instructional decisions. In addition, Practitioners will build skills to integrate literacy, mathematics, and the creative arts into science and social studies lessons while strengthening connections at home. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: None. Co-Requisite: None.

ECE-5300TE: Health, Safety, and Nutrition in Growth and Development in Early Childhood 3 credits

Practitioners explore child growth and development, including developmental milestones that must be met with regard to physical, cognitive, and social-emotional development, as well as adaptability and approaches to learning for young children. This course emphasizes safety, health, and nutrition with a focus on the special health care needs of young children. Aspects of physical development, including fitness and movement, gross and fine motor skills, and fostering physical development within the community are discussed. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: None. Co-Requisite: None.

ECE-5400TE: Developing Language and Early Literacy in Young Children For Practitioners 3 credits

This course examines the foundations for early language development in young children. Practitioners build knowledge regarding whole language, phonics, emergent literacy, and the integration of literary elements. Practitioners focus on the assessment of literacy abilities, meeting the literacy needs of small groups, and literacy in the classroom and at home.

ECE-5600TE: Engaging the Family and Cultural Awareness in Early Childhood 3 credits

Practitioners examine the family, community, and cultural influences that affect young children. Practitioners identify factors that put young children at risk as well as resources to support various types of families and structures. Practitioners also identify ways to meet community needs while promoting cultural awareness and competence.

ECE-5660TE: Creating an Engaging Early Childhood Learning Environment 3 credits

Practitioners use the guidance approach to create environments that support individual and collaborative learning, encourage positive social interaction, facilitate active engagement in learning, and promote self-motivation. Montessori classroom management philosophies are explored. Practitioners develop skills related to establishing and maintaining organized, safe, inclusive, respectful, challenging, and positive early childhood environments with rules and expectations that are clearly communicated. Practitioners also examine how to help students overcome challenging behavior and learn from mistakes.

ECH-5210TE: Early Literacy Development for Current Practitioners 3 credits

This course addresses early language development and teaching strategies, supporting literacy development for those working with students from birth to age 8. The stages of oral and emergent language are addressed through language and literacy development. Application of phonemic and alphabetic principle skills is addressed through hands-on assignments. The course allows learners to demonstrate how an effective literacy environment can be developed.

ECS-5010TE: Foundational Studies in Early Childhood Special Education 3 credits

This course places primary focus on the fundamental basis of the field of early childhood education and early childhood special education, Birth to Age 5/Pre-K to K to Age 8/Grade 3, including historical and philosophical foundations, current practices, ethics, models of teaching, and application in early childhood education/early childhood special education settings. Additionally, professional preparation requirements and professional development opportunities in the field are explored.

ECS-5550TE: Child Development Including Health, Safety, and Nutrition 3 credits

This course explores child growth and development, including developmental milestones that must be met with regards to physical, cognitive, and social-emotional development. The course emphasizes health, safety, and nutrition with a focus on special health care needs for young children. Educators will use data to analyze the development of the whole child and consider best practices for family involvement.

ECS-5600TE: Child, Family, Cultural, Community Relationships, and Advocacy 3 credits

This course examines historical foundations, theories, and models of child development, including family characteristics, diversity, multicultural factors, and community relationships. Educators will identify community organizations that support children with exceptionalities and their families. In addition, they will also identify ways to use those resources to advocate for children and their families.

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

ECS-5700TE: Language & Communication Development in Early Childhood/Special Education 3 credits

This course examines the foundations for early language development for children, from Birth to Age 8/Grade 3. Focus is placed on the use of technology with receptive and expressive language, early literacy development, and communication methods in early childhood education/early childhood special education.

EDU-5050TE: Influences of Family and Community Engagement For Current Practitioners 3 credits

Educators will explore how issues related to family relationships and community environments interplay to influence classroom dynamics. Special attention is given to family interaction patterns, including communication processes, power relationships, open and closed family systems, parent-child relationships, and conflict resolution processes. Emphasis is placed on frameworks, materials, and strategies for building relationships with family and community members as well as the development of successful family and community involvement in the classroom. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-5100TE: Professional, Ethical, and Legal Practices and Policies in Education 3 credits

This course examines PreK-12 education policy from historical, political, economic, and social perspectives. The effects of federal and state laws and policies on the rights and responsibilities of all stakeholders within education will be examined. Emphasis will be placed on educational leadership in the areas of advocacy, community relations, and equitable access to education.

EDU-5220TE: K12 Curriculum Design and Development For Current Practitioners 3 credits

This course offers an overview of the factors, principles, and elements of curriculum development in the elementary and secondary school. Emphasis is on philosophical and psychological influences in education, as well as designing and evaluating curricular patterns for urban schools.

EDU-5330TE: Social Justice for Educators 3 credits

In this course, participants examine the foundations and dimensions of social justice in education, with the goal of becoming culturally competent educators while integrating faith, learning, and work. Participants reflect on their own worldview and perceptions, and how those influence professional practice. Emphasis is placed on developing cultural competence and promoting positive relationships both in the classroom and throughout the educational community.

EDU-5370TE: Leadership and Instructional Coaching for Current Practitioners 3 credits

Educators will learn and apply coaching techniques in school and community settings. Emphasis is placed on improving teacher practices, school culture, and effective communication. Educators will use cognitive coaching and teacher leadership skills.

EDU-5510TE: Differentiated Instruction for Current Practitioners 3 credits

Educators will use data to differentiate curriculum, instruction, and assessments to foster learning for all students. Focus will be on patterns of learning and development, using technology to differentiate instruction, and developing an engaging classroom environment.

EDU-5540TE: Methods of Instruction and Assessment for Current Practitioners 3 credits

In this course, educators will develop skills in aligning objectives, instruction, and assessments. Special attention is given to differentiating curriculum for diverse students and using assessment data to guide instruction. In addition, collaboration with peers and colleagues will be used to achieve instructional goals through action planning. Review of current trends in instruction and assessment are presented to guide instructional decisions with a special focus on the needs of diverse students.

EDU-5550TE: Classroom Assessment for Mathematics 3 credits

This course promotes the understanding of theories and strategies guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Practitioners will analyze and integrate multiple methods of K-12 mathematics assessment that support equity, student engagement, and differentiation to meet various student needs. Particular emphasis is given to monitoring student progress to guide instructional practices and decision-making in the mathematics classroom.

EDU-5600TE: Language and Literacy Development: Phonics and the Science of Reading 3 credits

Practitioners will examine how to teach foundational skills to develop proficient readers with the capacity to comprehend a range of texts across various disciplines. In addition, practitioners will build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. With this foundational knowledge, the science surrounding reading instruction is explored and put into practice. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-5650TE: Differentiated Literacy Instruction: Assessment, Intervention, Remediation 3 credits

Practitioners explore proficient reading and writing, instructional models that integrate listening, speaking, reading, and writing. Theoretical principles of the elements of reading instruction are examined to inform assessment, intervention, and remediation practices. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. From this foundational knowledge, practitioners will select, adapt, and use research-based instructional strategies and interventions in academic curricula to advance the learning for all students, with attention focused on reading. Practicum/field experience hours: None. Fingerprint clearance not required.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

ELM-5050TE: Foundational Literacy Skills and Phonics For Current Practitioners 3 credits

Educators will examine tools and strategies for effective research-based phonics instruction. Topics include assessment in and instruction of phonemes, phonemic awareness, graphemes, phonics, spelling, and word recognition for reading and writing. The relation of deficits in phonemic awareness, decoding, spelling, and word recognition will also be explored.

ELM-5100TE: Creating and Managing Engaging Learning Environments 3 credits

Educators examine how to create environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. Teacher candidates build foundational knowledge regarding the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

ELM-5400TE: Foundational Literacy Skills and Phonics for Current Practitioners 3 credits

Practitioners will examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Practitioners will build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. Fingerprint clearance is not required.

ELM-5500TE: Methods of Teaching & Integrating Social Studies & the Arts 3 credits

Educators examine a variety of instructional strategies to encourage learners to develop deep understanding of the major concepts and modes of inquiry from the integrated study of history, geography, the social sciences and other related areas. Educators build foundational knowledge on promoting elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Educators integrate the content, functions and achievements of the performing and visual arts as primary media for communication, inquiry and engagement among elementary students.

ELM-5600TE: Methods and Strategies of Teaching Elementary Mathematics 3 credits

Educators examine a variety of instructional strategies to encourage learners to develop deep understanding of the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability and to build skills to apply knowledge in meaningful ways. Educators build foundational knowledge on engaging problem solving, reasoning and proof, communication, connections and representations to help students successfully apply their developing skills to many different situations, materials, and ideas.

ELM-5700TE: Methods of Teaching and Integrating Science and Health for Practitioners 3 credits

Elementary educators examine fundamental concepts of physical, life, earth/space sciences and health education. Within this course, educators will build foundational knowledge on a variety of age-appropriate inquiry-based instructional strategies to teach science, build student understanding of personal and social applications, to convey the nature of science and student development for the practice of skills that contribute to good health.

ELM-5800TE: Methods of Teaching Elementary English Language Arts 3 credits

Educators examine a variety of instructional strategies to encourage learners to develop deep understanding of reading, writing, and oral language and their connections, and to build skills to apply knowledge in meaningful ways. Educators build foundational knowledge on how to use the concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

ESL-5400TE: Methods of Structured English Immersion for Elementary Current Practitioner 3 credits

This course examines the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for K-8 English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Strategies to promote English language development and improve academic achievement are identified. Students plan standards-based instruction for K-8 English language learners. This course satisfies the requirements for SEI Endorsement and is approved by the Arizona Department of Education.

ESL-5450TE: Methods of Structured English Immersion for Secondary Current Practitioners 3 credits

This course examines the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners in secondary education settings. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Strategies to promote English language development and improve academic achievement are identified. Students plan standards-based instruction for English language learners in secondary education settings. This course satisfies the requirements for SEI Endorsement and is approved by the Arizona Department of Education.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

PED-5100TE: Methods of Teaching Physical Education at the Elementary Level 3 credits

This course will introduce practitioners to the constructs and instructional practices within physical education (PE) at the elementary level. Emphasis is placed on instructional planning and sequencing, assessment, differentiation, and student engagement. Classroom management is also addressed within the context of elementary physical education instruction.

PED-5150TE: Methods of Teaching Physical Education at the Secondary Level 3 credits

This course will introduce practitioners to the constructs and instructional practices within physical education (PE) at the secondary level. Emphasis is placed on instructional planning and sequencing, assessment, differentiation, and student engagement. Classroom management, including rules and procedures, is also addressed within the context of secondary PE instruction.

PED-5450TE: Methods of Coaching 3 credits

This course provides an opportunity for future and current coaches to acquire and apply knowledge of methods and theories for coaching adolescent athletes. Participants apply these to develop a personal coaching philosophy and design a practice session in a specific sport. Additionally, coaches explore the social-emotional development of athletes, including promoting a growth mindset and reflective practice and coaching diverse populations.

POS-5300TE: Arizona and Federal Government for Current Practitioners 1 credits

This course is a survey of Arizona history and government as well as of American government. It meets the teacher certification requirement for the study of Arizona government and American government.

POS-5305TE: US Constitution for Current Practitioners 1 credits

This course is a survey US Constitution and American government. It meets the teacher certification requirement for the study of US Constitution and American government.

POS-5400TE: AZ Constitution for Current Practitioners 1 credits

This course is a survey of Arizona history and government. It meets the teacher certification requirement for the study of Arizona government.

PSY-5300TE: Signs of Physical, Emotional, Sexual Abuse, Neglect, and Bullying 1 credits

Students spend a large amount of time with their teachers, coaches, and educational mentors in various settings. As such, educators can often be one of the first persons to witness and identify the signs and symptoms of abusive settings. This course focuses on identifying and responding to signs of child abuse and bullying. Physical abuse, emotional abuse, sexual abuse, neglect, bullying, and cyberbullying are explored.

PSY-5350TE: Adolescent Psychology for Coaches 3 credits

This course provides an opportunity for future and current coaches to acquire and apply knowledge of adolescent psychology. Coaches will develop an understanding of typical adolescent physical, intellectual, emotional, and social development, as well as the effects of that development on their overall growth. Additionally, coaches will consider how to apply ethical decision making when working with developing adolescents.

PSY-5360TE: Sports Psychology for Coaches 3 credits

This course provides an opportunity for future and current coaches to acquire and apply knowledge of sports psychology for adolescent athletes. Coaches will develop their own coaching philosophy by building knowledge of how to support athletes in setting goals, preparing mentally for performance, and managing stress and anxiety. Additionally, coaches will use knowledge of sports psychology to cultivate an effective team culture and promote the overall student-athlete well-being.

REA-5000TE: Foundations in Reading for Current Practitioners 3 credits

Educators survey the theoretical and evidence-based foundations of reading and writing processes and instruction. This survey includes an exploration of the historical foundations of reading through current reading and writing development, processes, and components. Educators are introduced to ethical and professional roles of reading specialists and literacy coaches.

REA-5005TE: Instructional Methods for Students with Dyslexia 3 credits

Educators survey how dyslexia occurs in people of all backgrounds and intellectual levels. This includes early intervention to promote student success throughout school and life. Educators recognize the signs of dyslexia, participate in the identification and assessment process and provide students needed supports through proper instructional strategies, assistive technology, accommodations, and modifications. Practicum/field experience hours: None. Fingerprint clearance not required.

REA-5100TE: Survey of Reading Assessments for Current Practitioners 3 credits

Practitioners research and describe best practices regarding standardized reading assessments. Educators evaluate effective formative and summative reading assessments to plan and evaluate instruction and identify appropriate interventions that optimize student learning. This survey prepares educators to develop strategic interventions to effectively meet reading and writing needs, communicate assessment results to key stakeholders, and effectively use progress-monitoring tools to address the learning needs of struggling readers and writers.

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

REA-5200TE: Introductory Instructional Methods for Elementary Reading and Writing 3 credits

Educators examine instructional methodology and resources that support effective research-based literacy instruction in reading and writing. This survey prepares elementary educators to design an integrated, comprehensive, and balanced literacy curriculum. Topics include instruction of phonics, phonemic awareness, vocabulary, comprehension and fluency in reading, writing, listening and speaking. Identification of struggling readers and differentiation of instructional strategies will also be explored.

REA-5250TE: Introductory Instructional Methods for Secondary Reading and Writing 3 credits

Educators survey instructional approaches and materials that support middle and secondary student learning in reading and writing. This survey prepares middle and secondary educators to design an integrated, comprehensive, and balanced literacy curriculum.

REA-5400TE: Advanced Studies in Elementary Content Reading and Writing 3 credits

Educators engage in advanced studies of instructional approaches and materials at the building and district level that support student learning in reading and writing across content areas. From this advanced study, educators work with their colleagues to design an integrated, comprehensive, and balanced literacy curriculum.

REA-5450TE: Advanced Studies in Methods for Secondary Content Reading and Writing 3 credits

Educators engage in advanced studies of instructional approaches and materials at the building and district level that support secondary students' learning in reading and writing across content areas. From this advanced study, educators work with their colleagues to design an integrated, comprehensive, and balanced literacy curriculum.

REA-5500TE: Literate Environments for Current Practitioners 3 credits

Educators create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

REA-5700TE: Elementary Education Reading Practicum for Current Practitioners 3 credits

The practicum experience requires educators to implement literacy intervention instruction that is designed to meet the specific needs of Elementary students in grades 1-8 and engage in research and analysis to support the compilation and creation of a Literacy Work Sample (LWS). In addition, the candidates coach and provide support to other teachers to think reflectively about improving student learning and implementing various instructional practices. Practicum/field experience hours: 75. Fingerprint clearance required.

REA-5800TE: Secondary Education Reading Practicum for Current Practitioners 3 credits

The practicum experience requires educators to implement literacy intervention instruction that is designed to meet the specific needs of Secondary students in grades 6-12 and engage in research and analysis to support the compilation and creation of a Literacy Work Sample (LWS). In addition, the candidates coach and provide support to other teachers to think reflectively about improving student learning and implementing various instructional practices. This course requires access to a PK-12 school for practicum experiences. Practicum/field experience hours: 75. Fingerprint clearance required. Practicum/field experience hours: 75. Fingerprint clearance required.

REA-5850TE: Children's Literature for Current Practitioners 3 credits

Educators will evaluate types and purposes of literature based on the developmental literacy needs of elementary-aged children. Particular emphasis is dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres to meet specific instructional needs, including the use of digital text, to meet literacy goals.

SEC-5060TE: Early Adolescent and Adolescent Psychology for Current Practitioners 3 credits

This course is a survey of early adolescent and adolescent growth and development, recognizing that patterns of learning and development vary individually within and across the cognitive, social/emotional, and physical areas. This overview of the seminal concepts, principles, theories, and research related to development of adolescents will allow educators to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

SEC-5100TE: Creating and Managing Engaging Secondary Learning Environments 3 credits

This course is designed to allow the educator the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is placed to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space.

SEC-5150TE: Assessment and Evaluation for Middle and High School Teachers 3 credits

Educators will investigate multiple methods of assessment that support student engagement, monitoring student progress, and guiding decision-making. Educators will build foundational knowledge regarding formal and informal assessment strategies for planning, evaluating, and strengthening instruction to promote continuous intellectual, social, emotional, and physical development of each student.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

SEC-5250TE: Methods and Strategies for Middle and High School Teachers 3 credits

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate and data-driven decisions about all aspects of teaching. Major emphasis is focused on planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem solving, active participation, and assessment.

SEC-5400TE: Adolescent Literacy for Current Practitioners 3 credits

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. Major emphasis is placed on the use of reading strategies for culturally and socially diverse classrooms, including the use of literacy-based instruction in all content areas and understanding, evaluating, and promoting effective pedagogy in adolescent literacy. The development and use of integrated and thematic approaches of instruction are addressed.

SEC-5800TE: Curriculum Design for Middle and High School Teachers 3 credits

This course focuses on the principles and practices involved in curriculum design. Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined. Emphasis is placed on understanding current structures and trends in high schools, as well as critical issues, as these relate to curriculum and assessment. Course content is strategically planned to enable participants to make informed curriculum decisions to meet the needs of a diverse student population. Also emphasized is the alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning. During the course, educators will develop their own curriculum unit.

SPD-5000TE: Survey of Special Populations: Mild to Moderate Disabilities 3 credits

Participants are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Participants will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Participants also survey the special education process involving the application of various laws and regulations.

SPD-5020TE: Characteristics of Students with Mild to Moderate Exceptionalities 3 credits

In this course, educators focus on the key characteristics of K-12 students with mild to moderate exceptionalities including specific learning disabilities, emotional and intellectual disabilities, Autism Spectrum Disorder, language, visual, hearing, orthopedic, and other health impairments, Traumatic Brain Injury, and multiple disabilities. Educators will learn the definition, causes, prevalence of, and potential effects that each exceptionality can have on students' learning. They will also identify research-based instructional and behavior management strategies that can be effective when working with students with these exceptionalities.

SPD-5030TE: Foundations of Gifted Education for Current Practitioners 3 credits

Participants will explore the historical foundations and evolution of gifted education, including definitions of giftedness. Participants will compare and contrast perspectives of giftedness, and describe characteristics of gifted, talented, and creative students and their implications for academic instruction. Emphasis is placed on identifying major contributors and their contributions to the field of gifted education, as well as major theories of intelligence and their relevance to gifted education. Participants will also examine equity, diversity, and bias in gifted education.

SPD-5040TE: Autism Spectrum Disorder: Survey of Special Education 3 credits

This course orients educators to the theoretical foundations of autism spectrum disorder (ASD). Educators will focus on the unique needs of students with ASD and their responsibilities to respond to those needs. This course also examines legal and ethical considerations when collaborating and advocating for students with ASD and families in the school environment.

SPD-5050TE: Foundations in Autism Spectrum Disorder 3 credits

This course orients special educators to the theoretical foundations of autism spectrum disorders (ASD). Special educators will focus on the exceptional needs of students with ASD and teacher's responsibilities to determining eligibility and assessment. This course also examines diagnoses and implications in the school environment.

SPD-5060TE: Survey of Moderate to Severe Special Education for Current Practitioners 3 credits

Current practitioners are introduced to the educational needs of students with moderate to severe exceptionalities including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Candidates define low-incidence disabilities and identify cognitive, linguistic, social, emotional and behavioral patterns of learning and development for individuals with moderate to severe exceptionalities.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

SPD-5070TE: Autism Spectrum Disorder: Inclusive Practices 3 credits

In this course, educators will look at how individuals with autism spectrum disorders (ASD) experience difficulties in the areas of social acceptance and social communication. Emphasis is placed on how interactions with their typically developing peers can allow for opportunities to learn social skills and increase communication skills. Educators will determine the definition of inclusion and research how it impacts students with disabilities. Specific focus is placed on how to support students with ASD in an inclusive environment, including supports in the areas of environmental, social/emotional, behavioral and communication.

SPD-5100TE: Professional, Ethical, and Legal Practices and Policies in Special Ed 3 credits

Educators survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Educators build upon the foundational knowledge to understand the multiple roles and complex situations of professional practice that require attention to a variety of legal, professional, and ethical issues.

SPD-5110TE: Autism Spectrum Disorder: Instructional Strategies and Interventions 3 credits

Educators will determine strategies to align with the different ways individuals with autism spectrum disorder (ASD) think, learn, and behave in the classroom. Educators will use differentiated instruction and Universal Design for Learning (UDL) strategies to design interventions based on process, content and product, including specific strategies for engagement and speech and language support. Educators will support an inclusive environment with all instructional strategies.

SPD-5130TE: Instructional Methods in Gifted Education for Current Practitioners 3 credits

This course outlines instructional techniques used to address the individual learning needs, strengths, styles, and preferences of gifted, talented, and creative students in K-12 classrooms. Participants explore the design of differentiated curriculum and instruction for gifted learners. Emphasis is placed on differentiation strategies that improve student achievement through use of instructional strategies targeting large groups, small groups, and individuals.

SPD-5150TE: Assessing Instructional Methods for Autism Spectrum Disorders 3 credits

The focus of this course is to provide methods for improvement of instruction, based on assessment for students with autism spectrum disorders (ASD). Special educators will focus on instructional planning, adaptive practices, and intervention strategies established through assessment analysis.

SPD-5170TE: Autism Spectrum Disorder: Data-Driven Assessment 3 credits

This course provides educators the opportunity to explore how behavioral, academic, and social assessments are used when determining effective instructional strategies and interventions for students with autism spectrum disorders (ASD). A focus is placed on synthesizing data to make instructional decisions that support students in a variety of settings. Educators will look at how to gather data during instruction and monitor progress of students' IEP goals.

SPD-5200TE: Collaborations and Communications in Special Education 3 credits

Educators survey theories and models for effective collaboration and communication with students with exceptionalities, colleagues, other school professionals, families and community members. In addition, educators will apply collaboration and communication theories and models, incorporating technology, across a wide range of contexts to ensure active involvement in the education process for students with exceptionalities.

SPD-5230TE: Creativity and Talent Development in Gifted Education for Practitioners 3 credits

In this course, participants study the theoretical and practical aspects of creativity and explore how it can be developed in gifted, talented, and creative students. Participants analyze definitions of creativity and learn techniques for stimulating creative thinking as well as strategies for adapting existing curricula to develop creative thinking abilities in students. Emphasis is placed on the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process.

SPD-5250TE: Applied Behavior Analysis and Autism Spectrum Disorder 3 credits

The focus of this course is to provide special educators with advanced knowledge of applied behavior analysis in regards to accommodations for students with autism spectrum disorder. Special educators will focus on assessing individual needs, tools for intervention, and evaluating strategies and student progress.

SPD-5270TE: Autism Spectrum Disorder: Positive Behavior Support 3 credits

Special educators will explore the behavioral needs of students with autism spectrum disorder (ASD) and learn about positive behavior supports that can be used to address these behavioral needs. Special educators will focus on the specific sensory, communication, and behavior supports that can be applied to address and change behavior. The course also examines environmental factors affecting the behavior of students with ASD and the responsibility of teachers in determining and implementing evidence-based practices to address the unique behavioral needs of students with ASD.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

SPD-5300TE: Assessment and Eligibility in Special Education: Mild to Moderate 3 credits

Educators will investigate diagnostic and assessment tools. Educators will build foundational knowledge regarding the use of multiple methods of assessment and data-sources for diagnostic and educational decisions for individuals with mild to moderate disabilities.

SPD-5370TE: Autism Spectrum Disorder: Advocacy, Policy, and Ethics 3 credits

Practitioners will acquire knowledge of legal policy and ethical practices associated with students with autism spectrum disorder (ASD). This course focuses on rights and responsibilities, trends, and advocacy for students with ASD. Topics including implicit bias, equity, and inclusion are also addressed. Practitioners will review collaborative practices and relationship building techniques to foster sharing as part of the IEP process when working with students with ASD.

SPD-5400TE: Managing Learning Environments for Special Ed Mild to Moderate 3 credits

Educators examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Educators focus on behavior management, functional behavior assessments, adaptive behaviors, positive behavior interventions and supports, and behavior improvement plans.

SPD-5411TE: Assistive Technology for Current Practitioners 3 credits

Practitioners examine a variety of assistive technology (AT) devices used to support differentiated instruction and Universal Design for Learning (UDL) for students with disabilities. Practitioners investigate methods of integrating high- and low-tech AT resources to support the reading, writing, and communication needs of students who may need modifications and accommodations to meet learning goals in all content areas.

SPD-5470TE: Autism Spectrum Disorder: Collaboration and Leadership 3 credits

This course addresses collaboration and leadership opportunities for practitioners working with the many stakeholders involved in the delivery of services for students with autism spectrum disorders. Practitioners will complete needs assessment activities and explore collaborative practices, problem-solving techniques, and conflict resolution strategies with stakeholders to promote the advancement of the profession. Leadership, creation and facilitation of professional development activities, and creating and sustaining productive work environments will be emphasized.

SPD-5500TE: Instructional and Transitional Planning for Students with Mild to Moderate 3 credits

Educators will examine how instructional planning advances the learning of students with mild to moderate disabilities by drawing upon knowledge of central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas and a variety of specialized curricula. Educators build foundational knowledge about individualized education plans and transition plans for a wide range of settings and different learning experiences. Educators engage in organizing knowledge, integrating cross-disciplinary skills, and developing meaningful individualized learning progressions through drafting an IEP.

SPD-5505TE: Transition Planning to Support Post-Secondary Goals 3 credits

Educators will examine curriculum needs of individuals with mild to moderate disabilities to develop and integrate the skills needed to transition students from the educational environment into successful postsecondary opportunities. Candidates focus on writing measurable postsecondary goals, creating aligned activities, and identifying the importance of family and interagency involvement.

SPD-5510TE: Professional, Ethical, and Legal Practices for Moderate to Severe 3 credits

Current practitioners survey professional ethical principles, professional practice standards, laws, and regulations that guide special educators. Practitioners build upon this foundational knowledge to examine the multiple roles and complex situations of professional practice related to individuals with moderate to severe exceptionalities.

SPD-5530TE: Assessing and Identifying Gifted Learners for Current Practitioners 3 credits

This course focuses on developing skills to assess intelligence, achievement, creativity, and other dimensions of giftedness. Educators evaluate assessment procedures of gifted and talented students, including identification, placement and programming. Emphasis is placed on reviewing the principles of assessment and evaluation that apply to the education of gifted, talented, and creative students, including testing, performance-based assessments, and other methods of observations and student evaluations in K-12 classrooms.

SPD-5560TE: Assessment and Eligibility for Moderate to Severe 3 credits

Current practitioners investigate diagnostic and assessment tools for determining student eligibility and monitoring for progress. Foundational knowledge is built regarding the use of multiple methods of assessment and data sources for diagnostic and educational decisions for individuals with moderate to severe exceptionalities. Practitioners analyze assessment data and develop an individualized education plan (IEP) for a student. Ongoing collaboration with IEP team members and external stakeholders is emphasized.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

SPD-5570TE: Autism Spectrum Disorder: Transitions and Life Skills 3 credits

This course addresses key requirements of the postsecondary transition plan and collaboration with stakeholders in school and the community. Practitioners will learn about appropriate transition assessments, aligned activities, and preparation for adult life. In addition, practitioners explore postsecondary options, adult services, and living options for adults with autism spectrum disorder.

SPD-5580TE: Care, Collaboration, and Communication for Moderate to Severe 3 credits

Teacher practitioners explore effective collaboration and communication techniques and strategies used in moderate to severe special education settings. Collaboration among teachers, other school professionals, families, and outside service agencies is analyzed to meet the individual needs of this special population. In addition, evaluation of the techniques and strategies used to meet the unique medical and educational needs of students within the moderate to severe classroom setting is addressed. Practicum/field experience hours: None. Fingerprint clearance not required.

SPD-5600TE: Enhancing Communication Skills for Mild to Moderate Disabilities 3 credits

Educators examine typical and atypical language development, and associated disabilities and disorders. Educators investigate the use of augmentative and alternative assistive technology, modifications and accommodations to enhance the communication skills of students with mild to moderate disabilities.

SPD-5620TE: Instructional Planning, Strategies, and Assessment for Moderate-Severe 3 credits

Current practitioners examine how instructional planning advances the learning of students with moderate to severe disabilities by creating a variety of specialized curricula aligned to content standards. Practitioners are guided in designing engaging instruction that meets the needs documented in a student's individualized education plan. Plans for accommodations, differentiated instruction, and strategies are identified in the lesson planning process. Formative and summative assessments are created to evaluate student progress and identify whether instructional adjustments are necessary.

SPD-5630TE: Gifted Programming and Environments for Current Practitioners 3 credits

This course explores the development of effective programs in gifted education. Educators evaluate gifted education programming related to gifted curriculum models, focus on the development of a well-founded rationale for gifted programming, compare appropriate delivery models for gifted programs, and identify comprehensive services for gifted, talented, and creative students. Emphasis is placed on evaluating and modifying learning environments and classroom climates to assist students who are gifted, talented, and creative to adapt to their environment, as well as advocating for gifted programs.

SPD-5640TE: Classroom Management and Behavior Analysis for Moderate to Severe 3 credits

Current practitioners examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues and other professionals so individuals with disabilities become active and effective learners. Strategies to develop students' emotional well-being, positive social interactions, and self-determination are emphasized. Practitioners focus on functional behavioral assessments, behavior improvement plans, activities of daily living, and positive behavior interventions and supports.

SPD-5650TE: Effective Communication and Assistive Tech for Autism Spectrum Disorders 3 credits

This course explores functional communication training and specific strategies to promote effective communication behaviors or skills of students with ASD. In addition, educators will survey assistive technology in relation to enhancing communication of students with autism spectrum disorders.

SPD-5660TE: Post-Secondary Transitional Planning - Moderate to Severe Disabilities 3 credits

Participants examine curriculum needs of individuals with moderate to severe disabilities to develop and integrate the skills needed to transition students from the educational environment into successful postsecondary opportunities. Participants focus on writing meaningful transition plans, aligning transition goals to appropriate instruction, and identifying the importance of family and interagency involvement. While helping families navigate their local and state level resources, participants learn to best support students with moderate and severe disabilities after graduating high school.

SPD-5670TE: Autism Spectrum Disorder: Assistive Tech and Communication Strategies 3 credits

This course explores functional communication training and specific strategies to promote effective communication behaviors or skills of students with autism spectrum disorder (ASD). Practitioners will survey assistive technology in relation to enhancing communication of students with autism spectrum disorders. Consideration of how to manage challenging expectations, show respect and improve ethical practice to promote advocacy and collaboration will extend to the home environment for life-skill application.

SPD-5680TE: Adaptive Communication for Moderate to Severe 3 credits

Current practitioners examine typical and atypical language development, and associated disabilities and disorders. Practitioners investigate how speech-language pathologists, special education teachers and others assist individuals with moderate to severe exceptionalities in the use of augmentative and alternative assistive technology, modifications, and accommodations to enhance their communication skills.

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

SPD-5700TE: Methods of Teaching Math to Students with Mild to Moderate Disabilities **3 credits**

Educators build foundational knowledge on a variety of research-based instructional strategies to encourage individuals with mild to moderate disabilities to develop understandings and connections within content areas and to build skills to apply knowledge in meaningful ways. From this foundational knowledge, teacher candidates select, adapt and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning of students with mild to moderate disabilities with focused attention upon mathematics.

SPD-5705TE: Methods of Teaching Secondary Math to Students with Mild-Mod Disabilities **3 credits**

Practitioners build foundational knowledge on a variety of research-based instructional strategies to encourage individuals with mild to moderate disabilities to develop understandings and connections within content areas and to build skills to apply knowledge in meaningful ways. From this foundational knowledge, practitioners select, adapt and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning of students with mild to moderate disabilities with focused attention upon mathematics at the secondary level.

SPD-5720TE: Methods of Teaching Functional Mathematics & Science for Moderate to Severe **3 credits**

Current practitioners build foundational knowledge on a variety of research-based instructional strategies to provide individuals with moderate to severe exceptionalities appropriate access to content areas. From this foundational knowledge, practitioners select, adapt, monitor, and adjust standards, instruction, and assessments with focused attention on functional mathematics and sciences. Emphasis is placed on utilizing relevant resources and technology and communicating with other education stakeholders to support standards-based instruction for students with moderate to severe disabilities.

SPD-5730TE: Social and Emotional Needs of Gifted Learners **3 credits**

In this course educators use current research and material relevant to assisting gifted, talented, and creative students in addressing social- and emotional issues that may arise. Emphasis is placed on topics pertinent to gifted education, including students who are twice- exceptional, or profoundly gifted, and issues related to perfectionism, gender, underachievement, and special populations.

SPD-5800TE: Methods of Teaching English Language Arts to Students with Mild to Moderate **3 credits**

Educators select, adapt, and use research-based instructional strategies and interventions in academic and specialized curricula to individualize meaningful and challenging learning for students with mild to moderate disabilities, with an emphasis on literacy.

SPD-5820TE: Methods of Teaching Functional Language Arts for Moderate to Severe **3 credits**

Current practitioners select and adapt research-based instructional strategies, including the use of assistive and adaptive technology, to provide individuals with moderate to severe exceptionalities access to language arts content. With this foundational knowledge, practitioners plan a functional approach to literacy instruction and transition planning.

SPD-5850TE: Educational Psychology for Special Education for Current Practitioners **3 credits**

This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored.

SPD-5930TE: Practicum I: Gifted Education **3 credits**

This course provides a reflective, experience-based integration of theory and practice. Candidates develop a useful, meaningful, and practical project that includes a schoolwide needs assessment and program development that will be presented to their peers. This course requires access to a K-12 school with a gifted program for practicum experiences. Practicum/field experience hours: 60. Fingerprint clearance required. Practicum/field experience hours: 60. Fingerprint clearance required.

SPD-5940TE: Practicum II: Gifted Education **3 credits**

This practicum course engages teachers in a field-based action research project. Each participant assesses students exhibiting gifted characteristics, then creates and implements individualized one-on-one action plans with the students based on their assessment results. Practicum/field experience hours: 60. Fingerprint clearance required.

SPD-5950TE: Methods of Educating Learners with Diverse Needs **3 credits**

Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom.

TEC-5160TE: Instructional Technology for Educators **3 credits**

This course introduces students to ISTE·S and ISTE·T standards for students and teachers; digital citizenship and responsibility; legal and ethical use guidelines; and transitioning instruction to integrate technology. Technology dispositions, expectations, and guidelines are emphasized for being a 21st century educator. Educators apply an understanding of design principles in visual communication theory and incorporate multiple intelligences and constructivist theories into an interactive environment. In addition, attention is given to instructional technology tools and resources.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

TEC-5210TE: Digital Literacies, Virtual Tools, and New Media **3 credits**

This course focuses on the organization and integration of media in school curricula. Learners identify instructional purposes and define roles for technology and media in learning and teaching. An emphasis is placed on the processes for selecting and implementing meaningful technologies, virtual tools and other electronic learning resources, and the development of digital literacies in teaching and learning.

TEC-5300TE: Ethics, Culture, and Equity with Technology **3 credits**

This course examines current educational practices and policies related to technology integration in schools so that practicing educators may determine what level of support these policies provide, regardless of student population. Educator participants will also examine legal standards for fair use of materials, digital citizenship, and authenticating sources. Emphasis is placed on the critical examination of social and cultural implications of information technologies and media, issues of cultural bias, equity, and international applications and implications of information technologies.

TEC-5360TE: Assessment and Instructional Technology **3 credits**

This course focuses on various technology-based assessment tools used for formative and summative assessments. Learners use tools to make data-driven decisions to drive curriculum and differentiate instruction. The content of this course includes use of digital media for progress monitoring or as assessment tools and creating and using alternative assessments. An emphasis is placed on understanding assistive technology and application in instructional programs and assessment for individuals with exceptionalities.

TEC-5410TE: Distance Learning **3 credits**

This course expands educator's knowledge of lesson preparation and activities, as well as basic curriculum development and design principles for distance education. The course explores distance education and online instruction, including history, theories, and practical applications. A variety of online facilitation techniques are explored in this course. An emphasis is placed on understanding distance education development and delivery, exploring the complexities of designing instruction in various distance contexts and applying these concepts in a real-world context through online facilitation.

TEC-5440TE: Leadership and Technology Coaching **3 credits**

This course examines the role of leadership as it relates to the implementation of educational technologies and media. An emphasis is placed on knowledge, and skills necessary to use, evaluate, plan, manage, and implement technologies effectively. Participants will learn and apply professional development techniques to include andragogy, coaching, improving teacher practices, school culture, and effective communication.

TEC-5610TE: Multimedia Instructional Strategies and Methods **3 credits**

This course provides participants with instructional strategies using learning theories. Focus is placed on developing knowledge and skills to create multiple types of web-based assignments and units for K-12 students using web authoring software. Participants learn to select and evaluate appropriate multimedia resources, and examine steps for planning, creating, and managing curriculum using software and tools for a variety of platforms. Emphasis is placed on project-based learning.

TSL-5320TE: Foundations of Instruction for English Language Learners **3 credits**

This course provides the historical, sociological, political, and legal foundations of policies and methodologies for English Language Learners (ELLs) in the United States. Emphasis is placed on understanding, comparing, and evaluating current language models as well as examining the learner and the influences on his/her language development. This course focuses on current instructional practices, adapting lesson structure and delivery to meet the needs of learners, and emphasizes the importance of continuing professional development associated with teaching practices.

TSL-5410TE: Linguistics for Current Practitioners **3 credits**

In this course, educators become familiar with the fundamentals of linguistics. Emphasis will be placed on phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, historical linguistics, and first and second language acquisition theories. Educators will synthesize research-based methods of incorporating linguistic principles into their teaching practice.

TSL-5500TE: School, Community, and Family Culture for Current Practitioners **3 credits**

In this course educators will explore school, community, and family culture. Emphasis will be placed on the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture and history as well as understanding cultural and individual differences in teaching and learning. Research is utilized to investigate the social, community, cultural, and familial contexts that influence learning and development.

TSL-5501TE: School, Community, and Family Culture **3 credits**

In this course, practitioners will explore school, community, and family culture. Emphasis will be placed on the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture and history and understanding cultural and individual differences in teaching and learning. Research is utilized to investigate the social, community, cultural, and familial contexts that influence learning and development. Practicum/field experience hours: 15. Fingerprint clearance required.

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

TSL-5520TE: Literacy in Bilingual Settings for Current Practitioner 3 credits

In this course, educators will examine approaches to developing literacy in second and native language P-12 schools. Emphasis will be placed on techniques for developing listening, speaking, reading, and writing skills; developing language and literacy through the content areas; using children's and young adult multicultural literature; and assessing students' literacy development in the second and native language. Strategies to develop biliteracy in dual language programs will also be discussed.

TSL-5580TE: ELL and Bilingual Curriculum and Methods of Instruction 3 credits

In this course, educators will review curricula and methods appropriate for the teaching of subject areas in ELL and dual language educational settings. Emphasis is placed on linguistic, cognitive, developmental, and socio-cultural considerations in the design of culturally responsive curricula; exploration of culturally responsive instructional methods and materials for use in language arts and content areas; and critique of current commercially prepared products.

TSL-5650TE: ELL and Bilingual Assessment for Current Practitioners 3 credits

In this course, educators will explore the principles of evaluating and structuring assessments. Educators will design rubrics and examine assessment for the purposes of identification, placement, and instructional delivery. Emphasis will be placed on learning ways to integrate assessment procedures into any curriculum, and designing assessment tasks that allow for improved learning.

TSL-5670TE: Methods of Teaching and Evaluating Special Needs ELLs 3 credits

In this course, educators will be introduced to the field of bilingual and English language learners in special education. They will engage in the study of the nature, psycho-social and emotional needs of bilingual individuals and English learners with disabilities. Emphasis will be given to the research in bilingual and English language learner education in relation to the complexity of the over- and-under-representation of bilingual students in special education, issues in relation to differentiating cultural and linguistic-related learning variations from special education issues, and instructional implications.

TSL-5750TE: Spanish for Educators – Basic 3 credits

In the course, current practitioners develop strategies for communicating with Spanish-speaking students and families. Beginning Spanish grammar and basic phrases are used to communicate in the educational environment and support students' wholistic growth. Current practitioners review methods and resources for supporting Spanish-speaking students and families.

TSL-5752TE: Spanish for Educators – Advanced 3 credits

In this course, current practitioners continue to work towards effective communication with Spanish-speaking students and families in the educational environment. Practitioners advance their ability to use a variety of phrases and conjugated verbs. Additionally, they will practice multiple forms of communication with families in a variety of academic situations to support student success.

TSL-5900TE: TESOL or BLE Practicum 3 credits

In this course educators have direct participation and experience with ELLs or bilingual/dual language students at their chosen level of instruction, within a P-12 educational setting. Educators will practice teaching and management skills, conduct assessments, and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community. Practicum/field experience hours: 60. Fingerprint clearance required.

Christian Worldview (CWV)

CWV-101^{Ω♦}: Christian Worldview 4 credits

A worldview acts like glasses through which one views the world. In this course, students explore the big questions that make up a worldview, questions like “Why are we here?” and “What is my purpose?” Students examine how Christians answer these questions and work on exploring their own worldviews, as well as learning how worldview influences one's perceptions, decision making, and everyday life.

CWV-106HN^{Ω♦}: Christianity: Story, Theology and Mission 4 credits

This honors course is an introduction to the Christian worldview and how it shapes beliefs, identity, values, ethics, and cultural awareness. The focus of this honors course is to engage students in discourse about what it means to think and live as a follower of Christ within a historical, global, and social context. Prerequisite: Acceptance into the honors program.

CWV-301^{Ω♦}: Christian Worldview 4 credits

A worldview acts like glasses through which one views the world. In this course, students explore the big questions that make up a worldview, questions like “Why are we here?” and “What is my purpose?” Students examine how Christians answer these questions and work on exploring their own worldviews, as well as learning how worldview influences one's perceptions, decision making, and everyday life.

CWV-316[‡]: Christian Life: The Way of Jesus 4 credits

This course is an advanced exploration of the Christian worldview that shows how the Christian life provides true identity, meaning, peace, and joy. Students learn how to authentically follow Jesus in a way that will transform their lives through intentional practices and life together in community. Focus is also placed on human value, human dignity, and ethical reasoning in academic studies and careers. Prerequisite: CWV-101, CWV-301, or CWV-106HN.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

Cybersecurity (CYB)

CYB-201: Algorithms and Discrete Mathematics for Cybersecurity 4 credits

This is an introductory course in algorithm analysis with applications in discrete mathematics. Topics covered include complexity analysis, finite logic, Boolean algebra, sets, functions, counting, finite state machines, automata, regular expressions, and cryptography. Learners will determine how variability affects outcomes and assess the suitability of an algorithm to solve a given problem. Practicum/field experience hours: None. Algorithms and Discrete Mathematics for Cybersecurity. Prerequisites: MAT-154 and CST-111 or ITT-111.

CYB-220: Cyberlaw and Privacy in a Digital Age 4 credits

The Internet Age has introduced myriad legal challenges on a global level. Students will explore the emerging specialty within law that is cyber law. Topics will expose the reality that our legal system has evolved in a physical and visual world, but cyber space is largely invisible and virtual. Students will learn that past legal decisions or legal precedence has been important in our system and reasoning by analogy has been used extensively. In many cases the laws applied in the physical realm do not translate equally well into cyber space. This course will discuss the importance of this area introduce legal issues that need to be addressed.

CYB-300^Δ: Fundamentals in Cyber Security 4 credits

This course provides a fundamental understanding of the importance of cybersecurity through a broad range of cybersecurity topics. The course introduces core concepts and terminology used in cybersecurity and information systems security. Students learn concepts related to identifying common attack vectors, threats, preventive tools, and keeping information secure as it travels across a network. Students also gain a basic understanding of how cybersecurity threats and social engineering impact society.

CYB-320: Malware Analysis 4 credits

In this course students will explore the world of malware through meticulous analysis and binary reverse engineering techniques. This is a skill-based course with hands on labs that focus on both static and dynamic malicious code analysis. Upon successful completion of this course, students will be able to apply the tools and methodologies to safely perform analysis on common malware samples in a control environment. Practicum/field experience hours: None. Malware Analysis. Prerequisite: ITT-310 & ITT-307.

CYB-350: Social Aspects of Cybersecurity 4 credits

This course explores how end users can pose a threat to the security of an organization by falling victim to even simple traps. Students will learn that human manipulation creates a whole school of cybercrime opportunities such as phishing, “watering hole attacks” and other social engineering tactics. These threats are directed to the human psyche - not sophisticated malware or technical vulnerabilities, but rather the psychology and behavior of people. Students will see that a malicious actor – or “hacker” - need not be involved; an uneducated or careless employee or an unwieldy procedure can result in sensitive information leaking and potentially falling into the hands of an attacker. Prerequisite: ITT-307.

CYB-420^{Δ♦}: Global Perspectives on Cyberwarfare 4 credits

This course covers an analysis of Cyberwarfare in the 21st Century and beyond. Cyberspace is a complex environment that controls every aspect of a country’s Economy, Communication, and Infrastructure. This course will examine cyber warfare from a case-study perspective, applying the battlespace doctrine developed by military cyber operations teams. At the conclusion of this course students will have a fundamental understanding of the cyberspace threatscape, ethical challenges, and be able to strategize and implement cyberwarfare operations. Prerequisite: ITT-340 or SWE-310.

CYB-420HN^Δ: Global Perspectives on Cyberwarfare 4 credits

This course covers an analysis of Cyberwarfare in the 21st Century and beyond. Cyberspace is a complex environment that controls every aspect of a country’s Economy, Communication, and Infrastructure. This course will examine cyber warfare from a case-study perspective, applying the battlespace doctrine developed by military cyber operations teams. At the conclusion of this course students will have a fundamental understanding of the cyberspace threatscape, ethical challenges, and be able to strategize and implement cyberwarfare operations. Practicum/field experience hours: None. Global Perspectives on Cyberwarfare. Prerequisite: ITT-340 or SWE-310.

CYB-505: Cyber Warfare and Applications 4 credits

With a brief introduction to cybercrime and cybersecurity, this course will provide students with an overview of the various attacks and the countermeasures organizations can use to defend themselves. Exploring concepts such as defense-in-depth, layered security, vulnerability assessments, risk management, governance and compliance, and encryption; students will become familiar with prevention and protection theories, best practices, and strategies to securing corporate data (intellectual property). This course will conclude with an exploration of the various hacker psychologies and the differences between black-hat, grey-hat, and white-hat (Hackers with Halos) hackers. Prerequisite: UNV-504 or UNV-507.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

CYB-515: Enterprise Security Infrastructure Design 4 credits

This course introduces enterprise infrastructure design; including hardware, software, policies, and business processes. Emphasis is placed on integrating security solutions and theories in alignment with business objectives to achieve sustainability, reliability, and availability while deterring threats from cyber-attacks. This course also introduces students to the NIST Cybersecurity Framework, providing a foundation to formulating a strategy for cybersecurity program design. Prerequisite: CYB-505.

CYB-525: Technology Implementation of Security Solutions 4 credits

This course examines the tools and technologies used to secure an organization's intellectual property. Students will consider encryption, hardware security, software vulnerabilities, remote access technologies, and layered security defense strategies in the development of secure architectures. A technology-focused course, students will provide effective solutions around firewalls, networking, server security, database and website protocols, and VPN configurations. Prerequisites: CYB-505 and CYB-515.

CYB-535: Policy Management for Security Solutions 4 credits

This course introduces a policy perspective on security design. Students will consider cyber security frameworks, policies, cyber law, regulations, and standards in the configuration, development, and design of an enterprise policy infrastructure. In addition, students will examine the impact of policy implementation on enterprise systems and personnel management. Prerequisite: CYB-505.

CYB-610: Penetration Testing and Risk Management 4 credits

This intensive hands-on course will provide with students the experience of working with various cybersecurity technologies and techniques that hackers and malicious actors use to scan, identify, and exploit vulnerabilities in an organization. Students will also formulate strategies of protection from such threats by identifying risks, countermeasures, security policies, frameworks, and best practices to align and enhance an organization's security posture through the development of a risk management plan. Prerequisites: CYB-515 and CYB-525.

CYB-630: Enterprise Cyber Law and Compliance Strategies 4 credits

This course explores the human and enterprise aspects of cybersecurity management. From information security awareness to strategic planning; students will begin with the examination of the ideologies behind cybercrime, where attacks come from and why, followed by implementation techniques to best align cybersecurity applications with business objectives. This course provides a look at the strategies security professionals use to identify the attack vectors and plan accordingly to secure information systems using various industry compliances, regulations, and standards to design and implement cost effective controls, policies, and training to implement defense-in-depth techniques. This course ends with an impact analysis of when security measures fail, which includes legal elements and liability and ethical issues relating to forensic investigations. Prerequisite: CYB-535.

CYB-650: Innovation in Security Frameworks 4 credits

This course reinforces the significance, use, and deployment of security frameworks from a small-to-medium sized business (SMB) perspective to increase visibility, reduce risk from malicious activity, improve security posture, and enhance infrastructure to secure a company's intellectual property. Using various controls, policies, best practices, and implementation guides, students will establish a security framework for an organization that secures and aligns with an appropriate regulation (e.g., PCI DSS, HIPAA, SOX, GLBA). Prerequisite: CYB-535.

CYB-690: Cybersecurity Program Development 4 credits

This course culminates the entire program by requiring students to develop a comprehensive cybersecurity program. Evaluating the legal and ethical challenges; incorporating the policies, frameworks, and methodologies; and identifying the hardware, software, and application requirements to secure an organization's intellectual property, customer data, and resources. Students will apply managerial and leadership skills to develop and communicate an effective cybersecurity program. Prerequisites: CYB-610, CYB-630, and CYB-650.

Dance (DAN)

DAN-100♦: Introduction to Ballet Technique 1 credits

This course is an introduction to the techniques of the classical ballet, including alignment, positions, port de bras, and allegro combinations. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to ballet.

DAN-101♦: Introduction to Jazz Technique 1 credits

This course is an introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to jazz.

DAN-120♦: Introduction to Modern Technique 1 credits

This course is an introduction to the movement techniques of modern dance. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to modern dance.

DAN-130A♦: Dance Ensemble I 0.5 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants. Prerequisite: Audition.

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

DAN-130B♦: Dance Ensemble I 0.5 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants. Prerequisite: Audition.

DAN-180A♦: Elementary Dance Tour 0 credits

This course is designed to prepare the student for the GCU Elementary Dance Tour, a multi-media production composed through collaboration by faculty and students. Topics include choreography, dramatic dialogue, elementary teaching methods, technical production, and artistic expression in a range of different dance styles. Participation is determined by audition.

DAN-180B♦: Elementary Dance Tour 0 credits

This course is designed to prepare the student for the GCU Elementary Dance Tour, a multi-media production composed through collaboration by faculty and students. Topics include choreography, dramatic dialogue, elementary teaching methods, technical production, and artistic expression in a range of different dance styles. Participation is determined by audition.

DAN-200♦: Somatics for the Dancer 2 credits

This course is a study of somatic practices in dance. Students explore and discuss issues related to one body practice. Topics include body awareness, alignment, injury prevention, and movement observation.

DAN-200HN♦: Somatics for the Dancer 2 credits

This course is a study of somatic practices in dance. Students explore and discuss issues related to one body practice. Topics include body awareness, alignment, injury prevention, and movement observation.

DAN-210♦: Improvisation for Dance 1 credits

This course focuses on creating and developing movement through dance improvisation in solos, duets, and groups. Contact improvisation and partnering, the uses of improvisation in choreography and performance, and the creative process are explored. Students are guided toward finding their own artistic voice through movement, discussion, and writing.

DAN-250♦: Ballet Technique II 1 credits

This technique course is designed to increase skill in classical ballet. It includes intermediate concepts, skills, movement vocabulary, and artistic expression specific to ballet. Prerequisite: DAN-100.

DAN-260♦: Jazz Technique II 1 credits

This course is a refinement of beginning skills, with an emphasis on development of technical abilities and performance qualities. It focuses on intermediate concepts, skills, movement vocabulary, and artistic expression specific to jazz. Prerequisite: DAN-101.

DAN-270♦: Modern Technique II 1 credits

This course is a refinement of beginning skills with an emphasis on development of technical abilities and performance qualities. It includes intermediate concepts, skills, movement vocabulary, and artistic expression specific to modern dance. Prerequisite: DAN-120.

DAN-280A♦: Dance Ensemble II 0.5 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

DAN-280B♦: Dance Ensemble II 0.5 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

DAN-300♦: Alignment and Pilates for Dance 2 credits

This course addresses alignment for dancers, using Pilates mat exercises. The course addresses how breath, strength, and coordination may facilitate greater ease and efficiency in movement.

DAN-310♦: Technology for Dance Educators 3 credits

Students study and utilize a variety of dance technologies, such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in the classroom in order to meet the needs of a diverse student population.

DAN-312♦: Vernacular Dance: Tap I 1 credits

This course is an introduction to the style, technique, and rhythmic structures of tap dance with emphasis on increasing movement capabilities and personal expression. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to tap. Students will explore tap dance through historical, social, and improvisational contexts. This course is available for non-majors.

DAN-313♦: Vernacular Dance: Urban & Hip Hop I 1 credits

This course is an introduction to the style, technique, and rhythmic structures of urban dance. Students will explore street dance styles with emphasis on increasing movement capabilities and personal expression. Development of proficiency includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to Urban dance. Students will explore urban dance through historical, social, aesthetic, and improvisational contexts as well as most current forms found in popular urban culture. This course is available for non-majors.

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

DAN-315[△]: Dance History I 4 credits

This writing intensive course is a study of the histories and aesthetic systems of selected world dance traditions emphasizing interconnections between aesthetic practice, religious and social needs, and the impact of cultural convergence on dance.

DAN-320[◆]: Technology for Dance Educators 2 credits

Students study and utilize a variety of dance technologies, such as computer software, hardware, networking, multimedia, interactive media, and the internet in order to foster inquiry, collaboration, and interaction in the classroom to meet the needs of a diverse 21st century student population.

DAN-320HN[∇]: Technology for Dance Educators 2 credits

Students study and utilize a variety of dance technologies, such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in the classroom to meet the needs of a diverse 21st century student population.

DAN-325: Dance Integration 4 credits

This course explores an integrative arts model using methods and assessments for dance in elementary curriculum. Practicum/field experience hours: 10. Fingerprint clearance required.

DAN-335[◆]: Foundations of Dance and Culture for Diverse Learners 4 credits

Students study the historical, philosophical, and sociological influences that have shaped dance, dance education, and the issues faced by educators today, as well as the challenges of the future that await persons now entering the teaching profession. The course also examines the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the dance classroom. Practicum/field experience hours: 10. Fingerprint clearance required.

DAN-335N: Foundations of Dance and Culture for Diverse Learners 4 credits

Students study the historical, philosophical, and sociological influences that have shaped dance, dance education, and the issues faced by educators today, as well as the challenges of the future that await persons now entering the teaching profession. The course also examines the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the dance classroom. Practicum/field experience hours: 20.

DAN-340[△]: Dance History II 4 credits

This writing intensive course is a comprehensive comparative study of Western theatrical dance forms. The focus is on significant trends and individuals who shaped the development of modern dance, ballet, jazz, and vernacular dance, from ancient Greece to the modern era.

DAN-350[◆]: Ballet Technique III 1 credits

This course is designed to increase skill in classical ballet technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to ballet. Prerequisite: DAN-250.

DAN-353[◆]: Ballet Technique IV 1 credits

This advanced course is designed to increase technical proficiency and performance skill in classical ballet technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to classical ballet. Prerequisite: DAN-350.

DAN-355[△]: Dance Kinesiology and Injury Prevention 4 credits

This writing intensive course focuses on the anatomical and mechanical principles that relate to human movement; the analysis, management, and prevention of dance injuries; the analysis of body types and technical ability; and the means by which to improve dance ability. Aspects of teaching safe technique classes and alternative methods will also be explored.

DAN-360[◆]: Jazz Technique III 1 credits

This course is designed to increase skill in jazz technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to jazz. Prerequisite: DAN-260.

DAN-363[◆]: Jazz Technique IV 1 credits

This advanced course is designed to increase technical proficiency and performance skill in jazz technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to jazz. Prerequisite: DAN-360.

DAN-370[◆]: Modern Technique III 1 credits

This course focuses on the exercises and activities necessary to develop strength, flexibility, endurance, and technical dance skill. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to modern dance. Prerequisite: DAN-270.

DAN-373[◆]: Modern Technique IV 1 credits

This advanced course is designed to increase technical proficiency and performance skill in modern technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to modern dance. Prerequisite: DAN-370.

DAN-380[◆]: Dance Ensemble III 0.5 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

[△] Writing intensive course | [◆] Fulfills General Education requirement | [∇] Honors Major Course | ^Ω Non-Transferable

DAN-380B[♦]: Dance Ensemble III **0.5 credits**

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

DAN-385[♦]: Choreography I: Space and Time/Design and Dance **2 credits**

This course focuses on the elements of time, space, and energy as related to choreographic design. It is a study of these primary dance elements and their intrinsic role in developing diverse understandings of dance. The course considers design in the related fields of music and art as relevant to choreographic design and communication in dance. Practicum/field experience hours: None. Students needing field experience hours should take DAN-385N.

DAN-385N[♦]: Choreography I: Space and Time/Design and Dance **2 credits**

This course focuses on the elements of time, space, and energy as related to choreographic design. It is a study of these primary dance elements and their intrinsic role in developing diverse understandings of dance. The course considers design in the related fields of music and art as relevant to choreographic design and communication in dance. Practicum/field experience hours: 10. Fingerprint clearance required.

DAN-390[♦]: Choreography II: Process **2 credits**

This course is a study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. Prerequisite: DAN-385.

DAN-390HN[♦]: Choreography II: Process **2 credits**

This course is a study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. Prerequisite: DAN-385.

DAN-395[♦]: Dance Production **4 credits**

This course is designed to introduce students to the elements of technical theater specific to a dance production and to prepare students to organize a production in a variety of media. The course covers the fundamentals of lighting and costume design; sound/music/video recording and other multimedia devices; and basic elements of production management, such as contracts, labor issues, budgets, facility rentals, marketing and fundraising.

DAN-395HN[♦]: Dance Production **4 credits**

This course is designed to introduce students to the elements of technical theater specific to a dance production and to prepare students to organize a production in a variety of media. The course covers the fundamentals of lighting and costume design; sound/music/video recording and other multimedia devices; and basic elements of production management, such as contracts, labor issues, budgets, facility rentals, marketing and fundraising.

DAN-398[♦]: Dance Methods and Assessment in the Secondary School **4 credits**

This course is a study of methods for developing and conducting the dance program in middle schools and high schools. Methods, materials, topics, and issues in dance education are used to prepare dance education majors to enter the teaching profession. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: DAN-390.

DAN-398N[♦]: Dance Methods and Assessment in the Secondary School **4 credits**

This course is a study of methods for developing and conducting the dance program in middle schools and high schools. Methods, materials, topics, and issues in dance education are used to prepare dance education majors to enter the teaching profession. Practicum/field experience hours: 25. Fingerprint clearance required.

DAN-412[♦]: Vernacular Dance: Tap II **1 credits**

This course is a continuation of the style, technique, and rhythmic structures of tap dance. Students will explore various tap styles with emphasis on increasing movement capabilities and personal expression. Development of proficiency includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to tap dance. Students will explore tap dance through historical, social, aesthetic and improvisational contexts. Prerequisite: DAN-312.

DAN-413[♦]: Vernacular Dance: Urban & Hip Hop II **1 credits**

This course is a continuation of the style, technique, and rhythmic structures of urban and hip hop dance. Students will explore various urban styles with emphasis on increasing movement capabilities and personal expression. Development of proficiency includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to urban dance. Students will explore urban dance through historical, social, aesthetic and improvisational contexts. Prerequisite: DAN-313.

DAN-430: Dance Research Seminar I **2 credits**

This course provides an opportunity for students to define their career goals and to network in preparation for a career and/or further dance studies. Students will explore current issues and career trends in dance. Topics will include professional portfolio creation, statement of artistic philosophy, academic research skills and business applications.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DAN-435: Dance Research Seminar II 2 credits

This course is a continuation of Dance Research Seminar I, which provides an opportunity for students to define their career goals and to network in preparation for a career and/or further dance studies. Students will explore current issues and career trends in dance. Topics will include professional portfolio creation, statement of artistic philosophy, academic research skills and business applications.

DAN-450♦: Dance Pedagogy 2 credits

This course encompasses traditional and contemporary approaches of dance education and examines effective teaching practices in settings including elementary and secondary schools, private dance organizations, and community-based settings. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: DAN-355.

DAN-453♦: Ballet Technique V 1 credits

In this course, ballet technique will be studied to enhance mastery in technical and artistic expression. This course will examine pointe for women and conditioning for men, in preparation for partnering work. Partnering skills and classical ballet variations will be included for both men and women.

DAN-465A♦: Master Class: Ballet, Jazz 1 credits

This course is designed for the pre-professional dancer. Students will further their studies in each dance form to enhance mastery in technical and artistic expression. Jazz studies in this course will include mock auditions and informal performance opportunities to reflect professional contexts such as commercial dance and musical theatre. Ballet studies will include pointe for women and conditioning for men, in preparation for partnering work. Partnering skills and classical ballet variations will be included for both men and women. Prerequisites: DAN-353 and DAN-363.

DAN-465B♦: Master Class: Modern 1 credits

This course is designed for the pre-professional dancer. Modern dance technique will be studied with faculty and guest artists to enhance mastery in technical and artistic expression. Students choose either DAN-465A or DAN-465B. Prerequisite: DAN-373.

DAN-470♦: Choreography III: Performance 2 credits

This course is a supervised experience in choreographing a dance for public performance arranged through a cooperative effort of the student and supervisor. Prerequisite: DAN-390.

DAN-475♦: Dance in Sacred Contexts 4 credits

This course will examine dance within both Christian and non-Christian contexts. Students will apply this knowledge to design dances, text and other materials for ministry, worship services, workshops, and outreach.

DAN-480♦: Dance Ensemble IV 1 credits

This course is designed to prepare the student for a dance concert production in a theatrical setting. Through the rehearsal process and culminating performances, students gain dance proficiency by working in a range of styles and choreographic approaches. Students audition choreography and may be cast as dancers, understudies, stage managers, and production assistants.

DAN-485♦: Creative Practices 4 credits

In this course, students conduct artistic research through the practices of improvisation, choreographic choice making, and interdisciplinary collaboration. Students will engage in various creative projects with dance faculty, scholars, performers, and researchers across the College of Fine Arts and Production.

Doctoral Business Administration (DBA)

DBA-805: Management Theory in a Global Economy 3 credits

This course provides an overview of seminal management theories and their relevance, applicability, and/or divergence from current business practice. Students focus on understanding the application of management theories to support organizational sustainability in a global economy.

DBA-815: Economics for Business Decisions 3 credits

This course provides the student with the skills and competencies needed to be able to apply microeconomic principles to the solution of business problems. Specifically, the course examines the four market structures focusing on competition and utilizes microeconomic theory to provide solutions to business problems.

DBA-820: Emerging Issues in Financial Management 3 credits

This course explores the theories and frameworks that drive financial decision making in organizations today. Students focus on issues facing administrators in the changing business environment.

DBA-830: Statistics for Business Research 3 credits

This course provides an overview of preparing, analyzing, and interpreting data using statistical techniques. Topics include data preparation and statistics basics, as well as factor analysis, t-testing, ANOVA, and correlation and regression.

DBA-831: Analytic Foundations for Business Leaders 3 credits

This course addresses the foundations of data mining. The course provides tools and techniques to determine whether data is appropriate for analysis. Learners will interact with a multi-year integrated business case as a means of exploring applications of analytics.

DBA-833: Predictive Modeling 3 credits

This course addresses predictive modeling techniques that leverage enterprise data to create competitive advantage. Methods of creating and communicating predictive modeling solutions are also discussed.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

DBA-835: The Sustainable Future 3 credits

This course examines organizational sustainability through the lenses of competitive advantage and innovation. It addresses the leadership skills and capabilities required to foster, lead, and sustain innovation in organizations, and it explores how these ideas can be applied to create competitive advantage leading to a sustainable organization.

DBA-837: Prescriptive Modeling for Business Decisions 3 credits

This course addresses prescriptive modeling techniques that leverage previously gained predictive enterprise data to create competitive advantage. Technological and organizational supports for prescriptive modeling are discussed as are methods of communicating prescriptive modeling solutions.

DBA-839: Enterprise Data Complexity 3 credits

Business is routinely using enterprise data to create competitive advantage. This course addresses the complexity of implementing enterprise data solutions and the related infrastructure considerations. In this course, learners will interact with a multi-year integrated business case to experience the complex interactions associated with exploiting enterprise data for competitive advantage.

DBA-885: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES-880.

DBA-955^Ω: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: RES-871 or RES-885 or RSD-883 or RSD-884.

DBA-960^Ω: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DBA-955.

DBA-965^Ω: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DBA-960.

DBA-966E: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-965.

DBA-967E: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-966 or DBA-966E.

DBA-968E: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-967 or DBA-967E.

DBA-969E: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-968 or DBA-968E; RSD-951.

DBA-970E: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-969 or DBA-969E.

DBA-971E: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-970 or DBA-970E.

DBA-972E: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-971E.

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

DBA-973E: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-972E.

DBA-974E: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DBA-973E.

DBA-975^Ω: Dissertation Research Continuation 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisites: DBA-966E or DBA-970 and either RSD-951 or D-35 status.

Digital Design (DDN)

DDN-100[♦]: Survey of the Visual Arts 4 credits

This survey course introduces majors to theoretical foundations of the visual arts and cultures. Modes of cultural production are explored—including art, photography, film, and design—with focus on influential artists, critics, and theoreticians. Students begin to identify, form, and critically support their own visual interests and opinions in relation to the diverse and changing nature of contemporary culture. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud.

DDN-101[♦]: Design Thinking 4 credits

This survey course introduces students to basic design thinking, including principles and elements of design, and concepts of composition. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

DDN-105[♦]: Drawing for the Visual Arts 4 credits

Drawing, sketching, conceptualization for clients, and preparing storyboards are essential communication skills in a visual world. This introductory drawing course teaches students about rendering spatial relationships, perspective, light, shadow, texture, and forms. This foundational course includes still life, gesture, and perspective drawing as well as lectures, critiques, and discussions. This course does not require that students have an art background. All types of aspiring artists will benefit from the fundamental and techniques taught in this class. Students will provide drawing supplies and paper along with a portfolio to carry them.

DDN-110[♦]: Design Fundamentals 4 credits

This course is an introduction to the basic elements of design and processes of visual communication using graphic tools standard in the industry. The focus is on mastering pixel, vector, and layout tools to demonstrate two-dimensional graphics, images, symbols, color theory, typography, and composition. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu.

DDN-115: Raster and Vector Technologies 4 credits

This foundational studio course focuses on developing visual style and production workflows in the creation of raster- and vector-based graphics using industry-standard technologies. Students apply color theory and composition skills to create complex illustrations and advertisements. Multiple input sources are combined to create both original and derivative content: camera, scanner, mouse, tablet, traditional media, and stock photography. Students practice acquiring work at the correct PPI, retouching, tonal correction, and color profiling to create images compliant with industry standards. Emphasis is placed on selecting appropriate imagery by analyzing audience needs, which is then applied to developing creative and original work. Students also learn how to legally acquire stock imagery and the ethical obligations in its manipulation. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu.

DDN-120[♦]: Production Methods 4 credits

During this course students will apply the concepts of production management, including structuring and preparing electronic files through production for a variety of mediums. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-110 or DDN-115.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DDN-125: Layout and Composition 4 credits

This survey course reinforces the use of design elements and principles of composition to create compelling, marketable designs. Structures, grid systems, and more informal freeform techniques are investigated to solve hands-on design problems. The role of typography, color, and hierarchy for effective communication is explored. Students use rapid visualization to iterate and prototype multiple solutions using the design thinking process and learn how to document their processes for presentation. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-100 or DDN-101.

DDN-160: 2D Motion Design 1 4 credits

This foundational motion course examines the basics of 2D motion design as it relates to graphic design. Students examine 2D motion in the context of the 12 Principles of Animation, the foundation of motion. This course teaches students how to view graphic design with the addition of a timeline. Students are introduced to the production pipeline as it relates to 2D graphic design in the context of motion. During preproduction, students strategize how to complete 2D motion graphics. Students then start crafting the assets and 2D motion of their projects in production and present a finalized motion graphic during post-production. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-110 or DDN-115.

DDN-200: Creative Processes 4 credits

This course exposes students to a variety of artistic methods to generate concepts and content off-screen, using traditional rapid visualization and mixed media. Structures for experimentation -- both planned and spontaneous -- are explored. A focus on concept development and rigorous hands-on practice helps students develop their artistic voice. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu.

DDN-205♦: Figure Drawing 4 credits

This course teaches students the anatomy of figure drawing for animation and character modeling. Developed skill sets transfer to figure drawing of any organic being, whether human or animal. Class time consists of demonstrations, lectures, critiques, and drawing exercises using a variety of media and subject matter. Student will provide drawing supplies and paper, along with a portfolio to carry them. A supply list will be provided at the start of the course.

DDN-210♦: Designing with Type 4 credits

This course explores fundamentals and traditions for designing with type, as well as corporate design with an emphasis on typography with integration of vector designs and photography into promotional pieces. Students propose and create solutions for visual problems with type. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-120. Co-Requisite: DDN-120.

DDN-210HN♦: Designing with Type 4 credits

This course explores fundamentals and traditions for designing with type, as well as corporate design with an emphasis on typography with integration of vector designs and photography into promotional pieces. Students propose and create solutions for visual problems with type. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-110.

DDN-215♦: Digital Photography I 4 credits

In this introductory digital photography course, students explore basic camera operation, digital capture, photographic principles, lighting, and visual design elements. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student photography. This is not a photo manipulation course. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Students are required to provide their own DSLR camera and tripod.

DDN-220♦: 2D Animation Design 4 credits

This course introduces the principles of animation, bringing objects to life using established principles of squash and stretch, key framing, and basic timing techniques. Vector-based design tools are used to create moving design. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Prerequisites: DDN-110. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud.

DDN-230♦: Sculpture 4 credits

This course introduces students to sculpture in various mediums, both traditional and nontraditional; provides practical and theoretical exploration of form, surface, mass, gravity, and structure; includes reading and writing assignments; and requires the creation and exhibition of student artwork. Students will provide their own sculpture tools. A supply list will be posted prior to the start of class.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

DDN-240♦: User Experience Design 4 credits

During this course students will apply theories of user experience and interaction to the design of web and mobile products. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud.

DDN-250: Interface Design 1: User Experience 4 credits

This course explores the fundamentals of User Experience as it applies to mobile applications through the use of prototyping and user testing. The historical context of User Experience is explored and as well as how it evolved into modern application design. During this course, students apply the Laws of UX to their designs. Various usability testing methods are implemented. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-125.

DDN-255: Interface Design 2: Web Design 4 credits

This course focuses on the web design prototyping process including research, wireframes, design comps, and interactive mock-ups that address a creative brief. Students learn website production, as well as Search Engine Optimization as it applies to design assets. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-250.

DDN-260‡: 2D Motion Design 2 4 credits

This course expands upon 2D motion design concepts as they relate to graphic design. Students continue exploring the 12 Principles of Animation and the production pipeline as a whole. Students explore audio, video, graphics, and type as assets for 2D motion graphics, and research industry trends in 2D motion and use that research to drive their work forward. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-160.

DDN-276: Portfolio 1 4 credits

This course requires students to research and build a self-marketing plan and curate a portfolio of work to use in a job search. Students examine their current work in order to accurately develop personal promotional assets, be introduced to design communities, identify industry networking opportunities, and begin to build a professional social network. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisites: DDN-120 and Sophomore standing.

DDN-300♦: Web Design I 4 credits

In this course, students learn visual design for the Web, building structure and presentation. Web layouts and style, artistic quality and performance, and navigation and accessibility are explored in the development of Web sites using HTML and CSS. The focus of the course is to develop a core foundation in HTML and CSS before the evaluation of other Web development tools. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-110 or DDN-115, or permission of instructor.

DDN-305♦: Drawing for Animation 4 credits

Students develop perspective and layout techniques for creating depth illusion as applied to principles of 3D modeling and animation. This course emphasizes the study of story, size relationships, values, lines, vanishing points, lighting, path direction, camera placements, and composition. Students also explore drawing media. Prerequisites: DDN-105. Technology requirement: Students provide their own laptop and subscription to Adobe Creative Cloud, a graphics tablet, Audacity sound editing software, and additional supplies as defined during the course.

DDN-306: 3D Motion Design 1 4 credits

This course focuses on introducing the principles and production of 3D modeling and 3D motion using industry standard software and processes. Students demonstrate three-dimensional concepts, theories, design, and application while creating products for use in motion graphics. Technology requirement: Students provide their own laptop, mouse, subscription to the Adobe Creative Cloud, and Maya software. Maya software is available as a student download from the Autodesk website. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-260.

DDN-310♦: Digital Painting 4 credits

This course is an advanced study in digital painting tools to support animation projects. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud, external drive for back-ups, mouse and/or graphics tablet for input.

DDN-312: Advanced Typography 4 credits

This studio-intensive course introduces a new dimension to typographic foundations through the inclusion of motion and interactivity in type. Students learn how to source web-compliant typography for inclusion in their own creative, strategy-driven design projects. Students explore grids, hierarchy, style, contrast, and basic animated transformations. Students apply the 12 Principles of Animation to kinetic typography compositions. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-210.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

DDN-315♦: Digital Photography II 4 credits

In this course, students shoot RAW and apply advanced photography techniques to create images used for a variety of commercial advertising, social media, and other marketing purposes. Natural and studio lighting techniques are studied as available methods for image creation. This course requires Web-based presentations, and the creation and exhibition of student artwork. Prerequisites: DDN-215. Technology requirement: Students must provide their own digital SLR or mirrorless camera, tripod, and connection cables or card readers to move the files between the camera and their computer. Personal laptop and Adobe Photoshop or Lightroom are required.

DDN-330♦: 3D Modeling Design I 4 credits

This course focuses on 3D modeling using a variety of media and processes. Students demonstrate three-dimensional concepts, theories, and application while creating products and package designs; photography and 3D model integration; and beginning character designs. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Maya software is available as a student download from the Autodesk website.

DDN-331: 3D Motion Design 2 4 credits

This course focuses on building creative skillsets, with an emphasis on developing the principles and processes of 3D motion graphics using industry standard tools and techniques. Students demonstrate the design aesthetics and practical technical skills needed to enter the field of motion graphics. Technology requirement: Students provide their own laptop, mouse, subscription to the Adobe Creative Cloud, and Maya software. Maya software is available as a student download from the Autodesk website. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-306.

DDN-335♦: Web Applications 4 credits

This course focuses on the planning, design, and implementation of dynamic websites. Using modern content management tools, HTML, CSS, and JavaScript, the course explores how to manage and distribute digital content, videos, photos, animations, and articles. Students explore website creation tools such as Wordpress, Joomla!, and Drupal, with a strong focus on creating and managing digital content for multiple platforms. Lastly, the course covers how to keep data safe and secure using cyber security best practices. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud. Prerequisite: DDN-300.

DDN-336: Front-End Development for Web Design 4 credits

In this course, students learn web design production and development. Web layouts, style, artistic quality, performance, navigation, and accessibility are explored in the development of websites using HTML and CSS. The focus of the course is to develop a core foundation in HTML and CSS, with an understanding of JavaScript. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Students also must purchase their own domain name and Internet-hosting services. Prerequisite: DDN-255.

DDN-340^A♦: History of Design 4 credits

This writing intensive course focuses on the history of visual arts, graphic design, and animation; genres of design; and the influence of artists, graphic artists, and animators through the ages. Emphasis is placed on the history of and current developments in the digital and information age. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud.

DDN-340HN^A♦: History of Design 4 credits

This writing intensive course focuses on the history of visual arts, graphic design, and animation; genres of design; and the influence of artists, graphic artists, and animators through the ages. Emphasis is placed on the history of and current developments in the digital and information age. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud.

DDN-350♦: Web Design II 4 credits

This course focuses on intermediate Web design from concept development—including roughs and wireframes—to design comps and interactive mock-ups. Students create sitemaps, flow diagrams, and basic user tests to help determine nomenclature, as well as wireframes that represent working models with page elements and functional specifications. Students learn to evaluate web site usability, as well as to conduct accessibility testing. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Students will also purchase their own domain name and internet hosting service. Prerequisite: DDN-300.

DDN-351^f: Interface Design 3: Application Design 4 credits

This course focuses on the planning, design, and implementation of dynamic applications using different project management methodologies. Due to the constant technological changes in screen sizes, students learn how to design and adapt to various devices. Types of applications designed include websites, mobile, and wearable technologies. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-255.

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

DDN-355[♦]: Content Management Systems 4 credits

In this course, students will learn to use various content management systems for websites, blogs, e-mail marketing, and social media. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Students will also purchase their own domain name and internet hosting services. Prerequisite: DDN-300.

DDN-356: Interface Design 4: Content Management Systems 4 credits

In this course, students learn how to use various content-management systems including, but not limited to websites, blogs, e-mail marketing, and social media. Students design and produce strategic assets, and learn how to set up hosting and populate content inside an industry standard CMS. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Students also must purchase their own domain name and internet hosting services. Prerequisites: DDN-336 and DDN-351.

DDN-360[♦]: 3D Modeling Design II 4 credits

This course is a study of the tools used to convert two-dimensional hand drawings, photos, and other references into three-dimensional elements. Students employ the terminology, tools, and topology of animation and game industries while modeling polygons, NURBS, and SubDs. Students explore texturing methods, camera setups, lighting techniques, and rendering options. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student work. Prerequisites: DDN-330. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Maya software is available as a student download from the Autodesk website.

DDN-365[♦]: 3-D Animation and the Mechanics of Motion 4 credits

In this course, the principles of animation are explored in greater depth as they apply to 3D. Students learn about the production cycle of animation while planning models for future animation. Kinematics, rigging, and facial animation processes are explored as students demonstrate walk cycles, express emotions, and synchronize sound to animations. Students also create short animations and integrate basic sound and video compositing software. This course includes reading, writing, and lab assignments. Prerequisites: DDN-220 and DDN-330.

DDN-366: Advanced Motion Design 1 4 credits

In this advanced studio course, students plan and produce graphic design-based portfolio pieces that demonstrate an understanding of motion. Students examine industry trends as they relate to advertising and client storytelling and learn to craft motion graphic solutions centered around client needs. Technology requirement: Students provide their own laptop, mouse, subscription to the Adobe Creative Cloud, and Maya software. Maya software is available as a student download from the Autodesk website. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisites: DDN-260 and DDN-306.

DDN-370[♦]: Designing with Motion Graphics 4 credits

During this course students will create animated graphics in a variety of mediums to meet client business needs. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud, external drive for back-ups, mouse and/or graphics tablet for input.

DDN-371: Motion Technologies 4 credits

In this course, students examine how graphic designers can use motion to create prototype conceptualizations. Students research emerging technologies to plan and create graphic design motion-based presentations for how these technologies are used in design-based problem solving. Technology requirement: Students provide their own laptop, mouse, subscription to the Adobe Creative Cloud, and Maya software. Maya software is available as a student download from the Autodesk website. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-260.

DDN-400^{Δ♦}: Business for the Design Professional 4 credits

This writing intensive course focuses on the essential business skills necessary for the design practice and professional. Business development, legal issues, project management, finances, human resources, and other management issues are explored as they relate to the design profession. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud.

DDN-400HN^{Δ♦}: Business for the Design Professional 4 credits

This writing intensive course focuses on the essential business skills necessary for the design practice and professional. Business development, legal issues, project management, finances, human resources, and other management issues are explored as they relate to the design profession. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DDN-405[△]: Design Professionalism 4 credits

This writing-intensive course focuses on the essential business skills necessary for the design professional. Personal branding and marketing, networking, industry landscape, professional advancement and career scaffolding, ethical and legal issues, project management, teamwork, professional communication, and other industry issues are explored as they relate to the design profession. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: Senior standing.

DDN-410[♦]: 3D Short Film Production 4 credits

This course explores the process of building a 3D short film as students are introduced to every aspect of the short-film production pipeline. From pre-production when the story and characters are developed to the final lighting, rendering, visual and sound effects, music, titles, and ending credits in post-production are completed, students prepare a production plan for their own animated 3D short film. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Maya software is available as a student download from the Autodesk website. Prerequisites: DDN-360 and DDN-365.

DDN-412[♦]: Short Film Production 4 credits

In this course students are introduced to every aspect of the short-film production pipeline, from pre-production when the story and characters are developed to the final lighting, rendering, visual and sound effects, music, titles, and ending credits in post-production. Students prepare a production plan for their own animated short film and create production quality scripts and storyboards. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud and Maya software. Maya software is available as a free student download from the Autodesk website. Check system requirements to run those programs at <https://knowledge.autodesk.com/support/maya/troubleshooting/caas/sfdcarticles/sfdcarticles/System-requirements-for-Autodesk-Maya.html>. Prerequisite: DDN-365.

DDN-415[♦]: 3D Visual Effects and Lighting 4 credits

In this course, students plan and visualize a special effects project by creating a shot-by-shot storyboard, building environmental sets and props, applying appropriate lighting and special effects, and rendering the solution. Sets are modeled with realistic texturing, lighting design, visual effects, and rendering solutions demonstrated. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Maya software is available as a student download from the Autodesk website. Prerequisite: DDN-360.

DDN-420[♦]: Advanced Animation 4 credits

This is a highly aesthetic and technical course in which students bring all design skills together, including pre-production, graphic design, modeling, animation, audio production, texturing, and rendering. Students must demonstrate composition, timing, and editing while producing a short, time-based project. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Maya software is available as a student download from the Autodesk website. Prerequisite: DDN-412.

DDN-421: Advanced Motion Design 2 4 credits

This course examines how to market oneself as a graphic designer who utilizes motion. Students examine their current portfolio of work and create supplemental graphic design pieces based in motion in order to enhance their portfolio. Students examine how to construct a demo reel and apply those concepts to the creation of their own demo reel. Technology requirement: Students provide their own laptop, mouse, subscription to the Adobe Creative Cloud, and Maya software. Maya software is available as a student download from the Autodesk website. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-366.

DDN-425: Advanced Motion Design 3 4 credits

This course focuses on the creation of a semester-long project that reflects an industry production schedule. Students will research and develop a primarily 2D graphic design-based motion graphic. Students' cumulative knowledge will be used to create a well-rounded portfolio piece for entry-level graphic design jobs that utilize motion. Students will also revisit their demo reel and make any necessary changes. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Maya software is available as a student download from the Autodesk website. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: DDN-421.

DDN-430[♦]: Programming for the Web I 4 credits

This course is an introduction to Web programming, Web server technologies, HTTP/HTTPS servers, Web security, PHP and ASP.net, and Unix/Linux open-source-based applications. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud. Additional programming tools will be assigned at the start of the course. Prerequisite: DDN-350.

DDN-440[♦]: Interactive Web Design 4 credits

This course explores the use of interactive Web and rich Internet applications, The integration of music, sound, video, and animation is considered in design. Students use object-oriented scripting language and standard Web tools to create dynamic Web sites. Prerequisites: DDN-430. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud. Additional programming tools will be assigned at the start of the course. Prerequisites: DDN-430. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud. Additional programming tools will be assigned at the start of the course.

[△] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DDN-450♦: Programming for the Web II 4 credits

This course focuses on advanced Web programming. Students work in a production environment resolving code issues, providing “work-arounds,” and improving Web design. Prerequisites: DDN-430. Technology requirement: Students provide their own laptop and subscription to the Adobe Creative Cloud. Additional programming tools will be assigned at the start of the course.

DDN-455♦: Designing for New Technologies 4 credits

During this course students will forecast new technologies in order to enhance user experience. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisite: DDN-356.

DDN-460♦: Advanced Web Projects 4 credits

During this course students will create self-directed web projects to meet client business needs. Technology requirement: Students provide their own laptop, a graphics tablet, external hard drive, and subscription to the Adobe Creative Cloud. Students will also purchase their own domain name and internet hosting service. Prerequisite: DDN-455.

DDN-475♦: Advanced Design Practicum 4 credits

In this advanced design course, students incorporate their personal style into the development of a portfolio. Professional design projects for a variety of campus and studio-based projects provide opportunities for students to fine-tune solutions for customer-driven, reality-based design problems. Students propose design solutions, practicing their communication and presentation skills while exploring career opportunities. The ethics of business practice is incorporated into studio projects. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: Senior standing.

DDN-475HN[†]: Advanced Design Practicum 4 credits

In this advanced design course, students incorporate their personal style into the development of a portfolio. Professional design projects for a variety of campus and studio-based projects provide opportunities for students to fine-tune solutions for customer-driven, reality-based design problems. Students propose design solutions, practicing their communication and presentation skills while exploring career opportunities. The ethics of business practice is incorporated into studio projects. Technology requirement: Students are responsible for providing their own laptop that is capable of running the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: Senior standing.

DDN-476: Portfolio 2 4 credits

This course requires students to implement a self-marketing plan and portfolio of work to launch a job search in their preferred industry. Students examine the current market, audit and improve past work to meet industry standards, then identify additional self-directed projects that help them reach their employment goals. Students refine their digital portfolio and publish all the assets needed to launch a personal brand complimented by a set of self-promotion materials, including a print portfolio. Technology requirement: Students provide their own laptop, mouse, and subscription to the Adobe Creative Cloud. Verify required technical specifications in the University Policy Handbook, which is available on www.gcu.edu. Prerequisites: DDN-405 and Senior standing.

Digital Film and Production (DFP)

DFP-101♦: Introduction to Cinema: History & Aesthetics 4 credits

This course covers multiple eras and movements throughout the age of film.

DFP-101HN♦: Introduction to Cinema: History & Aesthetics 4 credits

This course covers multiple eras and movements throughout the age of film.

DFP-111♦: Digital Video Production I 4 credits

This course introduces students to the technical and aesthetic aspects of small format digital production as well as the basic principles of motion picture production. Students learn the language of film/digital video and how its manipulation can express one’s individual message or purpose.

DFP-115♦: Acting for the Camera 4 credits

This introductory course helps digital film production students to develop skills and gain experience in acting and directing for the camera. Students participate on both sides of the camera. Course sessions include lecture, practical exercises, and preparation for analyzing and blocking a scene and working on a set. Students screen selected film clips to evaluate performances, explore methods to prepare for an audition, discuss the actor/director relationship, and examine the professional requirements of relating to a crew.

DFP-221^Δ♦: Screenwriting I 4 credits

Students in this writing intensive course learn storytelling for the screen through a managed regimen of in-class and out-of-class experiences that emphasize the essential mix of imagination and craft in writing. They hone their skills in observation, communication, and visualization, and receive instruction on structure for screenwriting and how to employ written language to articulate dramatic and visual expression.

^Δ Writing intensive course | ♦ Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DFP-223♦: Cinematography 4 credits

This course is an intensive exploration of the craft, technologies, and aesthetic principles of cinematography, lighting, and set design techniques. Lectures and in-class demonstrations cover video formats, cameras, exposure, lenses and optics, lighting units, lighting placement, lighting control, camera support, and camera movement.

DFP-225♦: Nonlinear Editing 4 credits

This course follows the general chronology of editing from capture and logging, through editing and effects, to final output of a finished program. The first half of the course is devoted entirely to a mastery of the editing software. The second half of the course is devoted to examining how and why editing is important. Different editing theories are explored, including montage, fast cut, long take, jump cut, and others.

DFP-230♦: Writing the Genre Film 4 credits

Understanding genre conventions and tropes is critical to a screenwriter's success. This course combines script analysis with the practice of writing short scripts for a variety of genres. Prerequisite: DFP-221.

DFP-235♦: Writing the Character-Centered Screenplay 4 credits

One of the greatest challenges for screenwriters is to create dynamic, believable characters. In this course, students will reflect on the role of character and the relationship between strong characters and a strong screenplay. Prerequisite: DFP-221.

DFP-301^Δ♦: Film Production Management 4 credits

In this writing intensive course, students will learn how to take a project from development into pre-production and then, how to effectively market and distribute the project. Although students will not be filming the project, students will utilize their production knowledge in building realistic schedules and budgets for their projects. Prerequisites: DFP-111 and DFP-221.

DFP-311^Δ♦: Cinema Directing 4 credits

This course utilizes techniques of directing, sound editing, lighting, and advanced editing programs. Several practical and written exercises lead to a short digital production. Students spend time working with actors in front of the camera as well as composing shots to convey a story visually. Prerequisites: DFP-111 and DFP-221.

DFP-311HN^Δ♦: Cinema Directing 4 credits

This course utilizes techniques of directing, sound editing, lighting, and advanced editing programs. Several practical and written exercises lead to a short digital production. Students spend time working with actors in front of the camera as well as composing shots to convey a story visually.

DFP-331♦: Visual Storytelling 4 credits

This course focuses on the elements that make up almost all storytelling. Students are encouraged to discover and develop their unique voices as writers and storytellers, while understanding the critical importance of working as part of a creative team. This course emphasizes the use of traditional storytelling, classic mythology, and the ways in which these devices apply to contemporary media.

DFP-331HN^Δ♦: Visual Storytelling 4 credits

This course focuses on the elements that make up almost all storytelling. Students are encouraged to discover and develop their unique voices as writers and storytellers, while understanding the critical importance of working as part of a creative team. This course emphasizes the use of traditional storytelling, classic mythology, and the ways in which these devices apply to contemporary media.

DFP-341♦: Writing Meaningful Dialogue 4 credits

Poorly written dialogue can remove a character's authenticity and diminish the audience's suspension of disbelief. This course explores what constitutes great dialogue and delves into techniques that allow writers to incorporate powerful subtext, craft honest and emotionally impactful dialogue, and integrate exposition seamlessly. Prerequisite: DFP-235.

DFP-346♦: Development and Production of TV Commercials 4 credits

In this course, students learn the entire process of creating television and Internet commercials. Students learn the skills of writing copy, developing ideas, researching the marketplace, working with client needs, pitching, and production of television commercials.

DFP-351♦: Audio Production for Cinema and Television 4 credits

This course introduces basic audio production skills and encourages students to face the challenges of audio production within the film and television industry. Students will learn how to capture clear sound as well as how to manipulate sound during the post-production stage. Prerequisite: DFP-111.

DFP-361♦: Music Video/Documentary Production 4 credits

This course is a survey of music video and documentary productions. Students study, analyze, and implement techniques in both types of productions. Prerequisite: DFP-111.

DFP-370♦: Creating Authentic Cinematic Conflict 4 credits

Maintaining interest while the story unfolds is an important task for the screenwriter. This course delves deeply into screenplay structure, analyzing dramatic strategies employed by successful screenwriters. Students will engage in various stages of the screenwriting process. Prerequisite: DFP-221.

DFP-451♦: Digital Production II 4 credits

This course exposes students to every aspect of media production. Students also learn how to work well in a team environment and to adhere to deadlines, time constraints, and medium limitations. Prerequisite: DFP-111.

DFP-455♦: Advanced Digital Post-Production 4 credits

This class is about developing students' understanding of the art of cinematic storytelling and montage and exposing them to the cueing, performing, and editing of Foley and Automated Dialogue Replacement. Students work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DFP-455HN[♦]: Advanced Digital Post-Production 4 credits

This class is about developing students' understanding of the art of cinematic storytelling and montage and exposing them to the cueing, performing, and editing of Foley and Automated Dialogue Replacement. Students work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques. Prerequisites: DFP-225 and DFP-351, or DFP-227.

DFP-457^{▲♦}: Screenwriting II 4 credits

Students in this writing intensive course study, analyze, and implement advanced techniques in creating cinema screenplays. This course emphasizes the use of traditional storytelling and classic mythology, and how these devices apply to contemporary screenplays. Prerequisite: DFP-221.

DFP-460[♦]: Creating the Dramatic Television Series 4 credits

In this course, students will learn the entire process of creating a dramatic television series. Students learn the skills of developing ideas, researching the marketplace, creating character bios, writing pilots, and pitching. Prerequisite: DFP-221.

DFP-463[♦]: Adapting Media to Screenplays 4 credits

Students learn to adapt various forms of media to screenplays. Prerequisite: DFP-221.

DFP-470[♦]: Screenwriting Capstone 4 credits

Students participate in individually writing a full-length feature film. They also explore all aspects of structure, character, settings, theme, obstacle, and expressive writing storytelling. Prerequisites: DFP-457 and DFP-463.

DFP-480^{Ω♦}: Digital Production Practicum 4 credits

This practicum allows students to apply digital production principles. The course focuses on the process and completion of a short digital film. Prerequisite: DFP-451.

Design Studio (DGN)

DGN-210[♦]: Introduction to 3-D Animation 4 credits

This is an introductory course exploring 3D computer graphics using industry standard Maya software. Students research the history of computer graphics and the different media formats where 3D characters, objects, and sets are used. Students are introduced to the entire production pipeline of 3D animation, including modeling, texturing, rigging, lighting, and rendering. Coursework is a combination of lecture, critique, and lab work. Maya software is required for the online course.

Dissertation (DIS)

DIS-955^Ω: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: RES-871, RES-885, RSD-883, or RSD-884.

DIS-960^Ω: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DIS-955.

DIS-965^Ω: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: DIS-960.

DIS-966E: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-965.

DIS-967E: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-966 or DIS-966E.

DIS-968E: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-967 or DIS-967E.

DIS-969E: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-968 or DIS-968E; RSD-951.

DIS-970E: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-969 or DIS-969E.

[▲] Writing intensive course | [♦] Fulfills General Education requirement | ^Ω Honors Major Course | ^Ω Non-Transferable

DIS-971E: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-970 or DIS-970E.

DIS-972E: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-971E.

DIS-973E: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-972E.

DIS-974E: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS-973E.

DIS-975^Ω: Research Continuation Course 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisites: DIS-966E or DIS-970 and either RSD-951 or D-35 status.

Doctor of Nursing Practice (DNP)

DNP-801A: Introduction to DNP Studies 3 credits

This course introduces learners to the skills and mindset necessary for success on the doctoral journey. These skills include critical thinking and analysis, navigating resources, academic writing for the doctoral level, identifying and understanding scholarly research, and the role of the practitioner-scholar.

DNP-805: Health Care Informatics 3 credits

This course provides the foundations for using information systems/technology to support and improve patient care and health care systems. The course is designed to provide the tools needed to manage individual and aggregate level information and use information systems/technology to evaluate programs of care, outcomes of care, and care systems using industry standards and related ethical, regulatory, and legal principles. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-801.

DNP-805A: Health Care Informatics 3 credits

This course provides the foundations for using information systems/technology to support and improve patient care and health care systems. The course is designed to provide the tools needed to manage individual and aggregate level information and use information systems/technology to evaluate programs of care, outcomes of care, and care systems using industry standards and related ethical, regulatory, and legal principles. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-801A.

DNP-810: Emerging Areas of Human Health 3 credits

Advanced nursing practice requires practice expertise and specialized knowledge in making diagnostic and practice management decisions. This science-based course gives learners insight into emerging areas of human health to improve health outcomes and establish programs of clinical excellence and emphasizes guidance and coaching of individuals and families through developmental, health-illness, and situational transitions from a holistic perspective. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-805.

DNP-810A: Emerging Areas of Human Health 3 credits

Advanced nursing practice requires practice expertise and specialized knowledge in making diagnostic and practice management decisions. This science-based course gives learners insight into emerging areas of human health to improve health outcomes and establish programs of clinical excellence and emphasizes guidance and coaching of individuals and families through developmental, health-illness, and situational transitions from a holistic perspective. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-805A.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DNP-815A: Scientific Underpinnings 3 credits

This course creates a base for the application of science into advanced nursing practice and includes philosophical, ethical, and historical foundations. Nursing science frames the development of theories and concepts to guide nursing practice and determine the nature and significance of health and health care delivery phenomena. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice immersion hours: Learners are required to document a minimum of 50 practice hours (25 direct and 25 indirect) in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-810A.

DNP-820⁰: Translational Research and Evidence-Based Practice 3 credits

This course focuses on a core set of skills and knowledge application activities related to the translation of research into practice, the evaluation of practice, and improvement of health care outcomes. Learners examine evidence to guide improvements in practice and outcomes of care. Literature reviews focus on gaps or tensions in the translation of research into practice. Ethical considerations are also examined in the context of health care research. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-815.

DNP-820A: Translational Research and Evidence-Based Practice 3 credits

This course focuses on a core set of skills and knowledge application activities related to the translation of research into practice, the evaluation of practice, and improvement of health care outcomes. Learners examine evidence to guide improvements in practice and outcomes of care. Literature reviews focus on gaps or tensions in the translation of research into practice. Ethical considerations are also examined in the context of health care research. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-815A.

DNP-825: Population Management 3 credits

This course examines ideas that promote understanding of aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Learners analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health. Evidence-based recommendations for health promotion and risk reduction for individuals and families and concepts of public health are emphasized. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-820.

DNP-825A: Population Management 3 credits

This course examines ideas that promote understanding of aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Learners analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health. Evidence-based recommendations for health promotion and risk reduction for individuals and families and concepts of public health are emphasized. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Prerequisite: DNP-820A.

DNP-830⁰: Data Analysis 3 credits

This course focuses on the analysis of data that is grounded in clinical practice and designed to solve practice problems or to inform practice directly. It emphasizes the use of analytic methods to critically appraise gathered evidence to determine and implement the best evidence for practice. Learners also learn to disseminate findings from evidence-based practice and research to improve health care outcomes. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-825.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DNP-830A: Data Analysis 3 credits

This course focuses on the analysis of data that is grounded in clinical practice and designed to solve practice problems or to inform practice directly. It emphasizes the use of analytic methods to critically appraise gathered evidence to determine and implement the best evidence for practice. Learners also learn to disseminate findings from evidence-based practice and research to improve health care outcomes. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice. Practicum hours must include a minimum of 25 direct and a minimum of 25 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 125. Prerequisite: DNP-840A.

DNP-835: Patient Outcomes and Sustainable Change 3 credits

This course prepares learners to develop effective strategies to ensure safety and quality health care for patients and populations and includes evaluation of health care outcomes. Learners engage in inquiry into the state of health care delivery, patient-centered care, sustainable change, and ethical principles surrounding practice. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-825.

DNP-835A: Patient Outcomes and Sustainable Change 3 credits

This course prepares learners to develop effective strategies to ensure safety and quality health care for patients and populations and includes evaluation of health care outcomes. Learners engage in inquiry into the state of health care delivery, patient-centered care, sustainable change, and ethical principles surrounding practice. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Prerequisite: DNP-825A.

DNP-836: Facilitation of Learning in Nursing Education 3 credits

This course explores the role of the nurse educator in higher education settings with specific emphasis on effective methods of facilitating learning and fostering critical thinking skills in diverse student populations. Learners are introduced to instructional strategies and methods grounded in evidence-based practice and learning theory and engage in the selection of appropriate strategies to facilitate learning. Learners also consider the effective integration of technology and simulation into teaching practice. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-810.

DNP-836A: Facilitation of Learning in Nursing Education 3 credits

This course explores the role of the nurse educator in higher education settings with specific emphasis on effective methods of facilitating learning and fostering critical thinking skills in diverse student populations. Learners are introduced to instructional strategies and methods grounded in evidence-based practice and learning theory and engage in the selection of appropriate strategies to facilitate learning. Learners also consider the effective integration of technology and simulation into teaching practice. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-810A.

DNP-837: Curriculum Design and Assessment 3 credits

This course focuses on curriculum design and assessment of student learning outcomes in nursing education. Learners examine best practices for curriculum development, including performing needs assessments, writing learning objectives, and creating formative and summative assessments. Learners also consider selection of content and instructional strategies based on diverse student needs and collecting and employing assessment data to improve teaching and learning outcomes. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-836.

DNP-837A: Curriculum Design and Assessment 3 credits

This course focuses on curriculum design and assessment of student learning outcomes in nursing education. Learners examine best practices for curriculum development, including performing needs assessments, writing learning objectives, and creating formative and summative assessments. Learners also consider selection of content and instructional strategies based on diverse student needs and collecting and employing assessment data to improve teaching and learning outcomes. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-836A.

DNP-838: Nursing Program Development and Educational Leadership 3 credits

In this course, learners examine issues related to nursing program development within the complex and highly regulated environment of nursing education. With a focus on regulatory and accrediting bodies, learners determine the best methods for designing, evaluating, and improving nursing education programs in order to meet the diverse needs of industry and other stakeholders. Learners also explore leadership issues in nursing education and the professional development and scholarly obligations of the nurse educator-scholar in the academic community. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-837.

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

DNP-838A: Nursing Program Development and Educational Leadership 3 credits

In this course, learners examine issues related to nursing program development within the complex and highly regulated environment of nursing education. With a focus on regulatory and accrediting bodies, learners determine the best methods for designing, evaluating, and improving nursing education programs in order to meet the diverse needs of industry and other stakeholders. Learners also explore leadership issues in nursing education and the professional development and scholarly obligations of the nurse educator-scholar in the academic community. Learners are expected to integrate the educational leadership competencies through completion of education practicum hours during this course. Practicum/field experience hours: 50. Prerequisite: DNP-837A.

DNP-840^Ω: Leadership for Advanced Nursing Practice 3 credits

Advanced nursing practice requires political skills, systems thinking, and the business and financial insight needed for the analysis of practice quality and costs related to caring for the needs of a panel of patients, a target population, a set of populations, or a broad community. Learners conceptualize new interprofessional care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practice hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course. Practicum/field experience hours: 50. Prerequisite: DNP-835.

DNP-840A: Leadership for Advanced Nursing Practice 3 credits

Advanced nursing practice requires political skills, systems thinking, and the business and financial insight needed for the analysis of practice quality and costs related to caring for the needs of a panel of patients, a target population, a set of populations, or a broad community. Learners conceptualize new interprofessional care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives. Learners are expected to integrate and synthesize core program competencies and specialty practice requirements necessary to demonstrate proficiency in advanced nursing practice in the DNP Practice Immersion Workspace. Practicum hours must include a minimum of 25 direct and a minimum of 25 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 100. Prerequisite: DNP-835A.

DNP-955^Ω: DPI Project: Part I 3 credits

Learners finalize an issue in health care that will become the basis of an evidence-based research project to be carried out prior to completion of the doctoral program. Learners leave this course with a project goal/topic, a literature review, a proposed methodology, and a clear description of how addressing the issue presented will improve patient care. A project proposal is written in preparation for the Institutional Review Board (IRB) review. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practice hours: Learners must be able to document a minimum of 100 concurrently or previously logged practice hours in association with the three DPI Project courses. Practicum/field experience hours: 34. Prerequisite: DNP-840.

DNP-955A: DPI Project: Part I 4 credits

Learners finalize an issue in health care that will become the basis of an evidence-based research project to be carried out prior to completion of the doctoral program. Learners leave this course with a project goal/topic, a literature review, a proposed methodology, and a clear description of how addressing the issue presented will improve patient care. A project proposal is written in preparation for the Institutional Review Board (IRB) review. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practicum hours must include a minimum of 75 direct and a minimum of 50 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 225. Prerequisite: DNP-830A.

DNP-960^Ω: DPI Project: Part II 3 credits

Learners submit a project for approval to the Institutional Review Board (IRB). Once IRB approval is obtained, the learner conducts the project. Data is appropriately gathered for future analysis to determine if the practice investigated in the project brought about improved outcomes. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practice hours: Learners must be able to document a minimum of 100 concurrently or previously logged practice hours in association with the three DPI Project courses. Practicum/field experience hours: 33. Prerequisite: DNP-955.

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

DNP-960A: DPI Project: Part II 4 credits

Learners submit a project for approval to the Institutional Review Board (IRB). Once IRB approval is obtained, the learner conducts the project. Data are appropriately gathered for future analysis to determine if the practice investigated in the project brought about improved outcomes. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practicum hours must include a minimum of 75 direct and a minimum of 50 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 225. Prerequisite: DNP-955A.

DNP-965^Ω: DPI Project: Part III 3 credits

Data gathered during the project is analyzed and evaluated to determine the outcomes garnered by the project. A proposal for dissemination and mass implementation is created. Learners identify areas of future research and practice change for the continued improvement of health care. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practice hours: Learners must be able to document a minimum of 100 concurrently or previously logged practice hours in association with the three DPI Project courses. Practicum/field experience hours: 33. Prerequisite: DNP-960.

DNP-965A: DPI Project: Part III 4 credits

Data gathered during the project is analyzed and evaluated to determine the outcomes garnered by the project. A proposal for dissemination and mass implementation is created. Learners identify areas of future research and practice change for the continued improvement of health care. Learners are required to plan and document their learning goals and activities using the DPI Project Milestone Guide. Learners also continue work as necessary in the DNP Practice Immersion Workspace to ensure that all programmatic requirements have been met. Practicum hours must include a minimum of 50 direct and a minimum of 50 indirect logged and approved practice hours in association with this course. Practicum/field experience hours: 225. Prerequisite: DNP-960A.

DNP-966^Ω: Project Continuation I 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-965.

DNP-967^Ω: Project Continuation II 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-966.

DNP-968^Ω: Project Continuation III 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-967.

DNP-969: Project Continuation IV 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-968.

DNP-970: Project Continuation V 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-969.

DNP-971: Project Continuation VI 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-970.

DNP-972: Project Continuation VII 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-971.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

DNP-973: Project Continuation VIII 3 credits

This course emphasizes the finalization of the requirements needed to complete the DNP program and provides learners with individualized support for completing their program requirements. Learners continue to work directly with their chairperson and committee members based on their individual success plan for completing their programs. Prerequisite: DNP-972.

Data Science (DSC)

DSC-510: Advanced Probability and Statistics 4 credits

This course reviews probability, distributions, statistical methods, and data analysis, in the context of computational science. Students use statistical computing software to analyze, visualize, and communicate results.

DSC-520: Regression Analysis 4 credits

This course covers methods and applications of linear regression and multivariate analysis in predictive modeling. Students learn how to build and validate statistical models, using exploratory analysis, linear regression, principal components analysis, and cluster analysis. Prerequisite: DSC-510.

DSC-530: Predictive Modeling 4 credits

This course focuses on foundational principles and on the process of developing mathematical tools and models that generates accurate predictions. Students design, build, and validate software applications that implement supervised learning algorithms. Prerequisite: DSC-520.

DSC-540: Machine Learning for Data Science 4 credits

This course covers the use, analysis, design, and implementation of machine learning algorithms. Students acquire in depth understanding of theoretical underpinning of both simple and advanced algorithms. Prerequisite: DSC-520.

DSC-550: Neural Networks and Deep Learning 4 credits

This course introduces deep artificial neural networks, reviewing the theoretical concepts and practical applications in data science. Students design and implement ANNs, while learning methods for training, testing, and deployment. A distinction is made between neural networks, convolutional neural networks, and recurrent neural networks. Prerequisite: DSC-520.

DSC-570: Data Mining 4 credits

This course combines mathematical and theoretical aspects of data analytics towards implementations in a computational form. Data mining algorithms and related methods for knowledge representation and reasoning form the basis for the development of decision and analytics software tools. Prerequisite: CST-560.

DSC-580: Designing and Creating Data Products 4 credits

This course presents the process for designing and creating software applications that use data to achieve an end goal. Several software development tools and languages are used to build products that use data to accomplish a business analytics or scientific exploration task. Prerequisite: DSC-570.

DSC-590: Data Science Capstone Project 4 credits

Students conceptualize, design, and present an innovative idea, process, or a product in the field of data science. Projects synthesize and apply knowledge from previous courses and include a scientific report anchored in current theory and research. Prerequisite: DSC-580.

Digital Social Media (DSM)

DSM-101: Introduction to Social Media 4 credits

This course is an introduction and overview to social media tools and techniques. Students apply strategic thinking to the “why” and learn to plan, organize, and create digital content. Case studies will give reference and understanding of the changing landscape in this media market.

DSM-215[‡]: Photography and Video for Social Media 4 credits

This course builds technical knowledge and skills for creating and publishing photographic and video-based content for social media channels. Students learn how to create compelling visual stories for their brands using social media channels.

DSM-300: Social Media for Events, Entertainment, and Sports 4 credits

The coverage of events requires students to prepare a strategy against expected outcomes, have an equipment plan (and a backup plan), and often work in teams to create the volume of content required. Prerequisite: DSM-215.

DSM-320: Social Media Communities 4 credits

Communities are built from people sharing together. Students learn to build and evaluate communities using industry standard tools. They create content after understanding the personalities of those communities, and work to motivate those communities toward appropriate outcomes. Prerequisite: DSM-101.

DSM-340[‡]: Social Media Data and Analytics 4 credits

This course uses industry standard tools for planning and evaluation of social media campaigns. Students will learn how to collect data and learn how to make data-based decisions that affect the success of social campaigns. Prerequisite: DSM-101.

[‡] Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

DSM-400^Δ: Reputation Management 4 credits

The goal of reputation management is to positively shape the perception of a brand, business, or personality. This class teaches students the strategic process for content curation, monitoring and listening to social channels, then responding appropriately. Escalation policies are studied and created. Case studies of businesses as well as natural disasters inform these skills. Prerequisite: DSM-215, DSM-320, DSM-340.

DSM-420^Δ: Social Media Campaigns 4 credits

In this course students will activate all of their prior knowledge to strategize, concept, and create social campaigns that result in high levels of audience engagement. Prerequisite: DSM-215, DSM-320, DSM-340.

DSM-475: Social Media Capstone 4 credits

During this course students will research, plan, create, publish, and analyze the results of a self-directed social media campaign, including the creation and management of an online community. Prerequisite: Senior standing.

Educational Administration (EAD)

EAD-501^Ω: Educational Administration: Foundations for the Developing Leader 3 credits

This course begins by acquainting candidates with the GCU learning management system, while preparing them to be successful graduate-level students and future educational leaders. With an intense programmatic focus on developing people into leaders, this course examines the essential value of Leading with Purpose, a principal cornerstone of the College of Education's mission statement and Conceptual Framework. Major leadership styles, philosophies and the characteristic leadership behaviors will be a fundamental focus while candidates begin to understand and develop their own leadership style and philosophy. This development will occur in context as candidates are exposed to the leadership foundations provided through the professional standards and code of ethics for educational leaders. Practicum/field experience hours: 10. Fingerprint clearance not required.

EAD-505: Education Law 3 credits

This course will introduce candidates to the laws and policies governing and relating to PreK-12 education in the United States. Through case studies, a broad range of topics will be examined including, due process, discipline, freedom of speech, school safety, discrimination, religion in schools, and rights of students with disabilities. These and other topics will be framed in context to inform the future principal's role in improving outcomes for all students. Practicum/field experience hours: 10. Fingerprint clearance not required. Prerequisite: EAD-501.

EAD-510: Education Finance 3 credits

This course examines PK-12 education finance with a fundamental focus on issues and practices that directly affect the operation of the school and local education agency (LEA). Candidates will be exposed to the regulations encompassed in the Uniform System of Financial Records (USFR) and the implications of these regulations at the school site level. School finance topics related to education at the federal, state, and local levels will be examined. Candidates will explore school budget and accounting principles, fiscal responsibility, resource allocation, basic administrative theories, processes, and techniques, as well as discuss the major challenges facing them in the daily operation of local schools. Practicum/field experience hours: 10. Fingerprint clearance not required. Prerequisite: EAD-501.

EAD-513: Shaping School Culture 3 credits

This course emphasizes the critical role of the leader in creating and sustaining a positive school culture and shared vision. Given diverse settings, contexts and leadership situations, candidates will explore how various leadership styles, philosophies and behaviors can promote or hinder the development of a quality learning culture and positive workplace conditions. Additionally, candidates will examine supervisory processes and strategies by which educational leaders can empower teacher self-efficacy and promote instructional improvement that enriches the outcomes for all students. Practicum/field experience hours: 10. Fingerprint clearance required.

EAD-519: Clinical Internship I: Learner-Centered Leadership 3 credits

The Internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building-level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. The timeliness of the Internship promotes the authentic learning application of Block 1 tasks at a level of competence needed to ensure effective school leadership. Practicum/field experience hours: 90. Fingerprint clearance required. Prerequisites: EAD-501, EAD-505, and EAD-510.

EAD-520: Strengthening Curricular Programs to Promote Continuous School Improvement 3 credits

This course prepares candidates to become effective instructional leaders in the evaluation of school-wide curricular programs to promote continuous school improvement. Candidates will explore processes in planning, implementation, and evaluation of programs and curriculum, while ensuring that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching. Data-driven analysis is emphasized throughout. Practicum/field experience hours: 10. Fingerprint clearance required.

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

EAD-523: Developing Professional Capacity 3 credits

This course prepares candidates to become effective building-level instructional leaders in the development of professional capacity. Candidates will investigate various school professional development program practices including Professional Learning Communities, Collaborative Learning Communities, beginning teacher induction, and mentor program models. Additionally, candidates will analyze theoretical models, research, and best practices for improving teaching as well as learning outcomes for all students, with a strong emphasis on data-driven, learner-centered decision-making. Practicum/field experience hours: 10. Fingerprint clearance required.

EAD-5230TE: Developing Professional Capacity for Current Practitioners 3 credits

This course prepares practitioners to become effective school-level instructional leaders in the development of professional capacity. Practitioners will evaluate the effectiveness of professional development practices, presentation and facilitation skills, professional learning communities, and mentor programs. Additionally, practitioners will analyze best practices for using technology to increase academic performance.

EAD-529: Clinical Internship II: Learner-Centered Leadership 3 credits

The Internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building-level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. The timeliness of the Internship promotes the authentic learning application of Block 2 tasks at a level of competence needed to ensure effective school leadership. Practicum/field experience hours: 90. Fingerprint clearance required. Prerequisites: EAD-519, EAD-513, EAD-520, and EAD-523.

EAD-530: Improving Teacher Performance and Self-efficacy 3 credits

This course prepares candidates to become effective building-level instructional leaders who are able to positively enrich teaching and learning experiences/outcomes through leadership practices that improve teacher performance, self-efficacy, and morale. Course topics promote the learning of strategies including coaching; collaborative learning and decision-making; creating a safe and supportive professional learning culture; and reflective practice. Candidates will examine current policy and practice in the areas of teacher observation, evaluation, and teacher performance ratings. Practicum/field experience hours: 10. Fingerprint clearance required.

EAD-533: Developing and Empowering Instructional Leaders 3 credits

This course prepares candidates to become effective building-level instructional leaders who are able to positively enrich teaching and learning experiences/outcomes through leadership practices that improve teacher performance, self-efficacy, and morale. Course topics promote the learning of strategies including cognitive coaching; collaborative learning/decision-making; creating a safe/supportive professional learning culture; and reflective practice. Candidates will examine current policy and practice in the areas of teacher observation, evaluation, value-added student growth models, and teacher performance ratings. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: EAD-501.

EAD-536: Strategic Leadership and Management in the Principalship 3 credits

This course will explore critical issues facing school principals, including the challenge of attracting and retaining a quality work force, managing and allocating resources, innovative instructional leadership, creating community partnerships, and meeting the myriad of district, state and federal policies and laws. With a focus on all six Interstate School Leaders Licensure Consortium (ISLLC) standards, candidates will holistically analyze a school's Continuous Improvement Plan (CIP) and focused action plans in various contexts. This analysis will inform the candidate's understanding of the important implications of managing school resources in order to meet operational needs and improve outcomes for all students. Practicum/field experience hours: 10. Fingerprint clearance required.

EAD-539: Clinical Internship III: Learner-Centered Leadership 3 credits

The Internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building-level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. The timeliness of the Internship promotes the authentic learning application of Block 3 tasks at a level of competence needed to ensure effective school leadership. Practicum/field experience hours: 90. Fingerprint clearance required. Prerequisites: EAD-529, EAD-530, EAD-533, and EAD-536.

EAD-609: Superintendent Internship 3 credits

This internship is designed to provide candidates interested in PK-12 district office leadership meaningful learning experiences needed to prepare for PK-12 district leadership positions. Designated field experience opportunities include orientation to district office organization, responsibilities of the superintendent, district office organizational structure, district governance, community relations, and personnel development. Practicum/field experience hours: 90. Fingerprint clearance required.

Early Childhood Education (ECE)

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

ECE-120: Early Childhood Foundations and the Teaching Profession 4 credits

This course focuses on foundations of early childhood education with an emphasis on the historical context, ethical practices, philosophical and psychological theories, and current early childhood educational models including the Montessori education model. Teacher candidates will also examine the roles and expectations of early childhood educators, and have the opportunity to reflect on and plan for their own professional development. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-130: Educational and Developmental Psychology for Early Childhood Educators 4 credits

This course focuses on theories of child development and learning. Teacher candidates will examine the application of those theories to traditional and Montessori early childhood models and evaluate their contemporary usefulness in supporting children's academic achievement, brain development, and social and emotional growth through early childhood. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-210: Instructional Planning for Young Children 4 credits

In this course, teacher candidates examine principles of instructional planning with an emphasis on alignment between content standards, objectives, and assessment. Additional focus is placed on meeting the needs of individual learners through differentiated instruction. Engagement methods, including the use of technology, are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-220[‡]: Typical and Atypical Behaviors in Early Childhood 4 credits

This course focuses on the developmental milestones of typical and atypical students, as well as evaluating disabilities and gifted tendencies among students in Birth – Grade 3 settings. Teacher candidates will also examine early interventions for students who demonstrate atypical behaviors, and investigate the role IDEA plays in early childhood settings. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-220HN[‡]: Typical and Atypical Behaviors in Early Childhood 4 credits

This course focuses on the developmental milestones of typical and atypical students, as well as evaluating disabilities and gifted tendencies among students in Birth – Grade 3 settings. Teacher candidates will also examine early interventions for students who demonstrate atypical behaviors, and investigate the role IDEA plays in early childhood settings. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-230: Assessing, Monitoring, and Reporting Progress of Young Children 4 credits

In this course, teacher candidates will examine the learning cycle from the perspective of the student as well as the teacher. Key components include pre-assessment, analysis of data, lesson planning, instruction, post-assessment and reflection, and next steps. Assessing, monitoring, and reporting the performance and progress of young children is examined, as well as making educated projections for children's future performances based on age/grade level standards. Areas of focus in the course include the history and challenges of testing and the role of technology in assessment. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-300: Development of Health, Safety and Nutrition in Young Children 4 credits

The course examines child growth and development as they relate to the health, safety, nutrition and fitness of young children. Principles and practices of personal and community health and safety are explored. Teacher candidates also consider strategies for developing the motor skills, social skills, confidence and enjoyment of movement in young children. Practicum/field experience hours: 5. Fingerprint clearance required.

ECE-340: Language and Early Literacy Development 4 credits

This course examines current research in language and literacy development, with an emphasis on effective instructional strategies for developing oral language and pre-literacy skills (such as phonemic awareness and decoding) in young children. Teacher candidates will also research and consider tools used to assess language development skills. Practicum/field experience hours: 5. Fingerprint clearance required.

ECE-350: Literature as a Tool for Instruction 4 credits

This course is a study of children's literature and the reciprocal process between reading and writing. There is an emphasis on the genres, examining each one's characteristics and contexts for use in both reading and writing. Other topics covered in this course include criteria for evaluating, analyzing, and selecting children's literature, the integration of literature across the curriculum, and family involvement. Practicum/field experience hours: 5. Fingerprint clearance required.

ECE-360[‡]: Family, Community, and Cultural Awareness in Early Childhood 4 credits

In this course, teacher candidates examine cultural learning theories as well as the relationships and structures of family that make up the classroom and community. Emphasis is placed on identifying community, school, and familial needs maintaining open communication with families in order to enhance the learning environment. Practicum/field experience hours: 5. Fingerprint clearance required.

[‡] Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

ECE-360HN^Δ: Family, Community, and Cultural Awareness in Early Childhood 4 credits

In this course, teacher candidates examine cultural learning theories as well as the relationships and structures of family that make up the classroom and community. Emphasis is placed on identifying community, school, and familial needs maintaining open communication with families in order to enhance the learning environment. Practicum/field experience hours: 5. Fingerprint clearance required.

ECE-400: Child Guidance and Management in Early Childhood Education 4 credits

This writing intensive course focuses on creating a positive culture in the learning environment, implementing classroom management strategies, supporting students with challenging behaviors, and addressing young children's social and emotional needs. This course explores theories and models, including Montessori methodologies, which foster a safe and effective classroom environment. Special attention is placed on the guidance approach. Teacher candidates are introduced to the educational benefits of family involvement, addressing diverse learning needs, and developing realistic management policies and procedures that benefit the learning environment. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-450: Instructional Methodologies: Language Arts and the Creative Arts 4 credits

This course examines literacy methodologies for teaching children Kindergarten to Grade 3, with an emphasis in incorporating the arts. Teacher candidates apply the skills necessary to develop instruction for language arts and creative arts that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-230.

ECE-455: Instructional Methodologies: Mathematics 4 credits

This course examines mathematical methodologies for teaching children Pre-K to Grade 3, with an emphasis in hands-on and manipulative-based learning. Teacher candidates apply the skills necessary to develop a mathematical unit plan that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-230.

ECE-460: Instructional Methodologies: Science 4 credits

This course examines science methodologies for teaching children Birth to Grade 3, with an emphasis on inquiry-based learning. Teacher candidates apply the skills necessary to develop a science unit plan that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-230.

ECE-465: Instructional Methodologies: Social Studies 4 credits

This course examines social studies methodologies for teaching children Kindergarten to Grade 3, with an emphasis on connections to past, present, and future concepts and events. Teacher candidates apply the skills necessary to develop a social studies unit plan that is standards-based and data-driven. Candidates are also given the opportunity to deliver instruction and evaluate their professional practice. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-230.

ECE-470: Birth through Preschool Early Childhood Practicum 4 credits

Teacher candidates spend time in a birth through preschool setting observing, working with small groups, and teaching. Emphasis will be placed on planning, implementing, and evaluating developmentally appropriate curricula, instruction, and adaptations based on knowledge of development and learning with young children, the family, and the community. The practicum/field experiences for this course are in a birth through preschool setting. Practicum/field experience hours: 30. Fingerprint clearance required. Prerequisite: ECE-230.

ECE-490: Student Teaching - Kindergarten to Age 8/Grade 3 8 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP) and an Individualized Education Program (IEP) Performance Template. Fingerprint clearance required.

ECE-501: Introduction to Early Childhood Foundations and Graduate Studies 3 credits

This course begins by acquainting teacher candidates with the GCU learning management system, while preparing them to be successful graduate-level students and future Early Childhood educators. Teacher candidates survey the philosophical and historical foundations upon which early childhood educational theories and practices are constructed. Current educational models, including the Montessori education model, are explored. Teacher candidates examine the application of theories to the early childhood classroom and evaluate their contemporary usefulness in supporting children's academic achievement, brain development, and social and emotional growth through early childhood. Practicum/field experience hours: None. Fingerprint clearance not required.

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

ECE-510: Typical and Atypical Behaviors of Young Children 3 credits

Teacher candidates survey how young children grow and develop, recognizing that patterns of learning and development vary individually across the cognitive, linguistic, physical, social, and emotional areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to development of young children will allow teacher candidates to build foundational knowledge for constructing differentiated learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Teacher candidates review atypical development, early intervention, and Parts A and B of IDEA to develop IFSP, IEPs, and 504s for young children. Practicum/field experience hours: None. Fingerprint clearance not required.

ECE-520: Instructional Planning, Assessment and Reporting in Early Childhood 3 credits

Teacher candidates obtain a robust view of the learning cycle of teaching, which includes assessment, evaluation, data analysis, reflection, and next steps, to develop lessons aligned to state and national standards. Data are used to assess, monitor, and report the progress of young children. Teacher candidates analyze and integrate multiple methods of assessment that support monitoring student progress and guiding decision making. Assessment and instruction will support foundational knowledge regarding the importance of planning instruction based on the knowledge of students, learning theory, connection across the curriculum, curricular goals, with focused attention on formative and summative assessment. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-530: Health, Safety, and Nutrition in Growth and Development of Early Learners 3 credits

Teacher candidates explore child growth and development, including developmental milestones that must be met with regards to physical, cognitive, and social-emotional development, as well as adaptability and approaches to learning for young children. This course emphasizes safety, health, and nutrition with a focus on the special health care needs for young children. Aspects of physical development, including fitness and movement, gross and fine motor skills, and fostering physical development within the community are discussed. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-540: Developing Language and Early Literacy in Young Children 3 credits

This course examines the foundations for early language development in young children. Teacher candidates build knowledge regarding whole language, phonics, emergent literacy, and the integration of literary elements. Teacher candidates focus on the assessment of literacy abilities, meeting the literacy needs of small groups, and literacy in the classroom and at home. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-560: Family Engagement and Cultural Awareness in Early Childhood 3 credits

Teacher candidates examine the family, community, and cultural influences that affect young children. Teacher candidates identify factors that put young children at risk as well as resources to support various types of families and structures. Teacher candidates also identify ways to meet community needs while promoting cultural awareness and competence. Practicum/field experience hours: 10. Fingerprint clearance required.

ECE-568: Birth through Preschool Early Childhood Practicum 3 credits

Teacher candidates explore a birth through preschool setting observing, working with small groups, and teaching developmentally appropriate instruction. Emphasis will be placed on examining developmental and academic content domains while planning, implementing, and evaluating curricula, instruction, and strategies based on evidence-based practices with young children, the family, and the community. The practicum/field experiences for this course are in a birth through preschool setting. Practicum/field experience hours: 30. Fingerprint clearance required. Prerequisites: ECE-630 and ECE-640.

ECE-598: Student Teaching - Kindergarten to Age 8/Grade 3 8 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP) and an Individualized Education Program (IEP) Performance Template. Fingerprint clearance required.

ECE-600: Creating and Managing the Early Childhood Environment 3 credits

Teacher candidates use the guidance approach to create environments that support individual and collaborative learning, encourage positive social interaction, facilitate active engagement in learning, and promote self-motivation. Montessori classroom management philosophies are explored. Teacher candidates develop skills related to establishing and maintaining organized, safe, inclusive, respectful, challenging, and positive early childhood environments with rules and expectations that are clearly communicated. Teacher candidates also examine how to help students overcome challenging behavior and learn from mistakes. Practicum/field experience hours: 15. Fingerprint clearance required.

.....
^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

ECE-620: Instructional Methodologies: 3 credits
Language Arts and the Creative Arts

Teacher candidates examine a variety of instructional strategies that encourage young children to build reading, writing, and oral language skills in meaningful ways. Emphasis is placed on integrating the creative arts throughout language arts curriculum that teacher candidates will develop, teach, and assess. Candidates will also gather and analyze performance data to make instructional decisions. In addition, teacher candidates will build skills to integrate math, science, and social studies into language arts lessons while strengthening literacy connections at home. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisites: ECE-520 and (ECE-540 or ECS-575).

ECE-622: Research Based Instruction, 3 credits
Remediation, and Intervention in ELA

Teacher candidates examine a variety of instructional strategies that encourage young children to build reading, writing, and oral language skills in meaningful ways. Emphasis is placed on integrating the creative arts throughout language arts curriculum that teacher candidates will develop, teach, and assess. Teacher candidates will explore research-based intervention and remediation strategies to select, differentiate, and implement instruction to advance the learning for all students. Candidates will also gather and analyze performance data to make instructional decisions that support the process of implementing developmentally appropriate interventions and remediations to serve the diverse needs of all students. In addition, teacher candidates will build skills to integrate math, science, and social studies into language arts lessons while strengthening literacy connections at home. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-520 or ECS-575.

ECE-630: Instructional Methodologies: 3 credits
Mathematics

Teacher candidates research instructional methodologies for teaching mathematics to young children. Emphasis is placed on hands-on and inquiry- and manipulative-based learning in mathematics curriculum that teacher candidates will develop, teach, and assess. Candidates will also gather and analyze performance data to make instructional decisions. In addition, teacher candidates will build skills to integrate literacy, science, social studies, and the creative arts into mathematics lessons while strengthening mathematical connections at home. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-520.

ECE-640: Instructional Methodologies: 3 credits
Science and Social Studies

Teacher candidates research instructional methodologies for teaching science and social studies to young children. Emphasis is placed on inquiry-based learning and real-world connections to science and social studies curriculum that teacher candidates will develop, teach, and assess. Candidates will also gather and analyze performance data to make instructional decisions. In addition, teacher candidates will build skills to integrate literacy, mathematics, and the creative arts into science and social studies lessons while strengthening connections at home. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ECE-520.

Early Childhood Education (ECH)

ECH-130[♦]: Educational Psychology in Early 4 credits
Childhood

This course focuses on theories of learning and motivation, including young children's physical, cognitive, and social-cultural development from Birth to Age 5/Pre-K and K to Age 8/Grade 3. Students apply the theories to the early childhood classroom and examine their contemporary usefulness in supporting children's academic achievement and emotional development through the early childhood years.

ECH-130HN[♦]: Educational Psychology in Early 4 credits
Childhood

This course focuses on theories of learning and motivation, including young children's physical, cognitive, and social-cultural development from Birth to Age 5/Pre-K and K to Age 8/Grade 3. Students apply the theories to the early childhood classroom and examine their contemporary usefulness in supporting children's academic achievement and emotional development through the early childhood years.

ECH-325HN[♦]: Child, Family, Community, and 4 credits
Culture

This course covers historical foundations, theories, and models of child development for the Birth to Age 5/Pre-K and K to Age 8/Grade 3 populations that specifically address diversity, multicultural assimilations, and human change. Practicum/field experience hours: None. Fingerprint clearance not required.

ECH-360: Instructional Methodologies for 4 credits
Teaching: Arts

This course examines instructional methodologies for teaching children Birth to Age 5/Pre-K and K to Age 8/Grade 3 with emphasis on the arts. Practicum/field experience hours: 10. Fingerprint clearance required.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ECH-480^Ω: Student Teaching: Birth to Pre-School 6 credits

Session A is one of two 8 week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Fingerprint clearance required.

ECH-485^Ω: Student Teaching: K-3 6 credits

This course is the second of two 8-week sessions of the student teaching experience in a classroom. The student teacher is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a Grand Canyon University course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Student Teaching Evaluation of Performance (STEP). The teacher candidates are required to complete their internship experiences in a K-3 classroom. Fingerprint clearance required.

ECH-515: Early Literacy Development 4 credits

This course reviews research in language and literacy development with an emphasis on effective strategies (such as phonemic awareness and decoding) in Birth to Age 5/Pre-K and K to Age 8/Grade 3. NAEYC Standards 1-5 will be the focus of study.

ECH-520: Foundations of Early Childhood 4 credits

This course investigates the fundamental basis of the early childhood field, Birth to Age 5/Pre-K and K to Age 8/Grade 3, including historical and philosophical foundations, current practices, ethics, models of teaching, child growth and development, health and fitness, and application in early childhood settings. Professional preparation requirements and professional development opportunities for early childhood educators will be explored. Practicum/field experience hours: 20. Fingerprint clearance required.

ECH-525: Child Guidance, Management, and the Environment 4 credits

This course focuses on analyzing theories of child development, Birth to Age 5/Pre-K and K to Age 8/Grade 3, the components of positive classroom environments, and classroom management programs, including the framework for the Guidance Approach. Research will be utilized to investigate the social, cultural and familial contexts which influence learning and development. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ECH-520.

ECH-530: Introduction to the Exceptional Learner 4 credits

This course explores characteristics and quality practices for typical and atypical behaviors of young children in the Birth-PK and K-3 populations. Differentiated instruction and evaluation measures will be examined in relation to meeting the needs of all learners. Practicum/field experience hours: 20. Fingerprint clearance required.

ECH-635: Developmental and Functional Assessment: Birth to Age 8 4 credits

This course leads the teacher through the process of assessing, monitoring, and reporting the progress of young children. Practicum/field experience hours: 20. Fingerprint clearance required.

ECH-640: Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts 4 credits

This course examines instructional methodologies for teaching young children, with a specific emphasis on language, math, science, social studies, and the arts. Practicum/field experience hours: 20. Fingerprint clearance required.

ECH-680^Ω: Student Teaching: Birth to Pre-School 6 credits

Session A is one of two 8 week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP). Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 3.0 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Fingerprint clearance required.

ECH-685^Ω: Student Teaching: K-3 6 credits

This course is the second of two 8-week sessions of the student teaching experience in a classroom. The teacher candidate is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a student teaching course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Student Teaching Evaluation of Performance (STEP). The teacher candidates are required to complete their internship experiences in a K-3 classroom. Fingerprint clearance required.

Economics (ECN)

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

ECN-351[♦]: Essentials of Economics 4 credits

This survey course covers the basic concepts of microeconomics and macroeconomics. The course begins by addressing the fundamental concepts of scarcity, choice, opportunity cost, and comparative advantage. The course builds on these fundamentals to explain the market forces of supply and demand, market efficiency, the economics of the public sector, and the firm's behavior under competitive market conditions. The second half of the course focuses on basic macroeconomic concepts, including measurement of national income, economic growth, and productivity. In addition, this course covers the monetary system and the classical theory of inflation.

ECN-351HN[♦]: Essentials of Economics 4 credits

This survey course covers the basic concepts of microeconomics and macroeconomics. The course begins by addressing the fundamental concepts of scarcity, choice, opportunity cost, and comparative advantage. The course builds on these fundamentals to explain the market forces of supply and demand, market efficiency, the economics of the public sector, and the firm's behavior under competitive market conditions. The second half of the course focuses on basic macroeconomic concepts, including measurement of national incomes, economic growth, and productivity. In addition, this course covers the monetary system and the classical theory of inflation. Prerequisites: ACC-240 and BUS-352.

ECN-360[♦]: Intermediate Economics 4 credits

This course focuses on microeconomic principles and techniques of analysis from the perspective of the firm and the study of the national economy. Topics include the costs of production, market structures, profit maximization, regulation and deregulation of business, labor markets, GDP and measures of economic well-being, national income accounting, the effects of business cycles, an overview of fiscal, monetary and supply side policies, and role of money, banks, and the Federal Reserve System in the United States. Prerequisite: ECN-220.

ECN-361[♦]: Microeconomics 4 credits

This course focuses on the fundamental ideas of microeconomics. Students examine the market forces of supply and demand under different market structures in order to understand how economic agents make decisions about both consumption and production. The structure, conduct, and performance of markets are evaluated through analysis of consumer, producer, and societal welfare. Students explore the topic of factor markets in which the incomes of most workers and owners of capital and property are determined. Prerequisites: ACC-240 or ACC-250 and BUS-352.

ECN-361HN[♦]: Microeconomics 4 credits

This course focuses on the fundamental ideas of microeconomics. Students examine the market forces of supply and demand under different market structures in order to understand how economic agents make decisions about both consumption and production. The structure, conduct, and performance of markets are evaluated through analysis of consumer, producer, and societal welfare. Students explore the topic of factor markets in which the incomes of most workers and owners of capital and property are determined. Prerequisites: ACC-240 or ACC-250 and BUS-352.

ECN-362[♦]: Macroeconomics 4 credits

This course focuses on the national economy by examining macroeconomic data measuring national income, the cost of living, production and growth, and unemployment. Students examine the basic functions of the monetary system and analyze the macro economy in terms of long-run economic productivity and growth and in terms short-run fluctuations. The influence and effect of macroeconomic policy is studied within the context of current events. Prerequisite: ECN-361.

ECN-449[♦]: A Poverty of Nations 2 credits

This course will review economic systems, government laws and policies, and national cultural values and beliefs. The course will address alleviating poverty in poor countries through the lens of economics and a Christian worldview.

ECN-450[♦]: International Trade and Finance 4 credits

This course provides a study of interrelationships between the international monetary environment and financial planning for corporations with overseas operations. The topics covered include the international monetary system, the foreign exchange market, managing exchange exposure, political risk management, import/export financing, and international performance evaluation. Prerequisites: FIN-350 and either ECN-362 or ECN-351.

ECN-460[♦]: Economics of Money, Banking, and Financial Markets 4 credits

This course is an overview of the modern monetary system as the informal infrastructure for a dynamic and decentralized global economy. Students examine this system by looking at a variety of markets where deal making activities take place between central banks, traditional banks, and "near banks" that act as deal-makers in both capital and money markets by supplying liquidity to the system. Innovative central bank policies and activities intended to stabilize the system are discussed. Prerequisites: ECN-362 and FIN-350.

ECN-601: Economics 4 credits

This course introduces microeconomic and macroeconomic concepts that are relevant to contemporary business. Emphasis is placed on using economic data for business decision making.

Early Childhood Special Education (ECS)

ECS-125[♦]: Foundations of Early Childhood and Special Education 4 credits

This course focuses on the fundamental basis of the field of early childhood education and early childhood special education. This course includes historical and philosophical foundations, current practices, ethics, advocacy, models of teaching, and application in early childhood/special education settings. Professional responsibilities for early childhood/early childhood special education educators are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ECS-220♦: Legal Aspects of Special Education with an Emphasis in Early Childhood 4 credits

This course examines current special education laws and professional practices. Emphasis is placed on Individuals with Disabilities Education Act (IDEA), assessment, identification, and implementation of services. Candidates also incorporate data-based decision making and utilization of assistive technology in instruction. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-235♦: Child Development Including Health, Safety, and Nutrition 4 credits

This course examines child growth and development, including milestones regarding physical, cognitive, and social-emotional development in order to align program and instructional planning with state guidelines and regulations in health, safety, and nutrition for young children with and without exceptionalities. Family education and communication are also emphasized. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-320^Δ♦: Child Guidance and Classroom Management for Typical and Atypical Behaviors 4 credits

This writing intensive course uses theories of child guidance and development for young children with and without exceptionalities as a basis for creating a safe and supportive classroom environment. Candidates create a classroom management plan and use student data to create a Behavioral Intervention Plan (BIP). The practicum/field experiences for this course are in an inclusive K-3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-320HN^Δ♦: Child Guidance and Classroom Management for Typical and Atypical Behaviors 4 credits

This writing intensive course uses theories of child guidance and development for young children with and without exceptionalities as a basis for creating a safe and supportive classroom environment. Candidates create a classroom management plan and use student data to create a Behavioral Intervention Plan (BIP). The practicum/field experiences for this course are in an inclusive K-3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-325♦: Child, Family, Cultural, Community Relationships, and Advocacy 4 credits

This course explores historical foundations, theories, and models of building relationships within families and schools, including family characteristics, diversity, advocacy, and community relationships. The course emphasizes community organizations that support and assist children with and without exceptionalities and their families, and advocacy for families with young children. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-425♦: Language, Literacy and Communication in Early Childhood/Special Education 4 credits

This course explores the foundations for early language and literacy development for children Birth to Age 8/Grade 3. Teacher candidates focus on the essential components of literacy and communication methods in early childhood special education, utilizing assistive technology to enhance communication. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-430: Early Childhood Phonics and Science of Reading Development 4 credits

This course explores components of typical and atypical literacy development for children Birth to Age 8/Grade 3. Coursework emphasizes the science of reading and components of literacy development, including phonics, phonemic awareness, vocabulary, fluency, and comprehension. Teacher candidates focus on assessing developmental and other literacy concerns, through differentiation strategies to support literacy learning in young children, including dyslexia. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ECS-425 or ECE-120.

ECS-435♦: Assessment, Evaluation and Reporting for Early Childhood/Special Education 4 credits

In this course, teacher candidates examine assessment, evaluation, and early identification for young children to develop IFSP's and IEP's, Birth to Age 8. The processes of using data in assessing, monitoring, and reporting the progress of young children's performances are investigated, in addition to early identification of children with special needs. The practicum/field experiences for this course are in an inclusive K-3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-435HN♦: Assessment, Evaluation and Reporting for Early Childhood/Special Education 4 credits

In this course, teacher candidates examine assessment, evaluation, and early identification for young children to develop IFSP's and IEP's, Birth to Age 8. The processes of using data in assessing, monitoring, and reporting the progress of young children's performance are investigated, in addition to early identification of children with special needs. The practicum/field experiences for this course are in an inclusive K-3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-450: Developmentally Appropriate Instruction: ELA, Social Studies, and Arts 4 credits

This course examines instructional methodologies for teaching children with and without exceptionalities, emphasizing instruction in language arts, social studies, and the arts. Candidates consider the developmental continuum of literacy instruction based on student data and individual needs. The practicum/field experiences for this course are in an inclusive preschool-Grade 3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

^Δ Writing intensive course | ♦ Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ECS-455[†]: Developmentally Appropriate Instruction: STEM Subjects 4 credits

This course examines instructional methodologies for teaching children with and without exceptionalities with an emphasis on STEM (science, technology, engineering, and math) content instruction. Candidates develop a unit plan that incorporates all STEM components and use data to identify areas to differentiate instruction to meet the needs of individual students. The practicum/field experiences for this course are in an inclusive preschool-Grade 3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-455HN[†]: Developmentally Appropriate Instruction: STEM Subjects 4 credits

This course examines instructional methodologies for teaching children with and without exceptionalities with an emphasis on STEM (science, technology, engineering, and math) content instruction. Candidates develop a unit plan that incorporates all STEM components and use data to identify areas to differentiate instruction to meet the needs of individual students. The practicum/field experiences for this course are in an inclusive K-3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-460^Ω: Birth – Pre-K Practicum I 4 credits

Teacher candidates spend time in an inclusive Birth-Pre-K setting observing, working with small groups of children with and without exceptionalities, and interviewing teachers. Emphasis will be placed on the management and guidance of young children, and child initiated learning. Special attention is given to the effect of children's abilities, social and emotional needs, and characteristics on development and learning across the span of birth through age 2. The practicum/field experiences for this course are in a general education or inclusive Birth - Pre-K setting. Practicum/field experience hours: 60. Fingerprint clearance required.

ECS-470^Ω: Birth – Pre-K Practicum II 4 credits

Teacher candidates spend time in an inclusive Birth-Pre-K setting observing, working with small groups, and teaching. Emphasis will be placed on individual education planning, implementing, and evaluating developmentally appropriate curricula, instruction, and adaptations based on knowledge of children with exceptionalities, the family, and the community. Special attention is placed on exceptionalities and medical conditions that influence care, resources, and priorities for children ages 2 through 4. The practicum/field experiences for this course are in an inclusive or developmental Birth – Pre-K setting. Practicum/field experience hours: 60. Fingerprint clearance required.

ECS-475: K-3 Literacy Intervention Practicum II 4 credits

Teacher candidates spend time in an inclusive setting observing and evaluating students with and without exceptionalities in the area of literacy. Elements of reading and writing instruction are examined as a part of instructional practice with a focus on assessment, intervention, and remediation. Teacher candidates will explore research-based instructional strategies and interventions to select, adapt, and implement instruction to advance the learning for all students. The process of implementing literacy intervention and remediation strategies to support readers of varying ages and ability levels, including students with dyslexia will be explored. Emphasis will be placed on identifying development as a part of the instructional design process, as well as partnering with families to promote development in young children. The practicum/field experiences for this course are in an inclusive Kindergarten to Grade 3 setting. Practicum/field experience hours: 40. Fingerprint clearance required.

ECS-480A^Ω: Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting 6 credits

Session A is one of two 8 week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Fingerprint clearance required.

ECS-480B^Ω: Student Teaching- Kindergarten to Age 8/Grade 3: Special Education Setting 6 credits

This course supports the early childhood special education clinical field experience through an eight-week full-time student teaching experience in a kindergarten through age 8/grade 3 early childhood special education classroom. Candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of an Individualized Education Program (IEP) Performance Template. Fingerprint clearance required.

ECS-501^Ω: Foundational Studies in Early Childhood and Special Education 3 credits

This course begins by acquainting candidates with the GCU learning management system, while preparing them to be successful graduate-level students and future teachers. The course places primary focus on the fundamental basis of the field of early childhood education and early childhood special education, Birth to Age 5/Pre-K to K to Age 8/Grade 3, including historical and philosophical foundations, current practices, ethics, models of teaching, and application in early childhood education/early childhood special education settings. Additionally, professional preparation requirements and professional development opportunities in the field are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ECS-550^Ω: Child Guidance and Classroom Management for Typical and Atypical Behaviors 3 credits

Teacher candidates research theories and models of classroom management and consider the development and characteristics of young children with and without exceptionalities. The course emphasizes data collection, social/emotional development, and behavioral and crisis intervention, with a focus on evidence-based practices for creating safe, inclusive, respectful, challenging, and positive classroom environments. Candidates create a classroom management philosophy and plan and use student data to create a behavioral intervention plan (BIP). The practicum/field experiences for this course are in inclusive birth to Grade 3 settings. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-555: Child Development Including Health, Safety, and Nutrition 3 credits

This course explores child growth and development, including developmental milestones that must be met with regards to physical, cognitive, and social-emotional development. The course emphasizes health, safety, and nutrition with a focus on special health care needs for young children. The candidate will use data to analyze the development of the whole child and consider best practices for family involvement. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-560: Child, Family, Cultural, Community Relationships, and Advocacy 3 credits

This course examines historical foundations, theories, and models of child development, including family characteristics, diversity, multicultural factors, and community relationships. Teacher candidates identify community organizations that support children with exceptionalities and their families. Candidates also identify ways to use those resources to advocate for children and their families. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-565^Ω: Birth – Pre-K Practicum I 4 credits

Teacher candidates spend time in an inclusive Birth-Pre-K setting observing, working with small groups of children with and without exceptionalities, and interviewing teachers. Emphasis will be placed on the management and guidance of young children, and child initiated learning. Special attention is given to the effect of children's abilities, social and emotional needs, and characteristics on development and learning across the span of birth through age 2. The practicum/field experiences for this course are in a general education or inclusive Birth – Pre-K setting. Practicum/field experience hours: 60. Fingerprint clearance required.

ECS-567^Ω: Birth – Pre-K Practicum II 4 credits

Teacher candidates spend time in an inclusive Birth-Pre-K setting observing, working with small groups, and teaching. Emphasis will be placed on individual education planning, implementing, and evaluating developmentally appropriate curricula, instruction, and adaptations based on knowledge of children with exceptionalities, the family, and the community. Special attention is placed on exceptionalities and medical conditions that influence care, resources, and priorities for children ages 2 through 4. The practicum/field experiences for this course are in an inclusive or developmental Birth – Pre-K setting. Practicum/field experience hours: 60. Fingerprint clearance required.

ECS-568: Early Childhood Special Ed. Literacy Practicum II: Kindergarten - Grade 3 3 credits

Teacher candidates spend time in an inclusive Kindergarten to Grade 3 setting observing and evaluating students with and without exceptionalities. Practical application of the elements of reading and writing instruction are examined to inform assessment, intervention, and remediation. Teacher candidates select, adapt, and implement research-based instructional strategies and interventions to advance the learning for all students. Particular focus is placed on literacy intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia. Emphasis will be placed on developmentally appropriate instruction, as well as partnering with families to promote development in young children. The practicum/field experiences for this course are in an inclusive Kindergarten to Grade 3 setting. Practicum/field experience hours: 40. Fingerprint clearance required. Prerequisite: ECS-562 or ECS-575.

ECS-569: Literacy Intervention Practicum II: Kindergarten - Grade 3 4 credits

Teacher candidates spend time in an inclusive Kindergarten to Grade 3 setting observing and evaluating students with and without exceptionalities. Practical application of the elements of reading and writing instruction are examined to inform assessment, intervention, and remediation. Teacher candidates select, adapt, and implement research-based instructional strategies and interventions to advance the learning for all students. Particular focus is placed on literacy intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia. Emphasis will be placed on developmentally appropriate instruction, as well as partnering with families to promote development in young children. The practicum/field experiences for this course are in an inclusive Kindergarten to Grade 3 setting. Practicum/field experience hours: 40. Fingerprint clearance required. Prerequisite: ECS-575.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ECS-570: Language, Literacy, and Communication in Early Childhood/Special Education 3 credits

This course explores the foundations of early language acquisition and literacy development for children Birth to Grade 3/Age 8. Teacher candidates focus on the essential components of oral language development and early literacy in the context of creating research-based instruction that is developmentally appropriate for the early childhood special education setting. In addition, teacher candidates explore assistive technology, including the use of augmentative and alternative communication systems, to enhance communication and learning. Practicum/field experience hours: None. Fingerprint clearance not required.

ECS-575: Early Childhood Phonics and Science of Reading Development 3 credits

This course explores components of typical and atypical literacy development for children Birth to Age 8/Grade 3. Coursework emphasizes research-based phonics development and the science of reading, including phonics, phonemic awareness, vocabulary, fluency and comprehension. Teacher candidates focus on assessing developmental and other literacy concerns, including dyslexia, with an emphasis on intervention, remediation, and differentiation strategies to support literacy development in young children. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ECS-570 or ECE-501.

ECS-580: Developmentally Appropriate Instruction: ELA, Social Studies, and Arts 3 credits

This course examines cross-content instructional methodologies for teaching language arts, social studies, and the arts to children with and without exceptionalities. Candidates consider the developmental continuum of literacy instruction based on student data and individual needs. Emphasis is placed on creating project-based instruction that integrates language arts, social studies, and the arts. The practicum/field experiences for this course are in an inclusive preschool-grade 3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-585: Developmentally Appropriate Instruction: STEM Subjects 3 credits

Teacher candidates research instructional methodologies to include inquiry-based and hands-on learning for teaching children with and without exceptionalities with an emphasis on STEM content (science, technology, engineering, and math) instruction. Candidates use data to differentiate learning outcomes to meet the needs of individual students, and develop a unit plan that incorporates all STEM components. The practicum/field experiences for this course are in an inclusive K-3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-590: Assessment, Evaluation, and Reporting for Early Childhood/Special Education 3 credits

This course provides teacher candidates with a robust view of assessment, evaluation, and reporting in early childhood education, including for early identification and developing IFSPs and IEPs for young children, birth to grade 3/age 8. Data are used to assess, monitor, and report the progress of young children with and without exceptionalities. The practicum/field experiences for this course are in an inclusive K-grade 3 setting. Practicum/field experience hours: 20. Fingerprint clearance required.

ECS-595A^Ω: Student Teaching- Kindergarten to Age 8/Grade 3: General Education Setting 6 credits

This course supports the early childhood clinical field experience through an eight-week full-time student teaching experience in a kindergarten through age 8/grade 3 general education classroom. Candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Teacher Work Sample (TWS). Fingerprint clearance required. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 3.0 GPA; successful completion of state mandated basic skills and content area exams; and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona professional knowledge and subject knowledge exams for Early Childhood and Early Childhood Special Education. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECS-595B^Ω: Student Teaching- Kindergarten to Age 8/Grade 3: Special Education Setting 6 credits

This course supports the early childhood special education clinical field experience through an eight week full-time student teaching experience in a kindergarten through age 8/grade 3 early childhood special education classroom. Candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of an Individualized Education Program (IEP) Performance Template. Fingerprint clearance required.

Instructional Leadership (EDL)

EDL-609: Superintendent Internship 3 credits

This internship is designed to provide candidates interested in PK-12 district office leadership meaningful learning experiences needed to prepare for PK-12 district leadership positions. Designated field experience opportunities include orientation to district office organization, responsibilities of the superintendent, district office organizational structure, district governance, community relations, and personnel development. Practicum/field experience hours: 90. Fingerprint clearance required.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

EDL-805: Training and Collaboration for Learning 3 credits

Clearly, instructional leadership today is driven to a great extent by the capacity to lead teaming and collaboration. This course will explore the leadership required to support teaming at all levels. For example, horizontal teams are required in schools today in order to be thoughtful about the instructional leadership decisions that must be made on a consistent basis. This requires strategic grade-level collaboration that helps to ensure horizontal alignment of the curriculum and consistency in instructional practice. Furthermore, vertical collaboration includes teachers and administrators from different levels—perhaps from central office, etc.—all working together toward instituting a more comprehensive implementation of the instructional plan. This exploration will include an examination of Professional Learning Communities and the mechanisms used to make this reform model successful.

EDL-807: History and Politics of K-12 Education 3 credits

This course provides a broad, global overview of the history and politics of K-12 education and examines the political landscape and ethics surrounding K-12 education. A brief overview of governmental interventions is also presented.

EDL-812: Governance and Structures in K-12 Education 3 credits

This course examines internal and external governance and structures in K-12 education. The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks. Prerequisite: RES-850.

EDL-817: Building a K-12 Community 3 credits

This course examines relations with K-12 education stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff professional development, alumni relations, and the building of a learning community.

EDL-822: Trends and Issues in K-12 Education 3 credits

This course examines the current and emerging leadership strategies and classroom practices in K-12 education. Topics are placed in the context of improved student outcomes.

EDL-827: Strategic Planning in K-12 Education 3 credits

This course addresses the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for long-range strategic planning in K-12 education. Professional and facilities development is addressed in the context of K-12 education master planning.

EDL-861^Δ: Analysis of Educational Research 3 credits

This course is designed to train learners in the conduct of a systematic literature review related to their research topic or area of interest. Emphasis is placed on creating structure for reading, analyzing, synthesizing, and organizing prior research for educational purposes.

EDL-910: EDS Capstone 3 credits

This capstone course provides learners the opportunity to apply skills related to their professional interests and goals. Learners demonstrate competency through the development of a written project suitable for inclusion in a professional portfolio.

EDL-912: EDS K-12 Capstone 3 credits

This capstone course provides learners the opportunity to apply skills related to their leadership and professional interests and goals. Learners demonstrate competency through the development of a written project suitable for inclusion in a professional portfolio.

Education (EDU)

EDU-210: Foundations of Education 4 credits

This course is designed to provide an overview of the education profession for students who are inspired to be teachers. A brief survey of the philosophical, historical, and sociological influences upon which educational theories and practices are constructed is presented. Students explore a variety of the common issues, trends, and opportunities that professional educators face in the field. Fingerprint clearance not required.

EDU-215^Δ: Education Foundations and Framework 4 credits

This writing intensive course provides a study of the historical, philosophical, and sociological influences that have shaped American education; the issues faced by educators today; and the challenges of the future that await people now entering the teaching profession. Fingerprint clearance not required.

EDU-225: Instructional Technology 4 credits

This course provides future teachers the opportunity to examine the use of technology in the 21st century classroom. In addition to studying and utilizing a variety of technologies, such as computer software and hardware, students develop a personal technology philosophy and classroom technology plan designed to enhance and shape their teaching skills and knowledge to better utilize emerging technology. Fingerprint clearance not required.

EDU-315^{Δ♦}: Family and Community in a Supportive Learning Environment 3 credits

In this course, candidates will identify the value family relationships and the community environment contribute to the classroom environment. Emphasis is placed on building relationships with families, caregivers, and other stakeholders in order to influence children, build productive learning environments, and create a positive culture for schools. Focus is placed on creating an inviting atmosphere for families and caregivers, and an inclusion of community organizations and businesses to support this family connection. Candidates research ways to utilize community resources to empower families and include them in communication, learning, and collaborative opportunities that foster a healthy home and school connection. Practicum/field experience hours: None. Fingerprint clearance not required.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

EDU-330^{△♦}: Social Justice for Educators 4 credits

In this writing intensive course, teacher candidates study how to teach a diverse population of students by examining the foundations and dimensions of social justice in education, social constructs, privilege, prejudice, and oppression with the goal of becoming culturally competent educators. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-330HN^{△♦}: Social Justice for Educators 4 credits

In this writing intensive course, teacher candidates study how to teach a diverse population of students by examining the foundations and dimensions of social justice in education, social constructs, privilege, prejudice, and oppression with the goal of becoming culturally competent educators. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-354: Child Development: Prenatal to Adolescence 4 credits

In this course, candidates identify the developmental milestones of children, prenatal to adolescence. Students examine the progression of these milestones in all areas of development, including psychological, social, emotional, linguistic, cognitive, and physical. Additional focus is placed on typical and atypical child development, and analyzing the effects of environment, trauma, and family dynamics on the development progression. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-410: Bullying 1 credits

This course will assist educators in identifying and recognizing strategies to proactively guide and prevent the possible harmful effects of bullying, including cyber bullying, verbal harassment, and physical harassment. The course is intended to increase awareness and the effects inside and outside the classroom.

EDU-455: Christian Education: Philosophies and Methods 4 credits

This course is an introduction to the philosophy, theory, and practice of teaching in Christian schools. A basic analysis of educational philosophies within the framework of a Christian worldview is central to the course. Candidates construct a personal and guiding philosophy of Christian education incorporating biblical principles, and develop lesson plans using biblical integration and perspectives. Candidates may also have an opportunity to participate in observing and delivering instruction in an ACSI or CCSC approved K-12 education setting. This course provides required components as a part of the ACSI certification application process. Practicum/field experience hours: 10. Fingerprint clearance required.

EDU-5010TE: Teacher Induction Internship 6 credits

In this course, practitioners will demonstrate evidence of job-embedded induction training and reflection. Focus will be on evidence of inquiry engagement, goal-setting, demonstration and exploration of change in practice, reflection on impact of changes, and peer collaboration. Field experience hours for this course are determined by the State of California and partnering California Induction institution. Completed hours will be tracked by the Induction partner and shared with a GCU liaison for processing purposes. The required field experience hours for this course are unspecified by GCU as these will be dependent on external partners.

EDU-518: Introduction to Student Affairs 3 credits

Candidates survey the responsibilities and functions of the departments of student affairs in a higher education setting. This survey includes developing a broad understanding of how foundational knowledge of the theories of student affairs apply to the functioning of student affairs on a higher education campus. Focus is placed on the scope and delegation of the functions of student affairs, and the responsibilities of student affairs professionals. Practicum/field experience hours: None. Fingerprint clearance not required. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-522: Curriculum Design Theories 3 credits

Candidates will be introduced to current theories of learning and approaches to curriculum design. The emphasis will be on examining and identifying the concepts, principles, and models of curriculum design. Candidates will evaluate curriculum based on learning theories and approaches to curriculum.

EDU-524: Culturally Responsive Curriculum and Instruction 3 credits

Candidates will examine frameworks, materials, and strategies for translating the principles of culturally responsive pedagogy into effective educational practice. The emphasis will be on developing curriculum considering culturally responsive pedagogy, family and community engagement, and global education. Practicum/field experience hours: 10. Seek out instructional specialists at the school or district level that have insight into what professional development is available and how the topics are chosen. K-12. Fingerprint clearance required.

EDU-525^Ω: Foundations in Elementary Education Graduate Studies 3 credits

Teacher candidates prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students in the College of Education. Teacher candidates survey the philosophical, historical, and sociological influences upon which educational theories and practices are constructed and explore a variety of the common issues, trends, and opportunities that professional educators face in the field. Practicum/field experience hours: None. Fingerprint clearance not required.

[△] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

EDU-526: Family and Community Engagement 3 credits

In this course, candidates explore how issues related to family relationships and community environments influence classroom dynamics. Emphasis is placed on promoting an equal partnership between families and schools to make collaborative decisions that support student learning outcomes and school policies, practices, and programs. Candidates explore how to create a welcoming classroom and school atmosphere where families feel valued, connected to the school staff, and engaged in the education of their children. Candidates also investigate strategies for collaborating with community resources that can assist families and schools to foster a healthy home and school connection. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-528: Laws and Ethics in Student Affairs 3 credits

In this course, candidates examine laws applicable to higher education, including HIPPA, FERPA, Title IX, and ADA. Coursework focuses on ethical application of laws and policies in the higher education setting as well as preparing to navigate ethical decision making in a Higher Education Student Affairs setting. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-534: Effective Pedagogy for Higher Education 4 credits

This course covers adult learning theory and instructional practices that are research-based and proven effective in higher education. Technology, online learning, and effective instructional methods for online and traditional instruction are emphasized. Participants research learning models, personalized learning and andragogy and apply their knowledge to improve student engagement and achievement in higher education.

EDU-537: Leadership and Instructional Coaching 3 credits

Candidates will apply coaching techniques in academic and professional settings. Emphasis is placed on improving professional practices, workplace culture, and effective communication. Candidates will focus on professional coaching and leadership skills. Practicum/field experience hours: 10. Fingerprint clearance required.

EDU-538: Servant Leadership in Student Affairs 3 credits

In this course, candidates focus on servant leadership in the area of higher education student affairs, and examine how this connects to ethics, accountability, and being a responsible leader. Candidates will learn to lead with kindness, compassion and justice for the good of all stakeholders within the campus community. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-546: Curriculum Mapping 3 credits

Candidates develop year-long units of study based on identified goals and professional standards. Curriculum mapping analysis skills will be developed to align program objectives systematically to achieve learning goals. Emphasis is placed on backwards design and inquiry-based learning. Practicum/field experience hours: 10. Fingerprint clearance required.

EDU-547: Student Development 3 credits

This course examines theories of student development and multicultural diversity. Candidates will develop programming to engage students in building and maintaining university community, and to promote individual self-efficacy that meets the needs of students from diverse backgrounds. Candidates will identify strategies to assist students in developing their worldview and personal potential.

EDU-548: Curricular and Instructional Methods in Higher Education 4 credits

This course applies learning theories to classroom instructional methods and strategies. Effective communication, creating learning goals, developing student outcomes and assessments, and giving effective feedback are emphasized. Participants are asked to develop activities, assessments, and lesson plans that would be appropriate for a course taught at a community college or university. Prerequisite: EDU-534.

EDU-551: Differentiated Instruction 3 credits

Candidates will use data to differentiate curriculum, instruction, and assessments to foster learning for all students. Focus will be on principles of learning, using technology to differentiate instruction, and developing an engaging classroom environment. Practicum/field experience hours: 10. Fingerprint clearance required.

EDU-554: Methods of Instruction and Assessment 3 credits

Candidates will develop skills in aligning objectives, instruction, and assessments. Special attention is given to differentiating curriculum for diverse students and using assessment data to guide instruction. Candidates will collaborate with peers and colleagues to achieve instructional goals through action planning. Review of current trends in instruction and assessment are presented to guide instructional decisions with a special focus on the needs of diverse students. Practicum/field experience hours: 10. Fingerprint clearance required.

EDU-558: Crisis Management and Intervention 3 credits

In this course, students will identify the legal, ethical, logistical, and psychological implications of student crises within the context of a Higher Educational setting. Candidates will learn proactive and reactive risk management resources and strategies to respond to student crises on campus and address the implications of student crisis specific to Student Affairs within the context of a Higher Educational landscape. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-567: Developing Student Leaders 3 credits

In this course, candidates will develop strategies to model and coach student leaders, equipping them to engage their peers in building and maintaining healthy campus community. Candidates learn to effectively select and train potential student leaders, and provide opportunities for student leaders to participate in leadership experiences within the higher education community. Practicum/field experience hours: None. Fingerprint clearance not required.

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

EDU-568: Operational Resource Management 3 credits

In this course, students will learn how to ethically identify and utilize university resources while maximizing effectiveness within Student Affairs. Students will gain a working knowledge of how to advocate for needed resources and track expenses. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-578: Culture and Team Building 3 credits

In this course, candidates identify the importance of building effective teams stemming from a healthy organizational structure and emotionally intelligent culture in student affairs. Candidates initiate and participate in strategic team development for the benefit of student affairs, as well as the higher education community. Practicum/field experience hours: 26. Fingerprint clearance required. Prerequisite: All previous coursework must be completed.

EDU-585: Designing Effective Professional Development 3 credits

Candidates survey effective professional development strategies and practices. Special focus is placed upon researching theories and models, including andragogy, that enhance knowledge and skill development for adult learners. Candidates develop professional learning activities aligned with the identified needs that ensure participant growth and advancement in their profession. Practicum/field experience hours: None. Fingerprint clearance not required.

EDU-586: Developing and Implementing Professional Development 3 credits

This course surveys effective strategies and practices in professional development. Special focus is placed upon theories and models, including andragogy, that enhance knowledge and skill development for adult learners in educational settings. Candidates develop and implement professional learning activities aligned with the needs of learners, schools and systems that ensure learner growth and advance the profession by leading collaborative interactions. Fingerprint clearance not required.

EDU-587: Community Development and Engagement on a University Campus 3 credits

In this course candidates will deepen their understanding of the structure of the university system, providing leadership to ensure effective application of initiatives that enhance and maintain the campus community. Candidates will collaboratively establish and maintain an effective educational environment and evaluate the effects of professional decisions and actions on students, families, and other professionals in the learning community. Practicum/field experience hours: 26. Fingerprint clearance required. Prerequisite: EDU-578.

EDU-588^Ω: Curriculum and Instruction Capstone 3 credits

Candidates deliver, evaluate, and revise a professional development presentation, and incorporate peer interaction with feedback to assure timeliness and relevance. Candidates create a year-long professional development plan based on instructional needs identified by an organization. Practicum/field experience hours: 30. Fingerprint clearance required. Prerequisite: EDU-585 OR EDU-586.

EDU-595: Higher Education Student Affairs Capstone 3 credits

This is the culminating course in the Master of Arts in Higher Education Student Affairs. This course combines the information and skills presented in prior courses in the program. In a 48-hour on-campus practicum/field experience, candidates apply their knowledge and skills in a specific area or department within student affairs. Candidates have the opportunity to synthesize and practice what they have learned in the program. Emphasis is on critical thinking and problem-solving skills through leadership and collaboration. Practicum/field experience hours: 48. Fingerprint clearance required. Prerequisite: EDU-587.

EDU-805: History and Politics of Higher Education 3 credits

This course provides a broad, global overview of the history and politics of higher education and examines the political landscape and ethics surrounding higher education. A brief overview of governmental interventions is also presented. Prerequisite: RES-811 or RES-850.

EDU-812: Governance and Structures in Higher Education 3 credits

This course examines the internal and external governance and structures in higher education. The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks. Prerequisite: RES-850.

EDU-817: Building a Community of Scholars in Higher Education 3 credits

This course examines relations with higher education stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff professional development, alumni relations, and the building of a scholarly community. Prerequisite: RES-861.

EDU-822: Fiscal Management in Higher Education 3 credits

This course examines budgeting, fundraising, fiscal planning, and capital asset management in the higher education setting. Leadership skills for fiscal management and fiscal integrity are addressed.

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

EDU-827: Strategic Planning in Higher Education 3 credits

This course addresses the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for long-range strategic planning in higher education. Professional and facilities development is addressed in the context of higher education master planning.

Elementary Education (EED)

EED-480NA^Ω: Student Teaching: Elementary Session A 6 credits

Session A is one of two 8 week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Fingerprint clearance required.

EED-480NB^{ΔΩ}: Student Teaching: Elementary Session B 6 credits

This session is a continuation of Session A. Prerequisite: EED-480NA.

Electrical Engineering (EEE)

EEE-202[♦]: Circuits 3 credits

This course provides students with a strong foundation in core areas of electrical engineering. Students will learn the main ideas of circuits and their enabling role in electrical engineering components, devices, and systems. The course offers in-depth coverage of AC & DC circuits, circuit analysis, filters, impedance, power transfer, applications of Laplace transforms, and op-amps. Prerequisites: MAT-262, PHY-121 and PHY-121L. Co-Requisite: PHY-122, PHY-122L, EEE-202L.

EEE-202L[♦]: Circuits Lab 1 credits

The laboratory section of EEE-202 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus problem solving using scientific computation tools, simulations, and various programming languages. Prerequisites: MAT-262, PHY-121 and PHY-121L. Co-Requisite: PHY-122, PHY-122L, EEE-202.

EEE-212: Embedded Systems and Assembly Language & Lab 2 credits

This project-based course will cover the design and implementation of a microcontroller embedded system. Students will learn embedded system architecture, assembly language programming, interfacing to peripherals, interrupt handling, and debugging/troubleshooting techniques and tools. Prerequisite: ESG-111.

EEE-213[♦]: Signals and Systems 3 credits

This course bridges theoretical mathematical foundations and practical implementation of circuits and computer algorithms. The course presents applications in engineering, physics, feedback and control, communications, and signal processing. Topics covered include: CT and DT signals and systems, linearity, time-invariant systems, causality, transient and steady state responses, Fourier transforms, Laplace transforms, Z transforms, sampling, state variables, and feedback systems. Prerequisites: MAT-364, EEE-202 and EEE-202L. Co-Requisite: MAT-345, EEE-213L.

EEE-213L[♦]: Signals and Systems Lab 1 credits

The laboratory section of EEE-213 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus problem solving using scientific computation tools, and various programming languages. In particular, students work on system simulation and real-time signal processing. Prerequisites: MAT-364, EEE-202 and EEE-202L. Co-Requisite: MAT-345, EEE-213.

EEE-302[♦]: Advanced Circuits & Lab 4 credits

This course focuses on the analysis and design of filters, circuits, converter modeling, and signal transfer functions. Additional topics covered include non-ideal active devices, and an introduction to digital circuits. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities engage students in projects such as the design, analysis, simulation, and construction of a switched-mode power supply; solve complex design problems, or the use of modern analog circuits. Prerequisites: MAT-364, EEE-202 and EEE-202L.

EEE-302HN[♦]: Advanced Circuits & Lab 4 credits

This course focuses on the analysis and design of filters, circuits, converter modeling, and signal transfer functions. Additional topics covered include non-ideal active devices, Cauer design, and an introduction to digital circuits. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities engage students in projects such as the design, analysis, simulation, and construction of a switched-mode power supply; solve complex design problems, or the use of modern analog circuits. Prerequisites: MAT-364, EEE-202 and EEE-202L.

EEE-315: Digital Circuits & Lab 4 credits

This class will cover the design and application of digital logic circuits, including combination and sequential logic. Students will analyze, design, verify, and test logic circuits as applied to solve engineering problems. The class will cover a range of mathematical objects, algorithms, number theory, and counting. Prerequisites: MAT-262 and EEE-212.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

EEE-320[♦]: Electronics and Devices & Lab 4 credits

This course builds on knowledge acquired in previous courses on advanced circuits to expand the coverage of the design and analysis of integrated circuit amplifiers and the design and analysis of feedback amplifiers. Specific topics covered in this course may include: electronics and manufacturing of integrated circuits, microwave/RF amplifiers, linear amplifiers, mixers, and advanced digital and analog circuits. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on the design, assembly, and testing electronic circuits that use diodes, transistors, and operational amplifiers. This is a writing intensive course. Prerequisites: EEE-302, STG-242, and STG-242L.

EEE-431[♦]: Communications Signal Processing & Lab 4 credits

This course develops the foundations of electrical communications and differences between analog and digital modulation. Main topics covered include: analog signal transmission and reception, effects of noise in analog communications, sampling, digital information sources, entropy, source coding, waveform coding, and PCM Digital transmission through AWGN through band-limited channels. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities include channel coding, wireless and mobile networks, and signal processing using Matlab. Prerequisites: EEE-213 and EEE-213L, EEE-302, and MAT-374 OR ESG-374 and ESG-384.

EEE-431HN[♦]: Communications Signal Processing & Lab 4 credits

This course develops the foundations of electrical communications and differences between analog and digital modulation. Main topics covered include: analog signal transmission and reception, effects of noise in analog communications, sampling, digital information sources, entropy, source coding, waveform coding, and PCM Digital transmission through AWGN through band-limited channels. The laboratory reinforces and expands learning of principles introduced in the lecture course. Hands-on activities include channel coding, wireless and mobile networks, and signal processing using Matlab. Prerequisites: EEE-213 and EEE-213L, EEE-302, and MAT-374 OR ESG-374 and ESG-384.

EEE-473: Electrical Design Principles I & Lab 2 credits

This course introduces students to the principles of electrical engineering design. It provides a solid foundation in electrical engineering design. Students will learn to produce great electrical engineering designs taking into consideration requirements, standards and regulatory compliance. Design of electrical and electronic devices, circuits, and systems by the application of the engineering sciences, economics, and national and international standards. Hands-on activities focus on the design and integration of different subsystems. Topics include electrical engineering modeling, simulations, and integration. Prerequisite: EEE-302, ESG-395. Co-Requisite: ESG-451.

EEE-474[‡]: Electrical Design Principles II & Lab 2 credits

This project-based course will consolidate the student's knowledge of the electrical engineering design process from concept/idea to manufacturing. It provides sufficient depth of the design process to enable students to contribute in the solution of real-world engineering problems. Prerequisite: EEE-473. Co-Requisite: ESG-452.

EEE-480[‡]: Linear and Nonlinear Control Systems Design & Lab 4 credits

This course presents the fundamentals of analog and digital control systems. Analysis and design of linear control systems using physical system models. Analysis and control of nonlinear systems are introduced. Hands-on activities focus on the design, assembly and testing of electronic control systems. Prerequisites: EEE-213 and EEE-213L.

Electrical Engineering Technology (EET)

EET-202[♦]: Applied Circuits I 3 credits

This course introduces students to the fundamentals of electric circuits. Students will learn methods for analyzing DC networks under different loading conditions. Topics include Kirchoff's voltage and current laws, node analysis, mesh analysis, impedance, series and parallel load combinations, transient analysis, operational amplifiers (op-amps), and Simulation Program with Integrated Circuit Emphasis (SPICE) modeling. Students also develop skills in PCB fabrication and soldering. Prerequisites: PHY-111 and PHY-111L or PHY-121 and PHY-121L. Co-Requisite: EET-202L.

EET-202L[♦]: Applied Circuits I Lab 1 credits

This laboratory-based course reinforces the analysis of DC networks by providing additional hands on experience in breadboarding, modeling, and measuring inputs and outputs for a given circuit. Prerequisites: PHY-111 and PHY-111L or PHY-121 and PHY-121L. Co-Requisite: EET-202.

EET-302[♦]: Applied Circuits II & Lab 4 credits

This course builds on the topics of EET-202 and introduces more advanced circuit analysis concepts. Topics include complex impedance, AC steady-state response, resonance, passive and active filters, Bode plots, and magnetic circuits. Students practice circuit design and verification in MATLAB. Prerequisites: PHY-111 and PHY-111L or PHY-121 and PHY-121L.

EET-320[♦]: Digital Electronics and Integrated Circuits & Lab 4 credits

This course teaches students about digital electronics and semiconductor-based devices. Topics include diodes, bipolar and field-effect transistors, logic gates, combinational and sequential logic, amplifier circuits, and microcontrollers. Prerequisite: EET-302.

[♦] Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

EET-325♦: Embedded Systems 4 credits

This course covers topics in electrical and mechanical instrumentation and data acquisition. Topics include gauges and transducers, calibration, signal noise and conditioning, computerized data acquisition (DAQ) systems, results documentation, and statistical analysis of data. Prerequisite: PHY-111, PHY-111L, PHY-112, PHY-112L, EET-202.

EET-330♦: Communication Networks & Lab 4 credits

This course covers topics in communications and networking. Students will study methods for analyzing continuous and discrete signals, sampling, noise, and data transmission protocols. Lab activities may include wireless networking, modulating radio signals, and system modeling in MATLAB. Prerequisite: EET-302.

EET-425♦: Industrial Automation 2 credits

This course introduces students to topics in industrial automation such as the electrical systems that power and control modern robotics, the programming logic that directs their behavior, design and implementation challenges, automated metrology, safety protocols, and environmental considerations. Systems of focus may include electrical power generation, automotive manufacturing, and circuit board manufacturing and assembly, and silicon wafer handling. Prerequisite: ETG-415. Co-Requisite: ETG-410.

EET-430♦: Electrical Troubleshooting and Maintenance & Lab 4 credits

This course teaches preventative maintenance and fault isolation. Students learn about common failure modes and ways to increase system reliability. Topics include safety, test equipment, troubleshooting methodology, interpreting schematics, power distribution, common control circuits, and motor maintenance. Prerequisite: EET-302.

Instructional Design (EID)

EID-500: Introduction to Instructional Design 3 credits

This course introduces the field of instructional design, its history, research based structures, and practical strategies. This course prepares future Instructional Design professionals to advocate for the use of a systematic approach to meeting organizational learning needs. Students explore the instructional design life cycle through the ADDIE model, culminating in a design document that guides a training intervention. Specifically, students learn to write measurable objectives and instructionally aligned, meaningful assessments.

EID-505: Multimedia for Learning 3 credits

This course provides hands-on work with multimedia tools, informed by multimedia learning principles and visual graphics guidelines. Learners use an empathetic process to determine training needs, and assess the use of media products in meeting those needs. In the process of developing various multimedia eLearning modules, students investigate industry standards and emerging technologies. Technology Requirement: Students are responsible for providing their own Adobe Captivate software and a computer that meets the technical requirements to run the software. The version of Adobe Captivate should not be older than the 2019 release. Verify the University Technology Requirements and Programmatic Technology Requirements in the University Policy Handbook available on www.gcu.edu. Prerequisite: EID-500.

EID-510: Systematic Design of Instruction 3 credits

This course covers the theoretical underpinnings of instructional design. Students explore several instructional design models, as well as strategies for managing instructional design and development projects. Students use various systematic processes to design training interventions and present justifications for the design decisions they make. Technology Requirement: Students are responsible for providing their own Adobe Captivate software and a computer that meets the technical requirements to run the software. The version of Adobe Captivate should not be older than the 2019 release. Verify the University Technology Requirements and Programmatic Technology Requirements in the University Policy Handbook available on www.gcu.edu. Prerequisite: EID-500. Prerequisite: EID-500.

EID-515: Learning Experience Design and Development 3 credits

Designing effective instruction requires a focus on learner needs and outcomes. This course focuses on using an empathetic design process to prioritize and organize learning and organizational outcomes to create instructional strategies and sequences comprised of multiple mediums. Students practice leveraging the strengths of each medium to serve learner needs and scaffold desired outcomes. Technology Requirement: Students are responsible for providing their own Adobe Captivate software and a computer that meets the technical requirements to run the software. The version of Adobe Captivate should not be older than the 2019 release. Verify the University Technology Requirements and Programmatic Technology Requirements in the University Policy Handbook available on www.gcu.edu. Prerequisite: EID-500 & EID-505.

EID-520: Research and Evaluation for Systems and Experiences 3 credits

In the ever-evolving digital transformation age it is vital to understand a variety of people and design experiences that support what they need and want to do. In this course, students develop an experimental mindset as well as the basics of gathering, analyzing, and synthesizing a variety of evidence to inform design decisions and lay the ground work for evaluating effective instructional and learning experiences. Prerequisites: TCH-539 and EID-500.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

EID-525: Organizational Performance and Workplace Learning 3 credits

Organizations face obstacles, such as disruptive innovation which threaten their ability to stay competitive in a rapidly evolving market place. This course explores the latest skills and strategies instructional designers can use to influence vision and strategy and assist in creating a learning organization that tracks soft and technical skills development for organizational impact and return on investment. Technology Requirement: Students are responsible for providing their own Adobe Captivate software and a computer that meets the technical requirements to run the software. The version of Adobe Captivate should not be older than the 2019 release. Verify the University Technology Requirements and Programmatic Technology Requirements in the University Policy Handbook available on www.gcu.edu. Prerequisite: EID-500.

EID-590: Instructional Design Capstone 3 credits

This course is a culmination of all instructional design knowledge and skills students have developed throughout the instructional design program. Students are stretched to demonstrate their ability to be a professional instructional designer. Students also develop a professional portfolio to show their preparation to work in the instructional design field. Technology Requirement: Students are responsible for providing their own Adobe Captivate software and a computer that meets the technical requirements to run the software. The version of Adobe Captivate should not be older than the 2019 release. Verify the University Technology Requirements and Programmatic Technology Requirements in the University Policy Handbook available on www.gcu.edu. Prerequisite: EID-500, EID-505, EID-510, EID-515, EID-520, EID-525.

Elementary Education (ELM)

ELM-200[♦]: Child and Early Adolescent Development and Psychology 4 credits

Teacher candidates survey how children and early adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to development of children and young adolescents allows teacher candidates to build foundational knowledge for constructing learning opportunities that support individual student's development, acquisition of knowledge, and motivation. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-200HN[♦]: Child and Early Adolescent Development and Psychology 4 credits

Teacher candidates survey how children and early adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to development of children and young adolescents allows teacher candidates to build foundational knowledge for constructing learning opportunities that support individual student's development, acquisition of knowledge, and motivation. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-210: Instructional Planning and Assessments for Elementary Teacher Candidates 4 credits

Teacher candidates build foundational knowledge on planning instruction and formal and informal assessment strategies. Teacher candidates will examine instructional planning based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community. Formal and informal assessment strategies for planning, evaluating, and strengthening instruction for elementary students are also examined. Practicum/field experience hours: 5. Fingerprint clearance required.

ELM-250^Δ: Creating and Managing Engaging Learning Environments 4 credits

In this writing intensive course, teacher candidates examine how to create environments that support individual and collaborative learning, and encourage students' positive social interaction, active engagement in learning, and self-motivation. Teacher candidates build foundational knowledge regarding the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children. Practicum/field experience hours: 5. Fingerprint clearance required.

ELM-250HN^Δ: Creating and Managing Engaging Learning Environments 4 credits

In this writing intensive course, teacher candidates examine how to create environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. Teacher candidates build foundational knowledge regarding the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children. Practicum/field experience hours: 5. Fingerprint clearance required.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ELM-305: Foundational Literacy Skills and Phonics 4 credits

Teacher candidates will examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Teacher candidates will build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ELM-210 or ECS-125.

ELM-315: Foundational Literacy Skills: Phonics and the Science of Reading 4 credits

Teacher candidates examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Teacher candidates build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. The science surrounding reading instruction is explored and put into practice with this foundational knowledge. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ELM-210 or ECS-125.

ELM-351: Methods and Strategies for Integrating Social Studies and the Arts 4 credits

Teacher candidates will examine a variety of instructional strategies to encourage students to develop deep understanding of the major concepts and modes of inquiry from the integrated study of social studies and other related areas. Teacher candidates will build foundational knowledge on promoting elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Teacher candidates will integrate the content, functions and achievements of the performing and visual arts as primary media for communication, inquiry and engagement among elementary students. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-210.

ELM-357: Fostering Student Engagement 4 credits

In this course, teacher candidates examine how to foster and support student autonomy in the classroom. Candidates analyze how to provide purposeful feedback and establish a learning environment in which students participate in their own learning and engage in collaborative goal setting, self-assessment of progress, reflective thinking, and questioning with intention. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ELM-210.

ELM-361: Instructional Methods and Strategies for Integrating Science and Health 4 credits

Teacher candidates will examine fundamental concepts of physical, life, earth and space sciences, and health education. Teacher candidates will build foundational knowledge on a variety of age-appropriate inquiry-based instructional strategies to teach science, to build student understanding of personal and social applications, to convey the nature of science, and student development for the practice of skills that contribute to good health. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-210.

ELM-461: Instructional Methods for Science and Engineering 4 credits

Teacher candidates will learn how to utilize instructional methods for science and engineering to actively engage students with challenges that are real-world and relevant. In this course, teacher candidates will explore how students learn utilizing authentic problems and participating in projects, with an emphasis on STEM education. Practicum/field experience hours: 10. Fingerprint clearance required.

ELM-462: Interdisciplinary Teaching and Learning in STEM 4 credits

Teacher candidates will explore the importance and methodologies for developing innovative science, technology, engineering, and mathematics (STEM) curricula that integrates all academic areas in a relevant and cohesive manner. In this course, teacher candidates will examine the various aspects of STEM that can be integrated across content areas and disciplines. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-463: STEM Tools in the Modern Classroom 4 credits

Teacher candidates, particularly those who intend to teach courses focused on science, technology, engineering, and mathematics (STEM), need to be equipped with technological skills in order to meet the demands and expectations of the changing educational environment. In this course, teacher candidates will research current and emerging technologies, examine their use in enhancing teaching and learning, and explore approaches to equip students with the necessary knowledge and skills to utilize them appropriately. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-464: Three Dimensional Teaching in STEM Classrooms 4 credits

In this course, teacher candidates will examine the fundamentals of three dimensional teaching and learning and how to integrate these concepts into the planning and implementation of curricula. Teacher candidates evaluate the elements of three-dimensional learning: practices, crosscutting concepts, and disciplinary core ideas. Practicum/field experience hours: 5. Fingerprint clearance required.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | ^Ω Non-Transferable

ELM-470: Methods and Strategies for Teaching Mathematics 4 credits

Teacher candidates examine a variety of instructional strategies to encourage students to develop a deep understanding of the major concepts and procedures that define number and operations, algebra, geometry, measurement and data, and probability. From this foundational knowledge, candidates select, adapt and use research-based methods, instructional strategies, and interventions to advance the mathematical abilities of students and have them apply their knowledge and abilities in meaningful ways. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-210.

ELM-480^Δ: Methods and Strategies for Teaching English Language Arts 4 credits

Teacher candidates will build foundational knowledge on how to use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Teacher candidates select, adapt and use research-based methods, instructional strategies, and interventions to individualize meaningful and challenging learning for students, with an emphasis on literacy. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisites: ELM-210 and (ELM-305 or ELM-315).

ELM-490^Ω: Student Teaching for Elementary Education Teacher Candidates 8 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ELM-490A: Student Teaching for Elementary Education: Session A 6 credits

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Practicum/field experience hours: None. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of state-mandated NES content area exams; and approval and placement by the College of Education Office of Field Experience. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ELM-500: Child and Early Adolescent Development and Psychology 3 credits

Teacher candidates survey how children and early adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas while understanding the implications for designing and implementing developmentally appropriate and challenging learning experiences. This survey of the seminal concepts, principles, theories, and research related to development of children and young adolescents will allow teacher candidates to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Practicum/field experience hours: None. Fingerprint clearance not required.

ELM-510: Creating and Managing Engaging Learning Environments 3 credits

Teacher candidates examine how to create environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. Teacher candidates build foundational knowledge regarding the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children. Practicum/field experience hours: 6. Fingerprint clearance required.

ELM-525: Middle Grade Curriculum and Instructional Planning 3 credits

Teacher candidates examine how instructional planning supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of students and the community context. Teacher candidates build foundational knowledge regarding the importance of planning instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community, with focused attention upon middle grade curriculum. Practicum/field experience hours: 6.

ELM-526: Literacy Intervention and Remediation 3 credits

Teacher candidates develop strategies for literacy intervention and remediation to foster and support student autonomy in the classroom. Teacher candidates build knowledge and skills to plan literacy supports in all content areas, promote self-directed learning, and empower students to take control and set goals for their own learning outcomes. Teacher candidates design and plan a learning environment that allows active participation from students in their own learning, collaborative goal setting with students and other stakeholders, self-assessment of progress, reflective thinking, questioning with intention, and purposeful feedback. Practicum/field experience hours: 8. Fingerprint clearance required. Prerequisite: ELM-545.

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

ELM-530: Assessment and Evaluation for Elementary Teacher Candidates 3 credits

Teacher candidates investigate multiple methods of assessment that support student engagement, monitoring student progress, and guiding decision making. Teacher candidates build foundational knowledge regarding formal and informal assessment strategies for planning, evaluating, and strengthening instruction to promote continuous intellectual, social, emotional, and physical development of each elementary student. Practicum/field experience hours: 6. Fingerprint clearance not required. Prerequisite: ELM-520.

ELM-535: Strategies for Student Engagement 3 credits

Teacher candidates develop strategies to foster and support student autonomy in the classroom. Teacher candidates build knowledge and skills to promote self-directed learning and empower students to take control and set goals for their own learning outcomes. Teacher candidates design and plan a learning environment that allows active participation from students in their own learning, collaborative goal setting with students and other stakeholders, self-assessment of progress, reflective thinking, questioning with intention, and purposeful feedback. Practicum/field experience hours: 10. Fingerprint clearance required.

ELM-540: Foundational Literacy Skills 3 credits

Teacher candidates examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Teacher candidates build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: ELM-530 or ECS-501 or ELM-555.

ELM-545: Phonics and the Science of Reading 3 credits

Teacher candidates examine how to teach foundational skills to develop proficient readers with the capacity to comprehend texts across a range of texts and disciplines. Teacher candidates build additional knowledge regarding print concepts, phonological awareness, phonics and word recognition, and fluency to promote early literacy and independent readers. With this foundational knowledge, the science surrounding reading instruction is explored and put into practice. Practicum/field experience hours: 8. Fingerprint clearance required. Prerequisite: ECS-501 or ELM-555.

ELM-550: Methods & Strategies of Teaching & Integrating Social Studies & the Arts 3 credits

Teacher candidates examine a variety of instructional strategies to encourage learners to develop deep understanding of the major concepts and modes of inquiry from the integrated study of history, geography, the social sciences and other related areas. Teacher candidates build foundational knowledge on promoting elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Teacher candidates integrate the content, functions and achievements of the performing and visual arts as primary media for communication, inquiry and engagement among elementary students. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ELM-530 or ELM-570.

ELM-555: Instructional Planning and Assessment for Elementary Teacher Candidates 3 credits

Teacher candidates examine how instructional planning supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of students and the community context. Teacher candidates analyze and integrate multiple methods of assessment that support student engagement, monitoring student progress, and guiding decision making. Assessment and instruction will support foundational knowledge regarding the importance of planning instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community, with focused attention on formative and summative assessments. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ELM-500.

ELM-560: Methods and Strategies of Teaching Mathematics 3 credits

Teacher candidates examine a variety of instructional strategies to encourage learners to develop deep understanding of the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability and to build skills to apply knowledge in meaningful ways. Teacher candidates build foundational knowledge on engaging problem solving, reasoning and proof, communication, connections and representations to help students successfully apply their developing skills to many different situations, materials, and ideas. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ELM-530 or ELM-570.

ELM-570: Methods and Strategies of Teaching and Integrating Science and Health 3 credits

Teacher candidates examine fundamental concepts of physical, life, earth/space sciences and health education. Teacher candidates build foundational knowledge on a variety of age-appropriate inquiry-based instructional strategies to teach science, to build student understanding of personal and social applications, to convey the nature of science, and student development for the practice of skills that contribute to good health. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ELM-530 or ELM-555.

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

ELM-580: Methods and Strategies of Teaching 3 credits
English Language Arts

Teacher candidates examine a variety of instructional strategies to encourage learners to develop deep understanding of reading, writing, and oral language and their connections, and to build skills to apply knowledge in meaningful ways. Teacher candidates build foundational knowledge on how to use the concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ELM-530 or ELM-570.

ELM-590^Ω: Student Teaching for Elementary 8 credits
Teacher Candidates

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP). Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 3.0 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ELM-593A: Student Teaching for Elementary 6 credits
Teacher Candidates: Session A

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Practicum/field experience hours: None. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 3.0 GPA; successful completion of state-mandated NES content area exams; and approval and placement by the College of Education Office of Field Experience. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Practicum/field experience hours: None. Fingerprint clearance required.

Emergency Management (EMM)

EMM-301: Introduction to Homeland Security 4 credits
and Emergency Management

This course provides an overview of the Department of Homeland Security and the national preparedness goal, including its mission areas and core capabilities. Students learn the key principles, participants, functions, structures, and challenges within the discipline with a focus on a systematic, community-based, all-hazard approach to emergency management. This course also includes concepts related to accreditation of emergency management programs and professional associations, credentials, and certifications.

EMM-306^Δ: Protection and Security 4 credits

This writing-intensive course focuses on the mission area of protection, with an emphasis on the capabilities necessary to protect the country from acts of terrorism and manmade and natural disasters. Students integrate knowledge of risk and vulnerability assessment and operational structures, resources, and processes to develop comprehensive measures to secure the nation and its interests against varied threats. Prerequisite: EMM-301.

EMM-311: Hazard Mitigation Planning 4 credits

This course examines the processes and principles of mitigation planning for emergency management. Students examine the benefits of mitigation and the development and implementation of appropriate mitigation measures to reduce the impact of disasters on people and the environment. Prerequisite: EMM-301.

EMM-400: Terrorism Prevention 4 credits

This course explores the dimensions of domestic and international terrorism and focuses on the core capabilities necessary for preventing terrorist acts. Students examine the role of intelligence and information sharing, security measures, and methods of disruption used for impeding and/or responding to terrorism. Prerequisite: EMM-301.

EMM-412: Emergency Response Operations 4 credits
and Techniques

The knowledge and practice gained in this course provide the emergency manager with management and supervision skills and techniques critical to success in the emergency services environment. Focus is on practices necessary for saving lives, protecting the built and natural environment, and providing for the populace following a disaster. Prerequisite: EMM-301.

EMM-450: Disaster Recovery 4 credits

This course addresses disaster recovery and the core capabilities required to promote comprehensive recovery within communities impacted by disaster. Students examine issues related to restoring infrastructure, businesses and the economy, and human and environmental health. Prerequisite: EMM-301.

EMM-485^{ΔΩ}: Emergency Management Capstone 4 credits

In this writing-intensive course, students demonstrate competence in emergency management through the development of an individual project. Students select an aspect of emergency management and complete a continuity of operations plan (COOP) using critical thinking to demonstrate knowledge of core capabilities and account for the complexities of dealing with emergencies and disasters. Prerequisites: EMM-306, EMM-311, EMM-400, EMM-412, EMM-450, and MGT-440.

EMM-600: Emergency Planning and 4 credits
Management

This course is designed to teach students the planning and management processes and the issues involved in large-scale emergencies. The nature of natural and technological risk and emergency are explored via case studies. Public sector roles in contingency planning and response are also discussed and assessed.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

EMM-605: Economics and Human Issues 4 credits

This course provides an overview of the strategic, political, economic, and human issues encountered in the management of disasters or major traumatic public events. This knowledge gives the emergency manager a realistic view of the issues to expect in a disaster, how to plan accordingly, and how to manage resources and people more effectively in emergency situations.

EMM-610: Law and Legal Issues 4 credits

This course analyzes the federal, state, and local legislation related to emergency management in various types of disasters. Guaranteed rights under the U.S. Constitution and the legal and ethical application of measures within the parameters of these rights in emergency situations are also discussed.

EMM-641: Understanding Terrorism's Threat 4 credits

This course explores modern terrorism and terrorist behavior, including cyberterrorism, the role of the media, the private sector, and implications in a global society.

EMM-685: Leadership in Emergency Management Capstone 4 credits

This capstone course provides students the opportunity to synthesize their advanced knowledge and experiences in the field of emergency management through the development of a research or applied project focused on improving practice. Projects require students to demonstrate the critical thinking skills, professional acumen, and knowledge base that characterize successful leadership in the field. Prerequisites: EMM-600, EMM-605, and EMM-610.

English (ENG)

ENG-105^{△♦}: English Composition I 4 credits

This is a writing-intensive course in writing academic prose, including various types of essays, arguments, and constructions.

ENG-106^{△♦}: English Composition II 4 credits

This course explores various types of research writing, with a focus on constructing essays, arguments, and research reports based on primary and secondary sources. A writing intensive course. Prerequisite: ENG-105.

ENG-107[♦]: Introduction to Writing for the Sciences 4 credits

This course is an introduction to technical and scientific writing in fields such as engineering, biology, computer science, and other STEM disciplines, and provides students with a background in logic and communication. In accordance with the Council of Writing Program Administrators Outcomes Statement and the Elon Statement on Learning Transfer, this course provides practice with a variety of scientific genres of communication, including their expected writing styles and structures. This course supports students in the ability to transfer knowledge of writing across technical and scientific disciplines and adapt to new and different writing tasks throughout their careers in the sciences.

ENG-130[♦]: Introduction to Young Adult Literature 4 credits

This course delves into critical approaches to literature that are of interest to young adult readers. Themes such as identity, culture, ethnicity, race, values, gender, and censorship are among those explored through close readings and textual analysis of popular and historical fiction, nonfiction, graphic novels, and dystopian literature.

ENG-135^{△♦}: Lifelong Learning Assessment 4 credits

This writing intensive course enables qualifying adult learners to translate their real-life learning experiences into credits that can be applied toward general education and elective course requirements. Students who pass this course earn four credits and can earn up to eight additional credits by writing full-length Lifelong Learning Assessment (LLA) papers that are assessed by LLA evaluators.

ENG-206HN^{△♦}: The Power of Media: Social and Critical Approaches 4 credits

This writing intensive honors course continues the themes of knowledge, argument, and logic from previous honors courses. Students cover effective communication and making sound arguments based on logic and research. Parallel events from history are used as a vehicle to show how communication affects society. Prerequisite: Acceptance into the honors program.

ENG-240^{△♦}: Writing for the 21st Century Workplace 4 credits

This writing intensive introductory course provides students with experience in typical workplace genres and written communication practices. Emphasizing the roles genres play in organizational communication, this course also provides students with practical, procedural knowledge that will help them adapt their writing to new contexts and audiences. Prerequisite: ENG-105.

ENG-240HN^{△♦}: Writing for the 21st Century Workplace 4 credits

This writing intensive introductory course provides students with experience in typical workplace genres and written communication practices. Emphasizing the roles genres play in organizational communication, this course also provides students with practical, procedural knowledge that will help them adapt their writing to new contexts and audiences. Prerequisite: ENG-105.

ENG-245^{△♦}: Introduction to Basic Grant Writing 4 credits

This course examines the processes, purposes, and practicalities of grant writing with an emphasis on communication between funding sources and grant seekers. Students learn about funding sponsors and their concerns, the parts of grant proposals, and techniques for successful grant research and writing. The course culminates in the students' completion of a grant proposal.

[△] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ENG-250♦: Analysis of World Literature 4 credits

This course is a study of some diverse works in world literature. It introduces all advanced English course offerings. Students will also be introduced to methods of literary criticism and analysis. All students who plan to major in English should earn a 3.00 or above in this course before taking any upper division English courses. Prerequisites: ENG-105 and ENG-106.

ENG-353♦: American Literature II 4 credits

This course is a survey of realism, naturalism, modernism, and postmodernism in American fiction, drama, and poetry of the 19th and 20th centuries. Prerequisites: ENG-105 and ENG-106 and ENG-250.

ENG-353HN♦: American Literature II 4 credits

This course is a survey of realism, naturalism, modernism, and postmodernism in American fiction, drama, and poetry of the 19th and 20th centuries. Prerequisites: ENG-105 and ENG-106 and ENG-250.

ENG-355♦: Multicultural Literature 4 credits

This course explores multicultural texts from a variety of genres. Students in this course focus on awareness of diversity in culture and in written expressions by analyzing textual features and cultural/historical context. Prerequisite: ENG-105.

ENG-355HN♦: Multicultural Literature 4 credits

This course explores multicultural texts from a variety of genres. Students in this course focus on awareness of diversity in culture and in written expressions by analyzing textual features and cultural/historical context. Prerequisite: ENG-105.

ENG-356♦: The Short Story 4 credits

This course is a study of the short story in English and in translation, its development, the different types, and an analysis of technique. Prerequisite: ENG-250.

ENG-357♦: Foundational Texts of British Literature 4 credits

This course interprets and analyzes important texts of the British tradition from approximately A.D. 500 to 1800. Special attention is paid to the importance of cultural context, close textual analysis, and literary terms and concepts, especially concepts of poetic meter and rhyme. Prerequisite: ENG-105.

ENG-358♦: Introduction to English Grammar and Linguistics 4 credits

This course is a review of basic English syntax, form, and mechanics. It also introduces principles of grammar and linguistics and explores the historical development of English and its variations across social contexts. Prerequisites: Grade of 2.00 or higher in ENG-105 and ENG-106, or satisfactory completion of GCU's written communication competency.

ENG-359♦: Transatlantic Literature 4 credits

This course explores the literatures and cultural exchange of America and Britain from the Romantic Era to the present day. Students develop an understanding of themes, genres, and literary techniques that inform present-day literary and communicative strategies. Prerequisite: ENG-105.

ENG-360♦: American Encounter Narratives 4 credits

This course explores the earliest American literatures to American Romanticism with an emphasis on narratives of cultural encounter. Students examine representative poetry and prose with attention to themes, rhetoric, and narrative form. Prerequisite: ENG-105.

ENG-361♦: The Art and Craft of Creative Writing 4 credits

In this course, students explore creative writing through an examination of craft and strategies, readings and discussion, writing across the major genres (poetry, fiction, and creative nonfiction), and the editorial process, which includes critiquing and revision. In addition, students consider the application of creative writing techniques to arenas in the professional writing world. Prerequisite: ENG-105.

ENG-365♦: Multi-Media Journalism in the 21st Century 4 credits

In this course, students learn to identify news, develop story ideas, conduct research on stories, write in a journalistic style, and report information in a variety of media. Prerequisite: ENG-105.

ENG-381♦: Writing for Advertising and PR 4 credits

This course exposes students to the various types of writing tasks utilized by PR and advertising professionals. In addition to enabling students to write with clarity and skill for various media and contexts, this course encourages students to use strategy, creativity, and critical thinking in composing advertising and public relations material. Prerequisite: ENG-105.

ENG-424^A♦: Literary Movement 4 credits

This writing-intensive course surveys the major works and figures of a literary movement, including examining that movement's historical and cultural contexts.

ENG-425♦: Major Author 4 credits

This course focuses upon the study of the works of a major author, with emphasis on the author's seminal works and with suitable reference to the author's biography and other works of merit.

ENG-450♦: Shakespeare 4 credits

This course is a study of Shakespeare's major plays and his development as a dramatist, including some consideration of Shakespeare's cross-cultural reception.

ENG-450HN♦: Shakespeare 4 credits

This course is a study of Shakespeare's major plays and his development as a dramatist, including some consideration of Shakespeare's cross-cultural reception.

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ENG-451[♦]: Shakespeare and the History of Drama 4 credits

This course explores the history of the dramatic medium through the lens of plays from Ancient Greece to 20th-century Europe, concentrating primarily on the plays and cultural context of William Shakespeare. Prerequisite: ENG-105.

ENG-451HN[♦]: Shakespeare and the History of Drama 4 credits

This course explores the history of the dramatic medium through the lens of plays from Ancient Greece to 20th-century Europe, concentrating primarily on the plays and cultural context of William Shakespeare. Prerequisite: ENG-105.

ENG-456^{Δ/♦}: Communicating Scientific Ideas to Popular Audiences 4 credits

This writing intensive course prepares students to interpret scientific ideas for lay audiences. Drawing from best practices of writers from popular sources such as magazines, news articles, blogs, and other forms of popular writing designed for wide consumption, students learn to convey scientific ideas through various genres for various purposes and audiences. Prerequisite: ENG-105.

ENG-456HN^{Δ/♦}: Communicating Scientific Ideas to Popular Audiences 4 credits

This writing intensive course prepares students to interpret scientific ideas for lay audiences. Drawing from best practices of writers from popular sources such as magazines, news articles, blogs, and other forms of popular writing designed for wide consumption, students learn to convey scientific ideas through various genres for various purposes and audiences. Prerequisite: ENG-105.

ENG-460[♦]: The Novel 4 credits

This course is a study in the development of the novel focusing primarily on the reading and discussion of 19th and 20th century British and American works. Prerequisites: ENG-105 and ENG-106.

ENG-460HN[♦]: The Novel 4 credits

This course is a study in the development of the novel focusing primarily on the reading and discussion of 19th and 20th century British and American works. Prerequisites: ENG-105 and ENG-106.

ENG-466^{Δ/♦}: Technical Writing 4 credits

This writing-intensive course provides an overview of technical writing and focuses on the production of informative practical texts such as instructions, manuals, and process descriptions. Prerequisite: ENG-105.

ENG-470: Methods for Teaching Writing, Grammar & Linguistics for Secondary Education 4 credits

This course is designed to help prospective teachers develop the knowledge and skills needed to teach writing, grammar, and linguistics at the middle and secondary levels. Emphasis is given to teaching methodologies that encourage effective implementation of writing, grammar, and linguistics instruction in middle and secondary English classrooms. Course content is strategically planned to enable students to make informed, context-based decisions about writing and language instruction. Practicum/field experience hours: 15. Fingerprint clearance required.

ENG-472: Methods for Teaching Literature for Secondary Education 4 credits

This course is designed to help prospective teachers develop the knowledge and skills needed to teach literature and other texts at the middle and secondary levels. Emphasis is given to teaching methodologies that encourage effective implementation of reading instruction in middle and secondary English classrooms. Course content is strategically planned to enable students to make informed, context-based decisions about instruction of literature and other texts. Practicum/field experience hours: 15. Fingerprint clearance required.

ENG-477^Ω: Professional Writing Capstone 4 credits

This course critically surveys the broad competencies and understandings covered in the major, critically analyzes ethical issues in the writing professions, considers intersections between worldviews (particularly Christian worldviews) and the rhetorical and communications professions, and facilitates the creation of student portfolios of material and *résumés/curriculum vitae*. This capstone course needs to be completed at the end of program. Prerequisites: ENG-381, ENG-365, and ENG-466.

ENG-503: Writing Theory: An Applied Approach to Rhetoric and Composition 4 credits

This course provides historical, theoretical, and practical knowledge in rhetoric and writing. By studying classical and modern theories of rhetoric, contemporary theories of writing, and relationships between the two, students develop an understanding of key ways to think about writing today. To that end, this course emphasizes praxis: the relationship between practical and theoretical ways of knowing in the discipline. This course also offers an opportunity to practice rhetorical analysis, which is an important skill that will help students become effective, dynamic writers in their professions of choice.

ENG-505: Critical Practices for Teaching Literature 4 credits

This course focuses on techniques and theoretical approaches foundational to teaching literary texts. Techniques include close reading, passage analysis, and mastering critical nomenclature. Critical theories pertinent to contemporary scholarship are explored.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ENG-506: Social and Technological Contexts of Writing 4 credits

This course covers theoretical and practical scholarship about the social and technological dimensions of writing practices. At its core, this course explores writing as a situated social and technological act. To that end, students explore important theories of writing and technology that have impacted the discipline. This course demonstrates the relationship between theory and practice by considering how disparate peoples may think about the strategies and agendas embodied in various technologies and the artifacts that they produce. Electronic media are considered, as well as the artifacts individuals and organizations produce with them, such as Internet memes and viral videos. Students apply theories discussed in this course to analyze the sociotechnological contexts that give rise to artifacts from their professions.

ENG-507: Grant Writing 4 credits

This course examines the process, purpose, and practicalities of grant writing with emphasis on the electronic nature of current communication between funding foundations and grant seekers. Students will learn about funders and their concerns, the parts of grant proposals, and techniques for successful grant research and writing. The course will culminate in the student's completion of a grant proposal.

ENG-508: Multimedia Writing: Creating a Campaign for Social Media 4 credits

This course introduces learners to writing in various electronic modalities, with the aim of creating a campaign for social media. Informed by current theories of rhetoric and technology, learners create an original social media campaign and design appropriate supporting artifacts, including tweets, status updates, or other language for sharing via social media; supporting video and audio content; infographics; Web pages; and pictures, logos, or other supporting graphics.

ENG-509: Applied Theories of Rhetoric and Organizational Communication 4 credits

This course investigates organizational communication practices and how they are informed by contemporary rhetorical theories of ethics, identity, and work. Learners analyze the roles of ethics, constructions of power, difference, and persuasion both within and across organizations, as well as in communication practices that address the ways in which organizations present themselves to the public.

Entrepreneurship (ENT)

ENT-320♦: Public Relations and Networking Skills 4 credits

This course is designed to build effective communication and networking skills so that students can leverage contacts and relationships to create business opportunities. The importance of building a professional and trustworthy business reputation is also addressed. Prerequisite: ENT-436 or ESG-210.

ENT-420♦: New Venture Financing 4 credits

This course examines the growth of the venture capital market and provides students with an understanding of the advantages and risks associated with venture capital financing. Both start-up and growth needs are explored. The course focuses on the more practical aspects of structuring transactions that add value for the firm, owners, and financial backers. Prerequisite: ENT-445 or ENT-446.

ENT-435^f: Intrapreneurship and Innovation 4 credits

This course examines the importance of creating innovative work environments in small-, medium-, and large-scale organizations in order to ensure the long-term competitiveness of the firm. Innovation is explored from the perspectives of product development, internal process improvements, and strategic shifts. Students have the opportunity to participate in an experiential innovation project. Also AMP-435.

ENT-435HN^f: Intrapreneurship and Innovation 4 credits

This course examines the importance of creating innovative work environments in small-, medium-, and large-scale organizations in order to ensure the long-term competitiveness of the firm. Innovation is explored from the perspectives of product development, internal process improvements, and strategic shifts. Students have the opportunity to participate in an experiential innovation project. Also AMP-435.

ENT-436^{Δf}: Entrepreneurship and Innovation 4 credits

This writing-intensive course teaches students to develop innovative solutions to real-world problems, developing and testing hypotheses as they learn to create a new product or service.

ENT-436HN^{Δf}: Entrepreneurship and Innovation 4 credits

This writing-intensive course teaches students to develop innovative solutions to real-world problems, developing and testing hypotheses as they learn to create a new product or service.

ENT-446^f: Business Execution 4 credits

In this course, students test hypotheses or develop new hypotheses, cycling through a series of tests to develop a scalable business model, culminating in the development of a pitch for potential investors. Prerequisite: ENT-436 or STG-110 or ESG-210.

ENT-495: Research for Angel Investors 1 credits

Students will engage on a weekly basis with Entrepreneurs building scalable companies that are in the early stage of a capital raise. These are companies from across the country that have some technological component to their service or product and are presenting to the Angel Investor community to raise between \$250k and \$5 million. Students will investigate these companies side by side with our Investor members and learn how investment decisions are made. Student leadership in the research of each company is a critical insight to our members.

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

ENT-496A: Entrepreneurial Studies Capstone Project I 1 credits

This course serves as the capstone experience in entrepreneurial studies which includes the gradual development of a strategic business model canvas to further evaluate business opportunities. Business students will begin their collaboration with engineering and technology students to establish market viability and explore product market fit. Prerequisite: ENT-436 or ESG-210.

ENT-496B: Entrepreneurial Studies Capstone Project II 1 credits

This course serves as the capstone experience in entrepreneurial studies which includes the gradual development of a strategic business model canvas to further evaluate business opportunities. Business students will complete their collaboration with engineering and technology students to establish market viability and explore product market fit. Prerequisite: ENT-436 or ESG-210.

Environmental Science (ENV)

ENV-220^Δ: Essentials of Environmental Science 4 credits

This course is an exploration into the science that directly affects us all on a daily basis, and that will likely increase in its significance to us with time. Students will gain an awareness of the importance of Earth's systems in sustaining our daily lives, plus the scientific foundation and tools needed to apply critical thought to contemporary environmental issues.

ENV-300[♦]: Environmental and Human Health Risk Assessment 4 credits

This course introduces students to the concepts, data sources, and methodologies used in the field of human risk assessment, including environmental hazard identification, dose-response assessment, exposure assessment, risk characterization, and risk communication. Prerequisite: ENV-220 or BIO-220.

ENV-300HN[♦]: Environmental and Human Health Risk Assessment 4 credits

This course introduces students to the concepts, data sources, and methodologies used in the field of human risk assessment, including environmental hazard identification, dose-response assessment, exposure assessment, risk characterization, and risk communication. Prerequisite: ENV-220 or BIO-220.

ENV-301[♦]: Environmental Law 4 credits

This course will introduce students to the fundamentals of environmental protection laws in the United States, including environmental law in the areas of case law, common law and administrative law. Topics include air and water quality, toxic and hazardous substances, endangered species and wetlands, and coastal management issues.

ENV-303[♦]: Environmental Geology 4 credits

A study of the interaction between people and the geologic environment. Emphasis will be placed on catastrophic geologic processes, earth resources, pollution, and regional planning. Principles of Geographic Information System (GIS) will also be included. Prerequisite: ENV-220 or BIO-220.

ENV-305[♦]: Environmental Management and Sustainability 4 credits

This course will introduce students to environmental management practices and sustainability practices. Prerequisite: ENV-220 or BIO-220.

ENV-402[♦]: Chemical Investigation and Remediation Strategies 3 credits

This course introduces students to various strategies that exist for remediating contaminated environmental samples, including air, water, and land. The following will also be discussed -- methods of site analysis, toxicology of chemical contamination, use of chemical fingerprinting, determination of exposure methods and exposure routes, analysis of epidemiological data, general methods for remediation of toxic and hazardous wastes, and use of both technical and moral considerations in decision making. Prerequisites: BIO-181, BIO-181L, CHM-315, CHM-315L, ENV-300 and one of the following combinations: 1) CHM-231, CHM-231L, or 2) CHM-235, CHM-235L. Co-Requisite: ENV-402L.

ENV-402HN[♦]: Chemical Investigation and Remediation Strategies 3 credits

This course introduces students to various strategies that exist for remediating contaminated environmental samples, including air, water, and land. The following will also be discussed -- methods of site analysis, toxicology of chemical contamination, use of chemical fingerprinting, determination of exposure methods and exposure routes, analysis of epidemiological data, general methods for remediation of toxic and hazardous wastes, and use of both technical and moral considerations in decision making. Prerequisites: BIO-181, BIO-181L, CHM-315, CHM-315L, ENV-300 and one of the following combinations: 1) CHM-231, CHM-231L, or 2) CHM-235, CHM-235L. Co-Requisite: ENV-402L.

ENV-402L[♦]: Chemical Investigation and Remediation Strategies Lab 1 credits

This course introduces students to various strategies that exist for remediating contaminated environmental samples, including air, water, and land. The following will also be discussed -- methods of site analysis, toxicology of chemical contamination, use of chemical fingerprinting, determination of exposure methods and exposure routes, analysis of epidemiological data, general methods for remediation of toxic and hazardous wastes, and use of both technical and moral considerations in decision making. Prerequisites: BIO-181, BIO-181L, CHM-315, CHM-315L, ENV-300 and one of the following combinations: 1) CHM-231, CHM-231L, or 2) CHM-235, CHM-235L. Co-Requisite: ENV-402.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ENV-402LHN[♦]: Chemical Investigation and Remediation Strategies Lab 1 credits

This course introduces students to various strategies that exist for remediating contaminated environmental samples, including air, water, and land. The following will also be discussed -- methods of site analysis, toxicology of chemical contamination, use of chemical fingerprinting, determination of exposure methods and exposure routes, analysis of epidemiological data, general methods for remediation of toxic and hazardous wastes, and use of both technical and moral considerations in decision making. Prerequisites: BIO-181, BIO-181L, CHM-315, CHM-315L, ENV-300 and one of the following combinations: 1) CHM-231, CHM-231L, or 2) CHM-235, CHM-235L. Co-Prerequisite: ENV-402.

Elementary - Special Education (ESD)

ESD-501: Foundations in Elementary and Special Education Graduate Studies 3 credits

Teacher candidates survey the philosophical, historical, and sociological influences upon which educational theories and practices are constructed, and explore a variety of the common issues, trends, and opportunities that professional educators face in the field. Teacher candidates prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students, including graduate level writing and research. Practicum/field experience hours: None. Fingerprint clearance not required.

ESD-530: Instructional Planning and Assessment in the Inclusive Classroom 3 credits

Teacher candidates build foundational knowledge of planning instruction and assessment strategies designed to meet the needs of all students in an inclusive setting. Teacher candidates examine instructional planning based on the curriculum, knowledge of students, assessment data, learning theory, use of technology, and connections across the community. Formal and informal assessment strategies for planning, evaluating, and strengthening instruction for K-12 students are also examined. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisites: ESD-501 and SPD-521.

ESD-540: Assessment, Eligibility, and Transition Planning 3 credits

Teacher candidates examine the process of assessment and eligibility in the inclusive classroom, along with the stakeholders involved. Teacher candidates build foundational knowledge of interventions such as RTI, MTSS, and the eligibility requirements for the disability categories identified by IDEA. This course reviews diagnostic assessments and how to incorporate the data for planning effective special education programs. Teacher candidates also develop knowledge and skills related to planning transitions for students with disabilities after high school, including legal requirements. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: ESD-530.

ESD-550: Classroom Guidance, Management, and Behavior 3 credits

Teacher candidates examine how to create safe, inclusive, culturally responsive and engaging learning environments so that all students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Teacher candidates focus on classroom procedures, physical classroom space, positive behavior interventions and supports, functional behavior assessments, adaptive behaviors, behavior improvement plans, and collaboration with colleagues. Practicum/field experience hours: 8. Fingerprint clearance required. Prerequisite: ESD-530.

ESD-560: Language Development, Phonics, Reading Elements, and Remediation 3 credits

Teacher candidates explore the language processing requirements of proficient reading and writing, including explicit, systematic, cumulative, and multisensory instruction that integrates listening, speaking, reading, and writing. Theoretical principles of the elements of reading instruction are examined. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. From this foundational knowledge, teacher candidates select, adapt, and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning for all students, including those with mild to moderate disabilities, with attention focused on reading. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: ESD-530.

ESD-565: Methods for Teaching Science and Health in the Inclusive Classroom 3 credits

Teacher candidates examine fundamental concepts of physical, life, earth/space sciences, and health education. Teacher candidates build knowledge on a variety of age-appropriate inquiry-based instructional strategies to teach science, to build student understanding of personal and social applications, and to convey the nature of science for the practice of skills that contribute to good health. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ESD-530.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ESD-585: Methods for Teaching Social Studies and the Arts in the Inclusive Classroom 3 credits

Teacher candidates examine a variety of instructional strategies to encourage learners to develop deep understanding of the major concepts and modes of inquiry from the integrated study of history, geography, the social sciences, and other related areas. Teacher candidates build foundational knowledge on promoting students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Teacher candidates integrate the content, functions, and achievements of the performing and visual arts as primary media for communication, inquiry, and engagement among students. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: ESD-530.

Engineering Science General (ESG)

ESG-111: Introduction to Engineering Programming & Lab 4 credits

This course introduces students to the basics of computer programming. Students will learn to develop algorithms to solve engineering problems, and the implementation of those algorithms in the C language. This course will include using C program for embedded devices for interacting with the world around them. Topics include assembly language, C programming language, and real time programming. MATLAB will be taught in the course to introduce students to rapid development tools and allow for flexibility in prototyping. Concepts of Object Oriented (OO) programming will be included in the MATLAB section of this course. Hands-on activities focus on writing code that implements concepts discussed in lecture and on gaining initial exposure to common microcontrollers. Prerequisites: ESG-162 and ESG-162L or MAT-261.

ESG-162: Engineering Math 3 credits

This course is founded in the application of mathematics to engineering problems and processes. The course begins with foundations in algebraic manipulation, progresses into trigonometric models, complex numbers, signal processing, introduction to matrices and system equations, differentiation and integration, and differential equations all applied to the solution to engineering problems. Course content cannot be met by a transfer course. Prerequisite: MAT-154. Co-Requisite: ESG-162L.

ESG-162L: Engineering Math Lab 1 credits

The engineering math labs are the hands on applications of the foundational mathematics concepts applied to engineering problems in the engineering math course. The labs will apply algebra, trigonometry, matrices, differential and integral calculus, and differential equations to various engineering problems. Course content cannot be met by a transfer course. Prerequisite: MAT-154. Co-Requisite: ESG-162.

ESG-202[♦]: Electrical & Electronic Circuits 3 credits

This course includes DC and AC electrical circuit analysis methods, and analog and digital circuit design and analysis, including operational amplifier linear circuits, and digital combinational logic circuits. Computer interface circuits which combine both digital and analog devices for interfacing physical systems will be introduced in the context of computer based hardware. Prerequisites: PHY-122 and PHY-122L. Co-requisite: ESG-202L.

ESG-202HN[♦]: Electrical & Electronic Circuits 3 credits

This course includes DC and AC electrical circuit analysis methods, and analog and digital circuit design and analysis, including operational amplifier linear circuits, and digital combinational logic circuits. Computer interface circuits which combine both digital and analog devices for interfacing physical systems will be introduced in the context of computer based hardware. Prerequisites: PHY-122 and PHY-122L. Co-requisite: ESG-202L.

ESG-202L[♦]: Electrical & Electronic Circuits Lab 1 credits

The laboratory section of ESG-202 supports and extends principles learned in the lecture course. Students will design and create circuits then test the input-output characteristics and compare to analysis. In addition, they will design circuits to interface with computer based electronic boards. Prerequisites: PHY-122, and PHY-122L. Co-Requisite: ESG-202.

ESG-202LHN[♦]: Electrical & Electronic Circuits Lab 1 credits

The laboratory section of ESG-202 supports and extends principles learned in the lecture course. Students will design and create circuits then test the input-output characteristics and compare to analysis. In addition, they will design circuits to interface with computer based electronic boards. Prerequisites: PHY-122, and PHY-122L. Co-Requisite: ESG-202.

ESG-209L: Introduction to Product Design Lab for Non-Engineers 1 credits

This is a course for non-engineering majors. The course introduces students to engineering product design and build in mechanical, electrical, and biomedical disciplines. Students learn engineering communication, reverse engineering, and the assessment of low and large volume manufacturability of product design. General makerspace equipment is utilized. The students conduct hands-on projects throughout the course. Prerequisite: MAT-154. Co-Requisite: ESG-210.

ESG-210: Engineering Innovation & Lab 2 credits

This course introduces the fundamentals of the engineering design methodology and the product development process. Students will learn the importance of listening to the voice of the customer and how to incorporate those desires into a product using design for X principles. Students will develop verification and validation tests and learn how those become formalized qualification or acceptance processes. Prerequisites: ESG-162 and ESG-162L or MAT-154.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ESG-220: Introduction to Engineering Design and Prototyping & Lab 2 credits

This course introduces students to engineering documentation, tolerances, and standards. Typical fabrication tools common in a machine shop and the impact those tools have on design details will be covered. The students will work on several multi-disciplined projects through the semester. Prerequisites: ESG-162 and ESG-162L. Co-Requisites: ESG-210 and ESG-251.

ESG-250♦: Computer Aided Engineering & Lab 4 credits

This course introduces CAD features, including fundamentals of 3D modeling for design. Includes overview of modeling, graphical manipulation, part structuring, coordinate system, and developing a strategy of modeling. CAD software enables students to make the transition from 2D drafting to 3D modeling. Students use symbolic math software and 3D modeling tools to visualize and solve engineering problems. The course emphasizes industry practices for modeling parts, extracting drawings, and creating assemblies. Prerequisite: MAT-261.

ESG-251: Computer Aided Design & Lab 2 credits

This course introduces students to the basics of computer-aided design. Students will learn to produce great designs using computer-aided design software. Topics include 2-D and 3-D design and modeling, mechanical tolerances, and electrical and mechanical design integration. Hands-on activities focus on the design and integration of different subsystems, electrical and mechanical. Prerequisites: ESG-162 and ESG-162L.

ESG-260: Statics 4 credits

This course focus is on the analysis of two- and three-dimensional forces on a system in an equilibrium (static) state. Further, it discusses real world applications for static analyses via simple trusses, frames, machines, and beams. Additional topics covered include properties of areas, second moments, internal forces in beams, laws of friction, and static simulation in Solidworks. Prerequisite: PHY-121, PHY-121L, ESG-251.

ESG-330♦: Introduction to Robotics & Lab 4 credits

This course covers the basics of robotic design using concepts from computer, electrical, and mechanical engineering. Topics covered may include modeling of dynamic systems, utilizing sensors and actuators, interfacing computer hardware, and developing simple control algorithms. This course is a team and project based course where multiple robots will be designed and tested. Prerequisite: MAT-345, MEE-360.

ESG-345: Fluid Mechanics & Lab 4 credits

This course is an introduction to fluid statics, laminar and turbulent flow, pipe flow, lift and drag and measurement technics. Students will learn control volume analysis. Prerequisites: ESG-251, PHY-122, PHY-122L, STG-330, and MAT-364.

ESG-360♦: Statics and Dynamics & Lab 4 credits

This course covers force and moment vectors, resultants, and principles of statics and free-body diagrams. The course presents students with applications to simple trusses, frames, and machines. Additional topics covered include properties of areas, second moments, internal forces in beams, laws of friction, principles of particle dynamics, mechanical systems and rigid-body dynamics, kinematics and dynamics of plane systems, and energy and momentum of 2-D bodies and systems. Prerequisites: PHY-121, PHY-121L, ESG-250, and MAT-264.

ESG-374: Design of Experiments and Quality Analysis 2 credits

This class will introduce statistical process control and teach proper engineering experimental design and analysis techniques. Concepts introduced will include process variability, statistical controls, factorial, blocking and confounding as applied to engineering problems. Prerequisite: MAT-262.

ESG-384: Applied Engineering Stochastic Processes 2 credits

Apply the stochastic process to the modeling and solution of the engineering problems. The course introduces the students to modeling, quantification, and analysis of uncertainty in engineering problems; all building into an introduction to Markov chains, random walks, and Galton-Watson tree and their applications in engineering. Prerequisite: MAT-364.

ESG-395: Engineering Economics and Project Management 4 credits

This course covers the basics of managing an engineering project, including: project planning, initiating of the project, implementation of the project plan, and completion of the project. Students will learn how to pitch their idea for funding, both in written form and in oral form, as well as how to prepare a formal written funding proposal. The class will cover the basics of engineering economics and introduce how this topic is covered on the Fundamentals of Engineering (FE) exam. Throughout the semester, the students will use the management and economic concepts learned to develop a portfolio and proposal for a capstone project to be completed in the following year. This is a writing intensive course. Prerequisites: ESG-210 and ESG-220.

ESG-421♦: Advances in Computer Design & Lab 4 credits

his course describes and analyzes recent developments in computer design and architectures. Course topics focus on current research and tools that push the performance limits of advanced computer systems. Prerequisites: CST-307, and EEE-302.

ESG-430♦: Advanced Robotics & Lab 4 credits

This course covers advanced topics in robotic design using concepts from computer, electrical, and mechanical engineering. Topics covered may include advanced modeling of dynamic systems; tactile, force, and proximity sensors; computer vision; and power electronics associated with various actuators. This course is a team and project based course where multiple robots will be designed and tested. Prerequisites: ESG-330, MAT-345, and STG-330.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ESG-435[♦]: Control Systems and Robotics & Lab 4 credits

This course synthesizes applications of linear algebra to modal analysis of dynamical systems, controllability-observability, pole-placement design, separation principle, design of model-based compensators, frequency domain multiple-input multiple-output (MIMO) singular value analysis, linear quadratic regulator (LQR), Kalman filter, state estimation, and linear quadratic Gaussian (LQG) control system design. The course also presents an introduction to H-infinity/H-2 control system design, with applications to real-world control system design problems, robot dynamics, and robot control. The laboratory is designed to reinforce principles learned in the lecture and to apply these principles and theories to the design, assembly and control of a robot. All computational aspects of this project will be performed in Matlab. Prerequisite: EEE-213 or ESG-455.

ESG-440: Applied Robotics & Lab 4 credits

The objective of this course is to give students hands on experience in the application of robotics. Students will conduct a series of projects, some of which they will scope, that will explore various robotic test beds. Students will become well versed in the program and control of various robotic systems. Analytical tools such as MATLAB/Simulink will be used to model and simulate robots. Prerequisite: ESG-330.

ESG-441[♦]: Power & Energy Systems 3 credits

This course presents basic principles, technical details, and recent advances in power and sustainable energy systems. The course focuses on the generation of electrical power using a variety of energy sources such as fossil, nuclear, and renewables. The course introduces students to power plant thermal cycle analysis. Prerequisites: PHY-122, PHY-122L, MAT-364, and EEE-202 and EEE-202L. Co-Requisite: ESG-441L.

ESG-441L[♦]: Power & Energy Systems Lab 1 credits

The laboratory section of ESG-441 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities include research projects aimed at suggesting solutions to problems in the areas of electrical power generation using a variety of energy sources such as fossil, nuclear and renewables. Prerequisites: PHY-122, and PHY-122L, MAT-364, and EEE-202 and EEE-202L. Co-Requisite: ESG-441.

ESG-451^{ΔΩ}: Capstone Project I 2 credits

The first capstone course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: ESG-395.

ESG-451HN^{Δ†}: Capstone Project I 2 credits

The first capstone course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: STG-430.

ESG-452^{ΔΩ}: Capstone Project II 2 credits

The second capstone course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of all the learning experiences in an engineering program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. Prerequisite: ESG-451.

ESG-452HN^{Δ†}: Capstone Project II 2 credits

The second capstone course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of the learning experiences in an engineering program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: ESG-451.

ESG-455[♦]: Dynamic Systems & Lab 4 credits

This course introduces students to the processes of mathematical modeling and analysis of dynamic systems with mechanical, thermal, electrical and fluid elements. Topics covered include: time domain solutions, analog computer simulation, linearization techniques, block diagram representation, numerical methods and frequency domain solutions. Hands-on lab activities enhance students' ability to mathematically analyze components and systems for mechanical performance. Prerequisites: ESG-345 or ESG-330 or STG-345, and EEE-202/EEE-202L.

ESG-461: Manufacturing Processes 2 credits

This course is an overview of manufacturing processes and methods. Processes may include casting and molding, forming, machining, metrology, welding, joining, and computer-aided manufacturing. Additional topics include product design, material selection, process planning, and manufacturing automation. Process capabilities, limitations, and design for manufacturability will be examined. Prerequisite: ESG-220.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ESG-462♦: Current Topics in Biomedical Engineering & Lab 4 credits

This course surveys the main areas of biomedical engineering and illustrates the application of engineering principles for the design of biomedical innovations. Topics focus on the various products and processes related to the health science industries, which may include concepts such as: diagnostic instruments, artificial organs, biomedical devices, bio-signaling, and health monitoring and information integration. The laboratory is designed to reinforce principles learned and to apply these principles and theories to design systems and devices that integrate mechanical, electronic, and biological elements. Computational software will be used to support laboratory data analyses.

ESG-485: Feedback Control Theory and Design & Lab 4 credits

This course examines the control of dynamic systems through classical methods. Topics include analysis of open- and closed-loop systems in both the time and frequency domains, feedback-control methods, and the design of controllers for system stability, speed of response, and accuracy. Analytical tools such as MATLAB/Simulink will be used to simulate the modeled systems and to determine controller parameters. Prerequisites: ESG-455 and ESG-330.

English as a Second Language (ESL)

ESL-223N: SEI English Language Teaching: Foundations & Methodologies 3 credits

This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for English language learners. It includes an examination of the role of culture in learning and instructional program models, with a focus on Structured English Immersion. Teacher candidates are instructed in immersion strategies and the use of assessment data. Practicum/field experience hours: 10. Fingerprint clearance required.

ESL-250: School, Community, and Family Culture 4 credits

In this course, candidates will explore school, community, and family culture. Emphasis will be placed on the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture, history, and understanding cultural and individual differences in teaching and learning. Research is utilized to investigate the social, community, cultural, and familial contexts that influence learning and development. Practicum/field experience hours: 10. Fingerprint clearance required.

ESL-341: Linguistics 4 credits

In this course, candidates become familiar with the fundamentals of linguistics. Emphasis will be placed on phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, historical linguistics, and first and second language acquisition theories. Candidates will synthesize research-based methods of incorporating linguistic principles into their teaching practice.

ESL-352: Literacy Development for English Language Learners 4 credits

In this course, candidates will examine approaches to developing literacy for second language learners in K-8 schools. Emphasis will be placed on instructional and practice strategies for developing listening, speaking, reading, and writing skills; developing language and literacy through the content areas; using children's and young adult literature; and assessing students' literacy development in the second language. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ESL-250.

ESL-358: ELL Curriculum and Methods of Instruction 4 credits

In this course, candidates will review curriculum and methods appropriate for the teaching of subject areas in an English language learner instructional setting. Emphasis is placed on: (a) linguistic, cognitive, developmental, and socio-cultural considerations in the design of multicultural curricula; (b) exploration of multicultural instructional methods and materials for use in language arts and content areas; (c) critique of current commercially prepared products. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ESL-223N or ESL-440N.

ESL-365: ELL Assessment 4 credits

In this course, candidates will explore the principles of evaluating and structuring assessments. Candidates will design rubrics and examine assessments for the purposes of identification, placement, and instructional delivery. Emphasis will be placed on learning ways to integrate assessment procedures into any curriculum, and designing assessment tasks that allow for improved learning. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ESL-358 or ESL-421.

ESL-410: Advanced Language Teaching Methodologies and Assessment 3 credits

This thorough examination of available methodologies, underlying philosophies, and assessment procedures includes lessons in teaching the four recognized skill areas (listening, speaking, reading, and writing) within the content areas and the use of standard tests. Prerequisite: ESL-423.

ESL-411: Language Teaching Curriculum and Materials Design 3 credits

This course integrates general school curriculum, materials, and the specific English language teaching goals with the actual design and rendering of instructional materials. Prerequisite: ESL-423.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | ^Ω Non-Transferable

ESL-414[♦]: English in its Social and Historical Setting 3 credits

This exploration of English language variation across sociocultural context and time discusses implications for building culturally appropriate ways of interacting in professional settings.

ESL-433N[‡]: Advanced Methodologies of Structured English Immersion 3 credits

In this course, teacher candidates continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. They plan, deliver, and evaluate instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-433NHN[‡]: Advanced Methodologies of Structured English Immersion 3 credits

In this course, teacher candidates continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. They plan, deliver, and evaluate instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-436N[‡]: Methods of Structured English Immersion for Early Childhood Education 3 credits

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards-based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-440N[‡]: Methods of Structured English Immersion for Elementary Education 3 credits

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards-based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-446N[‡]: Methods of Structured English Immersion for K-12 Education 3 credits

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards-based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-490^Ω: Student Teaching for Elementary Education with an ESL Emphasis 8 credits

Teacher candidates are engaged in the student teaching experience that includes practical ESL Elementary (K – 8) classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP). Practicum/field experience hours: None. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of NES or your state’s mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ESL-533: Advanced Methodologies of SEI 3 credits

In this course, teacher candidates continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. They plan, deliver, and evaluate instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

ESL-536: Methods of Structured English Immersion for Early Childhood Education 3 credits

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards-based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-540: Methods of Structured English Immersion for Elementary Education 3 credits

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards-based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-545: Methods of Structured English Immersion for Secondary Education 3 credits

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

ESL-546: Methods of Structured English Immersion for K-12 Education 3 credits

In this course, teacher candidates examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion (SEI) and other instructional programs for English language learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Teacher candidates identify strategies to promote English language development and improve student achievement. Through Universal Design for Learning they plan, deliver, and evaluate standards-based instruction for English language learners. Practicum/field experience hours: 15. Fingerprint clearance required.

Engineering Technology (ETG)

ETG-222[♦]: Experimental Methods 4 credits

This course covers topics in electrical and mechanical instrumentation and data acquisition. Topics include gauges and transducers, calibration, signal noise and conditioning, computerized data acquisition (DAQ) systems, results documentation, and statistical analysis of data. Prerequisite: PHY-111, PHY-111L & PHY-112, PHY-112L.

ETG-315[♦]: Materials and Microscopy & Lab 4 credits

This course teaches fundamental concepts of materials science as they apply to electric, magnetic, thermal, and optical properties. Students will study topics such as crystal structure, carrier transport, and solid-state physics. Laboratory exercises may focus on microscopy techniques and electro-plating. Prerequisites: PHY-112, PHY-112L, CHM-113, and CHM-113L.

ETG-333: Applications of Instrumentation & Lab 4 credits

This course covers topics in electrical and mechanical instrumentation and data acquisition. Topics include gauges and transducers, calibration, intelligent devices and sensor technologies, signal noise and conditioning, computerized data acquisition (DAQ) systems, results documentation, and statistical analysis of data. Prerequisites: EET-202 and EET-202L.

ETG-403: Principles of Mechatronics Design & Lab 4 credits

This course introduces students to electromechanical design principles in actuation and controls. Students will complete a semester-long hands-on, scaffolded project, with consideration for safety, cost and additional factors. Prerequisites: MET-302 and ETG-426.

ETG-410[♦]: Controls and Instrumentation & Lab 4 credits

This course examines the various methods of controlling electrical mechanical systems using lumped parameter models. Topics include interfacing with analog and digital sensors, motors, and actuators. Advanced control software will be used for programming the systems. Prerequisites: EET-202 and EET-202L.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | ^Ω Non-Transferable

ETG-410HN[♦]: Controls and Instrumentation & Lab 4 credits

This course examines the various methods of controlling electrical mechanical systems using lumped parameter models. Topics include interfacing with analog and digital sensors, motors, and actuators. Advanced control software will be used for programming the systems. Prerequisites: EET-202 and ETG-222, or EET-325

ETG-415[♦]: Power and Energy Technologies 3 credits

This course examines methods of energy generation and delivery. Topics covered include motors and generators, power electronics, three-phase circuits, and power grid networks. Students will also contrast methods of power generation and storage as they consider their viability under different circumstances. Prerequisite: EET-302. Co-Requisite: ETG-415L.

ETG-415L[♦]: Power and Energy Technologies Lab 1 credits

This laboratory-based course reinforces the exploration of power and energy technologies by providing additional hands on experience with motors and generators, power electronics, three-phase circuits, and power grid networks. Prerequisite: EET-302. Co-requisite: ETG-415.

ETG-420[♦]: Quality Control 2 credits

This course will emphasize the necessary elements leading to quality production. Course topics will include Statistical Process Control (SPC) and Six-Sigma. Prerequisite: MAT-274 or ESG-374 or ISE-301.

ETG-426: Manufacturing Automation & Lab 2 credits

This course introduces students to manufacturing, assembly, and material handling processes through a prototype automation project. Areas of focus include the use of intelligent machines, cost and quality factors, safety protocols, control system design, device interfacing, and programming of electromechanical devices. Prerequisite: ETG-410. Co-Requisite: ETG-333.

ETG-498^{Δ/Ω}: Senior Project I 2 credits

The first senior project course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course.

ETG-498HN[♦]: Senior Project I 2 credits

The first senior project course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course.

ETG-499^{Δ/Ω}: Senior Project II 2 credits

The second senior project course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first senior project course. The senior project is a culmination of the learning experiences while a student in the Engineering Technology programs. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of ETG-498 with a grade of C or better.

ETG-499HN[♦]: Senior Project II 2 credits

The second senior project course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first senior project course. The senior project is a culmination of the learning experiences while a student in the Engineering Technology programs. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of ETG-498 with a grade of C or better.

Exercise Science (EXS)

EXS-200: Resistance Training: Theory and Practice 3 credits

This is a course that introduces the principles and techniques of strength training. This includes exercise physiology, injury prevention, sport and activity specific program design, and implementation. Students will gain a complete foundation of the practical application of resistance training exercise. Knowledge gained in this course will contribute to student preparation for professional certification in the field. Co-requisite: EXS-200L.

EXS-200L: Resistance Training: Theory and Practice Lab 1 credits

This is a course of field and laboratory experiences designed to reinforce the practical application of strength training techniques, with an emphasis on injury prevention strategies. Co-requisite: EXS-200.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

EXS-202: Cardiovascular Fitness: Theory and Practice 3 credits

This course introduces the principles and techniques of cardiovascular activities and training. This includes exercise physiology, injury prevention, sport and activity specific program design, and implementation. Topics will include pathophysiology on and for a variety of conditions. Knowledge gained in this course will contribute to student preparation for professional certification in the field. Co-Requisite: EXS-202L.

EXS-202L: Cardiovascular Fitness: Theory and Practice Lab 1 credits

This is a course of field and laboratory experiences designed to reinforce the practical application of cardiovascular training techniques, injury prevention strategies, program design, and implementation. Co-requisite: EXS-202.

EXS-210: Sports Performance Science and Coaching 3 credits

This course provides the knowledge necessary to enter the field of sports performance. The topics of movement preparation, plyometrics, acceleration, absolute speed, and multidirectional speed are introduced. Students are also introduced to testing, movement skills, nutrition, mindset, motivation science, exercise techniques, and regeneration, as well as program planning for energy system development designed to improve strength, power, sprint, and speed. The course includes a focus on the science of coaching and training tactical populations such as fire, police, and military.

EXS-210L: Sports Performance Science and Coaching Lab 1 credits

This course provides the skills necessary to enter the field of sports performance, with a focus on field and laboratory experiences designed to reinforce the practical application of the skills introduced in lecture.

EXS-235: Exercise Testing and Prescription 4 credits

This course incorporates the principles of assessment and program design for health and sport-specific analysis, static and functional exercise testing, and prescription of appropriate exercises. This includes exercise prescription for populations with various diseases and disabilities. Knowledge gained in this course will contribute to student preparation for professional certification in the field.

EXS-247: Health Risk Appraisal, Weight Control & Management 4 credits

This course incorporates professional guidelines for health risk appraisal, assessment and stratification for a variety of health conditions for the general population. This also includes principles and guidelines for safe and effective physical activity and weight loss management. Knowledge gained in this course will contribute to student preparation for professional certification in the field.

EXS-250: Resistance Training and Cardiovascular Fitness 3 credits

This course introduces the principles and techniques of strength and cardiovascular training. Musculoskeletal, cardiac, and respiratory anatomy are discussed, as well as how these systems adapt and manage the stress of regular exercise. Effective exercise programming is also discussed and applied to various physical abilities to develop a well-rounded program. Knowledge gained in this course prepares students for professional certification in the field of Resistance Training and Cardiovascular Fitness.

EXS-250L: Resistance Training and Cardiovascular Fitness Lab 1 credits

This field and laboratory experience course introduces exercises that target specific muscle groups and systems of the body to show students how to design an effective exercise program. Students are introduced to effective coaching strategies, including progression, regression, coaching cues, and proper evaluation; these skills can then be applied to the professional development and delivery of an exercise session. Co-Requisite: EXS-250.

EXS-305: Motor Control and Motor Learning 4 credits

This course provides the knowledge necessary to teach motor skills throughout the lifespan and apply current principles and theories of motor control and motor learning to exercise and rehabilitation populations. Content includes foundational neuroscience and connections with the musculoskeletal system, developmental motor milestones, motor control and motor learning principles, practice and feedback variables, teaching skill acquisition, and achieving maximum performance and retention.

EXS-316: Health Management and Administration 4 credits

This course focuses on business principles and procedures including fiscal resources, human resources, leadership skills, strategic planning, and facilitating partnerships with an emphasis in professionalism and an adherence to a code of ethics.

EXS-318: Principles of Corrective Exercises 4 credits

This course incorporates evidence-based concepts and application of corrective exercises to improve muscle imbalance and movement efficiency to decrease injury risk and promote recovery. Techniques include myofascial release, static and neuromuscular stretching, strength training, isometrics, and integrated dynamic movements. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

EXS-335[†]: Kinesiology 3 credits

This course is an analysis of human movement, integrating knowledge of the skeletal, muscular, and neurological systems with the effects that gravity, friction, internal and external forces, and the laws of motion have on their functions. Topics presented include biomechanics of human bone, joint, and skeletal muscle; structure and function of the upper extremity, lower extremity, and spine; concepts of linear and angular kinematics and kinetics as applied to human motion; equilibrium and stability on land; and motion through a fluid medium of air or water. Included is the application of these factors to various types of physical skills. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-335L.

EXS-335HN[‡]: Kinesiology 3 credits

This course is an analysis of human movement, integrating knowledge of the skeletal, muscular, and neurological systems with the effects that gravity, friction, internal and external forces, and the laws of motion have on their functions. Topics presented include biomechanics of human bone, joint, and skeletal muscle; structure and function of the upper extremity, lower extremity, and spine; concepts of linear and angular kinematics and kinetics as applied to human motion; equilibrium and stability on land; and motion through a fluid medium of air or water. Included is the application of these factors to various types of physical skills. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-335L.

EXS-335L[‡]: Kinesiology Lab 1 credits

This laboratory course is designed to apply the anatomical, kinesiological, and biomechanical principles learned in the lecture course to human body movement. Movement of all of the major joints of the body is analyzed by relative and absolute joint position and muscle action, and biomechanical terms - such as linear and angular kinematics, friction, work, power, energy, and torque - are applied to human motion. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-335.

EXS-335LHN[‡]: Kinesiology Lab 1 credits

This laboratory course is designed to apply the anatomical, kinesiological, and biomechanical principles learned in the lecture course to human body movement. Movement of all of the major joints of the body is analyzed by relative and absolute joint position and muscle action, and biomechanical terms - such as linear and angular kinematics, friction, work, power, energy, and torque - are applied to human motion. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-335.

EXS-340^Δ: Physiology of Exercise 3 credits

This writing intensive course is a study of the effects of exercise on the body. Topics include nutrition as the basis for physical activity; how energy is produced and utilized during physical activity; the energy delivery and vital functions of the respiratory, cardiovascular, muscular, and nervous systems during exercise; how these systems can be enhanced through training; the impact of ergogenic aids and environmental stress on performance; and the effect of exercise on body composition, weight control, aging, and disease prevention. The body's responses and adaptations to exercise at the systemic, as well as the subcellular level, are also discussed. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-340L.

EXS-340HN^Δ: Physiology of Exercise 3 credits

This writing intensive course is a study of the effects of exercise on the body. Topics include nutrition as the basis for physical activity; how energy is produced and utilized during physical activity; the energy delivery and vital functions of the respiratory, cardiovascular, muscular, and nervous systems during exercise; how these systems can be enhanced through training; the impact of ergogenic aids and environmental stress on performance; and the effect of exercise on body composition, weight control, aging, and disease prevention. The body's responses and adaptations to exercise at the systemic, as well as the subcellular level, are also discussed. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-340L.

EXS-340L[‡]: Physiology of Exercise-Lab 1 credits

This is a course of field and laboratory experiences designed to reinforce the basic principles learned in the lecture course. Skills of measurement and evaluation, including computerized methods employed to facilitate testing, are applied to physiological and systemic principles of exercise. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-340.

EXS-340LHN[‡]: Physiology of Exercise-Lab 1 credits

This is a course of field and laboratory experiences designed to reinforce the basic principles learned in the lecture course. Skills of measurement and evaluation, including computerized methods employed to facilitate testing, are applied to physiological and systemic principles of exercise. Prerequisites: BIO-155 and BIO-155L, or BIO-201 and BIO-201L, or BIO-210 and BIO-210L. Co-Requisite: EXS-340.

EXS-344: Exercise Science: Special Populations 4 credits

This course introduces analysis of special populations to assist in designing health education and physical fitness programs.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

EXS-353: Clinical Instruction in Athletic Training IV 4 credits

This 15-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in the information learned in prior courses. This sequence allows students to apply what they have learned in class on real patients. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Students are evaluated at a clinical site weekly to ensure proficiency in these skills. Prerequisite: EXS-351.

EXS-356: Recognition and Evaluation of Athletic Injuries I 4 credits

This course is designed to provide students with specific knowledge and practical skills required to perform proper evaluation of the upper and lower body. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: EXS-214 and EXS-214L.

EXS-357: Recognition and Evaluation of Athletic Injuries II 4 credits

Building on concepts of EXS-356, this course is designed to provide students the opportunity to further analyze and apply skills in the areas of evaluation of upper and lower body, palpation of body and soft tissue structures, range of motion testing, neurological testing, manual muscle testing, and special ligament tests for the major synovial joints in the body. Prerequisite: EXS-356.

EXS-366HN[†]: General Medical Conditions 4 credits

This course provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as applicable information to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment, coverage of all body systems and conditions, as well as special populations. Prerequisites: EXS-214 and EXS-214L.

EXS-415HN^{Δ†}: Advanced Athletic Training 4 credits

This capstone course acts as a culmination of the learning experiences during the athletic training education program at Grand Canyon University. Students are challenged to demonstrate higher level thinking, review evidence-based literature, and display athletic training professional behaviors. This course focuses the student for preparation for the Board of Certification (BOC) examination and fulfills the writing intensive course requirement. Prerequisite: EXS-458.

EXS-426HN[†]: Theory of Prescribing Exercise 3 credits

This course covers the specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction. Included are specific exercise routines, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: BIO-155 or BIO-201, and EXS-340HN. Co-requisite: EXS-426LHN.

EXS-426LHN[†]: Theory of Prescribing Exercise - Lab 1 credits

This course reinforces and expands learning gained in the lecture course. Practical applications and experiments include exercise prescription and rehabilitation techniques. Prerequisites: BIO-155 or BIO-201, and EXS-340HN. Co-requisite: EXS-426HN.

EXS-428[†]: Biomechanics and Sports Nutrition 4 credits

This course is a study of biomechanics which incorporates muscle and joint anatomy with functional movement analysis. Additional topics include interactions between nutrition and exercise concepts to enhance performance, as well as a study of ergogenic aids. Prerequisite: BIO-319.

EXS-428HN[†]: Biomechanics and Sports Nutrition 4 credits

This course is a study of biomechanics which incorporates muscle and joint anatomy with functional movement analysis. Additional topics include interactions between nutrition and exercise concepts to enhance performance, as well as a study of ergogenic aids. Prerequisite: BIO-319.

EXS-430^{Δ†}: Health Promotion 4 credits

This writing intensive course is designed to provide the foundation of healthy behavior change in relation to influential factors. Content includes motivation for physical activity and healthy choices, as well as an introduction to the psychology of sports.

EXS-430HN^{Δ†}: Health Promotion 4 credits

This writing intensive course is designed to provide the foundation of healthy behavior change in relation to influential factors. Content includes motivation for physical activity and healthy choices, as well as an introduction to the psychology of sports.

EXS-431: Health Assessment 4 credits

This course will include assessment of needs, assets, and capacity for Health Education programs. This course provides an overview of accessing information, collecting data, examining factors related to enhancement or compromise of health, and determining needs based on findings.

EXS-432[†]: Health Planning & Implementation 4 credits

This course will focus on planning, developing, implementing, monitoring, and evaluating health programs to meet the needs of an organization or population. An emphasis will be communication with all stakeholders throughout the process. Prerequisite: EXS-431.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

EXS-432HN^f: Health Planning & Implementation 4 credits

This course will focus on planning, developing, implementing, monitoring, and evaluating health programs to meet the needs of an organization or population. An emphasis will be communication with all stakeholders throughout the process. Prerequisite: EXS-431.

EXS-441^f: Epidemiological Research 4 credits

In this course, students learn to develop a research plan, collect, analyze, and interpret data, and apply findings. Conceptualization of the problem, development of the hypothesis, and literature review are emphasized.

EXS-441HN^f: Epidemiological Research 4 credits

In this course, students learn to develop a research plan, collect, analyze, and interpret data, and apply findings. Conceptualization of the problem, development of the hypothesis, and literature review are emphasized.

EXS-455^f: Advanced Principles of Sports Performance 3 credits

This course expands the principles and techniques of strength training including sport- and activity-specific program design and implementation. Knowledge gained in this course will contribute to student preparation for professional certification in the field. Prerequisites: EXS-340 and EXS-340L. Co-Requisite: EXS-455L.

EXS-455HN^f: Advanced Principles of Sports Performance 3 credits

This course expands the principles and techniques of strength training including sport- and activity-specific program design and implementation. Knowledge gained in this course will contribute to student preparation for professional certification in the field. Prerequisites: EXS-340 and EXS-340L. Co-Requisite: EXS-455L.

EXS-455L^f: Advanced Principles of Sports Performance Lab 1 credits

This course applies the principles and techniques of strength training including sport- and activity-specific program design and implementation. Prerequisites: EXS-340 and EXS-340L. Co-Requisite: EXS-455.

EXS-455LHN^f: Advanced Principles of Sports Performance Lab 1 credits

This course applies the principles and techniques of strength training including sport- and activity-specific program design and implementation. Prerequisites: EXS-340 and EXS-340L. Co-Requisite: EXS-455.

EXS-481^Ω: Sports Performance Capstone 4 credits

This capstone course acts as a culmination of the learning experiences during the exercise science program. A focus will be on career preparation including resume building, portfolio creation, and networking. Prerequisite: EXS-250 or EXS-318 or EXS-430 or EXS-485.

EXS-485[♦]: Research Methods in Exercise Science 4 credits

This course provides students with basic instruction in research methods needed to read and critique published research in physical activity, health, nutrition, and sports performance. The course will also provide you with the skills needed to design studies and develop a research proposal. Statistical terminology and calculations will be introduced in the context of evaluating research. Students will be required to use statistical software throughout the course.

EXS-491: Applied Exercise Science 4 credits

In this course, students learn how sports performance professionals engage with athletes to promote health and human performance and apply content knowledge to a sports performance experience. Knowledge gained in this course prepares students for certification exams and careers in the field of sports performance. Prerequisite: EXS-250 or EXS-318 or EXS-430 or EXS-485.

Finance (FIN)

FIN-210[♦]: Personal Finance 4 credits

This course provides students with skills to make rational, personal finance decisions. There is an emphasis on money management and the responsible use of credit. Strategies for wealth building and retirement planning are also introduced.

FIN-350[♦]: Fundamentals of Business Finance 4 credits

This course is an introduction to managerial finance and the financial markets, analysis of financial statements, time value of money, interest rates, asset valuation, assessment of risk, cost of capital, and capital budgeting. Prerequisites: ECN-220, ECN-351, or ECN-361; and ACC-240 or ACC-250.

FIN-355: Retirement Planning and Employee Benefits 4 credits

This course provides students with knowledge of the rules and options of qualified and nonqualified retirement plans, public plans (Social Security, Medicare, Medicaid), and employee benefit plans. Students learn to evaluate characteristics that are key in retirement plan selection for individuals and business owners. Distribution planning, tax implications, and regulatory considerations are discussed. Students analyze paths and tools toward financial independence and make recommendations within a financial planning context. Other employee benefits, such as medical plans, life insurance, disability insurance, and flexible spending accounts, are evaluated. Prerequisite: FIN-350.

FIN-375: Introduction to Investments 4 credits

This course studies stocks, bonds, mutual funds, exchange-traded funds, and other investment vehicles, and their application in investing. The securities market and trading procedures are discussed. The course introduces portfolio theory that is applicable to both professional portfolio management and individual investment decisions. The application of portfolio theory to corporate investments and diversification is also introduced. Prerequisite: FIN-350.

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

FIN-431[♦]: Financial Risk Management and Insurance 4 credits

This introductory course explores fundamental concepts in risk management and insurance. Students learn to identify and mitigate commercial and personal risks through the use of financial products, including insurance and other financial instruments. Prerequisites: MAT-251 and FIN-350.

FIN-432[♦]: Real Estate 4 credits

In this introduction to the real estate industry, students learn about the risks and rewards associated with investing in and financing both residential and commercial real estate. This course includes concepts and techniques relevant to a variety of careers related to real estate. This course also provides students with a better understanding of real estate for their own personal investment and financing decisions. Prerequisite: FIN-350.

FIN-440: Estate Planning and Special Topics 4 credits

This course includes principles of family estate planning and client communication. Estate planning documents, gifting strategies, incapacity planning, property ownership, transfer methods, and taxation are covered. Students learn aspects of client communication and psychology, including principles of nonverbal communication, counseling, and the impact of planner and client values, attitudes, and biases. Money conflicts and crisis situations are also discussed. Prerequisite: FIN-350.

FIN-450[♦]: Intermediate Finance 4 credits

This course is an advanced study of the finance function within the modern corporation. Topics covered include financial analysis and planning, the valuation of financial assets, capital budgeting, capital structure, and working capital management. Prerequisites: ACC-240 or ACC-260 or ACC-350; and FIN-350.

FIN-451[♦]: Investments and Portfolio Management 4 credits

This course is an advanced study of investments and their application in investment portfolio management. The course develops and emphasizes portfolio theory that is applicable to both professional portfolio management and individual investment decisions. The application of portfolio theory to corporate investments and diversification is also discussed. Prerequisites: MAT-251; and FIN-450 or FIN-375.

FIN-490: Financial Planning Capstone 4 credits

This course is a synthesis of concepts learned throughout the financial planning program. A series of case studies enhances the ability to integrate and apply knowledge and skills from core financial planning domains. Students gain experience in the financial planning process, client biases and behavioral finance issues, professional standards, and ethics, and written and oral communication. Effective financial analysis techniques and client communication are employed to create and present a financial plan in accordance with a client's values and objectives. Implementation, evaluation, and updates of the plan are also addressed. Prerequisites: FIN-451, FIN-440, FIN-355, ACC-460, and FIN-431.

FIN-504: Finance Principles 4 credits

This course is designed for individuals who are preparing for more advanced coursework in accounting and is designed for students who have not had finance in undergraduate work. Topics covered include financial analysis, financial planning, asset evaluation, capital structure, and working capital management.

FIN-650: Managerial Finance 4 credits

This course discusses elements of business financial decisions, including financial forecasting and development of proformas, management of working capital, capital budgeting, capital structure, and raising funds in capital markets. Prerequisite: FIN-504.

FIN-655: Investments 4 credits

This course is a study of stocks, bonds, and derivatives, and their application in portfolio management. This course discusses securities market and trading procedures, and develops and emphasizes portfolio theory. Material in the course is applicable to both professional portfolio management and individual investment decisions. Prerequisite: FIN-650.

FIN-660: Advanced Financial Strategies 4 credits

A course studying more advanced business strategies including mergers and acquisitions, spin-offs, carve-outs, partnerships, cooperative agreements, and their business applications for strategic growth or survival. It will also cover business value issues, the role of investment bankers, M&A specialists, and the issues to consider in cross-border transactions. Prerequisite: FIN-650.

Family Nurse Practitioner (FNP)

FNP-630^Ω: Health Promotion and On-Campus Experience I 4 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to primary care, including family systems theory and developmental theory. Learners are also introduced to well visits across the life span and build upon advanced health assessment skills in assessing the well child, adolescent, woman, and man. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

FNP-630CE^Ω: FNP-630 On-Campus Experience I 0 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Learners explore concepts relevant to primary care, including family systems theory and developmental theory. Learners are also introduced to well visits across the life span and build upon advanced health assessment skills in assessing the well child, adolescent, woman, and man. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Learners examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

FNP-630N: Health Promotion and On-Campus Experience I 4 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Students explore concepts relevant to primary care, including family systems theory and developmental theory. Students are also introduced to well visits across the life span and build upon advanced health assessment skills in assessing the well child, adolescent, woman, and man. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Students examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

FNP-630NCE: FNP-630 On-Campus Experience I 0 credits

This course covers preventive health care practices and integrates cultural and spiritual considerations, environmental factors, genetic influences, and national public health objectives. Emphasis is placed on development of the advanced practice registered nurse-patient relationship to enhance the effectiveness of patient education, counseling, and promotion of healthy lifestyle changes. Students explore concepts relevant to primary care, including family systems theory and developmental theory. Students are also introduced to well visits across the life span and build upon advanced health assessment skills in assessing the well child, adolescent, woman, and man. Specific emphasis is placed on clinical diagnostic reasoning and interpretation and the development of differential diagnoses based on clinical practice guidelines. Students examine professional and patient community resources and evaluate the use of integrative healing strategies in assisting patients to achieve health goals using evidence-based research. This course includes a required 3-day, on-campus experience. Prerequisite: NUR-634.

FNP-652^Ω: Family Primary Care I 7 credits

This course focuses on the three levels of prevention and comprehensive primary care management of individuals with common, acute, and chronic conditions across the life span within a culturally and spiritually diverse environment. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care. Care includes health promotion counseling, screening, and patient education to optimize patient and family health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of patient illness includes ordering diagnostic tests, prescribing pharmacological and nonpharmacological integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Practicum/field experience hours: 225. Prerequisite: FNP-630.

FNP-654^Ω: Family Primary Care II 7 credits

This course deepens its focus on the three levels of prevention and comprehensive primary care management of individuals with common, acute, and chronic conditions across the life span within a culturally and spiritually diverse environment. Learners integrate evidence-based research in the development of comprehensive, cost-effective, least invasive, quality health care. Care includes health promotion counseling, screening, and patient education to optimize patient and family health. Learners further advance their critical thinking and diagnostic reasoning skills to guide clinical decision making in the management of patient illness. Learners also further develop their competence in ordering appropriate diagnostic tests, prescribing pharmacological and nonpharmacological integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Practicum/field experience hours: 225. Prerequisite: FNP-652.

FNP-690^Ω: Practicum and On-Campus Experience II 7 credits

This practicum course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the primary care management of individuals and families across the life span. Emphasis is placed on scope of practice, roles, contract negotiation, prescriptive authority, licensure, certification, and credentialing. Updates on legislation and health policy are incorporated utilizing multidimensional clinical case studies. Learners also examine ethical issues that arise in clinical practice. This course includes a required 2-day, on-campus experience. Practicum/field experience hours: 225. Prerequisite: FNP-654.

FNP-690CE^Ω: FNP-690 On-Campus Experience II 0 credits

This practicum course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the primary care management of individuals and families across the life span. Emphasis is placed on scope of practice, roles, contract negotiation, prescriptive authority, licensure, certification, and credentialing. Updates on legislation and health policy are incorporated utilizing multidimensional clinical case studies. Learners also examine ethical issues that arise in clinical practice. This course includes a required 2-day, on-campus experience. Practicum/field experience hours: 225. Prerequisite: FNP-654.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

FNP-690NCE: FNP-690 On-Campus Experience II 0 credits

This practicum course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the primary care management of individuals and families across the life span. Emphasis is placed on scope of practice, roles, contract negotiation, prescriptive authority, licensure, certification, and credentialing. Updates on legislation and health policy are incorporated utilizing multidimensional clinical case studies. Students also examine ethical issues that arise in clinical practice. This course includes a required 1-day, on-campus experience. Practicum/field experience hours: 225. Prerequisite: FNP-654.

Forensic Science (FOR)**FOR-150: Critical Analyses in Forensic Science 4 credits**

This course introduces the analysis skills required for scientific problems. Critical thinking in relation to problem solving is practiced from the viewpoint of forensic scientists. Students will study approaches to inquiry, reasoning, and logic as applied to forensic science, the systematic use of data to make critical decisions, and the expectations of graduate schools and forensic science careers.

FOR-505: Ethical Principles in Forensic Science and the Role of QA and QC 4 credits

This course will cover the Code of Ethics statements published by major forensic science organizations. The role quality assurance and quality control (QA/QC) principles play in maintaining high ethical principles is discussed. Issues involving failure to maintain QA/QC and resulting ethical dilemmas will also be addressed. Accreditation and its place within the crime laboratory is included to provide students with a well-rounded understanding of the importance of maintaining quality within the laboratory.

FOR-515: Crime Scene Processing and Medicolegal Death Investigation 4 credits

This course introduces students to the various procedures used to document, collect, package, and preserve evidence found at crime scenes. The body as it pertains to medicolegal death investigation with an examination of the guidelines for death scene investigations is also discussed. Concepts such as maintaining chain of custody, ethical considerations, and report writing are also covered. Prerequisite: FOR-505.

FOR-525: Applied Statistics for Forensic Science 4 credits

This course provides an introduction to the use of statistics within various forensic disciplines. Analytical sampling, basic statistical analyses, and uncertainty measurements are covered with respect to comparative disciplines. Statistics as applied to the analysis of DNA evidence, including probability of inclusion, likelihood ratio, and random match probability are also covered. The impact of statistics on the valuation of evidence is included.

FOR-530: Microscopy and Instrumental Analysis Methods in Forensic Science 4 credits

This course provides an introduction to microscopy. Concepts such as compound, comparison, and scanning electron microscopy are covered. The course also covers instruments commonly used in the analysis of forensic evidence. Various chromatography, spectroscopy, and detection methods are covered in relation to the forensic evidence for which they are used. Prerequisite: FOR-515.

FOR-540: Advanced Body Fluid and DNA Analysis 4 credits

In this course serological testing of blood, semen, and saliva is introduced through a discussion of various presumptive and confirmatory chemical tests. DNA profiling of various samples types is covered, with a focus on the processes used to obtain a DNA profile: extraction, quantification, amplification, and electrophoresis. The comparison of DNA profiles, report writing, and DNA mixture interpretation are also discussed. Prerequisite: FOR-515, FOR-525.

FOR-560: General Principles of Drug Chemistry and Forensic Toxicology 4 credits

In this course students will learn various laboratory methods and procedures for the detection of drugs/controlled substances from both physical specimens and bodily fluids (blood and urine). Instrumental and chemical techniques used to separate, detect and quantitate controlled substances are discussed. The creation and detection of designer drugs is also covered. Prerequisite: FOR-515.

FOR-575: Comparative Methods 4 credits

This course is dedicated to forensic comparative methods used in pattern-based evidence analysis. Forensic disciplines addressed include firearms and toolmark analysis, fingerprint comparisons, and shoe print and tire tread evidence. Prerequisite: FOR-515, FOR-525.

FOR-600: Courtroom Presentation of Scientific Evidence 4 credits

This course focuses on the ways in which science is used by the criminal justice system and how to effectively present evidence in court. The impact of landmark court cases, including the Daubert and Frye decisions, are addressed in relation to expert witness testimony and the admissibility of scientific evidence. The role of the forensic scientist in relation to the Federal Rules of Evidence is also addressed. Students also learn how to be an effective expert witness, including how to prepare for testimony, how to properly convey scientific technology in layman's terms, and how to be perceived as a credible witness. Prerequisite: FOR-530, FOR-540, FOR-560, FOR-575.

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

FOR-620: Advanced Topics in Forensic Science 2 credits

This course discusses various topics that students are likely to encounter as working forensic scientists. The ways in which the public views forensic science is addressed, with a focus on the CSI Effect and the publication of the National Academy of Sciences (NAS) Report and the President's Council of Advisors on Science and Technology (PCAST) Report. Ways in which to address conflicting results from multiple experts is discussed. Prerequisite: FOR-530, FOR-540, FOR-560, FOR-575.

Geography (GEO)

GEO-234[♦]: World Geography 4 credits

This course is a study of the physical environment and of the relationship of human cultures to each of the major geographic areas of the world, with special attention given to the United States.

Golf (GLF)

GLF-111: Player Development: The Full Swing I 1 credits

This course teaches students the principles and execution of the full swing. The course includes 45 hours of instruction, including both group and individual instruction. Students may use the golf course and practice facilities.

GLF-112: Player Development: The Full Swing II 1 credits

This course builds on GLF-111 and advances students' knowledge of the principles and execution of the full swing. The course includes 45 hours of group and individual instruction. Students are expected to use the golf course and practice facilities to improve their skills. Prerequisite: GLF-111.

GLF-211: Player Development: The Short Game I 1 credits

This course teaches students the principles and execution of the various elements of the short game. The course includes 45 hours of full-time instruction in areas such as pitching, chipping, sand shots, and putting. Both group and individual instruction methods are used. Students are expected to use the golf course and practice facilities to improve their skills.

GLF-212: Player Development: The Short Game II 1 credits

This course builds on GLF-211 and advances student's knowledge of the principles and execution of the various elements of the short game. The course includes 45 hours of full-time instruction in areas such as pitching, chipping, sand shots, and putting. Both group and individual instruction are used. Students are expected to use the golf course and practice facilities to improve their skills. Prerequisite: GLF-211.

GLF-311: Player Development: Playing Strategy I 1 credits

This course instructs students on the rules of golf, and course management strategy and techniques through a variety of instructional methods and on-course instruction. The course includes 45 hours of group and individual instruction. Students are expected to use the golf course and practice facilities to improve their skills. Prerequisites: GLF-112 and GLF-212.

GLF-312: Player Development: Playing Strategy II 1 credits

This course builds on the concepts of playing strategy discussed in GLF-311. It advances students' knowledge of playing strategy through a variety of instructional methods and on-course instruction. The course includes 45 hours of group and individual instruction. Students are expected to use the golf course and practice facilities to improve their skills. Prerequisite: GLF-311.

GLF-411: Player Development: Teaching the Full Swing 1 credits

This course teaches students the essential skills required to be an effective golf instructor and concentrates on teaching the full swing. The course includes 45 hours of instruction with a focus on the application of established teaching methods. Students are given the opportunity to gain hands-on teaching experience. Since the students' own playing ability will reflect on their ability to teach, they are also expected to use the golf course and practice facilities to continue to improve their skills. Prerequisites: GLF-112, GLF-212, and GLF-312.

GLF-412: Player Development: Teaching the Short Game 1 credits

This course builds on GLF-411 and further develops students' golf instructional skills. The course concentrates on methods for teaching the short game, including pitching, chipping, sand shots, and putting. Students are given the opportunity to gain hands-on teaching experience. Since the students' own playing ability will reflect on their ability to teach, they are also expected to use the golf course and practice facilities to continue to improve their skills. Prerequisites: GLF-112, GLF-212, and GLF-312.

GLF-450: Golf Course Management and Operations 4 credits

This course examines golf course operations with an emphasis on environmental sustainability, community development, customer relationships, and operational efficiencies. Course design and cost considerations involved in managing and improving golf course operations (including facilities, turf grass management, irrigation, and landscaping) are also included. Prerequisite: GLF-200.

GLF-460: Marketing and Revenue Generation in the Golf Industry 4 credits

This course introduces the unique features of services marketing with a focus on the importance of growing a customer base within the golf industry. There is specific emphasis on generating innovative revenue models through competitive analysis to identify market opportunities and develop innovative growth strategies. The applications of social media and integrated marketing communications in the golf industry are also covered.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Government (GOV)

GOV-140[♦]: American Government and Politics 4 credits

This course is an introduction to American government and politics. It covers the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, citizenship, and patterns of political behavior.

GOV-140XV: American Government and Politics 4 credits

This course is an introduction to American government and politics. It covers the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, citizenship, and patterns of political behavior.

GOV-210[♦]: Introduction to Comparative Government and International Politics 4 credits

This course compares and contrasts various systems of government in Western and non-Western countries, and explores political and diplomatic processes and how they affect international relations, nations, and localities.

GOV-260: Arizona Constitution & Government 1 credits

This course is a survey of the Arizona constitution and government. It meets the teacher certification requirement for Arizona government.

GOV-307[♦]: Introduction to Political Theory 4 credits

This course examines the political processes that determine who gets what, when, and how in society, and explores the issues and concepts that are used to develop and critique political theories. The classics as well as the more contemporary expressions of political thought are introduced.

GOV-307HN[♦]: Introduction to Political Theory 4 credits

This course examines the political processes that determine who gets what, when, and how in society, and explores the issues and concepts that are used to develop and critique political theories. The classics as well as the more contemporary expressions of political thought are introduced.

GOV-351[♦]: Public Administration 4 credits

This course explores the theory and practice of governmental administration at the national, state, and local levels and the implementation of legislation. It examines the role of the bureaucracy in the federal government and the states. Prerequisite: GOV-366.

GOV-357[♦]: Philosophy of Law 4 credits

This course is an introduction to topics in legal philosophy, including but not limited to the foundations of law, the relation of law and morality, law and ethics, whether persons have a duty to obey the law, the nature of property, the reasonableness of punishment, and the role of constitutions in law. Readings will be drawn from both historical and contemporary sources.

GOV-358[♦]: Research Methods in Government and Politics 4 credits

This course introduces the qualitative and quantitative methods used to research and study politics including hypothesis testing, inference, and causal reasoning. Prerequisite: GOV-140.

GOV-358HN[♦]: Research Methods in Government and Politics 4 credits

This course introduces the qualitative and quantitative methods used to research and study politics including hypothesis testing, inference, and causal reasoning. Prerequisite: GOV-140.

GOV-360[♦]: Civil Law 4 credits

This course provides an overview of the broad field of civil law, giving students a contemporary, practical understanding of the different fields of civil law. The course also provides analytical techniques for resolving legal problems.

GOV-364[♦]: Public Policy Analysis 4 credits

This course covers public policymaking in American federal government. It focuses on the impact of policy on public opinion, the media, interest groups, and governing institutions within the executive, the legislative, and the judicial branches. Prerequisite: GOV-140.

GOV-364HN[♦]: Public Policy Analysis 4 credits

This course covers public policymaking in American federal government. It focuses on the impact of policy on public opinion, the media, interest groups, and governing institutions within the executive, the legislative, and the judicial branches. Prerequisite: GOV-140.

GOV-366[♦]: State and Local Government 4 credits

This course focuses on the structures, processes, and policy outputs of state and local governments in the United States, with special reference to Arizona political, social, and economic environments. Prerequisite: GOV-140.

GOV-376[♦]: Municipal Government and Administration 4 credits

This course studies the development of city government in the United States; the governmental organization of several typical cities; the problems of taxation, law enforcement, health, housing, welfare, planning, and zoning; and the future of cities. Prerequisite: GOV-366.

[♦] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

GOV-378^Δ♦: American Constitution 4 credits

This writing intensive course surveys the development of the American Constitution from colonial origins to the present. Constitutional law in the broader framework of political philosophy is discussed. Major themes in this course are federalism, the doctrine of separation of powers, and the impact of Supreme Court decisions on society. Prerequisite: GOV-140.

GOV-378HN^Δ♦: American Constitution 4 credits

This writing intensive course surveys the development of the American Constitution from colonial origins to the present. Constitutional law in the broader framework of political philosophy is discussed. Major themes in this course are federalism, the doctrine of separation of powers, and the impact of Supreme Court decisions on society. Prerequisite: GOV-140.

GOV-455^Δ: Practice of Law 4 credits

This course focuses on three major areas of success required to become a successful legal practitioner: legal reasoning and analysis, practical legal research and writing, and "soft" skills of the legal profession such as the ability to gather information from persons and to communicate with persons in the legal arena. Prerequisite: GOV-357.

GOV-459^{ΔΩ}: Government Capstone 4 credits

This writing intensive course provides a broad overview of careers at the federal, state, and local levels of governing bodies and agencies. The course explores the role of a bureaucrat, legislative aid, lobbyist, or campaign worker. Issues that are unique to legislatures that make the law, and to public agencies that implement and enforce the law are also explored. This course examines selected theoretical and empirical topics in government. This course represents the culmination of undergraduate study within government. This capstone course needs to be completed at the end of program. This capstone course needs to be completed at the end of program. Prerequisites: GOV-364, GOV-307, GOV-358, GOV-378, GOV-140, and GOV-210.

GOV-467^Δ: Special Topics in Federal-State-Local Relations 4 credits

This course analyzes contemporary topics in federalism. Topics will vary but may include case studies on environmental, health care, transportation, and homeland security policies. Prerequisite: GOV-351.

Greek (GRK)

GRK-501: Elementary Greek I 4 credits

This course introduces the grammar of New Testament Greek with an emphasis on the vocabulary and morphology of the New Testament and the use of linguistic tools for the translation and interpretation of selected passages.

Health Care Administration (HCA)

HCA-240^Δ♦: Health Care Accounting and Billing 4 credits

This course introduces students to the fundamental principles of finance, accounting, and budgeting within the context of the health care industry. Students examine the various business units, roles, and structures involved in health care planning, budgeting, and accounting. Financial measurements and data analytics for managing costs and productivity are also explored.

HCA-255^Δ♦: Health Care Policy and Economic Analysis 4 credits

This course offers a broad overview of health care policy and the impact of government legislation on health care delivery. Students explore ways that economic forces, political trends, and changing social priorities influence policy development that directly impacts health care access, cost, and quality.

HCA-360: Health Information Technology and Management 4 credits

This course provides information and skills the health care administrator will require to integrate information technology and systems within the health care environment. Students examine basic components and functions of health care management information systems (HMIS) that work to manage data and resources which influence point-of-care decision-making by providers. Issues surrounding privacy, security, efficiency, and effectiveness of health care operations are also explored.

HCA-450^Δ: Quality in Health Care 4 credits

This course focuses on the knowledge and skills necessary to achieve quality outcomes in patient care. Through analysis and interpretation of quality and performance data, students develop strategies for quality improvement. Emphasis is placed on performance management tools, patient safety protocols, and process controls to ensure both quality and efficiency.

HCA-450HN^Δ: Quality in Health Care 4 credits

This course focuses on the knowledge and skills necessary to achieve quality outcomes in patient care. Through analysis and interpretation of quality and performance data, students develop strategies for quality improvement. Emphasis is placed on performance management tools, patient safety protocols, and process controls to ensure both quality and efficiency.

HCA-455^Δ: Organizational Behavior and Leadership in Health Care 4 credits

This course introduces students to behavioral science concepts, as they apply to organizational structure, process, and function. Students explore the manager's role in relation to motivating teams and developing strategies for improving operational workflow and efficiencies. Effective communication, collaboration, negotiation, conflict resolution, and decision-making are emphasized.

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

HCA-455HN^Δ: Organizational Behavior and Leadership in Health Care 4 credits

This course introduces students to behavioral science concepts, as they apply to organizational structure, process and function. Students explore the manager's role in relation to motivating teams and developing strategies for improving operational workflow and efficiencies. Effective communication, collaboration, negotiation, conflict resolution and decision-making are emphasized.

HCA-460^Δ: Operations and Risk Management in Health Care 4 credits

This course introduces students to the roles of local, state, and federal regulatory agencies and accrediting bodies; the enforcement of federal guidelines, standards, and regulations; and the issues and demands of the regulatory environment that affect health care in the United States. Students explore the legal responsibility of providers and agencies to provide a safe environment while delivering health care services.

HCA-460HN^Δ: Operations and Risk Management in Health Care 4 credits

This course introduces students to the roles of local, state, and federal regulatory agencies and accrediting bodies; the enforcement of federal guidelines, standards, and regulations; and the issues and demands of the regulatory environment that affect health care in the United States. Students explore the legal responsibility of providers and agencies to provide a safe environment while delivering health care services.

HCA-465: Health Care Administration and Management 4 credits

This course introduces students to the management of human resources, with particular focus on resource decision making in health care environments. Students explore job market analysis, talent recruitment, training and development, revenue recovery efforts through retention initiatives, diversity training, and technology readiness. Students demonstrate health care management skills by utilizing tools used to manage staffing and work productivity.

HCA-470^{ΔΔ}: Strategic Planning and Implementation in Health Care 4 credits

This writing intensive course introduces students to key business functions that drive strategic planning. Models for developing, implementing, and evaluating effective programs across varied health care settings are explored along with the principles of merger, acquisition, reorganization, and joint venture. Students apply tools utilized in strategic management of health care programs such as balanced score cards, LEAN, and Six Sigma.

HCA-470HN^{ΔΔ}: Strategic Planning and Implementation in Health Care 4 credits

This writing intensive course introduces students to key business functions that drive strategic planning. Models for developing, implementing, and evaluating effective programs across varied health care settings are explored along with the principles of merger, acquisition, reorganization, and joint venture. Students apply tools utilized in strategic management of health care programs such as balanced score cards, LEAN, and Six Sigma.

HCA-515: Analysis of Contemporary Health Care Delivery Models 4 credits

This course allows learners to develop a comprehensive understanding of contemporary health care models from financial, economic, quality, access, and disparity perspectives, and to relate the ethical, cultural, political, and financial factors that drive and support them. It is from this broad, integrative, and comparative perspective that learners begin defining their role and perspective as administrators within the health care system. Learners begin to investigate their options and define their potential to serve as leaders of systematic improvement, within their health care discipline, based on changes in these driving factors.

HCA-530: Health Care Policies and Economics 4 credits

This course focuses on health care economics and policy. The core principles of health economics are studied, and students begin to explore practical financial-analysis skills that have immediate application within the health care industry. Students also study managerial decision-making processes based on cost, service, and other economic variables as well as how those decisions influence outcomes. Students will investigate health care policy and reform to understand the impact it makes on everyday practices of health care organizations.

HCA-540: Health Care Research Methods, Analysis, and Utilization 4 credits

This course focuses on the critical analysis of health care research and its application to the administration and delivery of health care services. Emphasis is placed on strategies to access current and relevant data, synthesize the information, and translate new knowledge into practice. Learners are introduced to concepts of measurement, reliability, and validity, as well as ethical issues in the design and conduct of research through an evaluative process of health care initiatives and projects.

HCA-545: Organizational Structure, Dynamics, and Effectiveness 4 credits

This course focuses on the analysis of health care organizational structure and effectiveness. Topics include the distributive leadership model, decision making through collaboration and teamwork, and the integrative analysis of how change impacts other components of the system.

HCA-610: Essential Health Care Business Analysis 4 credits

This course focuses on the critical analyses of health care business operations and performance. Topics include analysis of financial performance, operational process analysis, and quality of service evaluation.

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

HCA-615: Human Resource Management and Marketing Communication Strategies 4 credits

This course focuses on essential managerial communication skills. Human resource topics include conflict management, negotiation, mediation, and coaching, as well as change management principles and the types of communication required for paradigm modification. Interdepartmental, cross-discipline, and external partner marketing topics are included. Consumer communication and collaboration techniques are also discussed.

HCA-616: Networking and Professional Readiness 2 credits

This course is designed to prepare students to meet the professional standards of practice related to their future discipline within the industry. Emphasis is placed on critical thinking, utilization of resources, communication strategies, and goal setting. Students prepare a professional portfolio and resume. Students apply various networking techniques and practical interview skills to ensure professional readiness for their chosen health care careers.

HCA-620: Business/Project Plan Evaluation and Development 4 credits

The focus of this course is to begin integrating all previous study and to identify the focus of students' final capstone project. Students evaluate and integrate the methodologies, considerations, and strategies for project or program design, planning, implementation, and evaluation that are relevant or specifically required by their specific health care discipline. Topics of investigation and consideration include (but are not limited to) financial and economic impact; resource allocation; competition; public and private educational requirements; availability of information technology; impact assessment of change; process improvement assessment; social, behavioral, and environmental impact; legal/ethical issues; and any other factors that impact the provision of care or subsequent outcomes within an organization and community. A collaborative group project approach is emphasized to enhance contribution and consideration from diverse experiences within the health care field. Prerequisite: HLT-610, HCA-610, or HIM-650.

HCA-650: Evidence-Based Research Project 4 credits

This capstone course provides an opportunity for learners to complete the development of a comprehensive evidence-based project, plan, or proposal that addresses a problem, issue, or concern in their professional practice and can be implemented upon completion of the program. Projects address a problem amenable to research-based intervention; include a relevant and comprehensive literature review; propose a solution; and include a fully developed program, project, or business plan. The project also contains all the necessary information to implement the proposed solution, evaluate its outcome(s), and disseminate the findings. Prerequisite: Successful completion of all courses in the program except HCA-670.

HCA-670: Health Care Administration Practicum 4 credits

This course promotes the synthesis and application of knowledge and skills from the Master of Health Administration (MS-HA) program. Learners identify a mentor and develop a relationship through which they examine the connection between theory and practice. Learners engage in leadership and administrative activities (e.g., committees, projects, staff education, and quality improvement) and, through reflection and writing, analyze and evaluate leadership behaviors and processes. Practicum/field experience hours: 150. Prerequisite: Successful completion of all previous coursework in the program.

HCA-675: Health Care Innovation 4 credits

This course provides an opportunity for students to envision the best possible future for the American health care system, and to understand what changes are necessary to achieve it. By focusing on and developing a set of recommendations for improving American health care, students appreciate the difference between forcing a current system to work harder, and redesigning a system in order to achieve desired outcomes. Students learn how transactional leaders can become transformational leaders, and begin the formal process of preparing for their capstone research project. Students gain understanding of how clinical data, knowledge, and practice are driving the development of health care surveillance systems through informatics. Topics of investigation include the role of informatics in improved patient care and research, organization and national bio-surveillance, and clinical decision support. Consideration is given to legal and regulatory issues in private and public health practice and as they apply to public health security and preparedness in response to bioterrorism and disasters. Prerequisite: HCA-620.

HCA-680: Leadership in Health Care 4 credits

In this course, students learn key leadership principles and skills critical to their development as health care professionals capable of leading change initiatives that align with the strategic vision of health care organizations and the evolving landscape of health care. Students assess their own leadership qualities, an organization's readiness for change, and barriers that may affect the adoption of innovations and quality improvement processes. The course emphasizes systems thinking while students work toward honing problem-solving, teamwork, and communication skills necessary for leading initiatives within health care organizations.

HCA-699^Ω: Evidence-Based Research Project 4 credits

This capstone course provides an opportunity for learners to complete the development of a comprehensive evidence-based project, plan, or proposal that addresses a problem, issue, or concern in their professional practice and can be implemented upon completion of the program. Projects address a problem amenable to research-based intervention; include a relevant and comprehensive literature review; propose a solution; and include a fully developed program, project, or business plan. The project also contains all the necessary information to implement the proposed solution, evaluate its outcome(s), and disseminate the findings. Prerequisite: HCA-675.

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

HCA-807: Structures and Governance in Health Care 3 credits

This course provides learners with an overview of the various governance structures in the health care industry and their connections with leadership. Public, private, non-profit, and for-profit governance structures are examined. Public and private reimbursement options are reviewed. Prerequisite: RES-811 or RES-850.

HCA-812: Health Care Regulation 3 credits

This course provides an overview of many levels of regulation in the health care industry. These include state boards, medical boards, professional boards, and the federal government. Various organizational and self-regulatory measures are presented, and the impact of mandatory and voluntary measures are discussed. Prerequisite: RES-850.

HCA-817: Professional Development and Leadership in Health Care 3 credits

The course explores the connection between leadership and professional development with a focus on assisting employees in achieving personal potential. The course promotes creating a culture of shared values and ownership to promote a standard of organizational excellence. Prerequisite: RES-861.

HCA-822: Building a Culture of Community in Health Care 3 credits

The course discusses the importance of assessing the current culture of an organization as well as how the concept of collaboration is employed as a means for building a culture of community in health care. Systems thinking and inter-professional teaming are presented as strategies for building a collaborative community.

HCA-827: Sustainability of Health Care Organizations 3 credits

The course addresses how continuous improvement guides organizations to promote change and innovation as a means of being viable and sustainable. Prerequisite: RES-866.

Health Informatics (HCI)

HCI-600: Foundations of Informatics 4 credits

This course introduces fundamentals of the U.S. health care system and the role and value of informatics in the practice of evidence-based research and medicine. Students learn key concepts of health care information infrastructure, systems, technologies, applications, and data standards that are critical for optimizing patient care. Students also examine how health care providers and caregivers use technology, information, and knowledge to improve patient care, administration, research, and education across the rapidly evolving health care system.

HCI-655: Electronic Health Records 4 credits

This course prepares learners to evaluate, implement, and optimize electronic health record (EHR) technology to support the management and use of clinical data. Learners examine the architecture of EHRs and analyze the challenges of their design and use, including system integration requirements, distributed user bases, storage of complex data, high security requirements, and the diverse information needs of various end users. Learners also apply project management techniques to the planning and implementation of EHRs. Prerequisite: HIM-650.

HCI-660: Health Data Analytics 4 credits

This course introduces techniques for extracting data and creating knowledge from health care data sets. Learners examine methods for describing, summarizing, and presenting data. There is specific focus on understanding the needs of information users, identifying organizational objectives, and ensuring that the analytical methodology chosen meets those needs. Prerequisite: HIM-650.

HCI-665: Health Information Systems Security 4 credits

This course examines the security, privacy, and compliance issues that guide the design and use of health information systems and health care data. Learners analyze the regulatory environment and differentiate the regulations, laws, and ethical practices that guide information governance and the uses of data with particular emphasis on patient confidentiality and privacy. Information security tools and strategies for risk assessment, third-party risk management, and audits are also examined. Prerequisite: HIM-615.

HCI-670: User Interface Design for Informatics 4 credits

In this course, learners apply principles of human factors engineering to the design of optimal user interfaces that improve clinical processes. Learners examine clinical decision support and clinical workflow analysis, modeling, reducing data entry errors, and usability testing in efforts to improve the experience of end users while prioritizing patient safety and the delivery of quality health care.

HCI-690: Health Informatics Applied Project and Practicum 4 credits

This course provides learners the opportunity to integrate what they have learned in the program in an applied project related to a major area of health informatics, such as health information management, information systems, or health informatics. Learners are expected to demonstrate leadership and advanced critical-thinking and problem-solving skills in the development of a comprehensive and professional project plan and solution that is grounded in current informatics research and methods. Practicum/field experience hours: 150. Prerequisite: Successful completion of all previous coursework in the program.

Hebrew (HEB)

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

HEB-101[♦]: Elementary Biblical Hebrew 4 credits

This course is designed to teach students to read biblical Hebrew. It is an introduction to the language of the Hebrew Bible. It focuses on the vocabulary, grammar, and cultural aspects of biblical Hebrew with a goal of translation at a beginning level. Students translate the book of Ruth.

HEB-102[♦]: Elementary Hebrew Exegesis 4 credits

This course is a continuation of HEB-101. Students continue translating sections of the Hebrew Bible at a basic level focusing on such books as Genesis, Amos, and the poetical books. Prerequisite: HEB-101.

HEB-501: Elementary Hebrew I 4 credits

This course introduces biblical Hebrew with a focus on grammar, syntax, vocabulary, and the use of linguistic tools for the translation and interpretation of selected passages.

Health Care Informatics (HIM)

HIM-200[†]: Principles and Practices of Health Information Management 4 credits

This course surveys the field of health information management. Students investigate potential career paths and learn the fundamental medical, legal, ethical, and professional issues and standards affecting the field. The course also includes an overview of the health care industry, hospital operations, and electronic health records and documentation standards and practices.

HIM-200HN[‡]: Principles and Practices of Health Information Management 4 credits

This course surveys the field of health information management. Students investigate potential career paths and learn the fundamental medical, legal, ethical, and professional issues and standards affecting the field. The course also includes an overview of the health care industry, hospital operations, and electronic health records and documentation standards and practices.

HIM-310[†]: Clinical Data Classification 4 credits

This course introduces the functions and relationships between health care classification systems, vocabularies, terminologies, and standards required for the privacy, security, storage, utilization, and standardization of clinical data. Students differentiate systems for clinical classification and coding as well as for various health information exchange models. Prerequisites: BIO-192, BIO-192L, and HIM-200.

HIM-350: Classification of Diagnostic Data 4 credits

This course introduces the principles of and industry guidelines for diagnostic classification systems in health care settings. Focus is on the application of classification systems in health care facilities. Students examine types of diagnostic classification systems and coding guidelines as well as practice coding. Prerequisites: BIO-330 and HIM-310.

HIM-355: Classification of Procedural Data 4 credits

This course introduces the principles and industry guidelines for procedural classification systems in health care settings. Focus is on the application of classification systems in health care facilities. Students examine types of procedural classification systems and coding guidelines as well as practice coding. Prerequisites: BIO-330 and HIM-310.

HIM-370[†]: Health Care Information Systems 4 credits

In this course students evaluate health information systems architecture and data storage design and apply concepts of the systems design life cycle in order to facilitate the use of information assets to meet strategic goals and objectives within health care organizations. Students also assess information systems to ensure compliance with regulatory requirements and examine information security measures including performing risks assessments, data protection, and recovery procedures. Prerequisite: HIM-310.

HIM-370HN[‡]: Health Care Information Systems 4 credits

In this course students evaluate health information systems architecture and data storage design and apply concepts of the systems design life cycle in order to facilitate the use of information assets to meet strategic goals and objectives within health care organizations. Students also assess information systems to ensure compliance with regulatory requirements and examine information security measures including performing risks assessments, data protection, and recovery procedures. Prerequisite: HIM-310.

HIM-410: Fundamentals of Health Care Informatics Lecture & Lab 4 credits

This course examines the history, application, impact, and future need for informatics in health care. Emphasis is placed on standards, processes, and systems that impact areas of evidence-based medicine, administrative and clinical practices, information infrastructure, security, and electronic health records. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on initial exposure to the computer systems, software tools, and processes used in health care informatics. Prerequisites: BIO-181, BIO-181L, ITT-200, CST-217, and CST-307.

HIM-412: Health Care Information Systems and Technology Lecture & Lab 4 credits

This course examines the application of information systems in health care settings, beginning with an analysis of the broad meaning and nature of information and systems. The focus narrows to utilization of computer technologies, configurations, and applications as tools to benefit health care environments. Emphasis is placed on the challenges related to the development and implementation of effective information systems in light of a rapidly and continuously changing health care model, evolution of technology team member roles and responsibilities, and advancement of technological requirements within the health care system. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on interacting with health care information systems, security tools and protocols, and cross-industry interoperability. Prerequisites: ITT-200, CST-217, and CST-307.

[†] Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

HIM-415[‡]: Clinical Data Management 4 credits

This course focuses on the management and integration of health care data within health care organizations for ensuring the accuracy and accessibility of data used for reimbursement and in the revenue cycle. Students examine health care informatics standards and apply processes and techniques for collecting and reporting data to meet enterprise needs and for supporting clinical documentation and quality improvement initiatives. Prerequisites: HIM-350, HIM-355, and HIM-370.

HIM-415HN[‡]: Clinical Data Management 4 credits

This course focuses on the management and integration of health care data within health care organizations for ensuring the accuracy and accessibility of data used for reimbursement and in the revenue cycle. Students examine health care informatics standards and apply processes and techniques for collecting and reporting data to meet enterprise needs and for supporting clinical documentation and quality improvement initiatives. Prerequisites: HIM-350, HIM-355, and HIM-370.

HIM-425: Principles of Health Care Administration and Leadership 4 credits

This course focuses on principles related to management and administration of health information services with emphasis on organizational culture, effective leadership and communication, and financial management. Students assess organizational and departmental needs, propose appropriate solutions, and apply project management techniques to foster efficient use of resources within health care organizations. Prerequisite: HIM-200.

HIM-430^Δ: Data Governance 4 credits

This writing-intensive course is a study of legal, ethical, and regulatory principles and frameworks that guide data governance within health care organizations. Students examine policy issues and current laws related to uses of health information and determine processes and organizational policies to effectively and ethically manage data and personal health information. Prerequisites: HIM-310 and HIM-370.

HIM-450: Health Care Data Management Lecture & Lab 4 credits

This course examines health care information resources and their impact on administrative functions, interfaces, data security and integrity, and business processes. Topics include: use of relational database management software to construct tables, develop forms, create and execute queries, design and deploy reports, and advance database concepts to automate contemporary business processes. Students are able to distinguish between various network hardware technologies and associated data communication protocols in order to direct how organizations design and implement data networks. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on building SQL databases and performing basic CRUD operations: create data, retrieve data, update data, and delete data. Prerequisites: ITT-200, CST-217, and CST-307.

HIM-452: Quality Management in Health Care 4 credits

In this course students apply quality assessment techniques, quality management tools, and performance improvement processes to recommend measures to improve quality and patient care and safety. Students participate in clinical information analysis through mining, exploring, and analyzing clinical data to recognize trends that demonstrate quality, safety, and effectiveness and identify best practices for the management of health care information, systems, and quality to support organizational decision making. Prerequisite: HIM-415.

HIM-484: Innovations in Health IT Lecture & Lab 4 credits

This course provides students with a broad view of enabling information technologies in the health-care related industries. Students analyze how IT improves economy of scale, increases efficiency, widens access to education and self-care, and facilitates integration of local and cloud-based systems. Students examine solutions using cross-disciplinary knowledge in the health care ecosystem, including health economics, decision support, operational effectiveness, automation, insurance exchanges, and regulatory compliance. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on interaction with a variety of systems, tools, simulators, and websites. Prerequisites: ITT-200, CST-217, and CST-307.

HIM-490^Ω: Health Information Management Capstone 4 credits

The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in the health information management program. Students complete an applied project that demonstrates critical thinking and attainment of professional health information management competencies. Practicum/field experience hours: 80. Prerequisites: HLT-364, HIM-425, and HIM-452.

HIM-515: Foundations and Concepts of Health Care Informatics 4 credits

This course examines the history, application, impact, and future need for informatics in health care. Emphasis is placed on standards, processes, and systems that impact areas of evidence-based medicine, administrative and clinical practices, information infrastructure, security, and electronic health records.

HIM-615: Health Care Information Systems and Technology 4 credits

This course examines the application of information systems in health care settings, beginning with an analysis of the broad meaning and nature of information and systems. The focus narrows to utilization of computer technologies, configurations, and applications as tools to benefit health care environments. Emphasis is placed on the challenges related to the development and implementation of effective information systems in light of a rapidly and continuously changing health care model, evolution of technology team member roles and responsibilities, and advancement of technological requirements within the health care system.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

HIM-650: Health Care Data Management 4 credits

This course examines health care information resources and their impact on administrative functions, interfaces, data security and integrity, and business processes. Topics include use of relational database management software to construct tables, develop forms, create and execute queries, design and deploy reports, and advance database concepts to automate contemporary business processes. Learners are able to distinguish between various network hardware technologies and associated data communications protocols in order to direct how organizations design and implement data networks. Prerequisites: HIM-515, HCI-600, or NUR-514; and HIM-615.

History/Social Science (HIS)

HIS-110♦: World History Themes 4 credits

This course surveys global civilizations from Africa and the Americas to Eurasia as an overview of the principal cultural, political, and economic themes that shaped world civilization.

HIS-144♦: U.S. History Themes 4 credits

This course provides an overview of the principal political, economic, and cultural themes and constitutional developments that shaped the United States from the Colonial period into the 20th Century.

HIS-231♦: American Military History 3 credits

On demand. A survey of the development of the American military and militia system from its English origin through the present. The principles of warfare and military leadership, the soldier's experience on the battlefield, and the place of the military within the American democracy are threads of continuity woven by the instructor through the course. Prerequisite: Instructor's approval.

HIS-255^Δ♦: Historical Research and Applied Methods 4 credits

This writing intensive course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts.

HIS-304: Methods of Teaching History in Secondary Schools 4 credits

The goal of this course is to provide history teacher candidates with the knowledge and skills needed to teach history in secondary classrooms. Teacher candidates explore current research-based pedagogical practices for teaching history, connecting educational theory to specific innovative engagement practices for diverse learning populations. History teacher candidates also are given opportunities to design instruction that engages secondary students in historical inquiry, examines processes for selecting primary and secondary source historical content, and uses authentic assessments to measure student learning. Practicum/field experience hours: 15. Fingerprint clearance required.

HIS-306♦: Historians in Theory and Practice 4 credits

This course introduces the study of history as a scholarly discipline, emphasizing significant historians, subdisciplines of the field, and the foundational methodological and theoretical tools of historians.

HIS-325♦: Ancient Mediterranean History 4 credits

This course examines the historical and cultural developments of ancient worlds including Egypt, Greece, and Rome with an emphasis on social, political, and economic developments.

HIS-327♦: Community History 4 credits

This course examines the techniques, sources, and methods of collecting and presenting history at the local level. Emphasis is placed on how communities create memory and historical records, and their uses for students, educators, researchers, and communities.

HIS-337♦: Material Culture and Museums 4 credits

This course provides a broad introduction to the field of material culture and museum studies. Students use techniques of applied history to learn from objects and study the way museums create exhibits, conserve artifacts, and teach history through material culture.

HIS-347♦: Historic Preservation 4 credits

This course provides a survey of historic preservation and cultural resource management. Topics covered include the field's history; methods, and practices through the methods of applied history in environmental law and conservation; and current practices in management of historic sites, structures, and neighborhoods.

HIS-350♦: Survey of Asian Empires 4 credits

This course provides a historical survey of Asia, including India, China, Southeast Asia, Korea, and Japan. Emphasis is placed on political, economic, and social developments.

HIS-380^Δ♦: Renaissance and Reformation 4 credits

This course examines the intellectual and religious developments of Europe between the 13th and 16th centuries including Renaissance Italy and Reformation Germany with an emphasis on social, political, and economic developments.

HIS-380HN^Δ♦: Renaissance and Reformation 4 credits

This course examines the intellectual and religious developments of Europe between the 13th and 16th centuries including Renaissance Italy and Reformation Germany with an emphasis on social, political, and economic developments.

HIS-386^Δ♦: War and Revolution 4 credits

This writing intensive course examines the political, economic, and social aspects of selected wars and revolutions. It provides a comparative study of social conflicts with an emphasis on the patterns of individual and collective action, violence, and social changes.

^Δ Writing intensive course | ♦ Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

HIS-387[♦]: Public History Seminar 4 credits

This course covers various topics in public history, which may include archives and records management, historical interpretation, cultural tourism, oral history, and other fields/applications of history in public spheres.

HIS-426[♦]: 20th Century Europe 4 credits

This course examines the political, economic, and social developments of European history in the 20th century from the foundations of late 19th century unification through the struggles of globalization and terrorism at the beginning of the 21st century. Emphasis is placed on the impact of two world wars, totalitarianism, the decline of empire and the Cold War.

HIS-426HN[♦]: 20th Century Europe 4 credits

This course examines the political, economic, and social developments of European history in the 20th century from the foundations of late 19th century unification through the struggles of globalization and terrorism at the beginning of the 21st century. Emphasis is placed on the impact of two world wars, totalitarianism, the decline of empire and the Cold War.

HIS-450[♦]: U.S. History Since 1945 4 credits

This course examines the principal social, political, economic, and global events that have shaped the American experience during the Cold War era.

HIS-450HN[♦]: U.S. History Since 1945 4 credits

This course examines the principal social, political, economic, and global events that have shaped the American experience during the Cold War era.

HIS-463[♦]: Women in History 4 credits

This course compares the political, social, economic, and cultural history of women in societies, focusing on contrasting experiences of women across time, geographic regions, and cultures.

HIS-466[♦]: Southwest Borderlands 4 credits

This course examines the political, social, economic, and cultural history of the Southwest Borderlands region, focusing on topics related to the American West, Native Americans, frontier/colonial theory, environment, and Chicana/o history.

HIS-466HN[♦]: Southwest Borderlands 4 credits

This course examines the political, social, economic, and cultural history of the Southwest Borderlands region, focusing on topics related to the American West, Native Americans, frontier/colonial theory, environment, and Chicana/o history.

HIS-477[♦]: Historical Administration 4 credits

This course provides a broad overview of careers for administrators of museums, historical societies, archives, special collection libraries, and other cultural resource agencies. The course explores the role of an administrator as the head of an organization or as a mid-level manager. Issues that are unique to public or nonprofit agencies that collect, preserve, and share cultural resources are also explored. Prerequisite: HIS-337 or HIS-347.

HIS-510: Concepts in Understanding World History 4 credits

This course examines world history as a set of thematic concepts, highlighting the significant historiographical questions, examples, and resources for study of historical global themes such as population; economic networks; power, authority, and government; class, race, and gender; cultural expression; science, technology, and environment; and spiritual life and moral codes

HIS-530: Applied Studies in History Graduate Education 4 credits

This course introduces students to applied studies in history. Students have opportunities to engage in applied (public) history practice with focus toward using these methods in the classroom. Emphasis is placed on the resources and opportunities provided by museums, historic places, and archives for teaching secondary and postsecondary courses.

HIS-544: Concepts in Understanding U.S. History 4 credits

This course examines U.S. history as a set of thematic concepts, highlighting the significant historiographical questions, examples, and resources for study of historical themes such as migration and immigration; religious and philosophical thought; the republic and democracy; industrialization, business, and labor; prosperity and consumerism; reform movements and social justice; and war and society in U.S. history.

HIS-555: Studies in the American West 4 credits

This course investigates the history of the American West as both a region west of the Mississippi River, and an ideology that shaped cultures, economics, and politics, from frontier to modern America. Using historiography and applied research, students examine the diverse cultures and dynamics that made the American West a unique place in American history.

HIS-565: Historical Perspectives of Race, Class, Gender, & Ethnicity 4 credits

This course explores historical perspectives of race, class, gender, and ethnicity as lenses of stratification, identity, and experience that shape the historical record. Through historiography and applied research, students examine the contextual perspectives of race, class, gender, and ethnicity that shape our understanding of the past.

HIS-570: Graduate Research Seminar in History 4 credits

This course prepares students for advanced research in history with the intent on publication. Students will engage the resources, methods, and problems of graduate-level research, investigate the literature and historiography of topics in their area of interest, and develop a plan for sustained research, publication, and professional participation in their field of study.

Health Education (HLT)

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

HLT-205♦: Health Care Systems and Transcultural Health Care 4 credits

This course introduces the student to organizational dynamics and the complex structures of the U.S. health care system. Students consider social, historical, and political influences that have shaped the modern health system and examine the mechanisms that enable access, delivery, and financing of health services. This course also considers the ever-growing global perspective of health care as students explore the health perspectives of varied racial, ethnic, religious, and socioeconomic groups.

HLT-302^Δ: Spirituality and Christian Values in Health Care and Wellness 4 credits

This writing-intensive course explores the concepts of health, wellness, and spirituality from the Christian perspective and as they relate to the holistic needs of patients, providers, and health care communities. Students reflect upon the concepts of healing and the caregiver's role in meeting the spiritual needs of diverse populations while seeking to advance health and wellness within the context of a healing paradigm.

HLT-305♦: Legal and Ethical Principles in Health Care 4 credits

This course introduces students to major ethical theories, principles, and decision-making models that form the basis for resolution of ethical dilemmas in the health care field. Guidelines for legal and ethical practice are also examined from the context of regulatory requirements established by accrediting and certifying agencies.

HLT-306V♦: Advanced Patient Care 3 credits

This course offers an advanced approach to patient care, patient education, and patient management within the health care facility and the outpatient clinic. It considers more than the patients' physical needs and addresses the patient as a part of the treatment or diagnostic plan. Upon completion of the course, the student should be able to demonstrate communication skills with different patient populations, such as various cultures, religions, ages, and levels of ability, to participate and discuss the approaches the health care professional should use to best interact with each of these groups.

HLT-307V: Professional Dynamics and Allied Health Professions 3 credits

This course identifies allied health professionals and their involvement with all aspects of health care delivery and the collaborative health care team. This course also considers the role and scope of allied health as well as the interdisciplinary approach to care intended to meet the needs of a complex and changing health care system.

HLT-308V♦: Risk Management and Health Care Regulations 3 credits

This course introduces students to local, state, and federal statutes that regulate the administration of safe health care. Students explore the legal responsibilities of the health care facility in providing workplace safety and protection from injury for patients, families, and staff. The course examines the roles and responsibilities of the risk management department within an organization. At the end of this course, students should be able to explain the ethical and legal responsibilities of health care professionals related to risk management assessment and policies.

HLT-312V♦: Ethics for Health Care Professionals 3 credits

This course introduces students to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health care practice. Students learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Through the use of case studies, students are introduced to health topics such as patients' rights, dilemmas of life and death, allocation of health care resources, and special dilemmas of health care professionals. This course also includes a review of classic cases in health care ethics and how they have shaped health policy. An overview of patient education and ethics and a discussion on the professional codes of ethics and standards are also part of this course.

HLT-313V: Safety, Quality, and Interdisciplinary Approaches to Care 3 credits

This course examines the relationship between health care quality and organizational performance from an interdisciplinary approach to care. The student is introduced to the rationale for performance management and the role of the health care organization in ensuring compliance with the standards of accreditation. The methods for assuring quality in process and outcome through management are addressed along with trends in the provision and reimbursement of health care services. Students are introduced to changing trends in reimbursement of health care services as related to risk management.

HLT-314V♦: Health Care Systems 3 credits

This course provides an understanding of the factors shaping the present and future health care delivery system. Students learn about the aging population in the United States and ways in which the health care system is planning and forecasting for the upcoming needs of aging consumers. Additionally, shifting costs, health care environments, and technological advancements are examined for trends and potential areas of opportunity. Innovative organizational models are explored and analyzed as they continue to develop and shape the future of health care delivery.

^Δ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | ^Ω Non-Transferable

HLT-317V[♦]: Communication and Application of Research in Practice 3 credits

This writing intensive course introduces students to the purpose of research as applied in health care. Students examine the role of various research methods, including evidence-based practice, in communicating with patients and providers to improve health care. Students identify and develop the skills necessary to communicate effectively in the areas of interpersonal communication, group dynamics, diversity, motivation, team building, and conflict resolution.

HLT-324V[♦]: Transcultural Health Care 3 credits

This course explores meanings and expressions of health, illness, caring, and healing transculturally. Focus is on understanding and developing professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds. Culture is examined as a pervasive, determining “blueprint” for thought and action throughout the human health experience. Patterns of human interaction that foster health and quality of life are analyzed, and health destroying patterns of interaction (e.g., stereotyping, discrimination, and marginalization) are examined and submitted to moral and ethical reflection.

HLT-362V[♦]: Applied Statistics for Health Care Professionals 3 credits

This is an introductory course on concepts of statistics, emphasizing applications to health care professions. The course is designed to prepare learners to understand concepts of statistics and the appropriateness of statistical methods used in published research papers and a variety of settings. Areas of emphasis include an introduction to the statistical analysis concepts of variable/reliability factors; P values; experimental design; descriptive statistics, including mean, median, and mode; sampling methods; and power analysis.

HLT-364[△]: Research and Communication Techniques in Health Care and Science 4 credits

This writing intensive course discusses the principles and processes of research and common communication techniques utilized in health care and science. This course allows students to begin the research and preliminary background process necessary to complete a research-based capstone project. Students conduct a literature review, investigate appropriate research design, explore data collection techniques, apply statistical analysis, and practice professional writing skills. Prerequisite: BIO-365 or MAT-274.

HLT-381[♦]: Contemporary Public Health Issues 1 credits

This course provides students an opportunity to explore and analyze current public health issues affecting the nurse leader. Public health nurse leaders are at the forefront of local and global health care challenges and are dedicated to promoting and protecting the health of populations. Students explore the evolving roles of public health nurse leaders, including advocacy, health education and promotion, and collaboration with agencies and community members, in the context of current public health issues. Students gain an understanding of the competencies that prepare nurses to take leadership roles in the development of community- or population-focused solutions to impact health and illness patterns.

HLT-411[♦]: Global Health Issues 4 credits

This course introduces global health and health-related challenges of developing and resource-limited nations and explores the social, behavioral, economic, biomedical and environmental determinants of health. This course will examine the global epidemiology of major diseases and threats to the populations of the world, and the current organizational structures that have been established to respond. Topics include communicable diseases, non-communicable diseases, unintentional injury and violence, health promotion, reproductive health, maternal and child health, and disaster preparedness. Students will gain an understanding of the diverse determinants associated with these diseases and issues, such as poverty, education, gender imbalance, culture, and poor environmental conditions. Global health involves many disciplines within and beyond the health sciences and promotes inter-disciplinary collaboration. This course will use a wide variety of perspectives from disciplines such as epidemiology, biology, environment, human rights, nursing, psychology, public policy, technology and economics. Students will acquire an understanding of the inter-relationships between socio-cultural-economic development and health, and the impact of policy and health care delivery systems.

HLT-418V[♦]: Trends and Issues in Health Care 3 credits

The course explores the impact of numerous professional and societal forces on health care policy and practice. Content includes an analysis of current studies; health care policy and position statements; political, environmental, and cultural issues; and changing health care roles. The study of these issues examines the impact on health care delivery systems in society.

HLT-485[♦]: Methods of Teaching Health and Measuring in Exercise Science 4 credits

This course is a study of the methods and procedures of teaching health. Resources, aids, and agencies are studied in an attempt to determine how they may best assist the teacher. Practice teaching is included. Tests and measurements in health, physical education, and exercise science are presented. Emphasis is placed on producing valid and reliable tests, data analysis techniques for test evaluation, test construction assessment, and interpretation of test results. Prerequisites: BIO-155 and BIO-155L.

[△] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

HLT-490V^{ΔΩ}: Professional Capstone Project **3 credits**

This writing-intensive course facilitates a professional capstone project that is the culmination of the learning experience of students in the Bachelor of Science in Health Care Sciences program. In this course, students identify a current issue in health care and provide a written proposal to address that issue.

Additionally, students use evidence-based research and apply theory to practice. Students create an evidence-based project plan and prepare to propose a full implementation plan to current or future employers.

HLT-494^Δ: Professional Capstone Project **4 credits**

This writing-intensive course facilitates a professional capstone project that is the culmination of the learning experiences of students in the health care administration program. In this course, students design a professional digital portfolio that documents career readiness through the integration of knowledge, skills, experience, and creative pursuits that prepare students for work in health care. In addition, students prepare a written proposal for their evidence-based capstone project focusing on the resolution of issues or problems significant to health care administration. Upon completion, students present capstone projects to a professional at a health care organization. Prerequisite: HCA-470.

HLT-520: Legal and Ethical Principles in Health Care **4 credits**

This course focuses on the recognition, analysis, and resolution of ethical dilemmas in health occupations. Students examine legal liabilities involved in health care administration, including workplace safety and a health care facility's obligation to provide protection from injury for patients, their families, and staff.

HLT-610: Networking and Professional Readiness **2 credits**

This course is designed to provide learners with the foundational knowledge, skills, resources, and guidance to prepare for professional health care standards related to their future discipline within the industry. Emphasis is placed on critical thinking, awareness and identification of resources, communication strategies, and goal setting. Learners apply learned face-to-face and electronic networking techniques and tactics to ensure professional readiness along with gaining knowledge of professional standards. Learners prepare a professional portfolio and resume, and learn practical interviewing techniques to prepare for entry into/advancement within their chosen discipline-specific health care careers.

HLT-665^Ω: Public Health Practicum **4 credits**

The practicum course is designed to provide students an opportunity to transition from theory to practice. The student reinforces and integrates concepts, principles, and skills gained during coursework that are essential to professional competency. Students are required to complete a minimum of 150 hours of on-site work under close supervision of a faculty member and an on-site preceptor approved by the college or university.

Practicum/field experience hours: 150. Prerequisites: HLT-605 and a release by the college's Office of Field Experience.

Honors (HON)

HON-106B: Freshmen Symposium & Seminar – 0 credits
ENGINEERING

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106C: Freshmen Symposium & Seminar – 0 credits
CS/IT

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106D: Freshmen Symposium & Seminar - 0 credits
CONHCP

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106E: Freshmen Symposium & Seminar – 0 credits
Education

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106F: Freshmen Symposium & Seminar – 0 credits
Business

This honors symposium takes place during freshmen year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

HON-106G: Freshmen Symposium & Seminar – 0 credits
COT

This symposium course takes place during freshman year and gives students the opportunity to gain more understanding of the process of applying to graduate and medical programs. Throughout this course, students conduct extensive review of the graduate and medical school application process for their respective careers, including understanding which specified exam is relevant for their future program and methodology to help them appropriately prepare. Additionally, students learn how to compile application artifacts such as a personal statement, resume, and letters of recommendation as well as prepare for the graduate and medical school interview process. Prerequisite: Acceptance into the honors program.

HON-106H: Freshmen Symposium & Seminar – 0 credits
Biology and Environmental Studies

This honors symposium takes place during freshman year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106I: Freshmen Symposium & Seminar – 0 credits
Fine Arts & Digital Arts

This honors symposium takes place during freshman year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106J: Freshmen Symposium & Seminar – 0 credits
Justice Studies, Government & Humanities

This honors symposium takes place during freshman year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106K: Freshmen Symposium & Seminar – 0 credits
Psychology, Sociology & Behavioral Health

This honors symposium takes place during freshman year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-106L: Freshmen Symposium & Seminar – 0 credits
Forensics

This honors symposium takes place during freshman year and builds upon the discussion of ethics, service, leadership, multicultural awareness and innovative, accelerated thinking that is discussed in other first-year courses in the honors program. Students investigate real world problems, and brainstorm creative solutions to make an impact on the local and global community. Prerequisite: Acceptance into the honors program.

HON-110: Honors Symposium 0 credits

The honors symposium takes place during the first year and builds upon the topics of ethics, service, leadership, research, cultural awareness, and innovative thinking that are discussed in other first-year courses in the honors program. Students explore their respective industry, investigate and discuss local and global issues within that industry, and brainstorm and propose solutions to real-world problems experienced within the industry. This course further integrates professional development and guidance into preparing students for a future career within their respective industry. Prerequisite: Acceptance into Honors College.

HON-206: Sophomore Symposium on Service: 0 credits
Human Connections

This honors symposium takes place during the sophomore year, builds upon discussion regarding service from prior honors courses and examines the idea of service through religious and historical texts. This symposium examines the Great Questions as they relate to the impact of service on the human condition. Prerequisite: Acceptance into the honors program.

HON-206B: Project Management Fellowship 0 credits

This symposium course takes place during sophomore year and incorporates hands-on, mentored training experiences in various fields of study. Students contribute directly to current projects, business proposals, and project management experiences. This symposium also incorporates basic project management skills. Prerequisite: Acceptance into the honors program.

HON-206C: Research & Design Program 0 credits

This symposium course takes place during sophomore year and includes hands-on, mentored training experiences in each science, engineering, and technology. Students are expected to contribute directly to current research and design projects being led by faculty while learning techniques and various methodologies. Prerequisite: Acceptance into the honors program.

HON-206D: Global Studies and Service 0 credits

This symposium course takes place during sophomore year and builds upon local or global service among diverse populations, study abroad, and mission trip experience. This symposium investigates multicultural awareness, and includes a reflective approach on integrated experiential learning, personal development, disciplinary knowledge, and spiritual growth through active, global involvement. Prerequisite: Acceptance into the honors program.

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

HON-206E: Internship 0 credits

This symposium course takes place during sophomore year and builds upon internship experience. This symposium explores professional development, and includes a reflective approach on integrated experiential learning, personal development, and disciplinary knowledge through active involvement. Prerequisite: Acceptance into the honors program.

HON-206F: Career Planning and Professional Development 0 credits

This symposium course takes place during sophomore year and builds upon themes of career and professional development. This symposium explores brand building, professional and leadership development, effective communication, and developing a professional portfolio for the workplace. Prerequisite: Acceptance into the honors program.

HON-206G: Graduate and Medical School Preparation 0 credits

This symposium course takes place during sophomore and gives students the opportunity to gain more understanding of the process of applying to graduate and medical programs. Throughout this course, students conduct extensive review of the graduate and medical school application process for their respective careers, including understanding which specified exam is relevant for their future program and methodology to help them appropriately prepare. Additionally, students learn how to compile application artifacts such as a personal statement, resume, and letters of recommendation as well as prepare for the graduate and medical school interview process. Prerequisite: Acceptance into the honors program.

HON-306: Junior Symposium on Leadership: The Last Shall Be First 0 credits

This honors symposium takes place during the junior year, examines the qualities of leadership through readings and presentations and investigates the Great Questions as they relate to the concept of leadership. Prerequisite: Acceptance into the honors program.

HON-306B: Project Management Fellowship 0 credits

This symposium course takes place during junior year and incorporates hands-on, mentored training experiences in various fields of study. Students contribute directly to current projects, business proposals, and project management experiences. This symposium also incorporates basic project management skills. Prerequisite: Acceptance into the honors program.

HON-306C: Research & Design Program 0 credits

This symposium course takes place during junior year and includes hands-on, mentored training experiences in each science, engineering, and technology. Students are expected to contribute directly to current research and design projects being led by faculty while learning techniques and various methodologies. Prerequisite: Acceptance into the honors program.

HON-306D: Global Studies and Service 0 credits

This symposium course takes place during junior year and builds upon local or global service among diverse populations, study abroad, and mission trip experience. This symposium investigates multicultural awareness, and includes a reflective approach on integrated experiential learning, personal development, disciplinary knowledge, and spiritual growth through active, global involvement. Prerequisite: Acceptance into the honors program.

HON-306E: Internship 0 credits

This symposium course takes place during junior year and builds upon internship experience. This symposium explores professional development, and includes a reflective approach on integrated experiential learning, personal development, and disciplinary knowledge through active involvement. Prerequisite: Acceptance into the honors program.

HON-306F: Career Planning and Professional Development 0 credits

This symposium course takes place during junior year and builds upon themes of career and professional development. This symposium explores brand building, professional and leadership development, effective communication, and developing a professional portfolio for the workplace. Prerequisite: Acceptance into the honors program.

HON-306G: Graduate and Medical School Preparation 0 credits

This symposium course takes place during junior year and gives students the opportunity to gain more understanding of the process of applying to graduate and medical programs. Throughout this course, students conduct extensive review of the graduate and medical school application process for their respective careers, including understanding which specified exam is relevant for their future program and methodology to help them appropriately prepare. Additionally, students learn how to compile application artifacts such as a personal statement, resume, and letters of recommendation as well as prepare for the graduate and medical school interview process. Prerequisite: Acceptance into the honors program.

HON-406: Senior Symposium on Research: Ways of Thinking and Knowing 0 credits

This honors symposium takes place during the senior year, builds upon the discussion of critical thinking and research from previous honors courses and examines the topics of research and knowledge. This symposium analyzes the Great Questions that examine ways of perceiving. Prerequisite: Acceptance into the honors program.

HON-406B: Project Management Fellowship 0 credits

This symposium course takes place during senior year and incorporates hands-on, mentored training experiences in various fields of study. Students contribute directly to current projects, business proposals, and project management experiences. This symposium also incorporates basic project management skills. Prerequisite: Acceptance into the honors program.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

HON-406C: Research & Design Program 0 credits

This symposium course takes place during senior year and includes hands-on, mentored training experiences in each science, engineering, and technology. Students are expected to contribute directly to current research and design projects being led by faculty while learning techniques and various methodologies. Prerequisite: Acceptance into the honors program.

HON-406D: Global Studies and Service 0 credits

This symposium course takes place during senior year and builds upon local or global service among diverse populations, study abroad, and mission trip experience. This symposium investigates multicultural awareness, and includes a reflective approach on integrated experiential learning, personal development, disciplinary knowledge, and spiritual growth through active, global involvement. Prerequisite: Acceptance into the honors program.

HON-406E: Internship 0 credits

This symposium course takes place during senior year and builds upon internship experience. This symposium explores professional development, and includes a reflective approach on integrated experiential learning, personal development, and disciplinary knowledge through active involvement. Prerequisite: Acceptance into the honors program.

HON-406F: Career Planning and Professional Development 0 credits

This symposium course takes place during senior year and builds upon themes of career and professional development. This symposium explores brand building, professional and leadership development, effective communication, and developing a professional portfolio for the workplace. Prerequisite: Acceptance into the honors program.

HON-406G: Graduate and Medical School Preparation 0 credits

This symposium course takes place during senior year and gives students the opportunity to gain more understanding of the process of applying to graduate and medical programs. Throughout this course, students conduct extensive review of the graduate and medical school application process for their respective careers, including understanding which specified exam is relevant for their future program and methodology to help them appropriately prepare. Additionally, students learn how to compile application artifacts such as a personal statement, resume, and letters of recommendation as well as prepare for the graduate and medical school interview process. Prerequisite: Acceptance into the honors program.

HOS-200: Introduction to Hospitality 4 credits

This course introduces the hospitality industry and essential guest service and communication skills that ensure efficient delivery of quality services. Students are taught the skills necessary to effectively communicate, meet the service quality expectations of a diverse clientele, and appropriately represent their organizations.

HOS-440: Hotel and Lodging Management and Operations I 4 credits

This course examines the management of hotel and lodging operations with an emphasis on guest service and improving profitability. Students are introduced to the basics of management in core lodging segments, operational procedures, guest relations, and the relationships between operational departments. Analysis of operational efficiencies to improve organizational outcomes is also addressed. Prerequisite: HOS-200.

HOS-450: Hotel and Lodging Management and Operations II 4 credits

This course continues to examine the management of hotel and lodging operations with an emphasis on identifying industry trends to determine potential innovations, strategies, and quality management techniques that improve organizational outcomes and profitability. Innovation in the hotel and lodging industry is also addressed. Prerequisite: HOS-440.

HOS-455: Events and Tourism Management 4 credits

This course explores the scope of the events and tourism industry, analyzes the functions of the various segments, and demonstrates the relationship between professional service and operational success. Students receive a comprehensive introduction to the complexities of planning and organizing an event and an overview of the nature and scope of the meetings and event industry. This course explains how the interrelated sectors of the tourism industry can be better prepared to attract and service people travelling for both business and leisure.

HOS-460: Food and Beverage Service Management and Operations 4 credits

This course emphasizes the daily operations and management of food and beverage service within the hospitality industry. Students learn principles related to the hiring and training of service workers, food handling and sanitation, layout and equipment planning, and safety regulations and standards. Essential elements of the course include purchasing and cost control, menu management, and innovation in the food and beverage industry. Prerequisite: HOS-200.

HOS-466: Revenue Management for Hospitality 4 credits

This course focuses on identifying the components of revenue management in order to optimize consumer demand, revenue and profit for the hospitality industry. Students participate in competitive analysis to identify market opportunities and develop pricing and sales mix strategies that support organizational goals. Students learn analytical modeling practices, market segmentation, distribution channel mix, forecasting, and budgeting. The use of industry benchmarking tools and metrics relevant to revenue management are also addressed. Prerequisites: HOS-440 and HOS-460.

Hospitality (HOS)

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

HOS-470: Hospitality Services Marketing 4 credits

This course introduces the unique features of services marketing with a focus on the importance of building and maintaining guest relationships to deliver quality service through the development of marketing strategies. Students will evaluate brand management and determine strategic approaches suitable for the hospitality industry with an emphasis on aligning strategies to organizational goals. There is a particular emphasis on the applications of social media and integrated marketing communications. Prerequisite: MKT-245 or MKT-315.

Health Care Quality and Safety (HQS)

HQS-610: Foundations of Quality Improvement and Patient Safety 4 credits

This course provides foundational knowledge that will equip learners to make decisions regarding quality improvement and patient safety. Learners explore the quality improvement process and examine the most commonly used models and tools for improving health care quality. Learners will also evaluate methods to track, assess, analyze, and review data relating to patient safety issues. Prerequisite: NUR-590 & NUR-630 or HCA-540.

HQS-620: Project Management in Health Care 4 credits

This course examines the models and approaches of project management in health care settings. Learners demonstrate understanding of the project management process and its application to health care quality and safety initiatives. Learners gain skills to identify various stakeholders and roles, set goals and expectations, plan stakeholder engagement, and identify ways to mitigate obstacles in health care project management. Prerequisite: HQS-610.

HQS-630: Implementation and Change Management 4 credits

This course examines components of implementing health care quality and safety initiatives. Learners examine the elements of change management, identify criteria for success in change areas, and plan phases and goals for implementation. Learners also consider change sustainability and dissemination of successful implementations. Prerequisite: HQS-620.

HQS-640: Quality Improvement and Patient Safety Practicum 4 credits

This practicum course is the final synthesis of theoretical foundations of health care quality and patient safety and their application across health care settings. Emphasis is placed on issue identification, assessment and prioritization, project management, implementation, and evaluation. Learners also explore the application of communication methods, emotional intelligence, high reliability principles, and conflict resolution. Practicum/field experience hours: 150. Fingerprint clearance required. Prerequisite: Successful completion of all previous coursework in the program.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

Human Resources (HRM)

HRM-635: Acquiring, Developing, and Leveraging Human Capital 4 credits

The effective strategic management of human capital is the differentiator of every successful organization. This course examines talent management, workforce diversity, succession planning, employee development and motivation, and performance matrix. This course addresses human resource competencies identified by the Society of Human Resource Management (SHRM). Using the strong strategic human resource acumen provided by this course, students will be well-prepared for positions as senior human resources specialists or as general managers.

HRM-640: Designing HR for Competitive Advantage 4 credits

Frequent mergers and acquisitions, downsizing, and globalization have increased the complexities of managing human resources. Linking human resource management to the bottom line and decision making is critical for both strategy and business success. This course addresses human resource competencies identified by the Society of HR Management (SHRM). Using the strong strategic HR acumen provided by this course, students will be well-prepared for positions as senior human resources specialists or as general managers.

History and Theological Studies (HTH)

HTH-201♦: Christian Theology I 4 credits

This course is a study of theological methodology and the doctrines of revelation, God, humanity, sin, and the person of Jesus Christ with emphasis on the biblical bases for each doctrine.

HTH-202♦: Christian Theology II 4 credits

This course is a study of theological methodology and the doctrines of the works of Jesus Christ, salvation, the Holy Spirit, the Church, and last times with emphasis on the biblical bases for each doctrine.

HTH-330[^]♦: Christian Ethics 4 credits

This writing-intensive course systematically studies the biblical, theological, and philosophical foundations of Christian ethics as compared with other ethical systems that shape public discourse on ethical issues. Emphasis is placed on personal morality and an exploration of contemporary issues relevant to the church's public witness.

HTH-330HN^{Δ♦}: Christian Ethics 4 credits

This writing intensive course systematically studies the biblical, theological, and philosophical foundations of Christian ethics as compared with other ethical systems that shape public discourse on ethical issues. Emphasis is placed on personal morality and an exploration of contemporary issues relevant to the Church's public witness.

HTH-350[♦]: Survey of Historical Theology 4 credits

This course surveys the major developments within the history of Christianity that have shaped Christian doctrine. Emphasis is placed on key events, personalities, theological developments, and movements. Prerequisites: HTH-201 and HTH-202.

HTH-350HN[♦]: Survey of Historical Theology 4 credits

This course surveys the major developments within the history of Christianity that have shaped Christian doctrine. Emphasis is placed on key events, personalities, theological developments, and movements. Prerequisites: HTH-201 and HTH-202.

HTH-352HN: Honors Survey of Historical Theology 4 credits

This honors-specific course surveys the major developments within the history of Christianity that have shaped Christian doctrine. Emphasis is placed on key events, personalities, theological developments, and movements. Prerequisites: HTH-201 and HTH-202. Prerequisites: HTH-201 and HTH-202.

HTH-380[‡]: Kingdom Diversity 4 credits

This course in historical theology explores the diverse voices and stories of ancient and modern saints whose lives have exemplified faith, hope, and love within the context of their unique time and circumstances.

HTH-475[‡]: Applied Theology 4 credits

This course focuses on the practical ministry application of theological principles. Special attention is given to theological reflection in respect to methodology, apologetics, ethics, and the mission of the church.

HTH-505: Systematic Theology I 4 credits

This course is a systematic study of the biblical bases, historical development, and theological formulation of the Christian doctrines of revelation, God, creation, humanity, sin, and the Person of Christ, as well as their implications for individual and corporate Christian life. Attention is also given to theological prolegomena.

HTH-510: Christian History I 4 credits

This course is a historical exploration of the Christian church's theological and institutional development from the postapostolic era to the early medieval era (100-1300) with emphasis on significant doctrinal statements, major thinkers and leaders, important political figures, and movements.

HTH-511: Christian History II 4 credits

This course is a historical exploration of the Christian church's theological and institutional development from the late medieval era to the late modern period (1300-2000) with emphasis on significant doctrinal statements, major thinkers and leaders, important political figures, and movements.

HTH-515: Christian Doctrines 4 credits

This course surveys cardinal doctrines of the Christian faith, including revelation, God, humanity, Christ, and salvation. Emphasis is placed on the development of sound theology grounded in biblical understandings and practical wisdom for ministry. Some attention is given to the historical development of doctrine.

HTH-515GAR: Christian Doctrines 4 credits

This course surveys cardinal doctrines of the Christian faith including revelation, God, humanity, Christ, and salvation. Emphasis is placed on the development of sound theology grounded in biblical understandings and practical wisdom for ministry. Some attention is given to the historical development of doctrine.

HTH-550: Systematic Theology II 4 credits

This course is a systematic study of the biblical bases, historical development, and theological formulation of the Christian doctrines of the works of Christ, salvation, the Holy Spirit, the church, and the last things as well as their implications for individual and corporate Christian life. Prerequisite: HTH-505.

HTH-611^Ω: Pastoral Theology 4 credits

This is a practically oriented, theological examination of the roles and responsibilities of ministers as they lead, equip, shepherd, and intercede for God's people. This course is offered in residency for non-traditional students. Prerequisite: HTH-505.

HTH-620: Practical Theology 4 credits

This course analyzes the practical dimensions of systematic theology and assists students in making critical connections between biblical teaching and ministry within specific contexts. Emphasis is placed on faithful biblically rooted ministry, including a focus on prayer, evangelism, discipleship, and church leadership. This course requires supervised ministry hours. Practicum/field experience hours: 45.

HTH-620GAR: Practical Theology 4 credits

This course analyzes the practical dimensions of systematic theology and assists students in making critical connections between biblical teaching and ministry within specific contexts. Emphasis is placed on faithful biblically rooted ministry, including a focus on prayer, evangelism, discipleship, and church leadership. This course requires supervised ministry hours. Practicum/field experience hours: 45.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

HTH-640: Doctrine of the Church 4 credits

This course examines the biblical basis, history, and proper formulation of ecclesiology for the purpose of leading the church to display more fully God's glory through worship, ministry, and mission. Emphasis is placed on the application of biblical and theological principles within students' denominational heritage and ecclesial context. This course requires supervised ministry hours. Practicum/field experience hours: 45. Prerequisite: HTH-505.

Humanities (HUM)

HUM-201HN[♦]: Intersections Between the Humanities and Sciences 4 credits

An interdisciplinary Honors course that explores the common processes between the humanities and the sciences that yield common understandings. Topics will include genetics, ecology, technology and ethics, as seen through the lens of canonical and contemporary works from the arts and the humanities, as well as the social and natural sciences. Assignments will include quantitative analyses, multimodal presentations, and essays requiring critical and synthetic thinking.

Intercultural Ministries (INT)

INT-101: God-Centered Missions Lab 1 credits

This lab explores the "who" and the "why" of Christian missions in connection with short-term missions through an exploration of the mission of God in connection with each student's unique sense of calling and vocation. Coursework entails intentionally connecting God-focused missional awareness with active fact-finding and preparation for mission work within selected local and international contexts. This lab is designed to be an interactive, community experience which is not available via independent study.

INT-102: Cross-Cultural Missions Lab 1 credits

This lab prepares students to articulate and share the gospel with others through personal testimony, economic wisdom, basic biblical instruction, and discipleship with attention to the dynamics of communicating the Christian message across cultures. This lab is designed to be an interactive, community experience which is not available via independent study.

INT-201: Missional Skills Lab 1 credits

This lab equips students to progress from basic biblical discovery to missional engagement within the context of short-term missions through various skills-based projects and activities. This lab is designed to be an interactive, community experience which is not available via independent study.

INT-202: Short-Term Missions Lab 1 credits

This lab focuses on constructing and implementing short-term missions strategies, such as medical education, children's ministry, youth ministry, and Christian service within various missional settings for the purpose of making disciples. This lab is designed to be an interactive, community experience which is not available via independent study.

INT-244[♦]: World Religions 4 credits

This course is a study of the major contemporary religions of the world including Abrahamic religions, Eastern religions, and other religions. The course covers religious texts, historical background, and current beliefs and practices. Emphasis is given to the ideological foundations of a Christian worldview, a comparison of worldviews, and the application of worldviews within a global society.

INT-310^{A/♦}: Christianity in a Global Context 4 credits

This writing intensive course is a survey of global Christianity that examines the mission and purposes of God and His people among the nations. Emphasis is placed on the analysis of recent mission movements, best practices for mission strategies, and contemporary trends in global Christianity. Prerequisite: HTH-201.

INT-310HN^{A/♦}: Christianity in a Global Context 4 credits

This writing intensive course is a survey of global Christianity that examines the mission and purposes of God and His people among the nations. Emphasis is placed on the analysis of recent mission movements, best practices for mission strategies, and contemporary trends in global Christianity. Prerequisites: HTH-201 and HTH-202.

INT-320[♦]: Evangelism and Discipleship 4 credits

This course prepares students to listen carefully to a person of another religion or worldview in order to effectively tailor a gospel presentation that accurately presents the claims of Christ and respectfully considers the hearer. For individuals who are responsive to the gospel, it provides sound practices for continuing and deepening the new believer's relationship with Jesus.

INT-450[♦]: Anthropology for Cross-Cultural Ministry 4 credits

This course examines principles of anthropology within the context of missiology for the purpose of developing a tool kit that will enable students to analyze and engage people groups living within various cultural contexts. Attention is given to multiple dimensions of human culture as well as issues related to social justice and biblical mercy. Prerequisite: INT-244.

INT-460[♦]: Christianity and Culture 4 credits

This course examines principles and methods for faithfully ministering within the Late Modern context in a way that is meaningful to people from diverse backgrounds. Attention is given to the influence of Christianity on culture and vice versa during the 20th and 21st centuries as well as issues related to social justice and biblical mercy. Emphasis is placed on North American cultural engagement with apologetic concern and sensitivity to contemporary values.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

INT-494: Short-Term Missions Experience 4 credits

This course consists of a practicum experience in a local or international missions setting under the guidance of an approved supervisor. The course reinforces all missions lab competencies, practical experiences, academic journaling, as well as a field experience log, and culminating reflection assignment. Students are responsible for all costs associated with a selected missions experience and should begin the practicum application process after completion of a minimum of two mission lab courses (INT-101, INT-102, INT-201, and/or INT-202). Practicum/field experience hours: 180.

INT-510: Biblical Foundations of Urban Ministry 4 credits

The course provides a biblical foundation for urban ministry and equips students with an overarching understanding of basic principles for effective urban ministry. Students develop understanding of the crucial position of the local assembly of believers, the history, and the various best practices for culture transformative urban ministry. This course requires supervised ministry hours. Practicum/field experience hours: 45.

INT-525: Christian Worldview and Mission 4 credits

An introduction to the biblical, historical, and theological bases for the cross-cultural contextualization of the Christian worldview with attention to sound missiological practices. Special emphasis is placed on cross-cultural communication and ministry in light of contemporary topics and practical exigencies. This course is offered in residency for non-traditional students.

INT-535: The Christian Faith and World Religions 4 credits

This course is an investigation of major world religions and ideologies from an evangelical perspective with the goal of building bridges cross-culturally. Attention is given to historical backgrounds, religious texts and traditions, contemporary belief and practices, and careful consideration of the appropriate Christian response to non-Christian religious systems.

INT-545: Anthropological Principles 4 credits

This course examines principles of anthropology for cross-cultural ministry including analysis of symbols, social structures, customs, thought forms, and social norms.

INT-625: Multicultural Ministry and Contextualization 4 credits

This course introduces students to the basic competencies needed for ministry in a multicultural setting. Students explore social services, community building, holistic ministry strategies, and how to contextualize the Good News of Christ without compromising its integrity. This course requires supervised ministry hours. Practicum/field experience hours: 45.

INT-630: Issues in Urban Ministry 4 credits

This course is an examination of how the church's mission expresses itself in the urban setting and the ethical implications for decisions made in urban ministry. This course requires supervised ministry hours. Practicum/field experience hours: 45.

INT-655: Contextualized Church Planting 4 credits

This course is a study of theories, models, and practices for planting and developing self-sustaining churches that are authentic to the culture within international contexts.

INT-675: Global Christianity 4 credits

This course is a historical, theological, and missiological study of global Christianity that examines the mission and purposes of God and His people among the nations. Emphasis is placed on the relationship between historical developments and current trends with a view to the implementation of prudent strategies for contemporary cross-cultural ministry.

Probability and Statistics for Industrial Engineering (ISE)

ISE-301: Probability and Statistics for Industrial Engineering & Lab 4 credits

This course introduces basic concepts in applied statistics for industrial engineers, beginning with foundational probability theory, descriptive statistics, sampling, and hypothesis testing. Linear regression and forecasting methods will be augmented by software for calculations and analysis. Relevant applications to quality processes in industrial engineering will be discussed, including Six Sigma and control charting. Prerequisite: MAT-262.

ISE-350: Lean Work Design & Lab 4 credits

This course introduces the design process associated with a manual production system and the need to meet customer demand. Capacity analysis and productivity performance metrics necessary to achieve customer demand will be demonstrated including throughput, inventory, line balancing and quality. Process flow, plant layout and workplace organization as related to meeting customer needs and eliminating waste will be discussed and demonstrated in the lab. Prerequisite: ISE-301.

ISE-401: Decision Science 4 credits

This course will introduce the idea of mathematical modeling for the purpose of logical decision-making. Operations research and optimization techniques will be introduced and demonstrated to determine extreme values of real-world objective functions like maximizing profit or minimizing loss. Visual software tools, including discrete event simulation models, will demonstrate applications in a variety of industries. Prerequisite: ISE-301.

ISE-450: Human Work Design & Lab 4 credits

This course provides an introduction to design of the workplace that meets health and safety needs of a human worker and productivity needs of the industry necessary to meet customer expectations. Workplace ergonomics, including anthropometry and biomechanics, will demonstrate the need for human workers to be protected from hazards and treated as a valuable asset in the workplace. Regulatory issues and ethical responsibilities related to human beings interacting in the workplace will also be discussed. Prerequisite: ISE-301.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ISE-473: Sustainable Design for Industrial Engineering I & Lab 2 credits

This design course sequence provides an opportunity for the senior student to define, plan, and solve an engineering problem. Life-cycle engineering and sustainability principles of caring for people, the planet, and profit will be introduced, along with regulatory issues required by the project. Tools and skills acquired in the engineering curriculum will be used to define project requirements and design criteria for a real-world project. By the end of this first course in the two-part sequence, a project will be clearly defined for follow-up in the next course with a project timing plan to complete the DMAIC process. Prerequisite: ISE-350. Co-Requisite: ESG-451.

ISE-474^Δ: Sustainable Design for Industrial Engineering II & Lab 2 credits

This design course sequence provides an opportunity for the senior student to define, plan, and solve an engineering problem. The previously defined project will be reviewed for clarity before assessing further needs. Tools and skills acquired in the engineering curriculum will be used to measure, analyze, improve, and control according to the DMAIC process. By the end of this second course in the two-part sequence, a project will have completed the DMAIC process through the creation of a sustainable design plan to fulfill the needs of the project. This is a writing intensive course. Prerequisite: ISE-473.

ISE-480: Automation for Manufacturing and Distribution & Lab 4 credits

This course introduces the basic concepts of automation within the manufacturing workplace. The advantages and limitations of including robotics and automated systems in the manufacturing environment will be discussed, including the cost-benefit analysis of manual and automated processes. Workplace layout and the design of the human-machine interface, including its effects on the process and product, will be discussed and demonstrated. Prerequisites: ISE-350 and ISE-450.

Information Technology (ITT)

ITT-111: Introduction to Information Technology 4 credits

This course provides an introduction to the role of computing technology within business and corporate environments. Introductions to concepts, terminologies, and a wide use of relevant daily software and tools relevant to any career in the information technology field. Topics include: Technology-integrated academics, digital networking concepts, systems administration and maintenance, information security, database and transactional systems, cloud technologies, scripting, and project management. Prerequisite: MAT-154 or MAT-261.

ITT-116: Platforms and Network Technologies 4 credits

This course exposes students to the fundamentals of networks and networking in IT. It then builds deeper understanding of how networks work, including the topics of LANs, WANs, service providers, packets, hubs, routers, switches, and Internet protocols. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on setting up and configuring local and enterprise networks, experimenting with various topologies, and scalability planning with routers and switches. Prerequisite: CST-111 or ITT-111 or CST-105 or acceptance into the bootcamp program.

ITT-116N: Platforms and Network Technologies 4 credits

This course exposes students to the fundamentals of networks and networking in IT. It then builds deeper understanding of how networks work, including the topics of LANs, WANs, service providers, packets, hubs, routers, switches, and Internet protocols. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on setting up and configuring local and enterprise networks, experimenting with various topologies, and scalability planning with routers and switches. Prerequisite: CST-111 or CST-105. Prerequisite: CST-111 or CST-105 or acceptance into the bootcamp program.

ITT-121: System Administration and Maintenance 4 credits

This course introduces students to system administration and maintenance as well as platform technologies. The course surveys operating systems, applications, administrative activities and domains, computer architecture and organization, and computing infrastructures. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on developing practical skills in configuring computer systems, deploying enterprise applications, managing user permissions, and remote administration. Prerequisite: ITT-116.

ITT-201[♦]: Cloud-based Computing and Systems 4 credits

This course covers fundamental web technologies and systems, including web site architecture, self-descriptive text, web site design, web navigational systems, database integration, and digital media streaming. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on writing code that implements server-side methods for accessing databases, deliver content, render web pages, and connect application servers, database servers, and web servers, and security layers. Prerequisite: CST-111 or MAT-154.

ITT-210: Low Level Programming 4 credits

This course is an introduction to assembly language programming. Assembly language topics may include machine representation of data, fixed and floating point, and decimal arithmetic, address modification, bit manipulation, and subroutine linkage. Practicum/field experience hours: None. Low Level Programming. Prerequisite: ITT-310.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ITT-216: Enterprise Route & Switch 4 credits

This course focuses on advanced router and switch configuration for use in large and enterprise networks. Topics include dynamic routing, network security and access control, network address translation, wide area network implementations, virtualization, management, design, troubleshooting and automation.

Implementation and troubleshooting of advanced routing technologies and services including Layer 3 VPN, Infrastructure security, and infrastructure services. Prerequisite: ITT-116.

ITT-221: Linux System Administration and Maintenance 4 credits

This course is focused on Linux server administration and maintenance within a corporate networking context. In addition to server installation, students will learn configuration and troubleshooting along with a variety of command-line and Graphical User Interface utilities and applications. Prerequisite: ITT-121.

ITT-250♦: Service Oriented Architecture 4 credits

This course teaches students to design and develop secure enterprise applications in a service oriented approach, both in theory and in practice. Students explore SOA concepts with an emphasis on cybersecurity and develop a working knowledge of web services. Design and develop web services with industry standard development tools. Prerequisite: ITT-115 or ITT-116.

ITT-270♦: Routing and Switching 4 credits

In this course students acquire the ability to install, configure, operate, and troubleshoot medium sized routed and switched networks. Students gain the knowledge and skills to make connections to remote sites via a WAN, and mitigate basic security threats. Prerequisite: ITT-116.

ITT-270HN♦: Routing and Switching 4 credits

In this course students acquire the ability to install, configure, operate, and troubleshoot medium sized routed and switched networks. Students gain the knowledge and skills to make connections to remote sites via a WAN, and mitigate basic security threats. Prerequisite: ITT-115 or ITT-116.

ITT-305: Information Security I 2 credits

This course builds upon knowledge already acquired in the areas of system architecture and operating systems and focuses on the core issues of information security. Students learn fundamental aspects, security mechanisms, operational issues, security policies, and attack types. Prerequisite: ITT-121 or CST-210 or CST-221.

ITT-306: Information Security II 2 credits

This course is a direct continuation of ITT-305. It expands the coverage of information security topics to include security domains, forensics, information states, security services, threat analysis, and vulnerabilities. Prerequisite: ITT-305.

ITT-307♦: Cybersecurity Foundations 4 credits

This course builds upon knowledge already acquired in the areas of system architecture and operating systems and focuses on the core issues of information security. Students learn fundamental concepts of information security including data encryption, security awareness, legal and ethical issues, operational issues, security policies, and attack types; while expanding on the coverage to include security domains, forensics, security services, threat analysis, and vulnerabilities assessments. Prerequisite: ITT-120, or ITT-121 or CST-125 or CST-126 or CST-220 or CST-221 or acceptance into the bootcamp program.

ITT-307N: Cybersecurity Foundations 4 credits

This course builds upon knowledge already acquired in the areas of system architecture and operating systems and focuses on the core issues of information security. Students learn fundamental concepts of information security including data encryption, security awareness, legal and ethical issues, operational issues, security policies, and attack types; while expanding on the coverage to include security domains, forensics, security services, threat analysis, and vulnerabilities assessments. Prerequisite: ITT-120, or ITT-121 or CST-125 or CST-126 or CST-220 or CST-221 or acceptance into the bootcamp program.

ITT-310: Programming for Security Professionals 4 credits

Students will be introduced to a high level programming language, within a common desktop environment, in the context of IT and Cybersecurity. Students will utilize development tools, programming language syntax, control constructs, loops and decision making, user defined functions, pointers, and memory management. Prerequisite: MAT-154.

ITT-316[‡]: Edge Networks 4 credits

This course merges the advanced corporate infrastructure skills with emerging technologies that streamline how computing and network resources are accessed and utilized. Concepts in this course include wireless and mobile networking, telephone, Internet of Things (IOT), and the infrastructures required to build and maintain elastic systems and communications availability. Prerequisite: ITT-216.

ITT-321[‡]: Cloud Systems Administration and Maintenance 4 credits

This course is focused on enterprise cloud computing solutions, including migrations strategies for applications, strategies, workflows, and systems. Students develop the skills necessary to analyze, recommend, and implement multiple-vendor cloud solutions. Prerequisite: ITT-221.

ITT-340♦: Cybersecurity and Ethical Hacking 4 credits

This course covers mathematical models for computer security. It analyzes and compares the properties of various models for hardware, software, and database security. The course examines how system designs, network protocols, and software engineering practices can result in vulnerabilities. Students learn to design, evaluate, ethically hack, and implement adequate security measures that can safeguard sensitive information. Prerequisite: ITT-307.

[‡] Writing intensive course | ♦ Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

ITT-340N: Cybersecurity and Ethical Hacking 4 credits

This course covers mathematical models for computer security. It analyzes and compares the properties of various models for hardware, software, and database security. The course examines how system designs, network protocols, and software engineering practices can result in vulnerabilities. Students learn to design, evaluate, ethically hack, and implement adequate security measures that can safeguard sensitive information. Prerequisite: ITT-307N.

ITT-350♦: Service Oriented Architecture for Big Data 4 credits

This course is an in-depth study of service oriented architecture that support big data, from the business, architectural, and technology perspectives. Students learn to distinguish among different architectural SOA models of software development. Students gain hands-on experience to analyze, design, implement, and deploy SOA solutions for big data. Prerequisite: ITT-250

ITT-370♦: Wireless Networks 4 credits

This course covers advanced topics in networking with an emphasis on securing wireless and IP networks. Students analyze algorithms and protocols, improve existing solutions, and evaluate existing solutions using theoretical analysis and simulations. Students become familiar with modern networking architectures. Prerequisite: ITT-270.

ITT-375♦: Cyber Forensic Investigations 4 credits

This course covers the processes and goals of cyber forensics investigations. Hands-on activities include using multiple reporting systems to initiate and provide on-going support for information security investigations relating to data privacy, incident management, data loss prevention, and digital forensics. Prerequisite: ITT-307.

ITT-375N: Cyber Forensic Investigations 4 credits

This course covers the processes and goals of cyber forensics investigations. Hands-on activities include using multiple reporting systems to initiate and provide on-going support for information security investigations relating to data privacy, incident management, data loss prevention, and digital forensics. Prerequisite: ITT-307N.

ITT-380: Information Assurance 4 credits

Information Assurance is explored from the perspective of frameworks and technical compliance. Students will be exposed to the idea that proper understanding of, and implementation of frameworks and compliance has recently become a requirement for many security careers. Students will perform in-depth analysis of the needs of the system juxtaposed against the requirement to comply with a mandated framework. Practicum/field experience hours: None. Information Assurance. Prerequisite: ITT-307.

ITT-415[‡]: IT Business Case Planning for Global Enterprise 4 credits

This course prepares students to plan and implement IT systems that take into account business realities, objectives, and constraints associated with domestic and international business activities. The course exposes the key computational, analytical, and decision-making tools used by businesses. Students also develop an understanding of the social, cultural drivers of successful IT investments, and their effect on business strategy and models. A special emphasis is placed on the symbiotic relationship between information technology and business and on international case studies, as manifested in information pricing, technological lock-in and network effects. Prerequisite: CST-326 or BIT-415 or CYB-220.

ITT-415HN[‡]: IT Business Case Planning for Global Enterprise 4 credits

This course prepares students to plan and implement IT systems that take into account business realities, objectives, and constraints associated with domestic and international business activities. The course exposes the key computational, analytical, and decision-making tools used by businesses. Students also develop an understanding of the social, cultural drivers of successful IT investments, and their effect on business strategy and models. A special emphasis is placed on the symbiotic relationship between information technology and business and on international case studies, as manifested in information pricing, technological lock-in and network effects. Prerequisite: CST-326 or BIT-415.

ITT-420♦: Big Data Systems 4 credits

This course focuses on data-intensive problems in the context of large sensor networks, simulations, and social networks. Scalable algorithms and data management technologies are examined in detail. Students explore data analysis and management techniques applied to big data sets in distributed environments. Specifically, the course focuses on the map-reduce paradigm, distributed file systems, NoSQL databases, and machine learning methods. Students learn to design highly scalable systems that can analyze massive amounts of data for scientific or social applications. Prerequisite: SYM-408 or CST-217.

ITT-425♦: Analysis, Design, and Management of Secure Corporate Networks 4 credits

This course covers strategies and plans for development and operation of the Security Operations Center (SOC). Students gain the knowledge and skills to use technologies to detect and prevent network intrusion and implement cybersecurity countermeasures. Prerequisites: ITT-340 and ITT-375.

ITT-430♦: Security Driven Systems Administration 4 credits

This course covers the design, management, and maintenance of virtual enterprise and datacenter infrastructure. Students learn to use appropriate tools such as request tracking, monitoring, configuration management, virtualization, and scripting to administer and defend systems using documented, repeatable processes. Emphasis will be placed on volume management, directory services, and network-based authentication and file systems. Students develop automatic procedures for installations and file distribution. Prerequisites: MAT-154 and ITT-307.

[‡] Writing intensive course | ♦ Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

ITT-450: Cloud Technologies, Systems, and Applications Lecture & Lab 4 credits

This course builds upon knowledge acquired in ITT-200 and provides students with first-hand experience with the latest cloud-related concepts, systems, and tools. Students learn how to construct and secure a private cloud-computing environment using open source solutions, learn how to federate it with external clouds, learn how to configure SaaS servers, and learn how to enable cloud-based business applications. Students also learn to evaluate cloud-based solutions in terms of performance, security, cost, usability, and utility. Students are expected to learn and demonstrate practical elements. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on interaction, utilization, and configuration of cloud-based systems for a variety of business applications. Prerequisite: ITT-200.

ITT-450HN^z: Cloud Technologies, Systems, and Applications Lecture & Lab 4 credits

This course builds upon knowledge acquired in ITT-200 and provides students with first-hand experience with the latest cloud-related concepts, systems, and tools. Students learn how to construct and secure a private cloud-computing environment using open source solutions, learn how to federate it with external clouds, learn how to configure SaaS servers, and learn how to enable cloud-based business applications. Students also learn to evaluate cloud-based solutions in terms of performance, security, cost, usability, and utility. Students are expected to learn and demonstrate practical elements. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on interaction, utilization, and configuration of cloud-based systems for a variety of business applications. Prerequisite: ITT-200.

ITT-455^{ΔΩ}: IT Project 4 credits

This course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students implement and present the applied research project. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisite: ITT-415 or ITT-430.

ITT-490^{Δz}: IT Project Management Capstone 4 credits

In this course, students apply the knowledge and skills used in previous courses to develop an IT Project proposal required for new innovative process. The course builds on the knowledge gathered during student's journey through IT program. It gives them the ability to work on an emerging IT project while gathering very practical experience. This involves critiquing the current scope of IT and use a practical research approach to construct the project proposal. The students will be required to develop project components such as vision, budget, risk management, and timeline. Project teams will be assigned and throughout the semester, these teams present ideas to both peers and the instructor, who provide feedback and insight into what it takes build a successful project. Students will be required to work on a complex and real-life problem related to IT studies. In doing so, the Capstone makes the link between the academic discourse and the world thereafter. This is a writing intensive course. Prerequisite: ITT-430.

ITT-610: IT Development and Cloud Computing 4 credits

This course examines the two meanings of Cloud computing: the first, running workloads remotely over the internet in a commercial provider's data center, also known as the "public Cloud" mode; the second, a virtualized pool of resources, from raw compute power to application functionality, available on demand. Students will learn aspects of both while providing effective solutions for an on-premise to a Cloud model for a corporate infrastructure.

ITT-640: Information Systems Management and Systems Development 4 credits

This course provides students a solid understanding of important business functions like marketing, accounting, operations, and statistics, in addition to the key technologies used in business.

ITT-660: IT Project Management and the Global Economy 4 credits

This course examines the current shift towards more complex and turbulent environments and a digitized economy and how these challenges are a part of general practices in project, program, and portfolio management. Students will develop the ability to show how new opportunities can shape the economy, the business context, and people in the organizational IT project management context.

Journeyman (JRE)

JRE-101: Finding Success in the Electrical Trades 4 credits

This course identifies and develops the career skills necessary to succeed in the electrical trades. It provides a broad overview of the industrial electrical field and provides students a general understanding of business operations and project management. Principles for goal setting and personal financial management are also covered. Co-Requisite: JRE-111.

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

JRE-111: English for Professional, Written and Verbal Communication 4 credits

Course focuses on comprehension and interpretation of written, graphic, and verbal communication. An emphasis on professional written communication by generating professional emails, texts, project summaries, and reports. Professional verbal communication will emphasize articulating ideas, enunciating clearly, addressing multiple audiences, and approaching difficult subjects. Co-Requisite: JRE-101.

JRE-121: Math Applications 4 credits

This course covers basic math concepts and operations with whole numbers, fractions, decimals, integers, and rational numbers, proportions, and percentages. Other concepts include algebraic equations, basic trigonometry, and the application of math to the field of electricity and its use in the real world. Prerequisite: JRE-101. Co-Requisite: JRE-131.

JRE-131: Electrical Foundations 4 credits

Electrical Safety; Workplace Issues; Basic Electrical Concepts. Prerequisite: JRE-101. Co-Requisite: JRE-121.

Justice Studies (JUS)

JUS-104[♦]: Introduction to Justice Studies 4 credits

This course provides an introduction to the basic components of the criminal justice system in the United States today: corrections, courts, and law enforcement.

JUS-202[♦]: Professional Responsibility in Justice 4 credits

This course covers the many facets of what it means to be a responsible and effective public servant. It does this by examining the ethical principles that are required of those working as public servants, so they are prepared to make moral judgments in the execution of their duties. How to be culturally sensitive, maximize the public good, and appropriately use resources is covered. How to stand for principles and have courage to do what is right as a public servant, as well as proper communication is investigated.

JUS-202HN[♦]: Professional Responsibility in Justice 4 credits

This course covers the many facets of what it means to be a responsible and effective public servant. It does this by examining the ethical principles that are required of those working as public servants, so they are prepared to make moral judgments in the execution of their duties. How to be culturally sensitive, maximize the public good, and appropriately use resources is covered. How to stand for principles and have courage to do what is right as a public servant, as well as proper communication is investigated.

JUS-202XV: Professional Responsibility in Justice 4 credits

This course covers the many facets of what it means to be a responsible and effective public servant. It does this by examining the ethical principles that are required of those working as public servants, so they are prepared to make moral judgments in the execution of their duties. How to be culturally sensitive, maximize the public good, and appropriately use resources is covered. How to stand for principles and have courage to do what is right as a public servant, as well as proper communication is investigated.

JUS-212[♦]: Criminal Behavior and Victimology 4 credits

This course provides an examination of the basic theories of criminology including victimology. The course exposes students to the motivators of criminal behavior to better understand crime and those who commit crime.

JUS-212HN[♦]: Criminal Behavior and Victimology 4 credits

This course provides an examination of the basic theories of criminology including victimology. The course exposes students to the motivators of criminal behavior to better understand crime and those who commit crime.

JUS-320[♦]: The Police Function 4 credits

This course provides an examination of the objectives, strategies, tactics, programs, roles, perspectives, public perception, and interagency relationships of the police.

JUS-320HN[♦]: The Police Function 4 credits

This course provides an examination of the objectives, strategies, tactics, programs, roles, perspectives, public perception, and interagency relationships of the police.

JUS-325[♦]: The Adjudication Function 4 credits

This is a writing intensive course emphasizing the objectives, strategies, programs, roles, perspectives, and interagency relationships of the courts.

JUS-325HN[♦]: The Adjudication Function 4 credits

This is a writing intensive course emphasizing the objectives, strategies, programs, roles, perspectives, and interagency relationships of the courts.

JUS-330[♦]: The Correctional Function 4 credits

This course provides an examination of the objectives, strategies, programs, roles, perspectives, and interagency relationships of correctional agencies.

JUS-430[♦]: Criminal Law 4 credits

This course provides an introduction to criminal liability with an emphasis on the elements of a crime and governmental sanctions of individual conduct as formulated by the legislature and the court system.

JUS-430HN[♦]: Criminal Law 4 credits

This course provides an introduction to criminal liability with an emphasis on the elements of a crime and governmental sanctions of individual conduct as formulated by the legislature and the court system.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

JUS-441[▲]: Criminal Procedure and Public Policy 4 credits

This writing-intensive course covers the criminal procedural process from a constitutional perspective as it relates to due process and crime control. It also covers the mechanics of how public policy guides the administration of justice.

JUS-445[♦]: Justice Problem Analysis 4 credits

This course examines the proper and effective use of research and data in the administration of justice. The course describes how to identify justice-related problems in the community, collect data on the problem, analyze the data, and apply criminological theories to the data to solve the problem. Other aspects of how to use justice research to improve communities are covered.

JUS-470[♦]: Threat Assessment and Behavioral Analysis 4 credits

This course covers how to analyze natural, man-made, and accidental threats that could possibly threaten a community. It analyzes the process of how to identify possible threats and prepare for or eliminate them. Behavioral analysis is covered to show how it can be used in assessing possible threats to communities and individuals. Prerequisite: JUS-445.

JUS-481[♦]: Community-Based Strategic Planning 4 credits

This course examines performance management policies, practices, and systems related to community policing needs. The course covers how to enhance and redesign existing performance management practices across the community through collaborative engagement and management of resources. It covers how to use data to create a strategic plan to address justice-related problems. Prerequisite: JUS-470.

JUS-499: Independent Study 1 credits

This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

JUS-505: Critical Issues in Criminal Justice 4 credits

This course expands the student's understanding of the scope of criminological theories focused through contemporary peer-reviewed resources.

JUS-506: Criminal Behavior Analysis 4 credits

This course provides an examination of the relationship between psychology and the criminal justice system. Students develop an understanding of crisis intervention, criminal profiling, psychopathology, personality assessment, and related research methods.

JUS-510: Research Methods 4 credits

This course provides a fundamental analysis of research and a methodological evaluation of criminal justice topics. This course familiarizes students with aspects of statistical analysis and research design relevant to today's justice environment using both quantitative and qualitative methods. The course focuses on the practical application of research rather than exclusively on the theoretical.

JUS-515: Organizational Behavior and Leadership 4 credits

This course explores contemporary law enforcement management by examining personality, values, groups, power dimensions, decision making, conflict management, change, and organization development.

JUS-522: Ethics and Decision Making 4 credits

This course explores ethics in the context of criminal justice settings and situations. Various ethical questions are engaged to improve students' decision-making skills. The responsibility of the individual to act ethically and legally when working in the criminal justice field is emphasized. Some attention is also given to the role of Christian Ethics in criminal justice.

JUS-620: Exploration of Law and Public Policy 4 credits

This course explores the interrelatedness of law and socioeconomic concerns and attempts to generate a holistic perspective of society and social control for those charged with the administration of justice.

JUS-631: Exploration of Constitutional Criminal Law 4 credits

This course is designed to provide an overview of our constitutional system of criminal jurisprudence. The course provides a comprehensive study of various constitutional amendments and case law as they relate to criminal law. The importance of constitutional rights for the citizens of the United States is also explored.

JUS-632: Crime Prevention and Public Relations 4 credits

This course provides a comprehensive examination of the relationship between the police and the public. The course exposes students to strategies law enforcement personnel and agencies can use to develop positive relationships with the public. The relationship between greater communication, positive interactions, and crime prevention is explored.

JUS-635: Legal Research 4 credits

This course teaches students how to do legal research using both hardcopy and electronic resources. Presented from the perspective of a law specialist working for a client, this course allows students to consider a client's legal issues and to discover how to locate resources that address the problem, including statutes, regulations, court orders, court decisions, and secondary sources.

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[▲] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

JUS-636: Crime Analysis and Case Management 4 credits

This course covers various aspects of crime analysis and how analysis can be used in managing cases and reducing crime. Data collection techniques as well as interpreting data for different purposes are addressed. Prerequisite: JUS-510.

JUS-640: Advanced Crime Analysis 4 credits

This course provides an advanced study of crime analysis techniques, trends, and uses. Finding patterns in crime data as well as communicating those patterns and trends for specific purposes is covered. This is an application based course to build useful skills in crime analysis. Prerequisite: JUS-636.

JUS-641: Legal Communication 4 credits

This course explores a variety of legal correspondence methods used to communicate with different persons and agencies within the legal community. The course provides practical application in legal communication methods. Prerequisite: JUS-635.

JUS-650: Strategic Analysis and Organizational Planning 4 credits

This course provides an in-depth study of strategic analysis and organizational planning practices for law enforcement leaders. The course prepares students to assess needs, make decisions, create plans, and implement those plans to enhance agency performance.

JUS-655: Strategies for Effective Consulting 4 credits

This course is designed to assist students in exploring the different ways consulting can be used to capitalize on the legal knowledge and skills they have obtained. Consulting opportunities in the legal field, as well as the process and procedures of consulting are addressed.

Leadership (LDR)

LDR-461[‡]: Professional Applications in Service Learning I 1 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 10 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-462[‡]: Professional Applications in Service Learning II 2 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 20 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-463[‡]: Professional Applications in Service Learning III 3 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 30 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-600: Leadership Styles and Development 4 credits

This course explores the nature of business leadership models and theories, examines these models through a broad variety of insights and viewpoints, and provides a description and analysis of these approaches to leadership, giving special attention to how the models can improve leadership in real-world organizations.

LDR-604: IT Management and Leadership 4 credits

This course introduces leadership and team management skills relevant to leading information technology teams and departments. Students examine various structures of IT organizations and consider strategies and tactics for leading virtual and co-located technology teams, encouraging high employee performance, and managing conflict within dynamic business environments. Ethical issues in leadership and management are also considered.

LDR-612: Coaching, Mentoring, and Leadership Development 4 credits

This course provides a comprehensive analysis of leadership development and succession planning within organizations through the exploration of essential coaching, influencing, and mentoring strategies for effective leaders. It includes all underrepresented populations with a focus on gender, race, ethnicity, culture, generation, disability, veteran status, and religion.

LDR-615: Organizational Development and Change 4 credits

This course is an exploration of the behavioral forces and relationships that influence organizational effectiveness and change. It also emphasizes the study of intervention strategy and application skills related to a foundational understanding of the role of project management in the context of leading change in organizations. The course provides insights into the leadership and management of people, processes, and best practices for successful change.

LDR-620: Leading as a General Manager 4 credits

This course is designed to prepare leaders for the cross-functional complexities inherent in organizational life. Students develop an advanced skill set enabling effective leadership in each of the major organizational functions (marketing, finance, human resource management, information systems, and operations management). The course explores methods of evaluating alternatives to make effective decisions.

LDR-630: Servant Leadership 4 credits

This course focuses on servant leadership, how a servant leader is different from other leaders, and how focusing on the needs of others can create interdependency rather than dependency in organizations.

[‡] Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

LDR-640: Leadership and Innovation 4 credits

This course provides an understanding of various models of problem solving and the ability to apply them. It also introduces data analytics as a means to identify opportunities for innovative decision making as well as knowledge of various techniques, strategies, and skills appropriate for creative and innovative thinking.

LDR-655: Leadership Capstone 4 credits

This course serves as the culminating capstone experience for Master of Leadership students. Students lead an organization or community-based project and create a professional portfolio to demonstrate their leadership skills. Prerequisite: MGT-605, LDR-600, LDR-630, LDR-640, LDR-612, LDR-615.

LDR-661: Professional Applications in Service Learning I 1 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 10 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-662: Professional Applications in Service Learning II 2 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 20 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-663: Professional Applications in Service Learning III 3 credits

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 30 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR-665: Cybersecurity Leadership Capstone 4 credits

This course is an integrative, practical, cybersecurity leadership experience. It provides a holistic view of information assurance and cybersecurity through the practical application of leadership duties in the information security industry.

LDR-670: Global Leadership 4 credits

The purpose of this course is to synthesize the interdependent concepts of global business, cultural intelligence, self-awareness, and interpersonal relationships. It examines and applies contemporary global topics, diverse business and problem-solving perspectives, and effective cross-cultural communication skills to develop competent world leaders.

LDR-800: Ethical Dilemmas and Stewardship 3 credits

This course examines multiple ethical frameworks, principles, and theories as they apply to the study and practice of leadership. Corporate social responsibility will be addressed from the perspective of ethical decision making. Prerequisite: RES-815 or RES-811.

LDR-802: Progressions in Leadership Thought 3 credits

This course provides an overview of seminal leadership theories and models. Learners focus on understanding the development and evolution of leadership theories and the range and emphasis of leadership research.

LDR-804: Leading Across Cultures 3 credits

This course explores the opportunities and challenges facing leaders in the global environment. The course topics focus on aspects of leading global and diverse workforces, and on theories of leadership and leadership development in diverse and global cultures. Prerequisite: RES-861 or RES-866.

LDR-825: Strategic Planning and Change 3 credits

This course provides an overview of the impact of leadership and the effects of behaviors on the formulation and execution of strategy within an organization. Topics include the increasing importance of resilience and change in today's global and turbulent economy. Prerequisite: RES-861 or RES-866.

Music Applied Piano (MAP)

MAP-118♦: Private Piano Study I 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-120♦: Private Piano Study Majors I 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

MAP-128♦: Private Piano Study II 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisites: MAP-118 or Music Department approval and placement audition.

MAP-130♦: Private Piano Study Majors II 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-120 or Music Department approval and placement audition.

MAP-218♦: Private Piano Study III 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-220♦: Private Piano Study Majors III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-130 or Music Department approval and placement audition.

MAP-230♦: Private Piano Study Majors IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-220 or Music Department approval and placement audition.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | ^Ω Non-Transferable

MAP-250[♦]: Private Piano Study IV 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-318[♦]: Private Piano Study V 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-320[♦]: Private Piano Study Majors V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-230 or Music Department approval and placement audition.

MAP-330[♦]: Private Piano Study Majors VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-320 or Music Department approval and placement audition.

MAP-350[♦]: Private Piano Study VI 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-390^Ω: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MAP-420[♦]: Private Piano Study Majors VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-330 or Music Department approval and placement audition.

MAP-430[♦]: Private Piano Study Majors VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MAP-420 or Music Department approval and placement audition.

MAP-450[♦]: Private Piano Study VII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MAP-451[♦]: Private Piano Study VIII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisites: Music Department approval and placement audition.

MAP-490^Ω: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. Student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: Student must concurrently be enrolled in the appropriate level of private instruction.

Mathematics (MAT)

MAT-110[♦]: Basics of Algebra 4 credits

This course is designed to build students' understanding of, and skill in, basic algebraic practices and procedures. Students learn to manipulate mathematical operations involving real and complex numbers. Topics include solving and graphing equations and inequalities, solving systems of equations, operations on functions, use of real and complex number systems, solving rational functions, and solving exponential and logarithmic functions. Emphasis will be placed on algebraic processes and building a framework for future courses.

MAT-134[♦]: Applications of Algebra 4 credits

This course explores applications of algebraic concepts. Integers, fractions, decimals, percents, and ratios are studied within the real and complex number systems. Students learn to solve linear equations and inequalities; rational and exponential expressions; linear systems; and quadratic, exponential, and logarithmic equations. Estimation techniques and principles of number theory are explored. Emphasis is placed on developing students' understanding of number representation and skill in the application of numerical operations to solving real-world problems. Prerequisite: Grade of C or better in MAT-110.

MAT-144[♦]: College Mathematics 4 credits

The course covers mathematics that matter in modern society. Key areas of focus include financial literacy, numerically-based decision making, growth, scale, and numerical applications. The course applies basic college-level mathematics to real-life problems and is appropriate for students whose majors do not require college algebra or higher.

MAT-150[♦]: Mathematics for Elementary Teachers I 4 credits

This is the first in a two-course sequence designed for prospective elementary school teachers. Concepts include set theory, functions, numeration systems, number theory and properties of the natural numbers, integers, rational numbers, ratios, proportions, decimals, and percents, with an emphasis on problem solving and critical thinking.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MAT-151[♦]: Mathematics for Elementary Teachers II **4 credits**

This is the second in a two-course sequence designed for prospective elementary school teachers. Concepts include elementary probability, data analysis, descriptive statistics, geometry of shapes in two and three dimensions, congruence and similarity, measurement, and geometric transformations, with an emphasis on problem solving and critical thinking. Prerequisite: MAT-150.

MAT-154[♦]: Applications of College Algebra **4 credits**

This course is designed to prepare learners to integrate fundamental mathematical concepts with the critical and quantitative thinking needed to solve workplace-related problems. The course is founded upon a functional and technological approach to algebra. Topics include functions and their graphs; polynomial, rational, exponential, and logarithmic functions; algebraic and exponential equations; and probability. Emphasis is placed on developing students' understanding of mathematical representation and logical reasoning to solve real-world problems. Prerequisite: Grade of C or better in MAT-110.

MAT-215[♦]: Discrete Mathematics **4 credits**

This course examines how discrete mathematics can be applied to problem solving as well as mathematical reasoning and communication. Additionally, this course introduces how mathematics uses established methods to determine and validate new conclusions through the use of discrete mathematics. Prerequisites: MAT-252 and MAT-253.

MAT-225[♦]: Mathematics and Technology through Time **4 credits**

This course is an exploration of the history of humanity through the lens of mathematics and technology. Students study important thinkers and their tools and techniques with an emphasis on how their discoveries have impacted the modern world. Students are shown insights into how those thinkers solved problems and the critical analysis to apply those insights to modern issues in diverse areas of interest. The use of tools and techniques of mathematics and technology aids in applying those insights. Prerequisite: MAT-250 or MAT-261.

MAT-225XV: Mathematics and Technology through Time **4 credits**

This course is an exploration of the history of humanity through the lens of mathematics and technology. Students study important thinkers and their tools and techniques with an emphasis on how their discoveries have impacted the modern world. Students are shown insights into how those thinkers solved problems and the critical analysis to apply those insights to modern issues in diverse areas of interest. The use of tools and techniques of mathematics and technology aids in applying those insights. Prerequisite: MAT-250 or MAT-261.

MAT-251[♦]: Brief Calculus **4 credits**

This course develops the concepts of calculus through a wide variety of applications. Topics include limits, continuity, derivatives, antiderivatives, and integration. Prerequisite: MAT-154.

MAT-252[♦]: Calculus and Analytic Geometry I **4 credits**

This course provides a rigorous treatment of the concepts and methods of elementary calculus and its application to real-world problems. Topics include a brief review of linear, exponential, logarithmic, trigonometric, and inverse functions; understanding and calculating limits, continuity, and derivatives as rates of change; differentiation rules including derivatives of polynomials, exponentials, trigonometric, and logarithmic functions; product and quotient rules, the chain rule, and implicit differentiation; related rates, curve sketching, maximum and minimum problems, mean value theorem, linear approximation, indeterminate forms, and L'Hospital's rule; and applied optimization problems, antiderivatives, and approximating areas under the curve. Prerequisite: Grade of C or better in MAT-250 or MAT-261.

MAT-253[♦]: Calculus and Analytic Geometry II **4 credits**

This course provides a rigorous treatment of the concepts, methods, and applications of integral calculus and is the second course in a three-course sequence. Topics include definite integrals, fundamental theorem of calculus, and integration rules; arc length, solids of revolution, and physical applications; techniques of integration including improper integrals and an introduction to differential equations; polar coordinates, parametric equations, infinite sequences, and series; power series and conic sections; and vector arithmetic, dot product, and projections. Prerequisite: Grade of C or better in MAT-252.

MAT-254[♦]: Calculus and Analytic Geometry III **4 credits**

This course provides a rigorous treatment of the concepts, methods, and applications of multivariable calculus and is the final course in a three-course sequence. Topics include vector arithmetic, dot and cross product, projections, parametric curves and vector functions, velocity and acceleration, arc length and curvature; functions of several variables; partial differentiation; maximum and minimum problems; Lagrange multipliers; double and triple integrals in polar, rectangular, cylindrical, and spherical coordinates; vectors fields and line integrals; and conservative vector fields and fundamental theorem for line integrals, Green's theorem, curl and divergence, parametric surfaces, surface integrals, Stokes' theorem, and divergence theorem. Prerequisite: Grade of C or better in MAT-253.

MAT-261[♦]: Pre-Calculus **4 credits**

This course presents the fundamentals of algebra and trigonometry with some applications; it provides the background and introduction for the study of calculus. Topics include review of linear equations and inequalities in one and multiple variables; functions and their graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; systems of equations and matrices; and sequences and series. Slope and rate of change are introduced to set up the concepts of limits and derivatives. There is an emphasis on both an understanding of the mathematical concepts involved as well as their applications to the principles and real-world problems encountered in science and engineering. Technology is utilized to facilitate problem analysis and graphing. Prerequisite: MAT-134 or MAT-154.

[♦] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MAT-261XV: Pre-Calculus **4 credits**

This course presents the fundamentals of algebra and trigonometry with some applications; it provides the background and introduction for the study of calculus. Topics include review of linear equations and inequalities in one and multiple variables; functions and their graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; systems of equations and matrices; and sequences and series. Slope and rate of change are introduced to set up the concepts of limits and derivatives. There is an emphasis on both an understanding of the mathematical concepts involved as well as their applications to the principles and real-world problems encountered in science and engineering. Technology is utilized to facilitate problem analysis and graphing. Prerequisite: MAT-134 or MAT-154.

MAT-262♦: Calculus for Science and Engineering I **4 credits**

This course provides a rigorous treatment of the concepts and methods of elementary calculus and its application to real-world problems. Topics include differentiation, optimization, and integration. Software is utilized to facilitate problem analysis and graphing. Prerequisite: MAT-261 or ESG-162/162L.

MAT-264♦: Calculus for Science and Engineering II **4 credits**

This course provides a rigorous treatment of the concepts and methods of integral, multivariable, and vector calculus and its application to real-world problems. Prerequisite: MAT-262.

MAT-274♦: Probability and Statistics **4 credits**

This course provides an introduction to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control population parameter estimation, and hypothesis testing. Prerequisite: Grade of C or better in MAT-134, MAT-144 or MAT-154.

MAT-312♦: Higher Geometry **4 credits**

This course provides an axiomatic approach to geometry, including analysis of the parallel postulate and an introduction to non-Euclidean models. Other topics include planar transformations and isometry groups, analytic geometry, and the history of geometry. Prerequisites: MAT-252 and MAT-345.

MAT-312HN♦: Higher Geometry **4 credits**

This course provides an axiomatic approach to geometry, including analysis of the parallel postulate and an introduction to non-Euclidean models. Other topics include planar transformations and isometry groups, analytic geometry, and the history of geometry. Prerequisites: MAT-252 and MAT-345.

MAT-345♦: Applied Linear Algebra I **4 credits**

This course is intended primarily for mathematics, science, and engineering students. The goal of the course is to impart the concepts and techniques of modern linear algebra (over the real scalar field) with a significant level of rigor. Students write clearly about the concepts of linear algebra (definitions, counterexamples, simple proofs), and apply theory to examples. The course emphasizes the practical nature of solutions to linear algebra problems. Students implement some of these solutions, where appropriate, as computer programs. Prerequisite: MAT-264 or MAT-253

MAT-351♦: Calculus for Biomedical Science **4 credits**

This course is intended for health science majors and develops the concepts of calculus through a wide variety of biological and medical applications. Topics include an in-depth study of limits, continuity, the derivative and its applications, and antiderivatives. These concepts are examined through algebraic and transcendental functions of a single variable. Application areas include mathematical physiology, pharmacology, cell biology, and population biology. Prerequisite: MAT-250 or MAT-261.

MAT-364♦: Differential Equations for Science and Engineering **4 credits**

This course focuses on solutions and qualitative study of linear systems of ordinary differential equations, and on the analysis of classical partial differential equations. Topics include first- and second-order equations; series solutions; Laplace transform solutions; higher order equations; Fourier series; second-order partial differential equations. Boundary value problems, electrostatics, and quantum mechanics provide the main context in this course. Prerequisite: MAT-253 or MAT-264.

MAT-374♦: Probability and Statistics - Calculus Based **4 credits**

This course covers the role of statistics in engineering, probability, discrete random variables and probability distributions, continuous random variables and probability distributions, joint probability distributions, random sampling and data description, point estimation of parameters, statistical intervals for a single sample, and tests of hypotheses for a single sample. Prerequisite: MAT-253 or MAT-264.

MAT-380♦: Mathematics for the Secondary Educator **4 credits**

This course examines the core concepts of algebra and geometry, with a focus on the individual and interrelated elements, for the purpose of understanding their meaning, expression, and interaction. Therefore, course activities require clearly demonstrating an understanding of the meaning of these concepts with regards to secondary education in both verbal and written form. Prerequisite: MAT-252.

MAT-470^Δ♦: Mathematical Modeling **4 credits**

This writing intensive course is an introduction to the construction and analysis of mathematical and statistical models in diverse areas of human endeavor. Students use tools and approaches to solve challenging problems. Prerequisites: MAT-253 and MAT-345.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MAT-470HN^{△♦}: Mathematical Modeling 4 credits

This writing intensive course is an introduction to the construction and analysis of mathematical and statistical models in diverse areas of human endeavor. Students use tools and approaches to solve challenging problems. Prerequisites: MAT-252, MAT-253, MAT-345 and MAT-274.

MAT-480: Methods of Teaching Mathematics in Secondary Schools 4 credits

This course is designed to develop an understanding and ability to apply the methods and principles of effective instruction using mathematics in the secondary classroom. This course examines different learning modalities, instructional strategies, and the use of technology to help plan and teach effective mathematical lessons that increase student achievement and are aligned to the mathematics standards. Practicum/field experience hours: 15. Fingerprint clearance required.

MAT-505: Discrete Math: Data-Analysis 4 credits

This course looks at evidence-based data analysis from a discrete mathematics perspective. Emphasis is placed on fundamental understanding of statistical descriptors. The theoretical framework is developed through applications in cognition and instruction. Prerequisite: MAT-513.

MAT-513: Graduate Algebra 4 credits

This course covers essential topics in algebra to prepare learners in their profession and to succeed in fulfilling future programmatic requirements. Topics include: algebraic structures, matrices, linear transformations, and their numerical applications.

MAT-525: History of Mathematical Thought 4 credits

The student is asked to use techniques of mathematical proof to trace the development of important foundations of thought and advances in mathematical thinking. This course follows the evolution of mathematics through history in its attempt to represent and understand the world around us. Topics covered include induction, logic, discrete analysis, calculus, and linear programming. Emphasis is placed on how a mathematical topic originated within its historical context and the theory used to support it. Prerequisite: MAT-513.

MAT-550: Mathematical Modeling 4 credits

The student is introduced to the techniques and examination of graduate-level mathematical modeling, including formulation, application, and analysis of a mathematical model. Topics covered include differential equations, computational methods, regression, and stochastic models. Emphasis is placed on applications and computational methods. Prerequisite: MAT-513.

MAT-552: Applied Nonlinear Dynamics 4 credits

This course provides a brief overview of ordinary differential equations, geometric representation of ODE solutions, autonomous systems, flows on the line, linear systems and phase portraits, nonlinear systems, local and global behavior, linearization, stability, and bifurcations. Applications include models extracted from population biology, ecology, and neurophysiology. Prerequisites: MAT-513 and MAT-550.

MAT-571: Real Analysis 4 credits

This course is an introduction to the rigorous theory underlying calculus, covering the real number system and functions of one variable. It is based entirely on mathematical proofs. The student is expected to know how to read and, to some extent, construct proofs before taking this course. Topics typically include construction of the real number system, properties of the real number system, continuous functions, differential and integral calculus of functions of one variable, and sequences and series of functions. Prerequisite: MAT-513.

Brass Instruments (MBE)

MBE-113♦: Private Applied Instruction-Secondary I 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE-115♦: Private Applied Instruction I 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MBE-123♦: Private Applied Instruction-Secondary II 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MBE-125♦: Private Applied Instruction II 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-115 or Music Department approval and placement audition.

MBE-213♦: Private Applied Instruction-Secondary III 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MBE-215♦: Private Applied Instruction III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-125 or Music Department approval and placement audition.

MBE-223♦: Private Applied Instruction-Secondary IV 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MBE-225♦: Private Applied Instruction IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-215 or Music Department approval and placement audition.

[△] Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MBE-313[♦]: Private Applied Instruction-Secondary V 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MBE-315[♦]: Private Applied Instruction V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-225 or Music Department approval and placement audition.

MBE-323[♦]: Private Applied Instruction-Secondary VI 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MBE-325[♦]: Private Applied Instruction VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-315 or Music Department approval and placement audition.

MBE-390^Ω: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MBE-413[♦]: Private Applied Instruction-Secondary VII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MBE-415[♦]: Private Applied Instruction VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-325 or Music Department approval and placement audition.

MBE-423[♦]: Private Applied Instruction-Secondary VIII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MBE-425[♦]: Private Applied Instruction VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MBE-415 or Music Department approval and placement audition.

MBE-490^Ω: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Music Education (MED)

MED-200[♦]: Instrumental Techniques: Low Brass 1 credits

This course is a practical study of low brass instruments in which students learn to play, care for, and teach each instrument.

MED-201[♦]: Instrumental Techniques: Strings 1 credits

This course is a practical study of the high and low string instruments in which students learn to play, care for, and teach each instrument.

MED-202[♦]: Instrumental Techniques: Brass 1 credits

This course is a practical study of the high and low brass instruments in which students learn to play, care for, and teach each instrument.

MED-203[♦]: Instrumental Techniques: Winds 1 credits

This course is a practical study of the wind instruments in which students learn to play, care for, and teach each instrument. Practicum/field experience hours: None. Fingerprint clearance not required.

MED-205[♦]: Instrumental Techniques: High Brass 1 credits

This course is a practical study of high brass instruments in which students learn to play, care for, and teach each instrument.

MED-210[♦]: Instrumental Techniques: Clarinet and Saxophone 1 credits

This course is a practical study of the clarinet and saxophone in which students learn to play, care for, and teach each instrument.

MED-215[♦]: Instrumental Techniques: Double Reeds and Flutes 1 credits

This course is a practical study of flute and double reed instruments in which students learn to play, care for, and teach each instrument.

MED-220[♦]: Marching Band Techniques 1 credits

This course is a practical study of organizing and training marching bands for high schools and at the collegiate level.

MED-225[♦]: Instrumental Techniques: Percussion 1 credits

This course is a practical study of percussion instruments in which students learn to play, care for, and teach each instrument.

MED-320: Technology for Music Educators 2 credits

Students will study and utilize a variety of music technologies such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in classroom to meet the needs of a diverse student population.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MED-335: Fundamentals of Music and Culture for Diverse Learners 3 credits

Students study music as culture, and explore the historical, philosophical, and sociological influences that have shaped music, ethnomusicology, and music education. This course also examines the issues faced by educators today, as well as the challenges that await people now entering the teaching profession. The course covers the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the music classroom. Practicum/field experience hours: 15. Fingerprint clearance required.

MED-335N: Fundamentals of Music and Culture for Diverse Learners 3 credits

Students study music as culture, and explore the historical, philosophical, and sociological influences that have shaped music, ethnomusicology, and music education. This course also examines the issues faced by educators today, as well as the challenges that await people now entering the teaching profession. The course covers the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the music classroom. Practicum/field experience hours: 10. Fingerprint clearance required.

MED-340: Teaching General Music in the Elementary and Secondary Schools 2 credits

An introductory course to music education, this course is a study and demonstration of methods, materials, topics and issues in teaching general music in the schools. The course will cover methods, approaches, and philosophies of teaching general music as they relate to current national and Arizona music education standards. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisites: MED-355 or MED-355N and MED-365 or MED-365N.

MED-340N: Teaching General Music in the Elementary and Secondary Schools 2 credits

An introductory course to music education, this course is a study and demonstration of methods, materials, topics and issues in teaching general music in the schools. The course will cover methods, approaches, and philosophies of teaching general music as they relate to current national and Arizona music education standards. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisites: MED-355 or MED-355N and MED-365 or MED-365N.

MED-355: Music Methods and Assessment in the Elementary School 2 credits

This course is a study and demonstration of methods and materials for the first six grades. Students will be introduced to a number of methodologies including Orff, Dalcroze, Kodaly, and Suzuki, and explore their conceptual pedagogical framework, methodology, application and assessment. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: MED-320.

MED-355N^Δ: Music Methods and Assessment in the Elementary School 2 credits

This course is a study and demonstration of methods and materials for the first six grades. Students will be introduced to a number of methodologies including Orff, Dalcroze, Kodaly, and Suzuki, and explore their conceptual pedagogical framework, methodology, application and assessment. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MED-320.

MED-365: Music Methods and Assessment in the Secondary School 2 credits

This course is a study of methods for developing and conducting the music program in junior and senior high schools, focusing on general pedagogy, curriculum, and assessment. Methods, materials, topics, and issues in music education will be used to prepare music education majors to enter the teaching profession. Practicum/field experience hours: 25. Fingerprint clearance required. Prerequisite: MED-320.

MED-365N^Δ: Music Methods and Assessment in the Secondary School 2 credits

This course is a study of methods for developing and conducting the music program in junior and senior high schools, focusing on general pedagogy, curriculum, and assessment. Methods, materials, topics, and issues in music education will be used to prepare music education majors to enter the teaching profession. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: MED-320.

MED-371: Teaching General Music in the Elementary and Secondary Schools 2 credits

An introductory course to music education, this course is a study and demonstration of methods, materials, topics and issues in teaching general music in the schools. The course will cover methods, approaches, and philosophies of teaching general music as they relate to current national and Arizona music education standards. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum/field experience hours: 35. Fingerprint clearance required. Prerequisites: MED-355 or MED-355N and MED-365 or MED-365N.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MED-415[♦]: Band Methods and Pedagogy 2 credits

A study of advanced problems in rehearsing and conducting at the high school level. An examination and analysis of the prevailing band philosophies, including performance techniques, score preparation, rehearsal techniques, programming, and administration of the band program.

MED-430[♦]: Vocal Pedagogy for Music Educators 2 credits

This course is a study of skills for the teaching of voice to individuals or groups. The physical voice, vocal health, and potential vocal problems are analyzed as well as historical methods of correction.

MED-480A^Ω: Student Teaching: Elementary Music 6 credits

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, and professional preparation, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Prerequisites: for A: Fingerprint Clearance and one of the following combinations: 1) Successful completion of all courses in the Program of Study, a 2.8 GPA, and approval and placement by the Office of Field Experience and Certification; or 2) Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I ® (Basic Skills) and Praxis II ® (Content Area); Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA).

MED-480B^Ω: Student Teaching: Secondary Music 6 credits

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, and professional preparation, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Prerequisites: for B: Fingerprint Clearance and one of the following combinations: 1) Successful completion of all courses in the Program of Study, a 2.8 GPA, and approval and placement by the Office of Field Experience and Certification; or 2) Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I ® (Basic Skills) and Praxis II ® (Content Area); Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA).

Mechanical Engineering (MEE)

MEE-335: Aerospace Propulsion & Lab 4 credits

The course provides theories of thermodynamics of propulsion that are applied in air-breathing and rocket propulsion system. Students are given introduction to one-dimensional compressible internal flow, thermodynamics of aircraft jet engines including ramjets, turbojet, turbofan, turboprop, and turboshaft engines. Students are also provided performance analysis of main components of gas turbine engines such as inlets, compressors, combustors, turbines, and nozzles. Prerequisite: STG-330.

MEE-340[‡]: Structure and Property of Materials 3 credits

This course covers basic concepts in materials structure and its relation to properties. The course will provide students with a broad overview of materials science and engineering. The goal of this course is to understand the fundamental reasons that materials have the properties they do. Students examine properties of interesting materials and try to understand them in terms of their actual atomic or molecular structure. Prerequisite: CHM-115, CHM-115L, PHY-122, PHY-122L, MAT-364. Co-Requisite: MEE-340L.

MEE-340HN[‡]: Structure and Property of Materials 3 credits

This course covers basic concepts in materials structure and its relation to properties. The course will provide students with a broad overview of materials science and engineering. The goal of this course is to understand the fundamental reasons that materials have the properties they do. Students examine properties of interesting materials and try to understand them in terms of their actual atomic or molecular structure. Prerequisite: CHM-115, CHM-115L, PHY-122, PHY-122L, MAT-364. Co-Requisite: MEE-340LHN.

MEE-340L[‡]: Structure and Property of Materials Lab 1 credits

This is the lab section of MEE-340. The course reinforces theoretical concepts covered in lecture and with hands-on activities. Students conduct lab experiments to better understand how certain properties of materials manifest themselves. Prerequisite: CHM-115, CHM-115L, PHY-122, PHY-122L, MAT-364. Co-Requisite: MEE-340.

MEE-340LHN[‡]: Structure and Property of Materials Lab 1 credits

This is the lab section of MEE-340. The course reinforces theoretical concepts covered in lecture and with hands-on activities. Students conduct lab experiments to better understand how certain properties of materials manifest themselves. Prerequisite: CHM-115, CHM-115L, PHY-122, PHY-122L, MAT-364. Co-Requisite: MEE-340HN.

MEE-352: Solid Mechanics & Lab 4 credits

This course covers concepts and theories of internal force, stress, strain, and strength of structural elements under static loading conditions. The course also examines constitutive behavior for linear elastic structures and deflection and stress analysis procedures for bars, beams, and shafts. Students will examine and analyze various modes of failure of solid materials. Prerequisites: ESG-250 or ESG-251, ESG-260 or ESG-360, and MAT-364.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

MEE-360: Dynamics 3 credits

This course introduces the principles of kinematics and kinetics as they apply to engineering systems and analyses. This course covers Newton's second law, work-energy and power, impulse and momentum methods. Additional topics include vibrations and an introduction to transient responses. Simulation with Solidworks and MATLAB are also covered. Prerequisite: ESG-260. Co-Requisite: MEE-360L.

MEE-360L: Dynamics Lab 1 credits

This course utilizes lab experimentation and computer simulation to further explore the concepts and principles introduced in the MEE-360 lecture course. Students will learn how to set up and perform engineering tests and simulations in the context of complex, real-world engineering problems. Prerequisite: ESG-260. Co-Requisite: MEE-360.

MEE-440: Structures of Composite Materials for Aerospace 2 credits

The course introduces mechanics of aircraft materials and structures including stress and strain analysis, torsion, bending, failure criteria, buckling, fatigue, and composite laminates analysis. Students will be introduced to aerospace standards for design, structural integrity, system safety, dynamic stresses, and case studies. Prerequisites: MEE-352 and MEE-340.

MEE-445: Heat Transfer & Lab 4 credits

This course is an introduction to heat transfer. Concepts of conduction, convection, and radiation will be explored. Methods for analysis of steady and unsteady conduction, laminar and turbulent convection, and radiation will be introduced. Heat exchanger design and analysis methods will be addressed. The concept of mass transfer will also be introduced. Students will use learn simulation methods using the SolidWorks software. Prerequisite: ESG-345.

MEE-450: Aerodynamics & Lab 4 credits

The course provides students fundamental principles of incompressible and compressible flow, performance analysis of airfoil in subsonic and supersonic flow, and design applications. Students are introduced to theories and practical application of aerodynamics including flow over finite wings, through nozzles, diffusers, and wind tunnels. Prerequisite: ESG-345.

MEE-455: Dynamics and Controls of Flight & Lab 4 credits

The course introduces fundamental theories of control system and application to flight control. Students are introduced to mathematical models of dynamics systems, transient-response analysis, and root-locus analysis. Additional topics include control systems design by frequency response, application of root-locus method and PID controls. Prerequisites: MEE-360, MEE-360L, and MEE-450.

MEE-460: Mechanical Instrumentation and Devices & Lab 4 credits

This course introduces standard mechanical tests and computer based data acquisition techniques, e.g., installing thermocouples, strain gages, positioning static and probes. ASME and ASTM test codes are studied, as are OSHA standards. The course examines how various physical property and system performance tests are set up, conducted, and analyzed. Prerequisites: EEE-202, EEE-202L, and MAT-364.

MEE-471♦: Principles of Mechanical Design I 2 credits

Machine elements are selected and designed based on theories and methods developed in statics, dynamics, and strength of materials. Individual components will also be analyzed using CAE methods. Prerequisite: MEE-460, ESG-360.

MEE-472: Principles of Mechanical Design II 2 credits

This course covers the integration of machine elements into a system and the verification that the resulting system performs as intended in its operational environment. Areas of study include technical planning, requirements management, integration, verification, validation, and production. Prerequisite: ESG-360.

MEE-473: Mechanical Design Principles I & Lab 2 credits

This course covers the integration of machine elements into a system and the verification that the resulting system performs as intended in its operational environment. Areas of study include technical planning, requirements management, integration, verification, validation, and production. Prerequisites: (MEE-352 and MEE-360 and MEE-360L) or (ESG-360).

MEE-474: Mechanical Design Principles II & Lab 2 credits

Machine elements are selected and designed based on theories and methods developed in statics, dynamics, and strength of materials. Individual components will also be analyzed use CAE methods. Prerequisite: MEE-473.

MEE-475: Aerospace Design Principles & Lab 2 credits

The course introduces fundamental principles of aircraft design. Students perform a group-based aircraft design with skills and knowledge acquired in aerospace curriculum. Aircraft design mission includes overview of design process, standards, aircraft sizing, airfoil and wing/tail geometry selection, aircraft configuration layout, propulsion and fuel system selection, analysis of aircraft performance, stability, control, flight safety, structures, and cost. Prerequisite: MEE-473.

MEE-480: Electro-Mechanical Systems and Controls & Lab 4 credits

This course is an introduction to designing electro-mechanical systems, or mechatronics, which require integration of the mechanical and electrical engineering disciplines within a unified framework. Topics covered in the course include: application of electro-mechanical systems; measurement and sensing; actuators; interfacing of devices to controllers; programming controllers for real-time tasks; feedback control of electro-mechanical systems including servo controls. Prerequisite: MEE-460 or ESG-330.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Music Ensemble (MEN)

MEN-305♦: Musical Theater Workshop 0 credits

Musical Theatre Workshop develops students' singing, dancing, and acting skills through application of technique to rehearsal and performance. Emphasis is placed on a performer's role in an ensemble and the importance of choral movement, sound, and focus. Students are walked through the entire production process, from audition, to rehearsal, to performance, and are guided through techniques unique to the musical theatre experience, like stylistic study, body conditioning, diction, and ornamentation. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-306♦: Canyon Choral Society 0 credits

This large choral non-auditioned campus community ensemble performs masterworks of the choral-symphonic literature, with major presentations in the Fall and Spring. The Canyon Choral Society is open to the students, faculty, and staff of Grand Canyon University and to the Phoenix community at large. Members of the Canyon Chorale, Critical Mass, and Canyon Singers are required to participate in the Canyon Choral Society.

MEN-308♦: Canyon Chorale 0 credits

The Canyon Chorale is an auditioned ensemble presenting the best in choral literature from historic masterworks of all stylistic periods and different cultures. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. The chorale performs on campus, in the metropolitan Phoenix and Tucson areas, and in churches and schools throughout the region. All members of the Canyon Chorale are required to participate in the Canyon Choral Society. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-312♦: Opera Workshop 0 credits

This course is a workshop in developing the techniques and skills of operatic performance, including a fully staged opera production. Emphasis will be placed equally on singing and acting skills providing students with the opportunity to study, develop, and improve their dramatic skills outside of their voice studios and gain valuable stage experience through performances of fully staged operatic works. This experience should also help students to better understand the development of performance practice as it relates to other historical, theoretical, and compositional music studies. Detailed musical coaching will include stylistic study, diction, ornamentation, and discussions of performance practice. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-314♦: Canyon Singers 0 credits

This auditioned chamber-sized ensemble is geared towards music majors and those with significant choral experience. Its repertoire includes a variety of music, from Renaissance madrigals to contemporary selections, and music from non-western traditions, performing on campus and in the community. All members of the Canyon Singers are required to participate in the Canyon Chorale and in the Canyon Choral Society. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-315: Critical Mass 0 credits

This is a traveling vocal ensemble with a strong emphasis on Christian character, student leadership, and music that promotes the espoused mission of the University and the vision of the music department. Preparation and availability for touring is required. The ensemble is on the road during the school year, spring break and summer break representing Grand Canyon University at churches, schools, special events, and other venues throughout the United States and abroad. Emphasis is placed on musical excellence and individual commitment. All members of Critical Mass are required to participate in the Canyon Choral Society and other ensembles as assigned by the department. Prerequisites: Music Department approval and placement audition.

MEN-318♦: Collaborative Music Ensemble Majors 0 credits

Coached instruction in chamber and small ensemble settings. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission. Co-Requirement: Enrollment in Private Studio instruction.

MEN-334♦: Percussion Ensemble 0 credits

The Percussion Ensemble provides students with the opportunity to develop their musical skills through rehearsal and performance in a percussion ensemble. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-336♦: Pep Band 0 credits

The Pep Band provides students with the opportunity to develop their musical skills through rehearsal and performance in a band ensemble. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

.....
^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | ^Ω Non-Transferable

MEN-338♦: Wind Ensemble 0 credits

The Wind Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The Wind Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-338A♦: Woodwind Chamber Ensemble 0 credits

The Woodwind Chamber Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process in a small ensemble setting concentrating in the chamber music repertoire. The Woodwind Chamber Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-338B♦: Brass Chamber Ensemble 0 credits

The Brass Chamber Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process in a small ensemble setting concentrating in the chamber music repertoire. The Brass Chamber Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-340: String Ensemble 0 credits

The String Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The String Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisites: Music Department approval and placement audition.

MEN-340A: String Chamber Ensemble 0 credits

The String Chamber Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process in a small ensemble setting concentrating in the chamber music repertoire. The String Chamber Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-340B: Guitar Ensemble 0 credits

The Guitar Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The Guitar Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisites: Music Department approval and placement audition.

MEN-340C: Piano Ensemble 0 credits

The Piano Ensemble is comprised of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The Piano Ensemble also offers non-music majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisites: Music Department approval and placement audition.

MEN-348♦: Jazz Band 0 credits

The Jazz Band is a performance ensemble designed to provide the student with experience performing jazz-oriented material. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

MEN-350: GCU Philharmonic Society 0 credits

The GCU Philharmonic Society is our campus community orchestra. It performs masterworks of the symphonic literature, with major presentations in the Fall and Spring. The GCU Philharmonic Society is open to the students, faculty, and staff of Grand Canyon University, and to the Phoenix community at large. Prerequisite: Admission into this ensemble by audition only or instructor's permission.

Mechanical Engineering Technology (MET)

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

MET-203♦: Strength of Materials & Lab 4 credits

This course covers concepts of the strength of materials. Principally, the strength characteristics of metals will be examined including their performance in bending, torsion, shear, and uniaxial loading conditions. Additional topics will include buckling and pressure vessel calculations. Prerequisite: MET-212 or ESG-260.

MET-212♦: Static Analysis of Mechanical Systems & Lab 4 credits

This course covers static loading conditions in mechanical systems. Topics in this course include resolution of forces in both trusses and frames. Prerequisites: PHY-111 and PHY-111L. Co-Requisite: ESG-250.

MET-213♦: Dynamic Analysis of Mechanical Systems & Lab 4 credits

This course will examine both kinetics and kinematics of components and systems including the examination of mechanisms in dynamics. Prerequisite: MET-212.

MET-275♦: Computerized Design and Manufacturing Tools in MET & Lab 4 credits

This course is an extension of Computer-Aided Engineering (CAE) for Mechanical Engineering Technology.. Tools for Computer-Aided Design (CAD), Computer-Aided Manufacturing (CAM), and CAE, in general will be used in a variety of industrial applications. Emphasis will be placed upon how these computerized tools can be used in design and manufacturing including the introduction of Computerized Numerical Control (CNC) systems for the generation of tools paths and tool design. Prerequisite: ESG-250 or ESG-251.

MET-291: Applications of Machine Shop Tools & Lab 2 credits

This course emphasizes appropriate machine shop tool selection for the job in regard to cutting, drilling, milling, and turning. Hands-on activities in the machine shops focus on safe operation of the equipment. The course also covers the three principle orthographic views of an object and how to draw by hand for engineering applications. Co-Requisite: ESG-251.

MET-302♦: Principles of Design I & Lab 4 credits

This course covers analytical and practical methods of design, analysis, and reliability of mechanical systems. Design component elements include gears, belts, pulleys, chains, brakes, and power screws. Basic stress calculations and material selection will also be discussed. Prerequisites: MET-212 and MET-275 or ESG-260 and MET-275.

MET-308♦: Fluid/Thermal Transport & Lab 4 credits

This course examines fluid mechanics and heat transfer. Topics include flow measurement, pressure drop, heat exchangers, and hydraulics and their subsequent industrial applications. Prerequisites: MET-213 and CHM-113 or MEE-360 and CHM-113.

MET-312♦: Metrology and CNC Machining & Lab 4 credits

This course covers the use of Computerized Numerical Control (CNC) machine tools. Topics include Geometric Dimensioning and Tolerancing (GD&T) and CNC programming. The course emphasizes safety and process planning. Prerequisites: PHY-111, PHY-111L and MET-275.

MET-315♦: Material and Processes & Lab 4 credits

This course examines the different aspects of material use in manufacturing processes. Topics include mechanical properties of metals, composites, atomic structure, corrosion, creep, failure theories, and heat treatment. Prerequisites: MET-203 and CHM-113.

MET-402♦: Principles of Design II & Lab 4 credits

This course is an extension of Principles of Design I and furthers the understanding of the design of mechanical systems. Failure theories and overall design considerations such as engineering economics and ethics will be covered. Prerequisite: MET-302

MET-418♦: Heat and Power Generation & Lab 4 credits

This course examines the fundamental laws which exist in thermodynamics. Topics include ideal gases, mixtures, power and refrigeration cycles. Emphasis will be placed on applying knowledge to heating, ventilating, and air conditioning (HVAC) and refrigeration systems. Prerequisite: MET-308.

MET-484: Computer Aided Manufacturing & Lab 4 credits

This course will cover the various considerations that need to be addressed when designing a part for different types of manufacturing. Students will explore a variety of aspects of design for manufacturing (DFM), utilizing CAM software for part design, mold design, CNC machining, plasma cutting, and additional applications. Prerequisite: MET-275. Co-Requisite: ESG-461.

Marriage and Family Therapy (MFT)

MFT-526: Advanced Family Systems Theory 3 credits

This course examines the dynamic processes of traditional and nontraditional family and couple relationships and the role, value, and benefits of family systems therapy. The biopsychosocial perspectives of family and family systems are evaluated along with the foundational development of marriage and family therapy. Assessment and treatment of couples and families are also addressed.

MFT-532: Family Systems and Addictive Disorders 3 credits

This course examines the impact of substance use and addictive disorders on family systems. Various treatment interventions are discussed. The treatment roles and responsibilities of addicted individuals and their families are also examined.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MFT-620: Diversity in Family Systems 3 credits

This course examines the dynamic processes of diverse family systems, including multicultural families, blended families, same-sex parents, grandparents as primary caregivers, single-parent families, adoptive, foster, transitional families, and separated families.

MFT-621: Couples and Family Dynamics: Systemic Perspectives 3 credits

This course examines the development of problems within the family of origin, and the historical and theoretical perspectives of couples and family system dynamics. It addresses the dynamics of the parent/child relationship, family of origin influences, partner selection, and premarital therapy. Family roles and interactional patterns are examined, as are parenting and changes in the parental relationships across the lifespan, resilience, and divorce. Skills and techniques relevant to couples, premarital counseling, family therapy, parenting, and lifestyle transitions are explored.

Management (MGT)

MGT-325[♦]: Managing Business Communications and Change 4 credits

This course focuses on communication skills and strategies required to be successful in diverse, dispersed, and global organizations. Students examine various approaches of effective and persuasive business communication at all levels of an organization, including the use of contemporary channels and the challenges of technologically mediated communication to convey important information leading to the facilitation of organizational change in today's dynamic workplace.

MGT-410[♦]: Servant Leadership 4 credits

This course focuses on servant leadership and ethical leadership, explores how servant leadership is different from other styles of leadership, and examines how this connects to ethics, accountability, and being a responsible leader.

MGT-420[†]: Organizational Behavior and Management 4 credits

Drawing upon real-world management situations, this course is a study of individual and group behavior in organizations through detailed coverage of the functions of management, individual differences/diversity, leadership, motivation, decision making, organizational design, and organizational change and development. Emphasis is placed on how an understanding of organizational behavior leads to effective management practice.

MGT-422HN[‡]: Honors for Organizational Behavior and Management 4 credits

Drawing upon real-world management situations, this course is a study of individual and group behavior in organizations through detailed coverage of the functions of management, individual differences/diversity, leadership, motivation, decision making, organizational design, and organizational change and development. Emphasis is placed on how an understanding of organizational behavior leads to effective management practice.

MGT-434: Human Resources 4 credits

This course is a study of the human resource management function in organizations, including detailed coverage of staffing, organizational development, compensation and benefits administration, and employee relations. Emphasis is placed on how human resource management as a whole enhances organizational performance and success. Prerequisite: HIM-425, MGT-420, or MGT-422HN. Equivalent to AMP-434.

MGT-440: Project Management 4 credits

This course is a study of the challenges associated with managing projects within the context of the overarching management framework of planning, organizing, leading, and controlling. Emphasis is placed on balancing competing priorities related to human resources, time constraints, and physical resources/materials, as well as managing and controlling project scope.

MGT-455: Production/Operations Management 4 credits

This course provides an introduction to designing, planning, operating, and controlling production systems. Emphasis is on managerial concepts and strategies relating to the management of operations in both manufacturing and service environments. Quantitative and qualitative methods and tools are introduced and applied. Prerequisite: BUS-352, MAT-274, MAT-374, or ESG-374.

MGT-460: Workforce Planning 4 credits

This course examines the human resources functions related to workforce planning and the practical application of these functions used by business and human resources leaders to execute strategic workforce planning effectively. Prerequisites: MGT-325 and MGT-434.

MGT-465: Employee Relations 4 credits

This course explores the areas of Employee Relations within the field of Human Resources and helps prepare students to develop a working knowledge of employee relations that can help organizations identify and resolve workplace issues. Prerequisite: MGT-434.

MGT-605: Leadership and Organizations 4 credits

The purpose of this course is to introduce students to the College of Business, key concepts of leadership, and an overview of how the science of organizational behavior contributes to effective leaders and managers.

MGT-640: Fundamentals of Project Management 4 credits

This course covers fundamental aspects of traditional project management as delineated in the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK). This course is designed to help prepare students for the PMI Certified Associate in Project Management (CAPM) and Project Management Professional (PMP) exams. The course also covers the basic logistics of taking the CAPM and PMP certification exams.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MGT-641: Agile Project Management 4 credits

This course covers agile aspects of project management including agile principles, best practices, and tools and techniques across major agile methodologies. This course is designed to help prepare students for the PMI Agile Certified Practitioner (ACP) exam. The course also covers the basic logistics of taking the ACP certification exam. Prerequisite: MGT-640.

MGT-655: Operations Management 4 credits

Operations Management examines managerial concepts and strategies relating to the management of operations in both manufacturing and service environments. Emphasis is placed on methods to streamline and drive inefficiencies out of a firm's internal processes to build a highly efficient organization. The course also focuses on external processes by examining ways to achieve greater supply chain integration with suppliers and customers. Quantitative and qualitative methods and tools are introduced and applied. Prerequisite: SYM-506.

MGT-660: Strategic Management 4 credits

This capstone course focuses on preparing and conducting a strategic analysis of a selected publicly traded firm to produce actionable intelligence used to formulate recommendations to promote the creation of a value-adding strategy. Based on the results of their strategic analysis, students are then required to prepare the framework of a strategic plan that creates significant value for the selected firm. Prerequisites: MGT-605, MKT-607, ACC-650, and FIN-650.

MGT-665: IT Project Management 4 credits

This course introduces project management techniques essential to the success of IT-driven organizations, including management of virtual teams and outsourcing. Students apply best practices for managing complex, collaborative IT projects with the goal of increasing quality and efficiency and adding value to organizations. Prerequisites: LDR-604, MIS-640, and MIS-652. Prerequisites: LDR-604, MIS-640, and MIS-652.

MGT-670: Strategic Management of Information Technology Capstone 4 credits

This course presents principles for strategic management of information technology systems within organizations with emphasis on assessing the impact of emerging technologies; enterprise system solutions; and recommending, deploying, and evaluating solutions. Students have the opportunity to synthesize and practice what they have learned in the program by undertaking an applied project within the IT industry. Projects focus on IT and systems management solutions to contemporary business needs. Emphasis is on critical thinking and problem-solving skills applicable in contemporary, IT-driven business organizations. Prerequisites: MGT-665 and MIS-657. Prerequisites: MGT-665 and MIS-657.

MGT-805: Designing Organizational Structures 3 credits

This course examines the foundational considerations of organizational design and the relationship between design and structures. It presents the key considerations relevant in designing and structuring the optimal organization. The theoretical foundations for such decisions are also presented.

MGT-820: Using Business Analytics for Competitive Advantage 3 credits

Students will research the emerging use of business analytics in organizations. Through exploration of the available tools and models, this course will explore how analytics can be used for competitive advantage

MGT-825: Contemporary Business Law 3 credits

Learners explore the legal aspects of business management in a global integrated enterprise. Emphasis is placed on ethically limiting organizational liability in a complex business environment by extending the perspective of business beyond profit.

MGT-830: Management of Business Complexity 3 credits

This course provides the doctoral learner the opportunity to manage a fictitious business entity in which they balance conflicting resource requests. The doctoral learner applies the management, financial, marketing, technology, and economic skills acquired during the program of study to recommend policy decisions with the intent to increase stakeholder value, competitive advantage, and long term sustainability.

Mental Health and Wellness (MHW)

MHW-501: Introduction to Mental Health and Wellness 4 credits

This course is an introductory course in mental health and wellness practices. The purpose of the course is to develop a basic understanding of mental health and wellness practices and wellness approaches. An overview of mental health disorders, basic overview of treatment practices, and the Dimensions of Wellness are covered.

MHW-510: Ethics and Cultural Diversity in Mental Health and Wellness 4 credits

This course covers ethics and cultural diversity as it relates to mental health and wellness. The history of ethics is addressed, including how early ethical models evolved into modern ethical codes in the mental health and wellness professions. How ethics relates to legal standards and issues such as records and billing are addressed. Cultural diversity, sensitivity, and competence are covered.

MHW-511: Mental Health, the Biblical Narrative, and Christian Theology 4 credits

This course explores relevant topics such as the nature of God and mankind, sin and psychopathology from a Christian worldview. A theology of pain and suffering from a biblical perspective is examined. A brief overview of mental health and social issues most likely to be seen in a ministry setting is explored.

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

MHW-512: Introduction to Family Dynamics & Systems 4 credits

This course introduces students to the dynamics of the family unit. The family is examined as an interactive system of individuals whose roles and boundaries constantly shift to accommodate the needs of the collective family unit. The influence of relationships, interactional patterns, and communication among family members is covered through a systemic lens. Considering the function of behaviors will determine how problems are formed, perpetuated, and resolved within families.

MHW-513: Grief and Bereavement Theory and Practice 4 credits

This course covers the history of grief theory research. It investigates common experiences of individuals experiencing a loss. The various forms of loss and the unique characteristics of grievers are examined. Resources for grief and bereavement are covered.

MHW-514: Introduction to Prevention Science 4 credits

This course covers a history of prevention science and prevention programs. It examines what has been effective in the prevention field. The course reviews existing evidence-based prevention programs and practices, including how cultural differences have shaped the prevention field.

MHW-520: Group Dynamics 4 credits

This course provides an examination of group dynamics, types of group process structures, and various strategies used for group facilitation. The course shows how group dynamics is applied to various participants in both therapeutic and organizational settings. The course explores the purpose of group interventions as a viable treatment approach and how the dynamics of a group impacts its participants.

MHW-521: Integrating Psychology and Christian Theology 4 credits

This course explores the historical intersection of faith and science and how they apply to a contemporary setting. Various models of integration of psychology and Christian theology are examined. Students formulate their own understanding of the reciprocal relationship between psychology and Christian theology and examine implications for a ministry setting. Prerequisite: MHW-511.

MHW-522: Family Development 4 credits

This course examines the family life cycle, the development of individuals within the family, and the family system as a whole. It includes a survey of how cognitive, moral, and psychosocial developmental theories relate to family development and the transitions between family life cycle stages.

MHW-523: Journey of the Bereaved 4 credits

This course reviews typical biopsychosocial responses to grief and loss. It identifies and eliminates myths surrounding the grief process and thoroughly examines healthy and unhealthy ways of coping with loss. The course looks at grief from the shared experience of family and community.

MHW-524: Prevention Throughout the Lifespan 4 credits

This course covers the different developmental stages and the application of prevention strategies throughout the lifespan. The course examines evidence-based programs utilized throughout the developmental stages.

MHW-630: Documentation, Research, & Information Literacy in Mental Health & Wellness 4 credits

This course provides a comprehensive overview of mental health and wellness practice in a community healthcare setting. The importance of documentation, including the maintenance, accuracy, and integrity of health care records, as well as the ethics and policies concerning documentation is covered. The basics of research in the mental health and wellness field, such as data collection, interpretation, and the ethical implications of research, are covered. Information literacy is also covered, to provide a basic framework of common terminology and communication in the integration of mental health and medicine.

MHW-631: Spiritual Formation, Identity, and Wellness 4 credits

This course examines the physical, emotional, and spiritual health of the Christian helper. Focus is on maintaining vitality in ministry through healthy practices such as boundaries, spiritual disciplines, stress management, and healthy lifestyle practices. In addition, this course examines concepts of burnout, compassion fatigue, and trauma as it applies to ministry. Students explore the importance of self-care that entails a balanced approach to ministry.

MHW-632: Parenting 4 credits

In this course, students examine the many facets of parenting. The historical and theoretical influences of parenting in the United States are covered. How parenting changes throughout the life span as well as how parenting is different in various family contexts is investigated. Research and evidence-based parenting practices regarding character development and promoting positive behavior are covered as well as how various factors affect parenting such as drugs and alcohol, poverty, and medical and psychological diagnoses.

MHW-634: Specific Prevention Topics 4 credits

This course reviews community and social health topics and the involvement of prevention science as the first line of defense. The SAMSHA prevention initiative is examined as well as the environmental influences on the implementation of effective prevention programming.

MHW-640: Mental Health, Wellness, and Health Care Integration 4 credits

This course provides a comprehensive understanding of mental health, wellness, and health care, including the integration of these three fields. The course covers common mental health disorders, treatments, and supportive services, as well as an integrated focus on the mind and the body. The course examines the health challenges often faced by individuals with behavioral or mental health disorders, and it reviews appropriate services, interventions, preventative services, and treatments to achieve and maintain health and wellness.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MHW-641: Mental Health Issues in Ministry 4 credits

This course exposes the Christian worker to a wide variety of life stressors that are issues needing attention in a ministry context. Students develop a practical ministry plan to address these needs. Prerequisite: MHW-521.

MHW-642: Families in Contemporary Society 4 credits

This course takes a holistic look at the structure and function of the family in contemporary society as well as the many societal influences that affect the family. It examines how modern phenomena such as nontraditional family structures, and the proliferation of technology have impacted today's families and the way they interact with other community systems. Modern governmental guidelines and ethical challenges, including systems such as foster care, are also addressed. Additionally, the role of cultural norms in family systems and the importance of cultural awareness in working with families in the mental health care system is addressed.

MHW-643: Death & Dying: the Influences of Cultural, Spiritual & Sociological Factors 4 credits

This course explores how culture, spirituality, and society shape our understanding and experience of death and dying. While grief and loss are universal, how they are conceptualized and practiced around the world are largely determined by the confluence of these factors. Students become aware of how each of these overlapping areas have influenced their own views of death and dying as well as grasp a deeper understanding of others who are grieving.

MHW-644: Community Program Development, Implementation, and Evaluation 4 credits

This course examines the design of effective community-based and other prevention programs. The strategies for implementing prevention programs and how to conduct effective evaluation of prevention programs is reviewed. The differences and interplay between intervention and prevention is covered, as well as the funding and administration of prevention programs.

MHW-649^Ω: Mental Health and Wellness Capstone 4 credits

This course provides a practical, real-world exploration of the mental health and wellness field. Special focus is given to careers in mental health and wellness. The common duties and tasks performed by workers in the mental health and wellness field are investigated. Concepts covered throughout the program are examined through practical application. This course is the last course in the program of study; all other course work must be completed before this course.

Percussion Instruments (MIE)

MIE-113[♦]: Private Applied Instruction-Secondary I 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MIE-115[♦]: Private Applied Instruction I 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

MIE-123[♦]: Private Applied Instruction-Secondary II 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-125[♦]: Private Applied Instruction II 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-115 or Music Department approval and placement audition.

MIE-213[♦]: Private Applied Instruction-Secondary III 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-215[♦]: Private Applied Instruction III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-125 or Music Department approval and placement audition.

MIE-223[♦]: Private Applied Instruction-Secondary IV 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-225[♦]: Private Applied Instruction IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-215 or Music Department approval and placement audition.

MIE-313[♦]: Private Applied Instruction-Secondary V 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-315[♦]: Private Applied Instruction V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-225 or Music Department approval and placement audition.

MIE-323[♦]: Private Applied Instruction-Secondary VI 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MIE-325♦: Private Applied Instruction VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-315 or Music Department approval and placement audition.

MIE-390^Ω♦: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MIE-413♦: Private Applied Instruction-Secondary VII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-415♦: Private Applied Instruction VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-325 or Music Department approval and placement audition.

MIE-423♦: Private Applied Instruction-Secondary VIII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MIE-425♦: Private Applied Instruction VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MIE-415 or Music Department approval and placement audition.

MIE-490♦: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Christian Studies (MIN)

MIN-104: Pastoral Identity Lab 1 credits

This lab explores pastoral self-reflection, anchoring one's identity in Christ, and preserving one's identity as roles change and responsibilities increase in life and ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

MIN-114: Spiritual Formation Lab 1 credits

This lab explores practical application of spiritual formation techniques necessary to maintain a vibrant relationship with Christ and others within the context of ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

MIN-204: Relational Skills Lab 1 credits

This lab explores the importance of relationships and associated skills, such as listening, conversation, hospitality, and conflict resolution for life and ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

MIN-214: Ministry Skills Lab 1 credits

This lab focuses on discovering, developing, and practicing skills for leading in ministry. Special attention is given to the shepherding aspects of pastoral ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

MIN-320♦: Christian Character Formation 4 credits

This course examines the biblical truths, spiritual disciplines, virtues, and habits that contribute to the process of discipleship, form Christian character, and result in Christ-likeness. Special attention is given to the doctrine of sanctification and teaching related to ministerial ethics and the cultivation of Christ-like character. Prerequisites: BIB-106 and BIB-107 or BIB-100.

MIN-430[♦]: Ministerial Communication 4 credits

This course is a study of the theory and methods of oral communication with emphasis on the development of speaking and listening skills for application in ministerial contexts such as preaching, teaching, small group discussion, and interpersonal communication. Prerequisites: BIB-106, BIB-107, and BIB-355.

MIN-430HN[♦]: Ministerial Communication 4 credits

This course is a study of the theory and methods of oral communication with emphasis on the development of speaking and listening skills for application in ministerial contexts such as preaching, teaching, small group discussion, and interpersonal communication. Prerequisites: BIB-106, BIB-107, and BIB-355.

MIN-480: Pastoral Leadership 4 credits

This course examines pastoral leadership skills needed to effectively navigate ministry. Special attention is given to pastoral identity, life management, shepherding and discipling, and the biblical qualifications for pastoral/ministerial leadership.

MIN-494: Ministry Internship 4 credits

This course consists of an internship experience in an approved ministry setting. The course includes reinforcement of all program competencies, practical experiences, academic journaling, as well as a field experience log, and culminating reflection assignment. Students should begin the internship application process after completion of 80 credit hours in the program. Practicum/field experience hours: 180.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | ^Ω Non-Transferable

MIN-500: Enchiridion on Ministry: Purpose, Principles, and Practice 4 credits

This course orients students to the seminary experience by focusing on the principled practices essential to navigating faithfully the rigors of graduate theological study and ministry life.

MIN-505: Spiritual Formation and Mentoring 4 credits

This course is a study of spiritual growth focusing on students' own spiritual formation and application through mentoring of others.

MIN-509: Christian Character Formation 4 credits

This course examines the biblical truths of the gospel and the corresponding virtues and habits that contribute to the process of discipleship. Students study God's work in the formation of Christ-like character as they learn to keep in step with the Spirit in all aspects of life. Special attention is given to the doctrine of sanctification and teaching related to ministerial ethics and character in the Pastoral Epistles. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-510: Christian Character Formation 4 credits

This course examines the biblical truths of the gospel and the corresponding virtues and habits that contribute to the process of discipleship. Students study God's work in the formation of Christ-like character as they learn to keep in step with the Spirit in all aspects of life. Special attention is given to the doctrine of sanctification and teaching related to ministerial ethics and character in the Pastoral Epistles.

MIN-511: Foundations of Youth and Family Ministry 4 credits

This course provides a foundation for ministry to youth and families. Students consider biblical foundations for ministry to youth and families and how to apply and contextualize those foundations for today's changing world. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-515: Pastoral Care in a Ministry Context 4 credits

This course equips students to provide effective ministry leadership in the areas of pastoral care and counseling in the local church. Emphasis is placed on caring for individuals, families, and small groups by nurturing spiritual formation with biblical wisdom. In addition, this course seeks to equip ministry leaders with skills and tools for biblical counseling. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-515GAR: Pastoral Care in a Ministry Context 4 credits

This course equips students to provide effective ministry leadership in the areas of pastoral care and counseling in the local church. Emphasis is placed on caring for individuals, families, and small groups by nurturing spiritual formation with biblical wisdom. In addition, this course seeks to equip ministry leaders with skills and tools for biblical counseling. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-524: Evangelism and Discipleship 4 credits

This course is a practically oriented study of biblical principles and practices for faithfully communicating the gospel of Jesus Christ to non-Christians and guiding them toward spiritual maturity in Christ. Emphasis is placed on understandings, disciplines, and habits that facilitate the process of discipleship. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-526: Ministerial Ethics 4 credits

This course examines the biblical and theological foundations of Christian ethics along with an analysis of the roles and responsibilities of gospel ministry. Significant attention is given to self-care, personal morality, and character formation as well as ethical concerns unique to ministers as they lead, equip, shepherd, and intercede for God's people.

MIN-526GAR: Ministerial Ethics 4 credits

This course examines the biblical and theological foundations of Christian ethics along with an analysis of the roles and responsibilities of gospel ministry. Significant attention is given to self-care, personal morality, and character formation as well as ethical concerns unique to ministers as they lead, equip, shepherd, and intercede for God's people.

MIN-535: Communicating in a 21st Century Ministry Context 4 credits

This course prepares students to address various aspects of communication in a local church ministry setting. Emphasis is placed on the various opportunities and challenges to communicate the gospel in small groups, Bible study, and discipleship programs. In addition, the course addresses the need to develop communication skills for a contemporary ministry context. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-535GAR: Communicating in a 21st-Century Ministry Context 4 credits

This course prepares students to address various aspects of communication in a local church ministry setting. Emphasis is placed on the various opportunities and challenges to communicate the gospel in small groups, Bible study, and discipleship programs. In addition, the course addresses the need to develop communication skills for a contemporary ministry context. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-601^Ω: Christ-Centered Preaching 4 credits

This course is an integrative study of biblically sound principles and practices for rightly handling God's word for the purpose of developing skill in the preparation and delivery of expository sermons. Emphasis is placed on the Christological focus of the Old and New Testaments and the vital relationship between the character of the messenger and responsible exegesis. This course is offered in residency for non-traditional students. Prerequisites: BIB-610 or BIB-611 and BIB-620 or BIB-621.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MIN-620: Stages of Development and Faith Formation 4 credits

This course helps students examine stages of human development and their impact on faith formation. Special attention is given to developmentally appropriate communication of biblical and theological content. Students develop strategies for discipling individuals and families. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-630: Mentoring and Counseling Youth 4 credits

This course is a study of techniques used in mentoring and providing a pastoral counseling ministry among youth.

MIN-650: Conflict, Crisis, and Pastoral Care 4 credits

This course equips students with basic skills for pastoral care and conflict resolution, with special emphasis given to caring for the soul of the leader as he or she ministers to people during times of crisis. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-655: Leading and Organizing Ministries in the Church 4 credits

This course furnishes practical training for ministry leaders. Emphasis is placed on both the leader's personal life and the organizational dynamics of the local church. In addition, this course aims to equip church leaders to manage and lead ministries in a multicultural and multigenerational context. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-655GAR: Leading and Organizing Ministries in the Church 4 credits

This course furnishes practical training for ministry leaders. Emphasis is placed on both the leader's personal life and the organizational dynamics of the local church. In addition, this course aims to equip church leaders to manage and lead ministries in a multicultural and multigenerational context. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-675: Biblical Leadership and Ministry 4 credits

This course introduces principles of biblical leadership and ministry through an examination of the roles and responsibilities of Christian leaders within churches and parachurch organizations. Coursework focuses on leadership, administration, ministry, and interpersonal relations within particular ministry contexts. Emphasis is placed on living a life that exemplifies the gospel while leading and organizing the church according to the biblical principle. This course requires supervised ministry hours. Practicum/field experience hours: 45.

MIN-690: Ministry Internship 4 credits

This course consists of an internship experience in an approved church or ministerial setting. The course includes reinforcement of all program competencies and practical experiences in a ministry environment under the guidance and direction of a ministry supervisor. Practicum/field experience hours: 180. Prerequisites: HTH-611 and HTH-640.

MIN-807: Disciple Making in the Leadership Context 3 credits

The course examines the role of leadership in the disciple-making process. The interrelationship of disciples and volunteers is discussed. Prerequisite: RES-850.

MIN-812: Theology of Leadership 3 credits

This course provides an overview of the theories, theorists, and theology of leadership. Change management in ministry is addressed through the lenses of these theories and theology. Prerequisite: RES-850.

MIN-817: Christian Ministry and Culture 3 credits

The intersection of Christian ministry and culture is the primary focus of this course. Contextualization is explored as a means for the Church to remain relevant to the culture and community in order to bring about enduring change. Prerequisite: RES-861.

MIN-822: Trends and Issues in Christian Ministry 3 credits

Contemporary Christian ministry faces a set of challenges that are often unique to postmodern culture. This course explores those challenges and the role of the Christian ministry leader in mitigating them.

MIN-827♦: Practical Considerations in Christian Ministry 3 credits

This course presents potential applications of topics in Christian ministry leadership. Learners connect these ideas to their research interests.

Management Information Systems (MIS)

MIS-600: Applied Analytics for Business 4 credits

This course introduces the role and value of data analytics in meeting the business needs of contemporary organizations. Students are introduced to selected foundational business and information technology topics that are relevant to analytics organizations.

MIS-602: Innovation in Information Technology and Data Management 4 credits

This course introduces key issues in managing information technology and data within contemporary organizations. Students examine the role of leveraging IT and data analytics to drive innovation and add value to organizations through addressing business and market needs. Challenges regarding technology adoption and best practices for utilizing data for organizational decision making are also addressed.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MIS-605: Introduction to Databases 4 credits

This course introduces the basic role and uses of databases within business enterprises. Students examine database design types, development, staging, production environments, and maintenance of a database structure. Emphasis is on appropriate application and implementation of database functions in relation to performing data analytics.

MIS-610: Intermediate Database Applications 4 credits

This course covers complex characteristics of databases and their practical application in a business environment. The course examines the main principles and relative advantages of object-oriented and object-relational databases. Students gain working knowledge of object-relational features as implemented in standard SQL database management systems within a practice environment. Prerequisite: MIS-605.

MIS-615: Statistics for Business Analytics Professionals 4 credits

The purpose of this course is to prepare students in mathematical, probability, and statistical concepts for their upcoming studies in business analytics.

MIS-620: Descriptive and Diagnostic Analytics 4 credits

This course examines foundational analytics concepts with an emphasis on descriptive and diagnostic analytics. Students solve business problems by working with selected industry tools and methods for describing what happened and diagnosing root causes based on available business enterprise data. Prerequisite: MIS-615 or SYM-506.

MIS-640: Financial Decision Making 4 credits

This course introduces financial management principles relevant to information technology departments. Emphasis is on budgeting for the development and execution of IT projects and ongoing IT processes. Students consider the concept of capitalization and the role of transparency, return on investment, and aligning IT efforts with an organization's strategic financial objectives within the IT budgeting process. Prerequisites: BUS-600 and MIS-602.

MIS-650: Performing Analytics Using a Statistical Language 4 credits

In this course students perform analytics using a statistical language. Key topics include working with data, charting data, object types, and building statistical models within a business environment. Prerequisites: MIS-605 and MIS-615.

MIS-652: Business Process Analysis 4 credits

This course introduces the fundamentals of business process analysis and its role in driving efficient and innovative organizations. Students examine business process mapping, workflow, change initiatives, process improvements with particular emphasis on effective change initiatives, and adoption of IT solutions that solve specific business needs. Prerequisite: MIS-602. Prerequisite: MIS-602.

MIS-655: Data Mining 4 credits

This course introduces techniques for extracting patterns and knowledge from large data sets. Students utilize intelligent inferential techniques to interpret patterns in the collected information and translate them into actionable items intended to solve specific business problems. Prerequisite: MIS-650.

MIS-657: Information Security and Risk Management 4 credits

This course examines core issues related to information security within the framework of effective IT governance. Students evaluate security mechanisms, operational issues, and policies and plans related to cybersecurity within organizations. There is also emphasis on threat analysis, assessing system vulnerabilities, forensics, and recovery. Prerequisite: MIS-602. Prerequisite: MIS-602.

MIS-660: Descriptive and Predictive Analytics 4 credits

This course examines foundational analytics concepts with an emphasis on descriptive and predictive analytics. Students work with selected industry tools and methods for describing, summarizing, and presenting data and make predictions using statistical analysis. There is also emphasis on interpreting business requirements in the design of analytical models and effective communication of findings through data visualization. Prerequisite: MIS-655.

MIS-661: Predictive Analytics 4 credits

This course examines foundational analytics concepts with an emphasis on predictive analytics. Students work with selected industry tools, methods, and techniques to analyze current and historical data to make predictions about future or otherwise unknown events. Prerequisite: MIS-655.

MIS-665: Prescriptive Analytics and Advanced Topics 4 credits

In this course students perform prescriptive analytics and other advanced analytics techniques to extract meaning from organizational data for the purpose of identifying and recommending solutions for specific business needs. Effective and persuasive communication of data and decision options to drive organizational change is also covered. Prerequisite: MIS-661.

MIS-690⁰: Applied Capstone Project 4 credits

This course builds upon the techniques and tools presented in prior courses in the program. Students undertake an applied project focused on a specific area of analytics within an organization. Students use critical thinking skills to frame analytics problems, build and apply appropriate analytics models, and communicate relevant findings within a business setting. Prerequisite: MIS-665.

Marketing (MKT)

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

MKT-315: Introduction to Marketing 4 credits

This course introduces models and practices used by contemporary marketers in fast-paced, dynamic domestic and global markets including the marketing concept and processes for developing, implementing, and assessing the effectiveness of marketing plans. Building from a foundational understanding of consumer behavior and marketing research, students examine the development and implementation of marketing mix strategies and tactics with emphasis on integrated marketing communications that effectively combine traditional advertising and promotion with digital marketing.

MKT-345♦: Buyer and Consumer Behavior 4 credits

This course focuses on a behavioral science approach for examining distinct buyer strategies and decision-making processes of purchase by organizational buyers and consumers. Students evaluate external and internal influences, cross-cultural variations, and purchase and post-purchase processes to improve customer satisfaction and customer loyalty. Prerequisite: MKT-245 or MKT-315.

MKT-373: Sports Marketing 4 credits

This course is a study of basic marketing concepts with applications to sports organizations, both amateur and professional. Topics include promotions and public relations, sports consumer behavior, strategic market planning, marketing information management, marketing communications, and sponsorship. Prerequisites: BUS-232 and MKT-245 or MKT-315.

MKT-415: Promotion and Advertising 4 credits

This course provides students with an integrated marketing communications perspective. Students develop objectives and create ethical communications campaigns that integrate advertising and promotional strategies, tactics, budgets, and timelines. Prerequisite: MKT-245 or MKT-315.

MKT-445: Marketing Research and Reporting 4 credits

This course introduces marketing research processes and tools that inform managerial decision making in global business environments. Students conduct ethical research by utilizing data sources and applying statistical tools and measurement techniques. Students engage in independent and collaborative research project designs, develop comprehensive marketing research plans, and deliver industry-relevant reports and presentations. Prerequisites: MKT-245 or MKT-315 and BUS-352.

MKT-450: Marketing Management 4 credits

This course focuses on applying critical thinking skills to analyze and apply marketing strategies and tactics and achieve marketing opportunities in the globalized world. Students determine environmental factors that affect marketing strategies and apply traditional and cutting-edge techniques in promotion, pricing, distribution, and product development. Students create and manage marketing plans and determine choices that maximize profit and increase customer satisfaction and loyalty. Prerequisite: MKT-245 or MKT-315.

MKT-462♦: Digital Marketing and Advertising 4 credits

This course provides an integrated marketing communications perspective for advertising and promotion using Internet and mobile technologies. In this fast-paced and constantly evolving environment, students develop objectives and create ethical communications campaigns that integrate knowledge of cross-channel and multi-channel consumer behavior with website and landing page strategies and tactics, search engine optimization and search advertising, social media marketing, and mobility marketing. Prerequisite: MKT-245 or MKT-315.

MKT-465: Sports Retail Management and Sales 4 credits

This course examines sports retail management, including sports merchandizing and sales operations. Essential quality management techniques that drive profitability and organizational success are also discussed. Students explore current industry trends to determine potential innovations and strategies for sustaining organizational viability. Prerequisites: BUS-232 and MKT-245 or MKT-315.

MKT-607: Marketing Management 4 credits

Management of the marketing function, market environmental analysis, and marketing planning, strategy, and control are fundamentals of marketing management. The course examines the marketing process, marketing research, product development innovation and diffusion, pricing strategy, distribution value drain, advertising and promotion, and strategic marketing issues. Emphasis is placed on case study analysis and current academic research with a marketing plan as a significant curriculum component.

MKT-650: Services Marketing 4 credits

This course introduces students to the state-of-the-art research and practice in services marketing, with an emphasis on discussion of the field's most current services marketing concepts, principles and theories, and application of services marketing concepts to actual practice through case analysis and outside projects. Prerequisite: MKT-607.

MKT-660: International Marketing 4 credits

This course provides an analysis of current trends and issues facing an international firm's efforts to manage the marketing mix. Comparisons of language, aesthetics, religions, business customs, and attitudes on the marketing concept and strategies are addressed. Prerequisite: MKT-607.

MKT-830: The History and Philosophy of Marketing 3 credits

The course explores the theoretical foundations and supporting research of marketing history and philosophy. Legal and ethical considerations and emerging marketing strategies are addressed in their historical and philosophical context.

MKT-832: Digital Technology and Consumer Behavior 3 credits

This course explores current practices in digital communications in the context of integrated marketing communications. Learners will interact with a multi-year integrated business case as a means of exploring applications of marketing.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

MKT-834: Data-Driven Marketing Management 3 credits

The course discusses the importance of acquiring and harnessing data and information for decision making throughout the marketing management process. This discussion includes the ethical application of data to the creation and evaluation of marketing plans leading to competitive advantage.

MKT-836: Consumer Behaviors in Global Marketing 3 credits

This course develops a global approach to the ideas and practices of marketing and marketing research by considering factors that affect consumer behavior. Attention is given to addressing the research surrounding culture as a factor in consumer behavior.

MKT-838: Complexity of Marketing 3 credits

Business is routinely using marketing strategies to create competitive advantage. This course addresses the complexity of implementing marketing solutions and the related cultural considerations. Learners will interact with a multi-year integrated business case to experience the complex interactions associated with conducting marketing research and exploiting marketing strategies for competitive advantage.

Music Piano Class (MPC)

MPC-109♦: Class Piano (Majors) 1 credits

This course is designed as class instruction for students with limited or no previous piano training. Instruction includes the study of piano technique and literature designed to pass Part I of the Piano Proficiency Examination.

MPC-259♦: Class Piano II 1 credits

This course is a continuation of MPC-109. It includes passing Part II of the Piano Proficiency Examination. Prerequisite: MPC-109 or Music Department approval.

MPC-359♦: Class Piano III 1 credits

This course is a continuation of MPC-259. It includes passing Part III of the Piano Proficiency Examination. Prerequisite: MPC-259 or Music Department approval.

MPC-459♦: Class Piano IV 1 credits

This course is a continuation of MPC-359. It includes passing Part IV of the Piano Proficiency Examination. Prerequisite: MPC-359 or Music Department approval.

String Instruments (MSE)

MSE-113♦: Private Applied Instruction Secondary I 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors. Prerequisites: Music Department approval and placement audition.

MSE-115♦: Private Applied Instruction Major I 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

MSE-123♦: Private Applied Instruction Secondary II 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MSE-125♦: Private Applied Instruction Major II 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-115 or Music Department approval and placement audition.

MSE-213♦: Private Applied Instruction Secondary III 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MSE-215♦: Private Applied Instruction Major III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-125 or Music Department approval and placement audition.

MSE-223♦: Private Applied Instruction Secondary IV 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MSE-225♦: Private Applied Instruction Major IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-215 or Music Department approval and placement audition.

MSE-313♦: Private Applied Instruction Secondary V 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MSE-315♦: Private Applied Instruction Major V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-225 or Music Department approval and placement audition.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MSE-323♦: Private Applied Instruction Secondary VI 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MSE-325♦: Private Applied Instruction Major VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-315 or Music Department approval and placement audition.

MSE-390⁰♦: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MSE-413♦: Private Applied Instruction Secondary VII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MSE-415♦: Private Applied Instruction Major VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-325 or Music Department approval and placement audition.

MSE-423♦: Private Applied Instruction Secondary VIII 1 credits

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MSE-425♦: Private Applied Instruction Major VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MSE-415 or Music Department approval and placement audition.

MSE-490♦: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MSL-101N: Introduction to the Army 3 credits

The MSL-101N course produces a Cadet who accepts the Army as a values-based organization and embraces the scholar-athlete-warrior ethos; who is familiar with individual roles and responsibilities in support of team efforts and problem solving processes in military and nonmilitary situations; who demonstrates oral and written communication skills, understands resilience, and demonstrates a commitment to learning. Live Honorably & Build Trust and Communicate and Interact Effectively. MSL-101N introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness support their development as Army leaders. As you become further acquainted with MSL-101N, you will learn the structure of the ROTC Basic Course program consisting of MSL-102N, MSL-201N, MSL-202N, Fall and Spring Leadership Labs, and Basic Camp (Case by Case basis). The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes, and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

MSL-102N: Foundations of Agile and Adaptive Leadership 3 credits

The MSL I course produces a Cadet who accepts the Army as a values-based organization and embraces the scholar-athlete-warrior ethos; who is familiar with individual roles and responsibilities in support of team efforts and problem solving processes in military and non-military situations; who demonstrates oral and written communication skills, understands resilience, and demonstrates a commitment to learning. Live Honorably & Build Trust and Communicate and Interact Effectively. MSL102 introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader. As you become further acquainted with MSL-102N, you will learn the structure of the ROTC Basic Course program consisting of MSL-101N, 102N, 201N, 202N, Fall and Spring Leadership Labs, and Basic Camp (Case by Case basis). The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Military Science Leadership (MSL)

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MSL-201: Innovative Team Leadership 3 credits

Every Fall. This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army Leadership Requirements Model (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes. The course includes 3 hours of lecture/conference, one 2-hour lab of practical application, and one 2-day field training exercise.

MSL-201N: Leadership and Decision Making 3 credits

The MSL-201N course produces a Cadet grounded in foundational leadership doctrine and skills by following and leading small units to achieve assigned missions; who applies critical thinking and problem solving using Troop Leading Procedures (TLP); who comprehends the value of diversity, understands the officer's role in leading change, and understands the fundamentals of the Army as a profession. MSL-201N adds depth to the Cadets understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during Leadership LABs, team building exercises, and Field Training Exercises. Cadets will be evaluated and their progress managed throughout the course; in addition, student's understanding of the course content will be monitored, ensuring students comprehend the learning objectives and are retaining the lesson content.

MSL-202N: Army Doctrine and Team Development 3 credits

MSL-202N focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, Warrior Ethos, and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises in small units up to squad level. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during Leadership LABs (team building exercises, LTXs, VBS exercises). Includes a 1-hour lab per week taught by MS III Cadets. The Army Reserve Officer Training Course (ROTC) Basic Course is an academically rigorous 2-year college program comprised of four semester courses of instruction, Leadership Labs (two sets, Fall/Spring), and the Cadet Basic Camp (Case by Case basis) conducted at Fort Knox, KY.: 1. MSL-101N, Introduction to the Army 2. MSL-102N, Foundations of Agile and Adaptive Leadership 3. MSL-201N, Leadership and Decision Making 4. MSL-202N, Army Doctrine and Team Development 5. Fall Leadership Lab 6. Spring Leadership Lab 7. Basic Camp (Case by Case basis) The focus is on developing basic knowledge and comprehension of Army leadership attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

MSL-301: Adaptive Team Leadership 3 credits

This course involves the study, practice, and evaluation of adaptive leadership skills as students are presented with the demands of preparing for the summer Leader Development and Assessment Course (LDAC). Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical-thinking skills. Students receive systematic and specific feedback on their leadership values, attributes, skills, and actions. The course includes 3 hours of lecture/conference, one 2-hour lab of practical application, and one 2-day field training exercise. Prerequisites: MSL- 101, MSL- 102, MSL-201, and MSL- 202; MSL- 205; or prior military service and commitment to accept a commission and serve as an officer in the U.S. Army on active duty or in a reserve component.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

MSL-301N: Training Management and the Warfighting Functions 3 credits

MSL-301N is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leadership skills that can further develop you in to a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation System (COER). Successful completion of this course will help prepare you for the SROTC Advanced Camp, which you will attend in the summer at Fort Knox, KY.

MSL-302N: Applied Leadership in Small Unit Operations 3 credits

MSL-302N is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leadership skills that can further develop you in to a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation Report (COER). Successful completion of this course will help prepare you for the SROTC Advanced Camp, which you will attend in the summer at Fort Knox, KY.

MSL-401: Adaptive Leadership 3 credits

Develop proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership-performance feedback to subordinates. Students are given situational opportunities to assess risk, make sound ethical decisions, and provide coaching and mentoring to fellow students. Students are measured by their ability to give and receive systematic and specific feedback on leadership abilities using the Socratic model of reflective learning. Students analyze and evaluate the leadership values, attributes, skills, and actions of subordinate students while simultaneously considering their own leadership skills. The course includes 3 hours of lecture/conference, one 2-hour lab of practical application, and one 2-day field training exercise. Prerequisites: MSL-301, MSL-302, and commitment to accept a commission and serve as an officer in the U.S. Army on active duty or in a reserve component.

MSL-401N: The Army Officer 3 credits

This is an academically challenging course where you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and final exam. You will be assessed on the execution of missions during a classroom PE, Leadership Lab, or during a Field Training Exercise (FTX). You will receive systematic and specific feedback on your leader attributes, values, and core leadership competencies from your cadre, PMS, and other MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation Report (COER). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate, and lead a platoon in future operational environments. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning.

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

MSL-402N: Company Grade Leadership 3 credits

This is an academically challenging course where you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. For the Capstone Exercise, you will be required to complete an Oral Practicum that will be evaluated on your knowledge of the 20 Army Warfighting Challenges (AWFC) covered throughout MSL-401N and MSL-402N coursework. In addition, you could be assessed on leadership abilities during classroom PE, Leadership Labs, or during a Field Training Exercise (FTX). You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your cadre, PMS, and other MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation Report (COER). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leadership skills. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate, and lead a platoon in future operational environments. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning.

MSL-499: Independent Study 1 credits

Students in this course work closely with the Professor of Military Science on a special topic. Work may include research, readings, and presentations. This course may be repeated once. Prerequisite: Instructor approval.

Music (MUS)

MUS-111♦: Diction: Italian 1 credits

A study of Italian song transliteration, utilizing the International Phonetic Alphabet and emphasizing the broad skills of correct choice, correct performance of sounds, and performance practice of sung Italian. (Preferred default course)

MUS-112♦: Diction: French 1 credits

A study of French song transliteration, utilizing the International Phonetic Alphabet and emphasizing the broad skills of correct choice, correct performance of sounds, and performance practice of sung French. Prerequisite: MUS-111 or Music Department approval. (Preferred default course)

MUS-125♦: Music Theory I 4 credits

This course is a study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. Study is devoted to the structure of music which includes harmony, melody, form, and rhythm. Skill development in analysis and composition is emphasized. The music of the "common practice period" will be studied. Prerequisite: Theory Placement Examination.

MUS-130♦: Music Theory 3 credits

Study is devoted to the structure of music, which includes harmony, melody, form, and rhythm. Skill development in analysis and composition is emphasized. The music of the "common practice period" will be studied. Co-requisite: MUS-130L.

MUS-130L♦: Music Theory I Lab (Aural Skills and Musicianship) 1 credits

This course is a study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. Study is devoted to the structure of music, which includes: harmony, melody, form, and rhythm. Skill development in analysis and composition is emphasized. The music of the "common practice period" will be studied. Co-requisite: MUS-130.

MUS-155♦: Music Theory II 4 credits

This course emphasizes skill development through analysis and composition. Prerequisite: MUS-125.

MUS-160♦: Music Theory II 3 credits

A continuation of MUS-130, this course emphasizes skill development through analysis and composition. Prerequisites: MUS-130 and MUS-130L or Music Department approval. Co-requisite: MUS-160L.

MUS-160L♦: Music Theory II Lab (Aural Skills and Musicianship) 1 credits

A continuation of MUS-130L, this course emphasizes aural skill development through practical study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. Prerequisites: MUS-130 and MUS-130L or Music Department approval. Co-requisite: MUS-160.

MUS-210♦: Music Appreciation 4 credits

This course introduces the study of the intellectual, emotional, and aesthetic nature of music, its history, theory, and literature. It explores the major works of great composers and explores the elements that contribute to their longevity. Students learn to appreciate and critique live performances.

MUS-210XV: Music Appreciation 4 credits

This course introduces the study of the intellectual, emotional, and aesthetic nature of music, its history, theory, and literature. It explores the major works of great composers and explores the elements that contribute to their longevity. Students learn to appreciate and critique live performances.

MUS-211♦: Diction: German 1 credits

A study of German song transliteration, utilizing the International Phonetic Alphabet and emphasizing the broad skills of correct choice, correct performance of sounds, and performance practice of sung German. Prerequisite: MUS-111 or Music Department approval.

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

MUS-215♦: Lyric Diction for Music Educators 1 credits

This course is an introductory study of the enunciation and International Phonetic Alphabet (IPA) transcription of the Italian, German, French, and Latin languages for music educators. Students are introduced to a rich vocabulary of texts commonly used within the repertoire.

MUS-218♦: Popular Music in American Society 4 credits

This course will survey the history of American popular music genres. Through understanding styles and forms within the context of their origins, popular music is understood in the relationship of its functions in society.

MUS-223♦: Conducting 2 credits

This course is a study of the fundamentals and techniques of conducting. Emphasis is placed on basic conducting skills, fundamentals of baton technique, left hand technique, non-verbal communication, leadership, conducting terminology, transpositions, and score reading.

MUS-223HN♦: Conducting 2 credits

This course is a study of the fundamentals and techniques of conducting. Emphasis is placed on basic conducting skills, fundamentals of baton technique, left hand technique, non-verbal communication, leadership, conducting terminology, transpositions, and score reading.

MUS-227♦: Music in World Culture 4 credits

This course is an introduction to the music of the world as a means to express different elements of culture, civilization, and worldview.

MUS-260♦: Music Theory III 4 credits

This course emphasizes advanced rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. Music examples are selected from Bach through Wagner. This course also includes an advanced study in analysis and part writing utilizing modulation and chromatic harmony. Prerequisite: MUS-155.

MUS-262♦: Music Theory III 3 credits

A continuation of MUS-160, this course emphasizes skill development through analysis and composition. Music examples are selected from Bach through Wagner. It also includes an advanced study in analysis and part writing utilizing modulation and chromatic harmony. Prerequisites: MUS-160 and MUS-160L or Music Department approval. Co-requisite: MUS-262L.

MUS-262L♦: Music Theory III Lab (Aural Skills and Musicianship) 1 credits

A continuation of MUS-160L, this course is a study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training will be utilized. Prerequisites: MUS-160 and MUS-160L or Music Department approval. Co-requisite: MUS-262.

MUS-310♦: Choral Literature for Music Educators 2 credits

This course is a survey study of the composers and choral literature appropriate for elementary and secondary school ensembles. Major literature; publishers; composers, arrangers, and their styles; and common performance and teaching problems will be considered.

MUS-326♦: Orchestration and Arranging 2 credits

This course is a study and application in techniques of scoring and arranging music for various combinations of musical mediums. Includes scoring for strings, woodwinds, brasses, percussion, and voices.

MUS-327♦: Band Literature for Music Educators 2 credits

This course is a survey study of the composers and band literature appropriate for elementary and secondary school ensembles. This course will consider major literature, publishers, composers, arrangers, and their styles, as well as common performance and teaching problems.

MUS-331♦: Choral Methods and Pedagogy 2 credits

A study of advanced problems in rehearsing and conducting at the high school level. An examination and analysis of the prevailing choral philosophies, including performance techniques, score preparation, rehearsal techniques, programming, and administration of the choral program.

MUS-335♦: Survey of Jazz 4 credits

This course will survey the development of jazz music from its genesis, transformation, and growth to current postmodern practices. The styles are explored through the social identity of the music and musicians.

MUS-351♦: Music Theory IV 3 credits

A continuation of MUS-262, this course emphasizes skill development through analysis and composition. This course includes analysis and composition methods of music of the late 19th through the 20th century. Prerequisites: MUS-262 and MUS-262L or Music Department approval. Co-requisite: MUS-351L.

MUS-351L♦: Music Theory IV Lab (Aural Skills and Musicianship) 1 credits

A continuation of MUS-262L, this course is a study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training will be utilized. Prerequisites: MUS-262 and MUS-262L or Music Department approval. Co-requisite: MUS-351.

MUS-355♦: Music History I 4 credits

This writing intensive course is a survey of music from primitive times to the mid-18th century. It presents the growth of music in the Middle Ages and Renaissance through the contrapuntal schools, culminating in the work of J. S. Bach and the development of opera and oratorio during the baroque period. Prerequisite: MUS-125.

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

MUS-357[♦]: Music Composition Seminar 2 credits

This course introduces students to the creative processes in music composition, building on the study of music theory as a foundation for composing original music. Students explore the parameters of music and sound by composing original works in various styles. Prerequisites: MUS-160 and MUS-160L.

MUS-359[♦]: Composition Using Music Technology 2 credits

This course will explore the use of music technology as a foundation for composing original works in various styles. Prerequisites: MUS-160 and MUS-160L.

MUS-360[♦]: Music History I 3 credits

This writing intensive course is a survey of music from primitive times to the mid-18th century. It presents the growth of music in the Middle Ages and Renaissance through the contrapuntal schools, culminating in the work of J. S. Bach and the development of opera and oratorio during the baroque period.

MUS-360HN^{Δ♦}: Music History I 3 credits

This writing intensive course is a survey of music from primitive times to the mid-18th century. It presents the growth of music in the Middle Ages and Renaissance through the contrapuntal schools, culminating in the work of J. S. Bach and the development of opera and oratorio during the baroque period.

MUS-365[♦]: Music History II 4 credits

This writing intensive course is a survey of music from the mid-18th century to modern times. Study is devoted to the rise of homophonic music, the art song, the nationalistic schools, and the principal composers of the classical, romantic, and contemporary periods. Prerequisite: MUS-355.

MUS-369^{Δ♦}: Music History II 3 credits

This writing intensive course is a survey of music from the mid-18th century to modern times. Study is devoted to the rise of homophonic music, the art song, the nationalistic schools, and the principal composers of the classical, romantic, and contemporary periods. Prerequisite: MUS-360 or Music Department approval.

MUS-369HN^{Δ♦}: Music History II 3 credits

This writing intensive course is a survey of music from the mid-18th century to modern times. Study is devoted to the rise of homophonic music, the art song, the nationalistic schools, and the principal composers of the classical, romantic, and contemporary periods. Prerequisite: MUS-360 or Music Department approval.

MUS-370^{Δ♦}: Piano Literature I 2 credits

This course is a survey of baroque and classical periods. Emphasis is on learning the standard piano repertoire through reading and listening assignments.

MUS-375^{Δ♦}: Song Literature I 2 credits

This course is a survey study of the composers, their styles, and literature from the beginning of solo song through the early romantic period. Practicum/field experience hours: None. This course is a survey study of the solo vocal song: representative composers, compositional style, and literature from the Baroque through the mid-twentieth century. The focus is on early Italian song, German Lieder, French mélodie and Russian song.

MUS-376^{Δ♦}: Song Literature II 2 credits

This course is a survey study of the composers, their styles, and literature from the middle romantic period of solo song through the contemporary period. It is a continuation of MUS-375. Practicum/field experience hours: None. This course is a survey study of the solo vocal song: representative composers, compositional style, and literature from the mid-nineteenth century through the present. The focus is on English language song, late Italian song, song written outside Western Europe and the United States, and includes a brief introduction to American popular song. MUS-376 is a continuation of MUS-375: Song Literature I.

MUS-377^{Δ♦}: Piano Literature II 2 credits

This course is a survey of romantic and contemporary periods. Emphasis is on learning the standard piano repertoire through reading and listening assignments.

MUS-378^{Δ♦}: Chamber Music Literature 2 credits

This course is a survey of chamber music literature. Emphasis is on learning the standard repertoire through reading and listening assignments.

MUS-379[♦]: Symphonic Literature 2 credits

This course is a survey of symphonic literature. Emphasis is on learning the standard repertoire through reading and listening assignments.

MUS-393[♦]: Form and Analysis 3 credits

This course is a study of the various organizational structures in music, from motive, phrase, and period, through binary and ternary forms to the most complex, such as the variation, rondo, and sonata. Works of the masters are analyzed from the standpoint of form. Prerequisites: MUS-351 and MUS-351L, or MUS-275 or Music Department approval.

MUS-393HN^{Δ♦}: Form and Analysis 3 credits

This course is a study of the various organizational structures in music, from motive, phrase, and period, through binary and ternary forms to the most complex, such as the variation, rondo, and sonata. Works of the masters are analyzed from the standpoint of form. Prerequisites: MUS-351 and MUS-351L, or MUS-275 or Music Department approval.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

MUS-394♦: Counterpoint 3 credits

This course is a survey of contrapuntal practice from the 18th century. Background reference is made to early polyphonic music. Emphasis is given to 16th century species counterpoint and to analyzing and writing inventions and fugues in the 18th century style of J. S. Bach. An introduction is provided for the use of counterpoint in 20th century composition. Prerequisites: MUS-351 and MUS-351L, or MUS-275.

MUS-406♦: Jazz Techniques 1 credits

This course is a study of major jazz techniques and styles, including repertoire, instrumentation, improvisation, innovations, and major jazz ensembles.

MUS-417♦: Collaborative Piano I 2 credits

This course is an introduction to collaborative and accompanying techniques and repertoire. Emphasis is placed on effective personal practice and preparation methods and ensemble rehearsal techniques. Collaborative skills of shared musical leadership, ensemble balance, and other performance issues are addressed through master class and private coaching of repertoire prepared as part of required assignments in vocal and/or instrumental studios. Score study, sight-reading, as well as techniques for dealing with orchestral piano reductions are also covered. Prerequisite: Advanced Standing or Music Department approval.

MUS-418♦: Collaborative Piano II 2 credits

This course is a continuation to Collaborative Piano I. Collaborative and accompanying techniques and repertoire continue to be developed; collaborative skills of shared musical leadership, ensemble balance, and other performance issues are addressed through master class and private coaching of repertoire prepared as part of required assignments in vocal and/or instrumental studios. Score study, sight-reading, as well as techniques for dealing with orchestral piano reductions are also covered. Prerequisite: MUS-417 or Music Department approval.

MUS-427♦: Piano Pedagogy I 2 credits

This course is a study of beginner fundamentals of piano teaching. It includes survey, analysis, classification, and evaluation of beginning piano methods. Principles of studio management and planning are introduced. This course includes observation and supervised teaching in the Piano Laboratory Program, and both individual and group lesson settings. Prerequisite: MUS-377 or Music Department approval.

MUS-428♦: Piano Pedagogy II 2 credits

This course is a study of intermediate/early advanced fundamentals of piano teaching. It includes survey of, analysis, classification, and evaluation of beginning piano methods. Emphasis is also placed on studio management and planning. This course includes observation and supervised teaching in the Piano Laboratory Program, and both individual and group lesson settings. Prerequisite: MUS-427 or Music Department approval.

MUS-451♦: Advanced Choral Conducting 2 credits

This course is a study of advanced techniques of choral conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques will be explored. Prerequisite: MUS-223.

MUS-451HN♦: Advanced Choral Conducting 2 credits

This course is a study of advanced techniques of choral conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques will be explored. Prerequisite: MUS-223.

MUS-452♦: Advanced Instrumental Conducting 2 credits

This course is a study of advanced techniques of instrumental conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques will be explored. Prerequisite: MUS-223 or Music Department approval.

MUS-452HN♦: Advanced Instrumental Conducting 2 credits

This course is a study of advanced techniques of instrumental conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques will be explored. Prerequisite: MUS-223 or Music Department approval.

MUS-453♦: Advanced Conducting 2 credits

This course is a study of advanced techniques of conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and programming will be explored. Prerequisite: MUS-223.

MUS-455♦: Vocal Pedagogy 2 credits

This course is an exploration of voice science and pedagogy for voice instruction. Students will be required to demonstrate pedagogical application.

MUS-457♦: Instrumental Pedagogy 2 credits

This course is a study of teaching instrumental music in the private music studio. The instruction is generally at the beginner level. This course includes observation in both individual and group lesson settings. Prerequisite: Advanced Standing or Music Department approval. Prerequisite: Advanced Standing or Music Department approval.

MUS-490♦: Senior Seminar 2 credits

This capstone course provides students an opportunity to develop their skills in an area of interest. Students will complete an independent project under faculty supervision.

Music Applied Voice (MVA)

MVA-119♦: Private Voice Study I 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors. Prerequisites: Music Department approval and placement audition.

MVA-120♦: Private Voice Study Majors I 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

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

MVA-129♦: Private Voice Study II 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-130♦: Private Voice Study Majors II 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-120 or Music Department approval and placement audition.

MVA-219♦: Private Voice Study III 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-220♦: Private Voice Study Majors III 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-130 or Music Department approval and placement audition.

MVA-229♦: Private Voice Study IV 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-230♦: Private Voice Study Majors IV 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-220 or Music Department approval and placement audition.

MVA-319♦: Private Voice Study V 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-320♦: Private Voice Study Majors V 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-230 or Music Department approval and placement audition.

MVA-329♦: Private Voice Study VI 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-330♦: Private Voice Study Majors VI 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-320 or Music Department approval and placement audition.

MVA-390^Ω♦: Junior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MVA-419♦: Private Voice Study VII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-420♦: Private Voice Study Majors VII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-330 or Music Department approval and placement audition.

MVA-429♦: Private Voice Study VIII 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for non-music majors.

MVA-430♦: Private Voice Study Majors VIII 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MVA-420 or Music Department approval and placement audition.

MVA-490^Ω♦: Senior Recital 0 credits

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Music Voice Class (MVC)

MVC-109♦: Class Voice (Majors) 1 credits

This course is class instruction for students with limited or no previous voice training. Instruction includes the study of vocal technique and is designed to pass Part I of the Vocal Proficiency Examination. The voice proficiency requirements are identified in the music handbook.

Woodwind Instruments (MWE)

MWE-113♦: Private Applied Instruction-Secondary I 1 credits

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE-115♦: Private Applied Instruction I 2 credits

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: Music Department approval and placement audition.

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

MWE-123[♦]: Private Applied Instruction-Secondary II **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MWE-125[♦]: Private Applied Instruction II **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-115 or Music Department approval and placement audition.

MWE-213[♦]: Private Applied Instruction-Secondary III **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MWE-215[♦]: Private Applied Instruction III **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-125 or Music Department approval and placement audition.

MWE-223[♦]: Private Applied Instruction-Secondary IV **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MWE-225[♦]: Private Applied Instruction IV **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-215 or Music Department approval and placement audition.

MWE-313[♦]: Private Applied Instruction-Secondary V **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MWE-315[♦]: Private Applied Instruction V **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-225 or Music Department approval and placement audition.

MWE-323[♦]: Private Applied Instruction-Secondary VI **1 credits**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors.

MWE-325[♦]: Private Applied Instruction VI **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-315 or Music Department approval and placement audition.

MWE-390^Ω: Junior Recital **0 credits**

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's junior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

MWE-413[♦]: Private Applied Instruction-Secondary VII **1 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature.

MWE-415[♦]: Private Applied Instruction VII **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-325 or Music Department approval and placement audition.

MWE-423[♦]: Private Applied Instruction-Secondary VIII **1 credits**

This course is the private applied study for music majors in their secondary instrument or area, and/or private applied study for non-music majors.

MWE-425[♦]: Private Applied Instruction VIII **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisites: MWE-415 or Music Department approval and placement audition.

MWE-490[♦]: Senior Recital **0 credits**

A formal, public recital, sponsored by the music department, in which the student presents a solo recital of a length appropriate to the major. The recital is to be given in the student's senior year. The student must concurrently be enrolled in the appropriate level of private instruction. Co-Requisite: The student must concurrently be enrolled in the appropriate level of private instruction.

Nursing (NRS)

NRS-410V[♦]: Pathophysiology and Nursing Management of Clients' Health **3 credits**

This course is designed to enhance the working RN's existing understanding of the pathophysiological processes of disease as they affect clients across the lifespan. The interrelationship of structural and functional reactions of cells and tissues to genetic alterations and injurious agents provide the foundation for comprehending clinical manifestations and treatment protocols. Critical thinking and nursing management are enhanced through the use of case studies that integrate nutritional and pharmacological concepts. The understanding of environmental and biological risk factors provides the nurse with the knowledge to provide health promotion and prevention education.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

NRS-427V[♦]: Concepts in Community and Public Health 3 credits

This course focuses on the community as a large system of people of varying cultures, spiritual values, geographic norms, and economic conditions, all influenced by social-legal-political variables that impact individual and community health. Particular attention is paid to vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion and disease prevention.

NRS-427VN[♦]: Concepts in Community and Public Health 3 credits

This course focuses on the community as a large system of people of varying cultures, spiritual values, geographic norms, and economic conditions, all influenced by social-legal-political variables that impact individual and community health. Particular attention is paid to vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion and disease prevention.

NRS-428VN: Concepts in Community and Public Health 3 credits

This course focuses on the community as a large system of people of varying cultures, spiritual values, geographic norms, and economic conditions, all influenced by social-legal-political variables that impact individual and community health. Particular attention is paid to vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion and disease prevention. Students are required to document 25 indirect clinical practice hours in association with this course.

NRS-429V[♦]: Family-Centered Health Promotion 3 credits

This course focuses on family theories, health promotion models, cultural diversity, and teaching learning principles. The course emphasizes the family as the client, family FHP health assessments, screenings across the lifespan, communication, community resources, and family education. Appropriate health promotion education is evaluated against evidence-based research and practice.

NRS-429VN[♦]: Family-Centered Health Promotion 3 credits

This course focuses on family theories, health promotion models, cultural diversity, and teaching learning principles. The course emphasizes the family as the client, family FHP health assessments, screenings across the lifespan, communication, community resources, and family education. Appropriate health promotion education is evaluated against evidence-based research and practice.

NRS-430V^Ω: Professional Dynamics 3 credits

This course is a bridge course for the RN who is returning to formal education for the baccalaureate degree in nursing. The course focuses on differentiated nursing practice competencies, nursing conceptual models, professional accountability, integrating spirituality into practice, group dynamics, and critical thinking. The course also emphasizes writing and oral presentation skills.

NRS-431N: Public Health Nursing for California Nurses 3 credits

California registered nurses seeking to apply for California Public Health Nurse Certification will emphasize and further develop the concepts of epidemiology, emergency response, abuse, human trafficking, prevention and health promotion, community collaboration, and healthcare finances. During the course the student will create a public health response plan while completing 90 public health hours with an approved preceptor. Practicum/field experience hours: 90. Prerequisite: NRS-493.

NRS-433V^Δ: Introduction to Nursing Research 3 credits

This writing-intensive course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. Prerequisite: HLT-362V.

NRS-434VN[♦]: Health Assessment 3 credits

This course focuses on methods of health history taking, physical examination skills, documentation, and health promotion strategies. The course emphasizes the individual as the client, health patterns across the life span, community resources, and the teaching-learning process.

NRS-440VN[♦]: Trends and Issues in Today's Health Care 3 credits

This course explores the impact of numerous professional and societal forces on health care policy and practice. Content includes an analysis of current studies; nursing care policy and position statements; political, environmental, and cultural issues; and changing nursing roles. The study of these issues examines the impact on health care delivery systems in today's society.

NRS-441V^Ω: Professional Research Project 3 credits

The capstone project is a culmination of the learning experiences while a student in the nursing program. The student will prepare a written proposal for a project whose focus is the resolution of an issue or problem significant to professional nursing practice. The proposal includes a problem description, resolution, implementation, plans, evaluation plans, and proposed dissemination of findings. The professional capstone project proposal needs to reflect synthesis and integration of course content and professional practice. The capstone project is guided by the baccalaureate program student learner outcomes.

NRS-451VN: Nursing Leadership and Management 3 credits

Registered nurses with current licensure have a basic understanding of the role of the professional nurse. This course emphasizes further development of the professional nurse role. Critical management and leadership values, styles, and skills are a major focus. Particular attention is given to the identification of personal leadership styles and values. Importance is placed on development of effective management and leadership skills, with emphasis on effective communication.

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

NRS-490^{AO}: Professional Capstone and Practicum 6 credits

This is a writing intensive course. The professional capstone practicum project offers students the opportunity to propose a resolution to an issue or problem significant to nursing practice within a clinical environment. Students identify, design, and propose an evidence-based solution within a health care organization with guidance from faculty and a preceptor in the field. The proposal must reflect synthesis and integration of course content and professional practice. Development of the capstone project is guided by the baccalaureate program student learning outcomes. Practicum/field experience hours: 100. Prerequisites: NRS-430V, NRS-429VN, NRS-434VN, NRS-427VN, NRS-433V, PHI-413V, NRS-451VN, NRS-410V, and NRS-440VN.

NRS-491^A: Professional Capstone and Practicum 6 credits

This is a writing intensive course. The professional capstone practicum project offers learners the opportunity to propose a resolution to an issue or problem significant to nursing practice within a clinical environment. Learners identify, design, and propose an evidence-based solution within a health care organization with guidance from faculty and a preceptor in the field. The proposal must reflect synthesis and integration of course content and professional practice. Development of the capstone project is guided by the baccalaureate program learner learning outcomes. Practicum/field experience hours: 100. Prerequisites: NRS-430V, NRS-429VN, NRS-434VN, NRS-427VN, NRS-433V, PHI-413V, NRS-451VN, NRS-410V, and NRS-440VN.

NRS-493^A: Professional Capstone and Practicum 6 credits

This is a writing-intensive course. The course combines scholarly activities with clinical practice experiences designed to synthesize learning into the practice environment and impact health outcomes. Learners participate in planned, clinical experiences that refine professional competencies at the baccalaureate level and enable learners to integrate new knowledge and higher level skills to advance nursing practice. Clinical practice hours will be dedicated to learning objectives in leadership and in community health. The professional capstone project offers learners the opportunity to propose a resolution to an issue or problem significant to nursing practice within a clinical environment. Learners identify, design, and propose an evidence-based solution within a health care organization with guidance from faculty and a preceptor in the field. The proposal must reflect synthesis and integration of course content and professional practice. Development of the capstone project is guided by the baccalaureate program learner learning outcomes. Clinical hours: 100. Combined ; 50 hours in leadership and 50 hours in community health. Prerequisites: NRS-430V, NRS-429VN, NRS-434VN, NRS-428VN, HLT-362V, NRS-433V, PHI-413V, NRS-451VN, NRS-410V, and NRS-440VN.

NSC-150[◆]: Nutrition and Wellness 4 credits

This is an introductory course in general nutrition and wellness, including the definitions of fitness and health, and review of fundamental nutritional principles. This course provides for a basic understanding of nutritional science and applications to food selection and overall health and wellness.

NSC-305[‡]: Nutrition across the Lifespan 4 credits

This course examines nutritional requirements and applies the principles of basic nutrition to each stage of the life cycle, with a special emphasis on how growth, development and health status relate to nutrition. It also introduces the role of beliefs, culture, and other factors in nutrition. Prerequisite: NSC-150.

NSC-305HN[‡]: Nutrition across the Lifespan 4 credits

This course examines nutritional requirements and applies the principles of basic nutrition to each stage of the life cycle, with a special emphasis on how growth, development and health status relate to nutrition. It also introduces the role of beliefs, culture, and other factors in nutrition. Prerequisite: NSC-150.

NSC-350: Food Sciences 3 credits

This course explores the scientific principles of food preparation, processing, and preservation; attention to food safety; and ingredient interactions in meal preparation. Prerequisite: BIO-319.

NSC-350L: Food Sciences Lab 1 credits

This course introduces food preparation with a focus on ingredient interactions and the impact of different food preparation methods. The laboratory complements the lecture course and covers food safety, meal planning, and purchasing. Prerequisite: BIO-319. Co-Requsite: NSC-350.

NSC-419: Advanced Nutrition 4 credits

This course applies concepts learned in earlier nutrition courses in a comprehensive and practical manner. Examples of covered topics include advanced meal planning, the nutritional needs of special populations, sports nutrition, and advanced applications of nutritional principles and research to solve nutrition-related problems. Prerequisite: BIO-319.

NSC-490[‡]: Nutrition Research 4 credits

This writing intensive course introduces basic research designs and their applications to nutrition. Examples of possible topics include applied epidemiology, nutrition-related health problems, food production and dissemination, and the issues of sustainability that surround these. Prerequisite: BIO-319.

NSC-495[‡]: Capstone in Nutrition 4 credits

This writing intensive capstone course requires students to integrate and apply what they have learned in the Nutrition program, as well as understand the ethics of nutritional sciences. For example, to demonstrate understanding of nutritional principles, students in this course develop client plans for individuals of different health statuses. Prerequisite: NSC-419.

Nutritional Sciences (NSC)

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

NSC-495HN^Δ: Capstone in Nutrition 4 credits

This writing intensive capstone course requires students to integrate and apply what they have learned in the Nutrition program, as well as understand the ethics of nutritional sciences. For example, to demonstrate understanding of nutritional principles, students in this course develop client plans for individuals of different health statuses. Prerequisite: NSC-419.

NSC-507: Introduction to Graduate Studies in Dietetics 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the Master of Science in Nutrition and Dietetics in the College of Science, Engineering, and Technology. Emphasis is placed on utilizing the tools for graduate success and providing understanding of competency-based learning within the Future Education Model graduate program.

NSC-510: Behavioral Science and Counseling 4 credits

This course provides an overview of standardized methods of quantity food preparation, menu planning, and management practices in food and nutrition. It provides students with the opportunity to apply didactic skills and knowledge into practice through experiential learning opportunities. Practicum/field experience hours: 100. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements.

NSC-550: Advanced Medical Nutrition Therapy 4 credits

This course provides an overview of the nutrition care process while developing a foundation for concepts of nutritional therapy in prevention and treatment of disease. It includes evidence-based practice of advanced therapies and patient management in nutrition support. Practicum/field experience hours: 100. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements. Prerequisite: NSC-510.

NSC-595: Applied Medical Nutrition Therapy 4 credits

This course builds on the foundation of evidence-based practice in nutrition therapy for prevention and treatment of disease by providing experiential learning opportunities in professional settings. Students apply foundational knowledge to complete hands-on practice and implementation. Practicum/field experience hours: 200. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements. Prerequisite: NSC 510, NSC 550.

NSC-600: Food and Nutrition Management 4 credits

This course provides an overview of standardized methods of quantity food preparation, menu planning, and management practices in food and nutrition. It provides students with the opportunity to apply didactic skills and knowledge into practice through experiential learning opportunities. Practicum/field experience hours: 200. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements.

NSC-650: Community Nutrition and Advocacy 4 credits

This course assesses the nutritional status of communities and populations. It identifies the nutrition professional's role in community-based nutrition intervention, development, and delivery of nutrition related policies, the understanding of cultural competence, and effective advocacy skills. Students apply foundational knowledge to complete hands-on practice and implementation. Practicum/field experience hours: 100. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements.

NSC-675: Leadership in Nutrition and Dietetics 4 credits

This course provides an exploration of leadership, management, and organization styles and behaviors within nutrition and dietetics. It examines the interaction between personal characteristics and organizational culture to equip students to develop leadership skills and strategies within the nutrition profession. Practicum/field experience hours: 50. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements.

NSC-695: Capstone in Nutrition and Dietetics 4 credits

This course requires students to build on the foundation of knowledge learned in the graduate program and apply evidence-based practice through hands-on experiential learning opportunities in a specified area of nutrition and dietetics. Students complete experiential learning hours to give them the hands-on experience they need to successfully enter the nutrition profession. Practicum/field experience hours: 250. Students must complete the minimum amount of hours required. State licensure requirements can vary from state to state and may require additional requirements. Students must review and adhere to their state's requirements. Prerequisite: NSC 595, NSC 600, NSC 650.

Nursing (NSG)

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

NSG-300^Δ: Foundations of Nursing 4 credits

This course introduces the nursing process and focuses on the development of critical thinking and clinical reasoning skills in the application of the nursing process in planning safe, culturally sensitive, client-centered care. Students are introduced to concepts of health and physiologic and psychosocial alterations. The underlying theoretical concepts related to fundamental nursing skills are introduced. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300C.

NSG-300C: Foundations of Nursing Clinical 2 credits

In this clinical course, students use the nursing process to identify clinical data and assessment findings to plan, prioritize, and implement direct client care in assigned health care settings related to the care of the adult population. Students are expected to integrate principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Fundamental nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 56. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CC: FN Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300CI: FN Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300.

NSG-300HN^Δ: Foundations of Nursing 4 credits

This course introduces the nursing process and focuses on the development of critical thinking and clinical reasoning skills in the application of the nursing process in planning safe, culturally sensitive, client-centered care. Students are introduced to concepts of health and physiologic and psychosocial alterations. The underlying theoretical concepts related to fundamental nursing skills are introduced. Prerequisite: Admission into the nursing program. Co-Requisite: NSG-300C.

NSG-310[♦]: Introduction to Professional Nursing 3 credits

This course introduces the professional standards, regulations, and ethical code that inform the field of nursing. Students learn about scope and standards of practice with particular emphasis on the nurse's role in providing client-centered care as a member of an interdisciplinary health care team. Students also learn skills in therapeutic, interpersonal, and interprofessional communication and examine the relationship of communication and technology to safety and positive client outcomes. Prerequisite: Admission into the nursing program.

NSG-310HN^Δ: Introduction to Professional Nursing 3 credits

This course introduces the professional standards, regulations, and ethical code that inform the field of nursing. Students learn about scope and standards of practice with particular emphasis on the nurse's role in providing client-centered care as a member of an interdisciplinary health care team. Students also learn skills in therapeutic, interpersonal, and interprofessional communication and examine the relationship of communication and technology to safety and positive client outcomes. Prerequisite: Admission into the nursing program.

NSG-316: Health Assessment 4 credits

In this course, students use the nursing process to systematically collect, validate, and communicate the physiological, psychological, sociocultural, spiritual, lifestyle, and functional assessment data for diverse adult clients. Students demonstrate client-centered interviewing skills and obtaining a health history, along with hands-on assessment techniques through supervised laboratory practice. Prerequisite: Admission into the nursing program.

NSG-318: Introduction to Pharmacology 3 credits

This course introduces basic principles of pharmacotherapy used in health promotion/maintenance and disease prevention for diverse populations across the life span. Students learn principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics, and study drug classifications and corresponding mechanisms of action, including pathophysiological effects. Use of the nursing process in developing a comprehensive approach to the clinical application of drug therapy is also discussed. Prerequisite: Admission into the nursing program.

NSG-320: Adult Health Nursing I 5 credits

This course focuses on nursing care of adult clients. Students demonstrate competency in the advancing role of the professional registered nurse and clinical reasoning to improve client outcomes. Students begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement nursing care. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320C.

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

NSG-320C: Adult Health Nursing I Clinical 3 credits

In this clinical course, through use of the nursing process, students begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement direct care for adults experiencing acute and chronic health disruptions in a variety of health care settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Medical-surgical nursing skills necessary to providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 132. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CC: AHN I Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-320CI: AHN I Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-320.

NSG-322[†]: Behavioral Health Nursing 3 credits

In this course, students utilize the nursing process to provide behavioral health care in community and acute inpatient settings for individuals, families, and community groups. Emphasis is placed on primary, secondary, and tertiary levels of behavioral health care, including pharmacotherapy and nursing interventions for clients in crisis and clients with serious and persistent mental illness. Concepts including therapeutic communication, interdisciplinary collaboration, client-centered coping-skills, and affective skills of critical thinking are integrated with biopsychosocial, spiritual, and cultural aspects of behavioral health nursing practice. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322C.

NSG-322C: Behavioral Health Nursing Clinical 1 credits

In this clinical course, students use the nursing process to apply clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, assess, and implement direct client care in assigned behavioral health care settings. Students have the opportunity to practice therapeutic communication skills. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Clinical hours: 48. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CC: BHN Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322CI: BHN Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322.

NSG-322HN[‡]: Behavioral Health Nursing 3 credits

In this course, students utilize the nursing process to provide behavioral health care in community and acute inpatient settings for individuals, families, and community groups. Emphasis is placed on primary, secondary, and tertiary levels of behavioral health care, including pharmacotherapy and nursing interventions for clients in crisis and clients with serious and persistent mental illness. Concepts including therapeutic communication, interdisciplinary collaboration, client-centered coping-skills, and affective skills of critical thinking are integrated with biopsychosocial, spiritual, and cultural aspects of behavioral health nursing practice. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318. Co-Requisite: NSG-322C.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

NSG-324^A: Research and Evidence-Based Practice 3 credits

In this writing-intensive course, students are introduced to the research process and methodologies using qualitative and quantitative data. Students examine the processes required to integrate evidence into nursing practice. Emphasis is on evaluation and application of scientific evidence affecting nurse-sensitive quality indicators. Students differentiate types and levels of evidence and identify appropriate sources that inform nursing practice. Strategies for implementation, methods of evaluation, and dissemination of research findings are discussed. This course also expands on informatics technology used to support data, information, and knowledge needs in the delivery of nursing and health care. Prerequisites: NSG-300, NSG-300C, NSG-310, NSG-316, and NSG-318.

NSG-430: Adult Health Nursing II 5 credits

In this course, students synthesize advanced medical-surgical and pharmacologic concepts. Students use the nursing process to manage clients with higher levels of acuity and complex health needs. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-430C.

NSG-430C: Adult Health Nursing Clinical II 2 credits

In this clinical course, students utilize the nursing process to independently plan, prioritize, implement, and evaluate direct client care for adults with complex health needs. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Advanced medical-surgical nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 60. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-430.

NSG-430CC: AHN II Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-430.

NSG-430CI: AHN II Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-430.

NSG-432: Nursing Care of the Childbearing Family 3 credits

This course introduces nursing concepts related to women's health, pregnancy, and newborn care. Focus is on health promotion and disease prevention, pharmacologic concepts, ethical and legal aspects, and decision making for childbearing families. Nursing care of the normal and high-risk childbearing family from preconception through the postpartum period is addressed. Emphasis is on promoting positive outcomes during the childbearing phase of family development. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-432C.

NSG-432C: Nursing Care of the Childbearing Family Clinical 1 credits

In this clinical course, students use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childbearing family. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Obstetric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 48. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-432.

NSG-432CC: OB Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-432.

NSG-432CI: NCCF Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-432.

NSG-434: Nursing Care of the Childrearing Family 3 credits

This course focuses on theories and concepts of growth and development, cultural influences, ethical issues, and physiological responses related to the nursing care of both the sick and well child. Emphasis is placed on teaching and community resources related to the childrearing family from infancy through adolescence. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-434C.

^A Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

NSG-434C: Nursing Care of the Childrearing Family Clinical 1 credits

In this clinical course, students use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childrearing family. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Pediatric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. Clinical hours: 48. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-434.

NSG-434CC: Peds Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-434.

NSG-434CI: Peds Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324. Co-Requisite: NSG-434.

NSG-436: Leadership, Ethics, and Policy in Health Care 3 credits

This course explores nursing leadership, nursing's role in policy advocacy and development, and ethical and legal principles that impact nursing and the provision of health care within a complex health care delivery system. Students examine the influence of the nursing profession on policy and regulation, the financial structure of health care systems, and issues related to improving quality and client outcomes within health care organizations using leadership and management concepts. Students apply ethical and legal principles while evaluating the relationship between law and ethics and its impact on diverse individuals, families, and communities. Prerequisites: NSG-320, NSG-320C, NSG-322, NSG-322C, and NSG-324.

NSG-440': Population Health 3 credits

This course focuses on the role of the nurse in population-focused health, examining population-based systems, and community, individual, and family-focused population health practice. Emphasis is on addressing issues of overall health improvement, the broad determinants of health, and the elimination of health disparities among vulnerable populations. Students apply epidemiologic concepts and evidence-based research to the study of disease and develop strategies to promote health and prevent disease in diverse communities and populations with an emphasis on community-based assessment and partnership as well as broader population-focused interventions. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440C.

NSG-440C: Population Health Clinical 1 credits

In this clinical course, students apply nursing principles in public and population health related to health promotion and disease prevention for diverse populations in a variety of community settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for diverse populations. Clinical hours: 48. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440.

NSG-440CC: PH Clinical Rotation 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440.

NSG-440CI: PH Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440.

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

NSG-440HN^Δ: Population Health 3 credits

This course focuses on the role of the nurse in population-focused health, examining population-based systems, and community, individual, and family-focused population health practice. Emphasis is on addressing issues of overall health improvement, the broad determinants of health, and the elimination of health disparities among vulnerable populations. Students apply epidemiologic concepts and evidence-based research to the study of disease and develop strategies to promote health and prevent disease in diverse communities and populations with an emphasis on community-based assessment and partnership as well as broader population-focused interventions. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-440C.

NSG-444: Transition to Practice 4 credits

This course focuses on the reinforcement of medical-surgical concepts and career readiness preparation to support students as they transition into the role of the professional registered nurse. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444C.

NSG-444C: Transition to Practice Group or Residency Clinical 3 credits

In this clinical course, students delegate care and integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for multiple clients. Advanced medical-surgical nursing skills necessary for providing care are reinforced and practiced in simulated settings. Clinical hours: 120. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD1: TTP Group Rotation: Medical/Surgical 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD2: TTP Group Rotation: Behavioral Health 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD3: TTP Group Rotation: OB 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD4: TTP Group Rotation: Pediatrics 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD5: TTP Group Rotation: Population Health 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CD6: TTP Group Rotation: Complex Care 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

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

NSG-444CD7: TTP Group Rotation: Long-Term Care 0 credits

This clinical rotation provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CE8: TTP Residency 0 credits

This residency provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in direct client-care settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice in various clinical environments. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CI: TTP Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-444CT: TTP Immersive Simulation 0 credits

This immersive simulation experience provides students with hands-on learning allowing for the integration of skills and knowledge in the care of clients from various social and cultural backgrounds in simulated settings. Students are provided the opportunity to display competencies necessary to provide holistic and safe client-centered care. Students apply knowledge, skills, and attitudes based on current standards of nursing practice. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436. Co-Requisite: NSG-444.

NSG-448^Δ: Evidence-Based Project Capstone 3 credits

This writing-intensive capstone provides students a culminating professional experience synthesizing a clinical change project as a means of improving clinical practice and quality of care. This course assists students as they develop into effective change agents and advocates for improvements and quality care. Theories and concepts from liberal arts education, nursing practice, and PICOT principles are included as students progress through the final development and presentation of a clinical change project. Emphasis is placed on applying evidence-based practice in the clinical setting. Prerequisites: NSG-430, NSG-430C, NSG-432, NSG-432C, NSG-434, NSG-434C, and NSG-436.

Nursing (NUR)

NUR-300NH^Δ: Foundations of Nursing Practice 4 credits

This course introduces students to the foundations of professional nursing practice and focuses on the development of critical thinking and clinical reasoning skills in the application of the nursing process in planning safe, culturally sensitive, client-centered care. Students are introduced to concepts of health and physiologic and psychosocial alterations. Fundamental nursing skills necessary to providing care are introduced and practiced in the laboratory and simulated settings. Prerequisite: Admission into the nursing program. Co-Requisite: NUR-300CN.

NUR-324^Δ: Research and Evidence-Based Practice 4 credits

In this writing-intensive course, students are introduced to the research process and methodologies using qualitative and quantitative data. Students examine the processes required to translate and integrate evidence into nursing practice. Emphasis is on evaluation and application of scientific evidence affecting nurse-sensitive quality indicators. Students differentiate types and levels of evidence and identify appropriate sources that inform nursing practice. Strategies for implementation, methods of evaluation, and dissemination of research findings are discussed. This course also expands on informatics technology used to support data, information, and knowledge needs in the provision and delivery of nursing and health care. Prerequisites: NUR-300, NUR-300C, NUR-315, NUR-316, and NUR-318.

NUR-438HN^Δ: Population Health 3 credits

This course focuses on the professional registered nurse's role and responsibilities in public and population health in a variety of community settings. Students gain a broader understanding of wellness promotion and disease prevention, client education, advocacy, ethical issues, epidemiological principles, and global health. Students examine social determinants of health for vulnerable populations along with disaster management and environmental health. Prerequisites: NUR-320, NUR-320C, NUR-322, NUR-322C, and NUR-324. Co-Requisite: NUR-438C.

NUR-440HN^Δ: Leadership, Ethics, and Policy in Health Care 4 credits

This course examines the foundations of health care policy, the financial structure of health care systems, and the regulatory environments that impact nursing practice and client care. Students explore the influence of the nursing profession on policy and regulation and address issues within health care organizations using leadership and management concepts. Emphasis is on integrating qualities of safety, accountability, advocacy, integrity, lifelong learning, clinical reasoning, competence, caring, and compassion towards building confidence as a professional registered nurse. Students also incorporate ethical and legal principles in exploring the relationship between law and ethics and its impact on diverse individuals, families, communities, and populations. Prerequisites: NUR-320, NUR-320C, NUR-322, NUR-322C, and NUR-324.

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

NUR-502^Ω: Theoretical Foundations for Nursing Roles And Practice 4 credits

This course examines nursing as a profession and a discipline and the individual nurse's role as a member of the profession. The theoretical foundations for nursing practice and roles are explored and applied. Emphasis is placed on developing scholarly writing and presentation skills. Critical thinking skills are refined as students discuss and synthesize the literature that guides nursing practice with a special emphasis on caring, diversity, and spirituality.

NUR-504: Health Care Research Analysis and Utilization 4 credits

This course focuses on the critical analysis of nursing and health care research and its application to nursing education, nursing practice, and the delivery of health care services. Emphasis is placed on strategies to access current and relevant data, synthesize the information, and translate new knowledge to practice. Ethical issues in the design and conduct of research are addressed. Prerequisite: NUR-502.

NUR-508: Ethics, Policy, and Finance in the Health Care System 4 credits

This course utilizes health care policy as a framework to analyze how health is defined and health care is designed and delivered in the United States and around the world. Emphasis is placed on issues of cost, quality, access, disparities, and finance. The various roles of the master's prepared nurse in the health care system are explored. Prerequisite: NUR-504.

NUR-513^Ω: Introduction to Advanced Registered Nursing 4 credits

This course examines nursing theory and the role of ethics for advanced registered nurses within the Christian worldview and through a leadership perspective focused on improving health care outcomes. Learners explore the moral/ethical responsibilities and legal and regulatory obligations of advanced registered nurses in health promotion and disease prevention. Learners also review evidence-based practice (EBP) literature and the research process with application to their program of study and learn to navigate scholarly EBP literature, resources, and guidelines.

NUR-514: Organizational Leadership and Informatics 4 credits

This course examines the role of leadership, organizational science, policy, and informatics in supporting safe, high-quality, cost-effective patient care within interprofessional, dynamic health care environments. Learners explore various organizational relationships within health care systems and prepare to participate in the design of cost-effective, innovative models of care delivery and practice change proposals. Professional leadership theories and how they shape the nurse leader in such things as collaboration, conflict resolution, decision-making, and negotiation are introduced. Learners discuss change management theories and evaluate the ethical, social, legal, economic, and political implications of practice change and health care informatics along with strategies for managing human, fiscal, and health care resources in a variety of organizational systems. Learners also examine the uses of patient-care, information systems, and communication technologies and discuss the design, implementation, and evaluation of electronic health record systems and clinical decision support systems.

NUR-550: Translational Research and Population Health Management 4 credits

In this course learners examine the process of scientific inquiry, knowledge generation, utilization, and dissemination of evidence into advanced nursing practice in order to propose quality-improvement initiatives that advance the delivery of safe, high-quality care for patient populations. Learners critically evaluate evidence, including scientific findings from the biopsychosocial fields, epidemiology, biostatistics, genetics, and genomics, and apply levels of evidence and theoretical frameworks to design culturally appropriate clinical prevention interventions and population-based care that reduces risks, prevents disease, and promotes health and well-being. Learners also consider strategies to evaluate health policy and advocacy issues, the state of health care delivery, patient-centered care, and ethical principles related to health beliefs, health promotion, and risk reduction for diverse populations. Learners apply these strategies to work towards recognizing gaps in nursing and health care knowledge, identifying potential solutions or innovations for those gaps, planning and implementing practice changes, and evaluating the outcomes in order to improve practice. Prerequisite: NUR-513.

NUR-590^Ω: Evidence-Based Practice Project 4 credits

This course provides an opportunity for learners to complete their evidence-based practice (EBP) project proposal that addresses a problem, issue, or concern in their specialty area of professional practice. Learners previously identified a problem amenable to a research-based intervention, searched the literature, and proposed a solution. Now learners will explore implementation considerations and various evaluation methodologies, complete the project proposal by developing a plan to implement the solution into the intended practice area, and design an evaluation plan that will assess the EBP project proposal's intended outcome(s). Prerequisite: NUR-550.

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

NUR-621: Principles of Health Care Financial Management 4 credits

In this course, learners study principles of health care financial management and the role of fiscal responsibility within health care organizations. Along with an overview of operational budgets, learners delve into the key aspects of the economic drivers and financial requirements impacting organizations, including the financial demands and implications of specific health care delivery models, efficient staffing models, and the management of operational expenses. Learners examine the challenges of aligning key financial performance indicators with safety and quality measures as required in the evolving health care industry.

NUR-630: Performance Improvement and Quality in Health Care 4 credits

This course examines models of performance and quality improvement in health care. Learners differentiate measures of quality and learn to apply industry standard tools and process improvement methodology to enhance safety and positively impact patient outcomes and financial performance.

NUR-631^Ω: Advanced Physiology and Pathophysiology 4 credits

This course focuses on advanced physiology and pathophysiology principles across the life span. This course is used to guide the advanced nursing practice learner in understanding normal function and interpreting changes in normal function that result in symptoms and diagnostic markers indicative of illness. Emphasis is placed on the following systems: cellular environment and inflammatory changes; fluids, electrolytes and acid-base balance; genetics, genetic diseases, and the role of the environment; stress, disease, and the development of neoplasms; hematology and alterations in immunity. In addition, the physiology and pathophysiology of the endocrine, pulmonary, renal, digestive and integumentary, cardiovascular and lymphatic, musculoskeletal, reproductive, and neurological systems, including mood disorders, are addressed. Prerequisite: Admission to the graduate nursing program or college approval.

NUR-634^Ω: Advanced Health Assessment and Diagnostic Reasoning With Skills Lab 4 credits

This course builds upon the learner's undergraduate and clinical assessment skills, offering advanced health assessment content to provide the foundation for the advanced practice nursing role across the life span. This course addresses the completion and interpretation of a head-to-toe assessment in addition to focused assessments for chief complaints that include physical, psychosocial, spiritual, risk, and functional assessments in diverse populations and across age groups. Learners learn a systematic method of diagnostic reasoning and clinical decision making to establish differential diagnoses. Prerequisites: NUR-631, and either NUR-632, NUR-633, or NUR-635.

NUR-635^Ω: Advanced Pharmacology 4 credits

This course focuses on the basic concepts and principles of pharmacokinetics and pharmacodynamics and their practical implication in clinical practice across the life span. This course also places an emphasis on the strong influence of physiological variables (age, ethnicity, or pregnancy) and pathological conditions (hepatic or renal insufficiency, cardiac dysfunction) on drugs' pharmacological response. An in-depth understanding of the relationship between patient's physiological/pathological variables and pharmacodynamics/pharmacokinetics can provide additional insight for practitioners in predicting potential drug interactions, and thus will provide additional guidance in prescribing strategies. This course also includes clinical pharmacokinetics and pharmacodynamics; clinical toxicology; and pathology and pharmacotherapy of cardiovascular, psychiatric, endocrine, respiratory, gastrointestinal, bone and joint, infectious, reproductive, and dermatological disorders. Prerequisite: NUR-631.

NUR-636CA: ACNP-AG Practicum I: Skills Lab 0 credits

This skills lab provides students with the opportunity to learn, review, practice, and integrate the competencies necessary for the care of adult-gerontology populations within acute care settings. Prerequisites: NUR-631, NUR-633, and NUR-634.

NUR-638C^Ω: ACNP-AG Practicum III 4 credits

This culminating, preceptored, practicum experience continues the development of knowledge, skills, and abilities in the provision of health care to complex, acute, and critically ill adult-gerontology and frail elderly patients. This course builds upon prior learning. Clinical practice affords students the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontology patients. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the adult-gerontology acute care nurse practitioner (ACNP-AG) in the diagnosis and management of chronic, exacerbated, acute, and life-threatening health problems. Clinical hours: 200. Prerequisites: NUR-637 and NUR-637C. Co-Requisite: NUR-638.

NUR-641E: Advanced Pathophysiology and Pharmacology for Nurse Educators 4 credits

This course focuses on advanced physiology, pathophysiology, and pharmacologic principles. This course will guide the Nursing Education learner in interpreting changes in normal function that result in symptoms indicative of illness and the effects of select pharmacologic substances on that process. Evidence-based research provides the basis for determining the safe and appropriate utilization of medications and herbal therapies on human function. Appropriate education for various prescribed pharmacologic agents is incorporated.

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

NUR-643E: Advanced Health Assessment for Nurse Educators 4 credits

This course builds upon students' previous health assessment knowledge offering advanced health assessment content to provide the foundation for the advanced professional nursing role of the nurse educator. This course emphasizes knowledge of health assessment, including physical, psychosocial, and spiritual health assessment; risk assessment; and functional assessment in diverse populations in the promotion of health and prevention of disease. Topics, such as effective communication and client teaching/counseling to elicit patients' interpretation of their health status and perceived barriers, are incorporated throughout the course to maintain a nursing focus on patient responses to illness or the threat of illness. This course incorporates the completion and interpretation of a head-to-toe assessment along with emphasis on effective documentation and health recordkeeping. Prerequisite: NUR-641E.

NUR-645E: Advanced Health Assessment for Nurse Educators 4 credits

This course builds upon the student's previous health assessment knowledge offering more advanced health assessment content to provide the foundation for the advanced-professional nursing role of the nurse educator. This course emphasizes knowledge of health assessment, including physical, psychosocial, spiritual health assessment, risk assessment, and functional assessment in diverse populations in the promotion of health and prevention of disease. To maintain a nursing focus on patient responses to health, illness, or the threat of illness the nurse must exhibit effective communication and client teaching, which is incorporated throughout the course. The importance of effective documentation and health recordkeeping is included. Prerequisite: NUR-641E.

NUR-646E: Nursing Education Seminar I 4 credits

This course prepares learners to deliver advanced nursing knowledge within practice, professional, and academic settings. Specific emphasis is placed on effective methods to facilitate learning and fostering critical thinking skills in diverse health care settings. Learners synthesize advanced nursing knowledge of pathophysiology, pharmacology, and assessment within the integration of technology. Learners complete 50 direct patient care clinical hours in a specialty area to integrate advanced nursing knowledge and advanced assessment skills into practice. Clinical hours: 50. Prerequisite: NUR-643E.

NUR-647E: Nursing Education Seminar I 4 credits

This course examines professional standards as a foundation for curriculum design in nursing education in all settings. It explores the nature of traditional academic education and nontraditional academic education, as well as continuing nursing education. This course also focuses on theories of teaching/learning, traditional and alternative instructional strategies, and nursing education in the classroom and clinical setting. The course incorporates the development of curriculum frameworks and learning activities for adult learners from diverse backgrounds. Strategies to enhance critical thinking are included.

NUR-648E: Nursing Education Seminar II 4 credits

In this course, learners contribute to the development of nursing curricula, focusing on different phases of the curriculum creation and improvement processes. Learners examine methods of curriculum design, assessment of learning outcomes, and best practices for curriculum development, including aligning curriculum to professional standards, writing learning objectives, creating formative and summative assessments, and using data to improve student learning outcomes. Prerequisite: NUR-646E.

NUR-649E: Nursing Education Seminar II 4 credits

This course incorporates technology into the educational process from the use of personal technology to institutional technology. Students have the opportunity to develop (or convert) educational programs to be delivered in an online format. Principles of curriculum development, teaching/learning theories, and implementation of evaluation strategies will be modified to the online learning environment. This course also examines professional regulatory and accreditation standards as an evaluation framework for curriculum design in nursing education in all settings. Strategies to assess learning are included from the assignment evaluation to the program evaluation based on outcomes. Prerequisite: NUR-647E.

NUR-665E^Ω: Nursing Education Practicum 4 credits

This is a culminating practicum experience completed with a nurse educator preceptor in a selected setting. This clinical practicum affords learners the opportunity to refine educational expertise in their selected areas of interest (e.g., assessment of learning needs, program/curriculum planning, implementation, and assessment/evaluation in either a traditional or nontraditional setting). This course offers opportunities for learners to begin integrating the role of the nurse educator based on the NLN competencies into their professional behaviors. Practicum/field experience hours: 150. Prerequisite: Successful completion of all previous coursework in the program.

NUR-674: Leadership in Health Care Systems Practicum 4 credits

This course provides learners the opportunity to integrate what they have learned in the program in a practicum experience related to nursing leadership. Learners are expected to integrate nursing knowledge and advanced critical-thinking and problem-solving skills in the development of a comprehensive project grounded in contemporary nursing leadership theory and practice. Learners develop projects based on their interests and practicum placement that can incorporate a range of leadership issues, such as quality and performance improvement, mentorship and coaching, interdisciplinary relationships and collaboration, and staff development. Practicum/field experience hours: 150. Prerequisite: Successful completion of all previous coursework in the program.

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

NUR-690: Nursing Informatics Practicum 4 credits

This course provides learners the opportunity to integrate what they have learned in the program in a practicum experience related to nursing informatics. Learners are expected to integrate nursing knowledge, leadership, and advanced critical-thinking and problem-solving skills in the development of a comprehensive and professional project plan and solution that are grounded in current health care informatics research and methods. Practicum/field experience hours: 200. Prerequisite: Successful completion of all courses in the program of study.

NUR-699^Δ: Evidence-Based Practice Project 4 credits

This course provides an opportunity for students to develop an evidence-based practice project proposal that addresses a problem, issue, or concern in professional practice. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution, evaluate its outcome(s), and disseminate the findings. Problems identified are those that are appropriate to students' specialty tracks: nursing leadership, nursing education, nursing public health, adult clinical nurse specialist, acute care nurse practitioner, and family nurse practitioner. Prerequisite: NUR-508.

Organizational Growth and Sales (OGS)

OGS-600: Business Model Development 4 credits

This course introduces a business model development framework for identifying opportunities for organizational growth through innovation development and sales. Students are introduced to needs assessment techniques and marketing and sales analytics in order to apply problem solving strategies to identify, analyze, and solve problems via commercialization of innovative products, services, or business processes.

OGS-605: Customer Segmentation and Analysis 4 credits

Students will collect and analyze consumer data to identify customer segments for the commercialization of innovations. Students will use methods of consumer behavior and market analysis to establish the viability of an innovation and competitive advantage within a target market. Prerequisite: OGS-600.

OGS-610: Finance and Revenue 4 credits

Students will assess the financial viability of a business model through identifying revenue streams generated via commercialization of products, services, or business processes. There is specific emphasis on pricing, costs of product development and distribution, and business model cost structure. Prerequisites: FIN-504 and OGS-605.

OGS-615: Marketing and Sales Management 4 credits

This course focuses on identifying, analyzing, and managing marketing and sales channels to drive product sales or service delivery. Students examine customer needs analysis, sales analytics, the sales cycle, and web-based marketing and sales strategies. Prerequisites: SYM-506 and OGS-605.

OGS-620: Funding Organizational Growth 4 credits

This course is an overview of how to fund ventures, innovations, and organizational growth strategies. Students research internal and external sources of funding and learn strategies for pitching proposals for raising capital to various stakeholders. Prerequisites: OGS-605 and OGS-610.

OGS-625: Infrastructure and Operations 4 credits

This course focuses on scaling up operations and infrastructure to support the growth of sales and services. Students examine legal and licensing issues related to marketing and sales, managing staffing and resources, and key partnerships. Prerequisites: ACC-502, FIN-504, SYM-506, and OGS-605.

OGS-630: Sustaining Organizational Growth 4 credits

This course focuses on establishing an organizational culture that fosters the creativity and innovation necessary to drive continual product and service development and sales in today's fast-changing business market. Students are provided with skills to lead organizational growth with an emphasis on collaboration, sales force design, business model management, and ethics. Prerequisite: OGS-605.

OGS-635: Launching Growth and Sales Models 4 credits

This capstone course requires students to complete and implement their business models and finalize their pitch to selected stakeholders. Students validate their business plans using sales and marketing analytics to prove the viability of their business models. Prerequisites: OGS-600, OGS-605, OGS-610, OGS-615, OGS-620, OGS-625 and OGS-630.

Organizational Development (ORG)

ORG-807: Stakeholders: Roles in Organizations 3 credits

This course examines the roles of stakeholders in a variety of organizational structures and discusses how the type of organization may affect the role of the stakeholder. Learners explore the stakeholder's role in sustaining organizational effectiveness. Prerequisite: RES-850.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

ORG-812: Organizational Theory, Structure, and Process 3 credits

This course examines organizational structure and its influence on organizational effectiveness and success. Learners evaluate organizational structure and explore methods for modifying structures. Open-systems theory is discussed. Research skills from RES-850 and ethical considerations are applied in the context of the course topics. Prerequisite: RES-850.

ORG-817: Systems Thinking: Building Organizations That Last 3 credits

This course examines the shift from a traditional organizational structure to a learning organization. It looks at the unintended consequences of leadership decisions in the context of leading innovation. Prerequisite: RES-861.

ORG-822: Individual Differences and Organizational Outcomes 3 credits

This course explores the use of aggregated data to study the relationship between individual differences and organizational outcomes. Role differences in decision-making teams are examined to determine how to best leverage these differences for overall organizational effectiveness.

ORG-827: Strategic Decision Making 3 credits

The course analyzes decision-making paradigms and strategies through the lens of critical incident analysis, cross-cultural decision making, and collective leadership. Alignment of strategy, vision, and decisions is discussed.

Counselor Education and Supervision (PCE)

PCE-801: Ethics, Laws, and Multicultural Issues 3 credits

Learners in this course explore ethics and morality with targeted focus on the relationship of ethics to morality, values, folkways, norms, cultures, worldview, and theoretical orientation. Learners also explore the differentiation of classroom and advocacy ethics from treatment ethics.

PCE-802: Pedagogy of Counselor Education and Models of Supervision 3 credits

Beginning from a foundation of educational theory and philosophy, the course then explores philosophy, models, and strategies of supervision. Specific concepts related to technology and consultation are also addressed.

PCE-803: Advanced Integrated Theories and Practices 3 credits

In this course, learners employ both traditional and culturally derived theories to explore how their personal worldviews affect and integrate with their theoretical orientations and the manners in which they interact with clientele and structure interventions.

PCE-804: Leadership and Social Justice 3 credits

This course provides counselor educators with the knowledge to be effective in their roles as leaders and advocates. This course addresses the social justice concerns with which counselor educators may become involved while fulfilling the advocacy role.

PCE-805: Pedagogy in Counselor Education 3 credits

This course discusses educational philosophies and models of adult learning as well as authoritative gatekeeping in professional counseling and counselor education programs.

PCE-806: Clinical Supervision 3 credits

This course focuses on theoretical framework and models of clinical supervision. Learners extrapolate concepts from their personal theoretical orientations and expand their understanding of gatekeeping from a clinical supervision perspective.

PCE-807: Psychopathology, Behavioral Assessment, and Interventions 3 credits

This course provides a broad understanding of psychopathology and clinical pathophysiology, behavioral assessment, common medical treatments, evidence-based interventions, and best practices. The integration of medical psychology and behavioral medicine is discussed.

PCE-812: Behavioral Health Management 3 credits

This course proposes application of behavioral health theories to such areas as epidemiology, disease management, assessment and treatment planning, outcome management, and patient retention. Emphasis is placed on improving the quality of patient care.

PCE-820: Behavioral Health Clinical Supervision 3 credits

This course provides a broad understanding of clinical supervision in a variety of behavioral health settings. Clinical supervisory relationships, models of supervision, supervisory assessment instruments, supervisory methods, interventions, and current research are addressed.

PCE-822: Behavioral Health Entrepreneurship 3 credits

This course examines the business aspects of both the for-profit and nonprofit sectors of the behavioral health industry from an entrepreneurial perspective. Emphasis is placed on the characteristics of successful entrepreneurs, creation of business plans, venture capital and investment, laws and regulations governing behavioral health, and tools for measuring business success.

PCE-827: Consultation for Behavioral Health Professionals 3 credits

This course provides an overview of collaboration, consultation models, and problem-solving strategies in various behavioral health settings. The focus is on the application of professional consultation services with diverse populations.

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

PCE-830: Advanced Family Dynamics and Systems 3 credits

The course enhances learners' previous experience with counseling in the area of family dynamics and systems by exploring associated theories and considering relevant applications. Contemporary issues in this field are also addressed.

PCE-832: Advanced Group Dynamics and Processes 3 credits

The course explores the theoretical and practical aspects of group dynamics and processes. Also considered are the related ethical concerns of group counseling.

PCE-834: Special Topics in Counseling Education and Supervision 3 credits

In practice, those serving in the roles of counselor educators must address a wide variety of issues. This course, then, addresses topics of contemporary significance in professional counseling.

PCE-836: Integrated Models of Assessment, Diagnosis, and Treatment 3 credits

This course will instruct future counselor educators in the principles of psychometric theory and the standards of assessment. The course will also address the teaching and supervision of the use of psychological testing instruments and their relationship in the best practice flow from assessment through treatment planning.

PCE-885: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies.

PCE-905: Counselor Education and Supervision Practicum 2 credits

This advanced Practicum course provides opportunities for learners to engage in the supervised practical application of previously studied theory. It allows for the demonstration of their counseling/consulting skills under close supervision in a laboratory setting. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or doctoral committee. Documentation of a minimum requirement of 100 hours of counseling-related activities, which include 40 direct contact hours, is submitted directly to the college's office of field experience. Practicum/field experience hours: 100. Prerequisites: PCE-801 and PCE-803.

PCE-910: Counselor Education and Supervision Internship I 3 credits

Learners are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). If doctoral students have had limited clinical counseling experiences prior to beginning their doctoral work, they may also be required to complete hours in a clinical setting to gain more counseling experience. The 600 credit hours will be assigned at the discretion of the doctoral committee and the student based on experience and training. Practicum/field experience hours: 300. Prerequisite: PCE-905.

PCE-911: Counselor Education and Supervision Internship 2 3 credits

Learners are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). If doctoral students have had limited clinical counseling experiences prior to beginning their doctoral work, they may also be required to complete hours in a clinical setting to gain more counseling experience. The 600 credit hours will be assigned at the discretion of the doctoral committee and the student based on experience and training. Practicum/field experience hours: 300. Prerequisite: PCE-910 or PCE-830.

PCE-912: Internship Continuation I 1 credits

This course emphasizes the completion of the required internship hours. Learners continue to work directly at their approved internship site. Prerequisite: PCE-911.

PCE-913: Internship Continuation II 1 credits

This course emphasizes the completion of the required internship hours. Learners continue to work directly at their approved internship site. Prerequisite: PCE-912.

PCE-920: Advanced Internship I: Teaching 2 credits

Teaching Internship is intended to allow students to approximate, to the greatest extent possible, the work of counselor educators. This post-practicum experience is a temporary position with an emphasis on independent application of skills and knowledge of pedagogy in the workplace setting. Prerequisites: PCE-805 and PCE-905.

PCE-921: Advanced Internship II: Supervision 2 credits

Supervision Internship is intended to allow students to approximate, to the greatest extent possible, the work of counselor supervisors. This post-practicum experience is a temporary position with an emphasis on independent application of skills and knowledge of supervision in the workplace setting. Prerequisites: PCE-806 and PCE-905.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

PCE-922: Advanced Internship III 2 credits

This Advanced Internship is intended to allow students to approximate, to the greatest extent possible, the work of Counselor Educators. This post-practicum experience is a temporary position with an emphasis on independent application of skills and knowledge in the workplace setting. Prerequisites: PCE-804, PCE-834, and PCE-905.

PCE-955: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: PCE-885.

PCE-960: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: PCE-955.

PCE-965: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: PCE-960.

PCE-966: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-965.

PCE-967: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-966.

PCE-968: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-967.

PCE-969: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-968.

PCE-970: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-969.

PCE-971: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-970.

PCE-972: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-971.

PCE-973: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-972.

PCE-974: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PCE-973.

PCE-975: Dissertation Research Continuation 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisite: PCE-970.

Professional Counseling (PCN)

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

PCN-100: Foundations of Addiction and Substance Use Disorders 4 credits

This course provides foundational knowledge regarding addiction and substance use disorders. Topics studied include biopsychosocial dynamics; stages, processes, and impact of addiction and substance use; and the role of the addiction professional in prevention, intervention, relapse prevention, and aftercare. In addition, the course provides overviews of the substance abuse counselor's code of ethics, HIPAA, and legal issues involved in counseling.

PCN-107: Introduction to Counseling Theories 4 credits

This course provides foundational knowledge in theoretical approaches to counseling. Theoretical models studied include psychodynamic, existential, Gestalt, person-centered, cognitive and behavioral therapy, family systems, and narrative- and solution-focused therapies.

PCN-150: Psychopharmacology in Treatment of Addiction and Substance Use Disorders 4 credits

This course provides a foundational understanding of the biological and psychological components of substance use disorders, addiction and treatment, and application to the client with co-occurring disorders. Students gain foundational knowledge in the principles of pharmacology, anatomy, and physiology as they apply to the major classes of medications. The course also focuses on current drugs used in the treatment of addiction and substance use disorders. Prerequisites: PCN-100 and PCN-107.

PCN-153: Co-Occurring Disorders and HIV/AIDS 4 credits

This course provides foundational knowledge regarding the treatment of addiction/substance use disorders and a comorbid psychiatric disorder. Students learn about origins of, methods of transmission for, and myths regarding HIV/AIDS, and treatment issues and prevention strategies for the HIV-positive or AIDS client. Prerequisites: PCN-100 and PCN-107.

PCN-158: Multicultural Counseling in a Diverse Society 4 credits

This course focuses on cultural sensitivity and cultural competence as they relate to the development and use of treatment plans designed for clients from diverse populations. Students learn the importance of being knowledgeable of the values and belief systems of diverse populations as well as issues of social justice when examining incidences of drug use among these groups and implementing individual treatment plans. Prerequisites: PCN-100 and PCN-107.

PCN-162: Grp Interventions & Comm Resources for Addiction & Substance Use Disorders 4 credits

This course provides foundational knowledge in the study of group dynamics, stages, and processes. Students learn the importance of screening, intervention, and leadership styles in effective group interventions. Self-help groups and community resources are explored. Prerequisites: PCN-100 and PCN-107.

PCN-255: Case Management and Crisis Intervention Skills for Addiction and Substance Use Disorders 4 credits

This course provides foundational knowledge on stages of change, interviewing techniques, screening and assessment, report writing, record keeping, treatment planning, and case management. In addition, students develop knowledge and skill in crisis intervention in preparation for working with clients and families with addiction or substance use disorders. Prerequisites: PCN-100 and PCN-107.

PCN-265: Relapse Prevention in the Treatment of Addiction and Substance Use Disorders 4 credits

This course focuses on relapse prevention. Identifying potential triggers for relapse and developing relapse prevention plans are explored. Students are provided with strategies for connecting their clients with community resources. Prerequisites: PCN-100 and PCN-107.

PCN-275: Family Dynamics & Comm Ed- Treatment of Addiction & Substance Use Disorders 4 credits

This course focuses on understanding the family dynamics of addiction. In addition, students learn the importance of working with community and prevention programs in addressing addiction and substance use disorders on a broader level. Skill in presenting educational topics pertaining to addiction and substance use disorders are developed. Prerequisites: PCN-100 and PCN-107.

PCN-303: Professional Readiness: Legal, Ethical, Personal and Professional Responsibilities in Counseling 4 credits

This course investigates legal practice and regulations, ethical reasoning, and ethical frameworks as they are applied to the professional practice of counseling. An awareness of one's own values and performance measures related to counseling standards, professional development, personal well-being, professional practice, educational advancement, and professional codes of ethics is explored.

PCN-315: Medical and Physiological Aspects of Chemical Dependence and Substance Abuse for Counselors 4 credits

This course introduces the student to the relative aspects of anatomy, physiology, pharmacology, and diseases related to substance abuse and chemical dependency. Topics include examination of the major classes of psychoactive drugs, including those commonly subject to abuse, differences between psychoactive and psychotropic drugs, and identification of mental disorders that necessitate the need for psychotropics. The course also covers side effects of psychotropics; the mechanisms of antidepressants, neuroleptics, and antimanic drugs; and the pros and cons of adjunctive psychotherapies, including the addictive properties of some classes of prescribed medications.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | ^Ω Non-Transferable

PCN-360: Dom. Violence, Child, Elder Abuse- Fam w/Addiction & Substance Use Disorders 4 credits

This course focuses on the legal and ethical responsibilities involved when child abuse, abuse of the elderly, and domestic or family violence has been reported. Understanding the dynamics of working with cases of family violence and domestic partner abuse are explored.

PCN-365^Δ: Advanced Counseling Theories- Addiction & Substance Use Disorder Counselors 4 credits

This course provides advanced study in the application of cognitive and behavioral theory, rational emotive behavioral theory, family systems theory, solution-focused therapy, and postmodern theories. Newly developed research-based theories are also discussed. In addition, this course provides advanced application of motivational interviewing techniques. Prerequisites: PCN-100 and PCN-107.

PCN-365HN^Δ: Advanced Counseling Theories for Addiction and Substance Use Disorder Couns 4 credits

This course provides advanced study in the application of cognitive and behavioral theory, rational emotive behavioral theory, family systems theory, solution-focused therapy, and EMDR. Newly developed research-based theories are also discussed. In addition, this course provides advanced application of motivational interviewing techniques. Prerequisites: PCN-100 and PCN-107.

PCN-370^Δ: Psychopathology and Advanced Treatment Issues for Special Populations With Addiction and Substance Use Disorders 4 credits

This writing-intensive course focuses on substance use disorders, diagnosis, assessment, and treatment as they apply to mental health disorders and special populations. Prerequisites: PCN-100 and PCN-107.

PCN-370HN^Δ: Psychopath & Adv. Treatment-Spec Pop w/Addiction & Substance Use Disorders 4 credits

This writing-intensive course focuses on substance use disorders, diagnosis, assessment, and treatment as they apply to mental health disorders and special populations. Prerequisites: PCN-100 and PCN-107.

PCN-373: Spirituality and Addiction 4 credits

This course focuses on the relationship between spirituality and the development and treatment of addictions. It also covers legal, ethical, and spiritual aspects of death, dying, and end of life issues. The course addresses grief and loss as it relates to addiction, death, and dying. Prerequisites: PCN-100 and PCN-107.

PCN-404^Δ: Professional, Legal, and Ethical Issues for Addiction and Substance Use Disorder Counselors 4 credits

This writing intensive course provides an advanced study in the application of ethical guidelines, legal standards, HIPAA, and professional responsibilities in the treatment of addiction and substance use disorders. Topics include attitudes, skills, and behaviors of addiction and substance use disorder counselors; prevention of burnout and compassion fatigue; the importance of obtaining supervision and consultation; and licensure and certification. Prerequisites: PCN-100 and PCN-107.

PCN-404HN^Δ: Professional, Legal, and Ethical Issues for Addiction and Substance Use Dis 4 credits

This writing intensive course provides an advanced study in the application of ethical guidelines, legal standards, HIPAA, and professional responsibilities in the treatment of addiction and substance use disorders. Topics include attitudes, skills, and behaviors of addiction and substance use disorder counselors; prevention of burnout and compassion fatigue; the importance of obtaining supervision and consultation; and licensure and certification. Prerequisites: PCN-100 and PCN-107.

PCN-435: Chemical Dependency and Substance Abuse: Psychopathology and Psychotherapy Models 4 credits

This course addresses the methodologies associated with comprehensive screening, assessing, and documentation procedures along with the development and implementation of a comprehensive treatment plan that includes any necessary referrals or consultation for individuals with chemical dependency and substance abuse disorders. In addition to the processes described, students develop interpersonal communication skills necessary to address and discuss sensitive and confidential issues with the client, family members, and other service personnel required to fill any service gaps.

PCN-440: Family Therapy and Education in Addiction, Chemical Dependency, and Substance Abuse Counseling 4 credits

This course provides an overview of the field of family therapy with specific focus on the major models of family intervention, counseling skills and theoretical techniques, and application of counseling principles to the family setting. In addition to the various theories of family structure and process, guiding principles and strategies for assessing are presented, as are other techniques for engaging, connecting with, and educating families.

PCN-445: Psychopathology, Co-Occurring Disorders, and Dual Diagnoses in Counseling 4 credits

The course introduces the biological, psychosocial, and sociocultural etiological perspectives of psychopathology. Topics range from phobic disorder in children to psychological care for cancer patients to eating disorders in athletes. This course also explores concepts, definitions, and features of co-occurring mental disorders and substance-related disorders and addresses the intake process, diagnosis, counseling, and treatment planning as part of a team providing services to dual-diagnosed clients.

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

PCN-475: Treatment of Addiction & Substance Use Disorders - Children and Adolescents 4 credits

This course focuses specifically on the special issues involved in treating children and adolescents struggling with addiction or substance use disorders and how that treatment compares to treatment of adults. Students demonstrate and apply assessment, diagnosis, and treatment methods, as well as understanding of risk factors, social influences, prevention strategies, intervention, treatment planning, and relapse prevention. The importance of family involvement, family education, and legal issues involved in treating children is also discussed. Prerequisites: PCN-100 and PCN-107.

PCN-481[‡]: Process Addictions 4 credits

This course provides advanced study in the treatment of process addictions, such as compulsive gambling, sexual addiction, work addiction, spending addiction, and eating disorders. Students learn the special issues involved in screening, assessment, prevention, treatment, and relapse prevention related to process addictions. Prerequisites: PCN-100 and PCN-107.

PCN-481HN[‡]: Process Addictions 4 credits

This course provides advanced study in the treatment of process addictions, such as compulsive gambling, sexual addiction, work addiction, spending addiction, and eating disorders. Students learn the special issues involved in screening, assessment, prevention, treatment, and relapse prevention related to process addictions. Prerequisites: PCN-100 and PCN-107.

PCN-485: Advanced Case Management for Addiction and Substance Use Disorders 4 credits

This course provides advanced study in case management. Students examine case studies on addiction and substance use disorders to develop knowledge and skill in screening, intake, assessment, treatment planning, record keeping, report writing, referral, and case management. Prerequisite: PCN-255.

PCN-488: Trauma, Addiction, and Substance Use Disorders 4 credits

This course provides clinical knowledge of the effects of trauma on clients struggling with addiction and substance use disorders. Students develop knowledge and skill in assessing for anxiety disorders, including trauma, and learn to facilitate a critical incident stress management debriefing. Prerequisites: PCN-100 and PCN-107.

PCN-490^Ω: Practicum 4 credits

This course provides an opportunity for students to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship involves 150 contact hours performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's requirements. Practicum/field experience hours: 150. Prerequisites: GPA of 2.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-491^Ω: Practicum II 4 credits

This course provides an opportunity for students to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship involves 150 contact hours performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Practicum/field experience hours: 150. Prerequisites: PCN-490, GPA of 2.0 or better, and maintenance of student professional liability insurance in the amount of \$1 million and \$3 million.

PCN-491A^Ω: Practicum Continuation I 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-490 or PCN-491, a GPA of 2.0 or better, and maintenance of student professional liability insurance in the amount of \$1 million and \$3 million.

PCN-491B^Ω: Practicum Continuation II 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-491A, a GPA of 2.0 or better, and maintenance of student professional liability insurance in the amount of \$1 million and \$3 million.

PCN-491C^Ω: Practicum Continuation III 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-491B, a GPA of 2.0 or better, and maintenance of student professional liability insurance in the amount of \$1 million and \$3 million.

PCN-500: Counseling Theories 3 credits

This course provides a comprehensive survey of the major counseling theories and principles. Coursework includes the following theories: psychoanalytic, Adlerian, existential psychotherapy, behavioral, cognitive behavioral, person-centered, reality therapy/choice theory, and rational emotive behavioral therapy (REBT).

PCN-501: Introduction to Addictions and Substance Use Disorders 3 credits

This course provides a broad understanding of the stages, processes, and effects of substance use disorders, social and psychological dynamics of substance use disorders, and the professional's role in prevention, intervention, and aftercare, including recovery and relapse prevention. This course explores theories and models of treatment of substance use disorders, drug classification, and assessment. It also continues building foundational knowledge, utilization of professional resources, and exploration of standards to help students prepare for licensure/certification within the counseling industry.

PCN-505: Professional Counseling Orientation and Ethics 3 credits

This course provides a broad understanding of counseling ethics, legal standards, and responsibilities, including professional identity, report writing, record keeping, and service reimbursement for addiction counselors. Also covered are the history of and current trends in counseling. Important goals of this course are to help students develop a strong personal and professional ethic, as well as an appreciation for the value of professional collaboration and identity.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

**PCN-509: Social and Cultural Diversity Issues 3 credits
in Counseling**

This course provides a broad understanding of issues and trends in a multicultural and diverse society. Studies in this area include the following: attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; individual, family, group, and community strategies for working with diverse populations; theories of multicultural counseling and identity development; and multicultural competencies. Students examine a variety of cultural populations in multiple regions of the United States, exploring issues and trends that are associated with each population. Cultural considerations for immigrants, refugees, and undocumented immigrants are also addressed.

PCN-515: Counseling Skills in the Helping Relationships 3 credits

This course provides a broad understanding of counseling processes, including characteristics and behaviors that influence the helping processes. Included are age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics, and orientations. The development of counseling techniques is emphasized, including establishing and maintaining the counseling relationship; diagnosing and identifying the problem; formulating a preventative, treatment, or rehabilitative plan; facilitating appropriate interventions; and successfully terminating the counseling relationship.

PCN-518: Human Growth and Development 3 credits

This course provides an understanding of the nature, needs, and differing abilities of individuals at all developmental levels. Theories of individual and family development, transitions across the life span, theories of learning, theories of personality development, and ethical and cultural strategies for facilitating optimum development over the life span are addressed.

PCN-520: Group Counseling Theory and Practice 3 credits

This course provides a broad understanding of group development, group dynamics, group counseling theories, and ethical standards with reference to professional and substance use disorders counseling. The course also addresses group process components, appropriate selection criteria, developmental stage theories, group members' roles and behaviors, and group leadership styles and approaches. The course includes didactic and experiential group learning. Required synchronous group experience: 12 hours.

PCN-521: Marriage and Family Therapy 3 credits

This course provides a broad understanding of the structure and dynamics of the family, which may include assessment and methods of marital and family intervention and counseling.

PCN-523: Tests and Appraisal in Counseling 3 credits

This course provides an introduction to basic tests and appraisal in counseling. Individual and group approaches to testing, assessment, evaluation, behavioral observations, computer-managed and computer-assisted methods are addressed. The following statistical concepts are also addressed: scales of measurement, measures of central tendency, and indices of variability, shapes and types of distributions, correlations, reliability, and validity.

PCN-525: Career Development and Counseling 3 credits

This course provides a broad understanding of career development and related life factors including psychotherapy, career counseling techniques and processes, career development theories, decision-making models, issues of diversity, and interrelationships between work and family.

PCN-527: Psychopharmacology and Addictions 3 credits

This course introduces students to the basic principles of psychopharmacology and the effects of psychoactive substances. Students examine the behavioral, psychological, physiological and social effects of psychoactive substance use, and learn to recognize symptoms of intoxication, withdrawal, and toxicity. The class covers various screening options, limitations, legal implications, and the utilization of pharmacotherapy as part of substance addiction treatment.

PCN-529: Co-Occurring Disorders 3 credits

This course introduces students to co-occurring disorders. Students examine screening and assessment tools to reveal and evaluate the presence and severity of co-occurring disorders. This course also explores the treatment needs of persons with co-occurring disorders. Strategies for risk management associated with treating individuals with co-occurring disorders are presented.

PCN-530: Human Sexuality, Aging, and Long-Term Care 3 credits

This course is divided into two distinct and separate sections. The first part of the course examines human sexuality and systems of sexual therapy. Psychological, biological, social, and moral perspectives on sexual development and functioning are also examined. The last part of the course provides an understanding of the nature of aging and the elderly. Theories and strategies for facilitating optimum care of the elderly are addressed. Older adult abuse, dependent adult abuse, and neglect of the aging and elderly are explored. Sexuality, mental health, physical health, the role of substance use disorders, and family issues are also addressed.

PCN-531: Family Issues and Addictive Disorders 3 credits

This course examines the impact of substance use disorders in family systems. Various treatment interventions are discussed. The treatment roles and responsibilities of addicted individuals and their families are also examined.

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

PCN-535: Counseling Chemical Dependency Adolescents 3 credits

This course provides an introduction to adolescent substance use disorders prevention and treatment techniques and interventions. Signs, symptoms, and patterns of adolescent substance use are examined. Students also explore adolescent screening methods and assessment tools.

PCN-540: Research Methods 3 credits

This course introduces research methods and basic statistical analysis, including the following: importance of research, opportunities, and difficulties in conducting research. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research are addressed.

PCN-545: Spousal and Child Abuse, Crisis, and Trauma Counseling 3 credits

This eight-topic course is divided into three distinct and separate sections. The first three topics examine crisis intervention and trauma counseling; Theories and strategies of trauma counseling and facilitating crisis interventions are also addressed. The second three topics examine spousal or partner abuse assessment, detection, and intervention strategies. The legal and ethical issues, the role of substance use disorders, and children in families where domestic violence and abuse occur are also addressed. The last two topics examine child abuse assessment and reporting. Legal and ethical issues and specific California child abuse assessment and reporting codes are also examined.

PCN-605: Psychopathology and Counseling 3 credits

This course introduces the study of mental illnesses and the science of psychopathology. The goal is to provide counseling students a conceptual understanding of psychological and behavioral dysfunction that occurs in mental illnesses. The course includes a survey of major psychiatric disorders and their causes.

PCN-610: Diagnostics, Assessment, and Treatment 3 credits

This course provides a conceptual framework for the use of assessment and diagnostic tools for the development of appropriate treatment interventions for a variety of behavioral health and substance use disorders. Included is an introduction to the use of the diagnostic tools, including the DSM, and the integration of diagnostic and assessment information, in the development of treatment plans.

PCN-622^Ω: Pre-Practicum 2 credits

This is a supervised fieldwork experience under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of a minimum requirement of 100 hours of counseling-related activities, which include 40 direct contact hours, is submitted to Typhon and monitored by the office of field experience. Students may not progress to PCN-662A without the required amount of hours submitted to Typhon and proper approval. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 100. Prerequisites: Completion of all didactic coursework in the program; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of \$1 million, \$3 million.

PCN-622A: Pre-Practicum 2 credits

This is a supervised fieldwork experience under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of a minimum requirement of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted directly to the college's Office of Field Experience for verification and tracking. Students may not progress to PCN-662A without the required amount of hours submitted and proper approval. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: Completion of all didactic coursework in the program; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of \$1 million, \$3 million.

PCN-622B^Ω: Pre-Practicum II 1 credits

This is a continuation of the pre-practicum or supervised field work experience under the supervision of a faculty member. Prerequisites: PCN-622; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-640: Specialization in Professional Counseling 3 credits

This survey course provides an introduction to the graduate certificate programs in childhood and adolescence disorders, marriage and family therapy, substance use disorders and addiction, and trauma. Students are introduced to the University policies and procedures, the learning management system, the library, and proper APA formatting for academic writing. In addition, students are introduced to the current DSM and how the information relates to the field of counseling. Students also learn about researching and utilizing community resources, and becoming certified in specializations.

PCN-643: Counseling in Community Settings 3 credits

This course provides an overview of the theories and practices of community counseling. Various counseling settings, such as inpatient, outpatient, partial treatment, and aftercare, are examined. The course provides information about theories and techniques of community needs assessments to design, implement, and evaluate mental health care programs and systems. Students explore the manner in which community settings in their local area receive referrals as well as funding. The need for future program development is also discussed.

PCN-644: Evaluation of Mental and Emotional Status 2 credits

Students in this course are introduced to a variety of testing instruments used to determine a client's emotional or mental status. Assessment procedures are explored within the context of diagnosis and treatment planning. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement.

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

PCN-645: History, Trends, and the Development of Identity in Professional Counseling **1 credits**

This course is divided into two distinct sections. The first section of the course examines the history of and current trends in professional counseling. The second section addresses the development of a strong personal and professional identity as a counselor. An understanding of the value of professional collaboration and membership in professional counseling associations is also provided.

PCN-660E^Ω: Practicum/Internship V **1 credits**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN-660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: Completion of PCN-660A, PCN-660B, PCN-660C, and PCN-660D for Professional Counseling students; completion of PCN-660A for Addiction Counseling students; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval. Prerequisites: Completion of PCN-660A, PCN-660B, PCN-660C, and PCN-660D for Professional Counseling students; completion of PCN-660A for Addiction Counseling students; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-662A^Ω: Practicum/ Internship I **2 credits**

Students use this supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship is performed under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted directly to the college's office of field experience for verification and tracking. Practicum hours: Addiction Counseling students, 150 total hours; Professional Counseling students, 600 total hours. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: PCN-622 or PCN-622A; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-662B^Ω: Practicum/Internship II **2 credits**

Students use this supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship is performed under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted directly to the college's office of field experience for verification and tracking. Practicum hours: Addiction Counseling students, 150 total hours; Professional Counseling students, 600 total hours. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: PCN-622; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-662C^Ω: Practicum/Internship III **2 credits**

Students use this supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship is performed under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted directly to the college's office of field experience for verification and tracking. Practicum hours: Addiction Counseling students, 150 total hours; Professional Counseling students, 600 total hours. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: PCN-622; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-662D^Ω: Practicum/Internship IV **2 credits**

Students use this supervised practicum/internship experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship is performed under the supervision of a faculty member and an on-site clinical supervisor approved by the college or university. Documentation of 150 hours of counseling-related activities, which include 50 direct contact hours, is submitted directly to the college's office of field experience for verification and tracking. Practicum hours: Addiction Counseling students, 150 total hours; Professional Counseling students, 600 total hours. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements. Practicum/field experience hours: 150. Prerequisites: PCN-622; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

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

PCN-662E^Ω: Practicum/Internship V 1 credits

This is a continuation of the counseling Practicum/Internship. A minimum of 45 practicum/internship hours are required. Practicum/field experience hours: 45. Prerequisites: PCN-662A for Addiction Counseling students; PCN-662D for Professional Counseling students; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-662F^Ω: Practicum/Internship VI 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662E; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-662G^Ω: Practicum/Internship VII 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662F; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-662H^Ω: Practicum/Internship VIII 1 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662G; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

PCN-670: Development through Childhood and Adolescence 3 credits

This course provides a broad understanding of the theories related to child and adolescent development. Also covered are the variables that directly impact children and adolescents throughout their personal development. Students gain knowledge and understanding of childhood and adolescent disorders.

PCN-671: Psychopathology and Treatment of Children and Adolescents 3 credits

This course provides students with an in-depth understanding of common disorders among children and adolescents, as defined in the DSM. Studies in this area include the following: disruptive, impulse control and conduct disorders, ADHD, autism spectrum disorders, separation anxiety and selective mutism, trauma and stressor related disorders, PTSD, and adjustment disorders. Students also gain the knowledge and skills needed for treating these disorders.

PCN-672: Childhood and Adolescent Trauma 3 credits

This course provides a broad understanding of trauma related issues during childhood and adolescence. Students examine the various types of trauma, including neglect; physical, mental, emotional, and sexual abuse; family trauma; parental substance use; and domestic violence. Students learn assessment and treatment approaches designed for trauma occurring during childhood and adolescence.

PCN-673: Developmental Disabilities 3 credits

This course provides students with an in-depth understanding of the developmental disabilities occurring in children and adolescents, as defined in the DSM. Students examine the following disorders and disabilities: specific language and learning disorders, intellectual disabilities, autism spectrum disorders, attention deficit hyperactivity disorder, sensory processing, and physiological developmental disorders, while learning assessments and measurements used in diagnosing. Students receive an overview of the neurological and cultural perspectives of developmental disabilities, and the unique needs of the families.

PCN-680: Theoretical Foundations of Trauma Assessment, Diagnosis, and Treatment 3 credits

This course teaches students the basics of diagnosing and treating post-traumatic stress disorder, acute stress disorder, and other anxiety cluster disorders. This course also provides a historical context for treatment of trauma-related disorders as well as current best practices in the treatment of trauma.

PCN-681: Community and Global Disaster Response 3 credits

This course investigates community and global crisis. This course also reviews best practices of working with communities in crisis.

PCN-682: Relational Trauma: History and Treatment Issues 3 credits

This course helps students develop a comprehensive understanding of interpersonal violence. Students analyze the contributing factors of interpersonal violence, treatment implications, and best practices within the context of the helping professions.

PCN-683: Working with Developmental Trauma 3 credits

This course outlines the short-term and longitudinal impacts of childhood trauma. This course pays special attention to the effects of trauma on attachment in the child and the family.

PCN-805: Consultation for Behavioral Health Professionals 3 credits

This course provides an overview of collaboration, consultation models, and problem-solving strategies in various behavioral health settings. The focus is on the application of professional consultation services with diverse populations.

PCN-807: Psychopathology, Behavioral Assessment, and Interventions 3 credits

This course provides a broad understanding of psychopathology and clinical pathophysiology, behavioral assessment, common medical treatments, evidence-based interventions, and best practices. The integration of medical psychology and behavioral medicine is discussed. Prerequisite: RES-850.

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

PCN-812: Behavioral Health Management 3 credits

This course proposes application of behavioral health theories to such areas as epidemiology, disease management, assessment and treatment planning, outcome management, and patient retention. Emphasis is placed on improving the quality of patient care. Prerequisite: RES-850.

PCN-820: Behavioral Health Clinical Supervision 3 credits

This course provides a broad understanding of clinical supervision in a variety of behavioral health settings. Clinical supervisory relationships, models of supervision, supervisory assessment instruments, supervisory methods, interventions, and current research are addressed. Prerequisite: RES-861.

PCN-822: Behavioral Health Entrepreneurship 3 credits

This course examines the business aspects of both the for-profit and nonprofit sectors of the behavioral health industry from an entrepreneurial perspective. Emphasis is placed on the characteristics of successful entrepreneurs, creation of business plans, venture capital and investment, laws and regulations governing behavioral health, and tools for measuring business success.

PCN-825: Ethics and Behavioral Health Leadership 3 credits

This course provides a broad understanding of professional codes of ethics, the ethics of supervision, the legal standards, and responsibilities as they relate to leadership and supervision in behavioral health settings. An important goal of this course is to help the leaders develop a high standard of ethical performance in their careers.

Physical Education (PED)

PED-103: Varsity Athletics-Fall/Winter 1 credits

For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

PED-104: Varsity Athletics-Spring 1 credits

For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

PED-200[♦]: Lifetime Personal Wellness and Teaching of Fitness 4 credits

This is an introductory course in exercise and wellness. Emphasis is placed on the acquisition of knowledge regarding what fitness entails, self-evaluation of each student's present fitness needs, and development of personalized fitness programs. A special emphasis is placed on a review of nutritional principles and producing a personalized nutrition plan. Students also receive instruction and practice opportunities in the theoretical and practical aspects of flexibility, stretching, and weight training activities. This includes lesson planning, teaching techniques, evaluation, and proficiency in skills by means of lecture, demonstration, and participation.

PED-247[^]: Teaching Strategy in Physical Education and Exercise Science 4 credits

This writing intensive course is designed to prepare future physical education teachers, fitness instructors, and recreational leaders in the skills necessary to teach physical education activities to groups. Included is the development of lesson plans and course goals/performance objectives that can be applied to the teaching of any skill or activity. Becoming aware of the place of physical education and exercise science globally and perspectives on human diversity in all areas of sport and physical activity is included.

PED-251: Teaching of Team Sports and Individual Activities I 4 credits

This course is intended to provide students with the general technical and physical skills required to teach selected outdoor sports. Students learn how to plan and organize the team sports of soccer, flag football, and speedball for educational settings; conduct classes while ensuring participants' health and safety; and work with a variety of age and skill levels. This course is also designed to acquaint students with knowledge and experience of outdoor living and outdoor leadership skills. The individual/group activities of camping, backpacking, orienteering, and desert survival skills are discussed and practiced. Field trips to outdoor facilities are taken. Prerequisite: PED-247.

PED-263: Teaching of Team Sports and Individual Activities II 4 credits

This course is intended to provide the student with the general technical and physical skill required to teach selected sports. Students learn how to plan and organize the team sports of basketball, softball, and volleyball, and the individual/dual activities of tennis, golf, and badminton for educational settings. Students work with a variety of age and skill levels and conduct classes while ensuring participants' health and safety. Prerequisite: PED-247.

[^] Writing intensive course | [♦] Fulfills General Education requirement | [^] Honors Major Course | ^Ω Non-Transferable

PED-275: Teaching Fitness and Wellness 4 credits

This is an introductory course in teaching of fitness and wellness. This course provides a series of modules that encompass all of the important aspects of overall fitness and wellness by means of lecture, demonstration, and participation. Key components throughout involve instruction and application of the needs of the human body, nutritional principles and producing a personalized nutrition plan. A special emphasis is placed on instruction and practice opportunities in the theoretical and practical aspects of flexibility, aerobics, and weight training activities. Also included are assignments to create and implement lesson planning, teaching techniques, evaluation, and proficiency in fitness skills. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-247.

PED-325: Coaching Baseball: Theory and Practice 4 credits

This course is intended to introduce the profession of coaching baseball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportpersonship. Special areas of emphasis include the fundamental skills and strategies of baseball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED-326: Coaching Basketball: Theory and Practice 4 credits

This course is intended to introduce the profession of coaching basketball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportpersonship. Special areas of emphasis include the fundamental skills and strategies of basketball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED-327: Coaching Volleyball: Theory and Practice 4 credits

This course is intended to introduce the profession of coaching volleyball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportpersonship. Special areas of emphasis include the fundamental skills and strategies of volleyball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED-328: Coaching Softball: Theory and Practice 4 credits

This course is intended to introduce the profession of coaching softball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportpersonship. Special areas of emphasis include the fundamental skills and strategies of softball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED-329: Coaching Soccer: Theory and Practice 4 credits

This course is intended to introduce the profession of coaching soccer and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportpersonship. Special areas of emphasis include the fundamental skills and strategies of soccer, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED-337♦: Theory, Philosophy, and Principles of Coaching 4 credits

This course focuses on the basic theory and principles of how to coach sports. Special topics include the relationship of cognitive strategy, personality, and motivation to athletic success; the balance between competition and cooperation, positive and negative feedback, and anxiety, stress, and arousal; communication, goal-setting, and leadership skills of the coaching profession; participation of the child in sport; the Christian approach to coaching; and the psychology of sport.

PED-370: Physical Education for Students with Disabilities 4 credits

This course is designed to present the student with the necessary information to develop a plan for identifying, evaluating, and implementing program planning for all children with disabilities. Special topics include implications of legislation that affects children with special needs, due process and the IEP, guidelines for inclusiveness and modification of activities for inclusion, characteristics of normal and abnormal motor functioning and development and behavior management techniques. The types of special populations and their specific needs are presented, and methods and techniques are developed for teaching the exceptional child in motor activities. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-247.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

PED-420: Physical Education Teacher 4 credits
Education Methods: Elementary
Grades

This course prepares students for teaching physical education to elementary grade students. The course begins with a rationale for the necessity of physical education in the schools. This is followed by a detailed overview of how to instruct elementary school children in the psychomotor domain. Methods of program implementation are then examined, including curriculum, instructional effectiveness, content area literacy, management and discipline, and assessment and evaluation. These concepts are then applied in field experiences for teaching of the objectives of physical education in the school situation and for application to learner analysis to meet the individual needs of the child. Experiential teaching and peer review are included in the course. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-247.

PED-430: Physical Education Teacher 4 credits
Education Methods: Middle Grades

This course prepares students for teaching physical education to middle grade students. Concepts introduced in PED-420 will be further developed and applied to the middle grade student to enhance personal health skills, general and specialized motor skills, sports and fitness skills, and lifetime activities. Topical areas include content area literacy, curriculum, assessment, data driven instruction, teaching strategies and methods, classroom engagement and management, and learner analysis for K-12 physical education teachers. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-275.

PED-440: Physical Education Teacher 4 credits
Education Methods: Secondary
Grades

This course prepares students who desire to teach at the secondary school level. Topical areas include how students are assessed and classified, curriculum and instructional organization of classes and selection of appropriate methods, strategies, and materials. The course also examines teaching styles, techniques of effective student engagement, and implementing instructional activities that meet NASPE standards. Special topics involve use of technology in physical activity, content area literacy, data driven instruction and physical learner analysis of secondary school students. Students are encouraged to develop strategies for promoting an active lifestyle, lifetime activity, inclusiveness, responsibility, cooperation, and diversity. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-275.

PED-450^Δ: Methods of Teaching and Assessing 4 credits
Health

This course is a study of the methods and procedures of teaching health. Resources, aids, and agencies are studied and methods for implementing group processing skills and conducting values based education are reviewed and practiced. Also included are assignments to create and implement lesson planning, teaching techniques, and assessment for the topics of mental health, substance abuse, sexuality and family living, environmental health, nutrition, aging spirituality and death, and personal health. Health assessment topics include an overview of statistical tools, tests and measurements in health and physical education, producing valid and reliable tests, data analysis techniques for test evaluation, test construction assessment, and interpretation of test results. Practice teaching assignments and presentations are included. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-275.

PED-450HN^Δ: Methods of Teaching and Assessing 4 credits
Health

This course is a study of the methods and procedures of teaching health. Resources, aids, and agencies are studied and methods for implementing group processing skills and conducting values based education are reviewed and practiced. Also included are assignments to create and implement lesson planning, teaching techniques, and assessment for the topics of mental health, substance abuse, sexuality and family living, environmental health, nutrition, aging spirituality and death, and personal health. Health assessment topics include an overview of statistical tools, tests and measurements in health and physical education, producing valid and reliable tests, data analysis techniques for test evaluation, test construction assessment, and interpretation of test results. Practice teaching assignments and presentations are included. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: PED-247, PED-275, EXS-340, EXS-340L.

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

PED-480A^Ω: Physical Education Student Teaching I **6 credits**

The student teaching experience includes practical/clinical classroom experiences in a school setting with elementary students, grades K-6. Teacher candidates are required to fulfill a full-time 8-week internship experience in a classroom with a certified, experienced teacher. All aspects of instruction are addressed, including effective presentation of movement, sports and fitness skills, strategies and assessments of student learning, student engagement and classroom management, integration of technology and content area literacy, curriculum and learner analysis for elementary physical education teachers. The internship includes the opportunity to utilize applicable content standards for elementary students, including Arizona Professional Teacher's Standards, and Physical Education Teacher Education Standards of the national association Shape America, and to integrate these within the classroom. Practicum/field experience hours: None. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEP) or the National Evaluation Series (NES). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

PED-480B^Ω: Physical Education Student Teaching II **6 credits**

The student teaching experience includes practical/clinical classroom experiences in a school setting with secondary students, grades 7-12. Teacher candidates are required to fulfill a full-time 8-week internship experience in a classroom with a certified, experienced teacher. All aspects of instruction are addressed, including effective presentation of movement, sports and fitness skills, strategies and assessments of student learning, student engagement and classroom management, integration of technology and content area literacy, curriculum, and learner analysis for secondary physical education teachers. The internship includes the opportunity to utilize applicable content standards for secondary students, including Arizona Professional Teacher's Standards, and Physical Education Teacher Education Standards of the national association Shape America, and to integrate these within the classroom. Practicum/field experience hours: None. Fingerprint clearance required. Prerequisites: Successful completion of PED 480A, approval and placement by Office of Field Experience.

Philosophy (PHI)

PHI-103[♦]: Introduction to Philosophy and Ethics **4 credits**

This course is an introduction to the discipline of philosophy through a study of representative philosophical problems. Students are introduced to analytic tools that enable them to practice critical thinking, evaluate knowledge claims, and establish a rationale and justification for other academic disciplines. Topics to be considered include logic, epistemology, metaphysics, and ethics.

PHI-105[♦]: 21st Century Skills: Critical Thinking and Problem Solving **4 credits**

This course gives students an introduction to skills of critical thinking and decision making. It provides students opportunities to evaluate the influence and value of these skills in their personal, academic, and professional lives. Emphasis is placed on perception, emotion, fallacious reasoning, and communication.

PHI-301[♦]: Knowledge and Reality **4 credits**

This is an advanced study of the nature of knowledge and our knowledge of self and world. It investigates sources and theories of knowledge and rational belief, the role of intellectual virtues in knowledge. Attention will also be given to topics such as the nature of human persons, whether persons have free will, whether there is life after death, and the meaning of life. Prerequisite: PHI-103.

PHI-307[♦]: Applied Ethics **4 credits**

This course examines difficult moral questions related to challenging bio-ethical and social issues in order to identify the morally correct course of action in various areas of human life. Prerequisite: PHI-103.

PHI-403[♦]: Philosophy of Religion **4 credits**

This course investigates fundamental issues related to religion and religious experience from a philosophical perspective. Attention will be given to arguments for the existence and nature of God, the problem of evil, faith and reason, and the coherence of theism. Prerequisite: PHI-301.

PHI-413V[♦]: Ethical and Spiritual Decision Making in Health Care **3 credits**

This course introduces a Christian foundation for spiritual assessment and care with specific emphasis on biomedical ethical principles and ethical decision-making within nursing practice. Learners practice assessment and propose holistic interventions that take into account the dignity of the human person. These assessments and interventions contribute to the physical and spiritual well-being of individuals across the life span and the health-illness continuum.

PHI-610: Christian Apologetics **4 credits**

This course examines the rational and existentially compelling defense of the Christian faith within various contexts. Emphasis is placed on apologetic methodology, sound tools of persuasion, the philosophical foundations of key Christian doctrines, and responding to significant objections to Christianity with humility and respect.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Public Health Nursing (PHN)

PHN-600: Foundations of Public Health Nursing 4 credits

This course examines the evolving landscape of public health nursing, including the various roles and settings for public health nursing practice. Learners learn about the influence of social, behavioral, and cultural factors on health. Learners appraise theoretical frameworks useful for understanding and improving quality and community and population health while considering influential developments in the field and the regulatory, legal, and ethical guidelines that inform practice.

PHN-652: Population-Based Interventions 4 credits

In this course, learners closely examine concepts of population health in order to design health promotion and disease prevention interventions for diverse populations. Beginning with the selection of appropriate models for evidence-based interventions, learners assess a population and propose the most appropriate intervention based on available evidence. Learners also consider the financial, regulatory, legal, and ethical aspects of population-based interventions and methods for evaluating outcomes. Prerequisite: PUB-550.

PHN-690: Public Health Nursing Practicum 4 credits

This course provides learners with the opportunity to apply public health nursing knowledge and skills in various public health settings. Learners formulate public health assessments and interventions for improving quality health outcomes for populations in their selected setting while enhancing their leadership and collaboration skills with professionals in the field. Practicum/field experience hours: 150. Prerequisites: Successful completion of all courses in the program of study and clearance from the Office of Field Experience.

Physics (PHY)

PHY-102[♦]: Introduction to Physical Science 4 credits

This course introduces students to the scientific method. Students are expected to classify objects and materials based on physical and chemical properties, as well as develop an understanding of chemical reactions and flow of energy in a system.

PHY-104[♦]: Earth and Space Science 4 credits

This course is designed to develop students' skills in the scientific method, develop the understanding of the properties of Earth and its materials, and appreciate Earth in relationship to other objects in space. Concepts include geological and atmospheric phenomena.

PHY-105: Fundamental Physics 3 credits

Fundamental Physics focuses on the intersection of physics and biology focusing on physics as it relates to life, from the molecules to living organisms. Students will explore the ways in which fundamental laws of physics which direct biological organization at every level by limiting cellular processes. The ultimate focus will be on basic models that enable students to quantify the innate randomness and variability of cellular processes. Prerequisite: MAT-154, MAT-250, MAT-261, or College Algebra. Co-Requisite: PHY-105L.

PHY-105L: Fundamental Physics Lab 1 credits

The laboratory section of Fundamental Physics reinforces and expands learning of principles introduced in the lecture course. Prerequisite: MAT-154, MAT-250, MAT-261, or College Algebra. Co-Requisite: PHY-105.

PHY-111[♦]: General Physics I-Lecture 3 credits

This course is a study of basic concepts of physics, including motion; forces; energy; the properties of solids, liquids, and gases; and heat and thermodynamics. The mathematics used includes algebra, trigonometry, and vector analysis. A primary course goal is to build a functional knowledge that allows students to more fully understand the physical world and to apply that understanding to other areas of the natural and mathematical sciences. Conceptual, visual, graphical, and mathematical models of physical phenomena are stressed. Students build critical thinking skills by engaging in individual and group problem-solving sessions. Prerequisite: MAT-154, MAT-250, MAT-261 or College Algebra. Co-Requisite: PHY-111L.

PHY-111L[♦]: General Physics I - Lab 1 credits

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-111 lecture course. Learners are able to perform the proper analysis and calculations to arrive at the correct quantifiable result when confronted with equations involving gravity, sound, energy, and motion. Prerequisite: MAT-154, MAT-250, MAT-261 or College Algebra. Co-Requisite: PHY-111.

PHY-112[♦]: General Physics II-Lecture 3 credits

This course is the second in a one-year introductory physics sequence. In this course, the basics of three areas in physics are covered, including electricity and magnetism, optics, and modern physics. Course topics include an introduction to electric and magnetic fields, the nature of light as an electromagnetic wave, geometric optics, quantum mechanics, and nuclear reactions. Prerequisites: PHY-111 and PHY-111L. Co-Requisite: PHY-112L.

PHY-112L[♦]: General Physics II - Lab 1 credits

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-112 lecture course. Some of the topics learners understand and analyze involve the relationship between electric charges and insulators/conductors, magnetism in physics, energy transformations in electric circuits, the relationship between magnetism and electricity, and how they relate to the medical industry. Prerequisites: PHY-111 and PHY-111L. Co-Requisite: PHY-112.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

PHY-121♦: University Physics I 3 credits

This course is a calculus-based study of basic concepts of physics, including motion; forces; energy; the properties of solids, liquids, and gases; and heat and thermodynamics. The mathematics used includes algebra, trigonometry, and vector analysis. A primary course goal is to build a functional knowledge that allows students to more fully understand the physical world and to apply that understanding to other areas of the natural and mathematical sciences. Conceptual, visual, graphical, and mathematical models of physical phenomena are stressed. Students build critical thinking skills by engaging in individual and group problem-solving sessions. Prerequisites: MAT-261, or ESG-162 and ESG-162L. Co-Requisite: MAT-262, PHY-121L.

PHY-121L♦: University Physics I Lab 1 credits

This calculus-based course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-121 lecture course. Students are able to perform the proper analysis and calculations to arrive at the correct quantifiable result when confronted with equations involving gravity, sound, energy, and motion. Prerequisites: MAT-261, or ESG-162 and ESG-162L. Co-Requisite: MAT-262, PHY-121.

PHY-122♦: University Physics II 3 credits

This calculus-based course is the second in a 1-year introductory physics sequence. In this course, the basics of three areas in physics are covered, including electricity and magnetism, optics, and modern physics. The sequence of topics includes an introduction to electric and magnetic fields. This is followed by the nature of light as an electromagnetic wave and topics associated with geometric optics. The final topic discussed in the course is quantum mechanics. Prerequisites: MAT-264, PHY-121, and PHY-121L. Co-Requisite: PHY-122L.

PHY-122HN♦: University Physics II 3 credits

This calculus-based course is the second in a 1-year introductory physics sequence. In this course, the basics of three areas in physics are covered, including electricity and magnetism, optics, and modern physics. The sequence of topics includes an introduction to electric and magnetic fields. This is followed by the nature of light as an electromagnetic wave and topics associated with geometric optics. The final topic discussed in the course is quantum mechanics. Prerequisites: MAT-264, PHY-121, and PHY-121L. Co-Requisite: PHY-122L.

PHY-122L♦: University Physics II Lab 1 credits

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-122 lecture course. Some of the topics students understand and analyze involve the relationship between electric charges and insulators/conductors, magnetism in physics, energy transformations in electric circuits, the relationship between magnetism and electricity, and how they relate to the medical industry. Prerequisites: MAT-264, PHY-121, and PHY-121L. Co-Requisite: PHY-122.

PHY-122LHN♦: University Physics II Lab 1 credits

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY-122 lecture course. Some of the topics students understand and analyze involve the relationship between electric charges and insulators/conductors, magnetism in physics, energy transformations in electric circuits, the relationship between magnetism and electricity, and how they relate to the medical industry. Prerequisites: MAT-264, PHY-121, and PHY-121L. Co-Requisite: PHY-122.

Political Science (POS)

POS-252♦: Federal Government 2 credits

A survey of American government. Meets the teacher certification requirement for American Government.

POS-301♦: Arizona and Federal Government 2 credits

This course is a survey of Arizona history and government, as well as American government. It meets the teacher certification requirement for Arizona government and American government.

POS-305: Nevada and US Constitution 4 credits

This course is a survey of Nevada Constitution, history, and government as well as U.S. Constitution and government.

POS-500: U.S. and Arizona Constitutions for Teacher Candidates 3 credits

Candidates examine the United States Constitution, and the constitution of the State of Arizona. From this foundational review, candidates will explore application of the United States Constitution and the constitution of the State of Arizona in educational contexts. Practicum/field experience hours: 3. Fingerprint clearance not required.

Professional Writing (PRW)

PRW-100: Introduction to Professional Writing 4 credits

This course introduces students to multiple professional writing disciplines. Students gain experience in writing for typical professional writing genres and gain working knowledge of professional writing styles. This course provides students with practical, procedural knowledge that helps them write in multiple contexts to appropriate audiences. Prerequisite: ENG-105.

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

PRW-301: Reporting and Newswriting 4 credits

In this course, students learn the fundamentals of writing breaking news and feature stories. Learners acquire the skills to understand the foundations of journalistic history, ethics and Associated Press style. Students originate, research and write news stories. Through readings, discussion, and attention to accuracy, students learn how to exercise these skills wisely in new media. Technology requirement: Students are responsible for providing their own laptop and subscription to Adobe Creative Cloud software. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ENG-105, ENG-106, PRW-100.

PRW-345[!]: Introduction to Grant Writing 4 credits

This course examines the processes, purposes, and practicalities of grant writing with an emphasis on communication between funding sources and grant seekers. Students learn about funding sponsors and their concerns, the parts of grant proposals, and techniques for successful grant research and writing. The course culminates in the students' completion of a grant proposal. Prerequisite: ENG-105, ENG-106.

PRW-381: Writing for Public Relations 4 credits

This course exposes students to the various types of writing tasks utilized by Public Relations professionals. In addition to enabling students to write with clarity and skill for various media and contexts, this course encourages students to use strategy, creativity, and critical thinking in composing public relations material. Technology requirement: Students are responsible for providing their own laptop and subscription to Adobe Creative Cloud software. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ENG-105.

PRW-466[^]: Technical Writing 4 credits

This writing-intensive course provides an overview of technical writing and focuses on the production of informative practical texts such as instructions, manuals, and process descriptions. Technology requirement: Students are responsible for providing their own laptop and subscription to Adobe Creative Cloud software. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ENG-105.

PRW-470: Multimedia Feature Writing 4 credits

This course exposes students to advanced journalism skills, concentrating on long-form journalism. Using the best practices of nonfiction, students adapt heavily researched stories to media platforms that integrate video, audio, photography and text. Technology requirement: Students are responsible for providing their own laptop and subscription to Adobe Creative Cloud software. Verify required technical specifications in the University Policy Handbook available on www.gcu.edu. Prerequisite: ENG-105, ENG-106, PRW-301.

PSY-102[♦]: General Psychology 4 credits

This foundation course in the science of behavior includes an overview of the history of psychology, the brain, motivation, emotion, sensory functions, perception, intelligence, gender and sexuality, social psychology, human development, learning psychopathology, and therapy.

PSY-102XV: General Psychology 4 credits

This foundation course in the science of behavior includes an overview of the history of psychology, the brain, motivation, emotion, sensory functions, perception, intelligence, gender and sexuality, social psychology, human development, learning psychopathology, and therapy.

PSY-225[♦]: Human Sexuality 4 credits

This course focuses on the topic of human sexuality from a Christian perspective. Themes center on the biological, contextual, and socio-emotional aspects of sexuality. Topics include biological development, sexual communication, sexual morality, cultural differences in sexual expression, sexual problems, sexually transmitted infections, contraception, conception and childbirth, research on sexuality, dating and mate selection, sexual coercion, sexuality in childhood/adolescence, and sexuality in the later years. By the end of this course, students should be able to demonstrate knowledge about the major themes, theories, and influences in the study of sexuality, and be able to apply course theory to real-world situations.

PSY-255^{^♦}: Personality Psychology 4 credits

This writing intensive course is a study of the nature and causal determinants of human behavior, including the definition and scientific measurement of personality. Theories studied include the psychodynamic, Neo-Freudian, trait, biological, humanistic, cognitive, and behavioral theories. The Christian perspective on the nature of human personality is also explored. Prerequisite: PSY-102.

PSY-255HN^{^♦}: Personality Psychology 4 credits

This writing intensive course is a study of the nature and causal determinants of human behavior, including the definition and scientific measurement of personality. Theories studied include the psychodynamic, Neo-Freudian, trait, biological, humanistic, cognitive, and behavioral theories. The Christian perspective on the nature of human personality is also explored. Prerequisite: PSY-102.

PSY-255XV: Personality Psychology 4 credits

This writing intensive course is a study of the nature and causal determinants of human behavior, including the definition and scientific measurement of personality. Theories studied include the psychodynamic, Neo-Freudian, trait, biological, humanistic, cognitive, and behavioral theories. The Christian perspective on the nature of human personality is also explored. Prerequisite: PSY-102.

Psychology (PSY)

[^] Writing intensive course | [♦] Fulfills General Education requirement | [!] Honors Major Course | ^Ω Non-Transferable

PSY-260♦: Introduction to Psychological Research and Ethics 4 credits

This course serves as a foundation for undergraduates in the field of psychology. Professional skill development, such as an introduction to scientific reasoning, research foundations, critical thinking, literature reviews, and scholarly writing are covered, as well as contemporary ethical issues in the field of psychology. Students have the opportunity to apply guidelines proposed by the American Psychological Association Code of Ethics when exploring topics. Prerequisite: PSY-102.

PSY-310♦: Introduction to Forensic Psychology 4 credits

This course is an introduction to the field of forensic psychology. Forensic psychology is where the science of the mind intersects with the law. This course explores the scientific principles of psychology as applied to the legal setting. The role and practice of forensic psychology is explored.

PSY-352♦: Health Psychology 4 credits

This course reflects psychology's growing interest in health-related issues by offering an overview of health psychology from a biopsychosocial model. Topics include theories related to health behavior, stress, pain development and management, in addition to patient adherence. Furthermore, the discussion explores cancer and chronic illness development and management. A review of complementary and alternative medicine (CAM), the hospital setting, and effects on patients are examined. Finally, the course examines health-related behaviors such as substance abuse, nutrition, and exercise. Prerequisite: PSY-102.

PSY-355♦: Child and Adolescent Psychology 4 credits

This course examines child and adolescent psychology through stages of development related to biological, cognitive, and socioemotional processes. From conception through adolescence, the nature of child development is explored by discussing theory, research, developmental milestones, attachment, personality, language, moral development, emotions, cultural differences, typical and atypical behaviors, methods of learning, and influences of parenting and environment. An emphasis on research methodology and interpretation is used to analyze the concepts in this class.

PSY-357♦: Lifespan Development 4 credits

This is a course in developmental psychology with emphasis on the physical, social, cognitive, personality, and moral developments within an individual. The course is designed to provide an understanding of the transitions of life from conception to death.

PSY-358♦: Adult Development and Aging 4 credits

This theoretical and research-based course covers psychosocial, emotional, physical, and cognitive aspects of human development from emerging adulthood to death. Theories of development and applications to real-world situations provide a context for understanding how humans transition across stages of adulthood to death. Scientific approaches for studying developmental psychology stress the importance of research methodology and research interpretation. Prerequisite: PSY-102.

PSY-362♦: Social Psychology and Cultural Applications 4 credits

This course provides a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, roles, norms, group processes, aggression and cooperation, persuasion, stereotypes and prejudices, and social awareness. The role of culture in social processes is emphasized.

PSY-362HN♦: Social Psychology and Cultural Applications 4 credits

This course provides a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, roles, norms, group processes, aggression and cooperation, persuasion, stereotypes and prejudices, and social awareness. The role of culture in social processes is emphasized. Prerequisite: PSY-102 or SOC-102.

PSY-366♦: Introduction to Sport and Exercise Psychology 4 credits

This course provides an overview of factors influencing participation in individual or group sport and performance. Additionally, outcomes associated with performance are examined. Current theory and research are presented to develop an understanding of behaviors in sport and performance settings. Further, techniques applied to enhance sport performance are examined.

PSY-368♦: Social Aspects of Sport/Psychosocial Aspects of Sport 4 credits

This course examines intersections of sociological environments and sport both in North America and globally, including social and cultural theories of social class, education, gender, religion, ethnicity, and sexuality in sport.

PSY-380♦: Introduction to Probability and Statistics 4 credits

This course is a study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT-134, MAT-144 or MAT-154.

PSY-402♦: Cognitive Neuroscience 4 credits

This course includes an introduction to the experimental study of cognition and neurophysiology. Topics include sensation and perception, memory, learning, language, metacognition, intelligence, problem solving, decision-making, mental imagery, consciousness, attention, and the development of cognition through the life span. Major theoretical perspectives and current research within the fields of cognition and neuroscience are discussed. This course also provides students with a basic understanding of the neural underpinnings of a variety of cognitive processes. Prerequisite: PSY-102.

PSY-410♦: Psychology of Coaching 4 credits

This course provides an introduction to current research and theories regarding coach-athlete relationships and the coaching profession, including leadership, psychosocial factors, and performance of teams and athletes. Additionally, strategies for effective coaching are presented.

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

PSY-425[♦]: Leadership and Team Building 4 credits

This course studies principles influencing team building strategies and leadership skills. Foundations such as servant, situational, and charismatic leadership are examined, including leadership qualities, skills, and cultural contexts.

PSY-452[♦]: Experimental Psychology 4 credits

This course is a laboratory course emphasizing both the theoretical and applied aspects of experimental design and research methodology. A variety of activities are performed in such areas as learning, motivation, and perception. Prerequisite: PSY-380.

PSY-452HN[♦]: Experimental Psychology 4 credits

This course is a laboratory course emphasizing both the theoretical and applied aspects of experimental design and research methodology. A variety of activities will be performed in such areas as learning, motivation, and perception. Prerequisite: PSY-380.

PSY-460[♦]: Fundamentals of Counseling and Guidance 4 credits

This course, which is designed for teachers, ministers, business personnel, and community agency workers, emphasizes the effective use of psychology as a tool for guidance by persons in various occupations. Prerequisite: PSY-102.

PSY-470^{Δ♦}: Abnormal Psychology 4 credits

This is a writing intensive foundation course in the science of abnormal behavior that offers students the opportunity to study the origin and development of abnormal patterns and disorders. This course is designed to assist students in recognizing and understanding mental illness through increased awareness of emotional, functional, and physiological factors influencing mental health. Specific topics include symptoms, diagnoses, etiology, epidemiology, and treatment of various psychological disorders and syndromes.

PSY-470HN^{Δ♦}: Abnormal Psychology 4 credits

This is a writing intensive foundation course in the science of abnormal behavior that offers students the opportunity to study the origin and development of abnormal patterns and disorders. This course is designed to assist students in recognizing and understanding mental illness through increased awareness of emotional, functional, and physiological factors influencing mental health. Specific topics include symptoms, diagnoses, etiology, epidemiology, and treatment of various psychological disorders and syndromes. Prerequisite: PSY-102.

PSY-495^Ω: Professional Capstone Project 4 credits

The capstone project is the culmination of learning experiences for students in the psychology program at Grand Canyon University's College of Humanities and Social Sciences. Students prepare a written proposal for a research project that focuses on the resolution of an issue or problem significant to professional psychological practice. The proposal includes a problem statement, review of literature, research methods, research questions, limitations, and ethical considerations for the research. The 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. This capstone course needs to be completed at the end of program. Prerequisite: PSY-452.

PSY-499: Independent Study 1 credits

This course involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

PSY-510: Contemporary and Ethical Issues in Psychology 4 credits

This course serves as the foundation for advanced graduate study in the field of psychology. Professional skill development, such as critical thinking, scholarly writing, and literature reviewing are covered, as well as contemporary ethical issues in the field of psychology, including issues in research, writing, psychotherapy, forensic psychology, and animal research.

PSY-520: Graduate Statistics 4 credits

This course provides a study of theories of probability, descriptive and inferential analyses of data, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods.

PSY-530: Social and Cultural Psychology 4 credits

This course is a study of social, group, and multicultural factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, altruism, attraction, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control.

PSY-550: Research Methods 4 credits

This course emphasizes both the theoretical and applied aspects of experimental design and research methodology at the graduate level, including qualitative, quantitative, and mixed designs.

PSY-560: Learning, Cognition and Motivation 4 credits

This course offers advanced theory in human cognition and learning, including attention, memory, consciousness, decision making, problem solving, motivation, cognitive mapping, and schemata.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

PSY-565: Industrial/Organizational Psychology 4 credits

This course applies social and organizational methods and principles to business and industry as it applies to Industrial and Organizational Psychology.

PSY-570: Psychopathology 4 credits

This course offers students a deeper understanding of current issues in adult psychopathology, including personality disorders, psychological disorders, and co-occurring disorders. Students gain advanced knowledge of clinical assessment and treatment planning and engage in in-depth research in the field related to the symptoms, etiology, epidemiology, and treatment of psychological disorders.

PSY-572: Pedagogy for the Psychology Classroom 4 credits

This course emphasizes principles of pedagogy and student learning in the context of psychology. Students are encouraged to apply education frameworks to a psychology classroom. Through an emphasis on real-world organizational development, traditional theories of student comprehension, and modern pedagogy, this course prepares students to teach a diverse and broad range of psychology courses.

PSY-575: Organizational Behavior and Development 4 credits

This course examines the theoretical foundations for organizational development and explores how organizations function and the psychology behind it.

PSY-580: Foundations of Human Factors 4 credits

This course is an examination of the practical application of Human Factors theories and principles.

PSY-581: Sensation and Perception 4 credits

This course is an examination of the human ability to receive and process information through visual and auditory senses.

PSY-582: Software 4 credits

This course is a practitioner's guide to a human centered design approach to software development and evaluation.

PSY-583: Cognition 4 credits

This course is a fundamental examination of cognitive psychology as it applies to human factors.

PSY-610: Introduction to Coaching 4 credits

This course covers the differences and similarities between coaching and other social services fields, such as counseling, psychology, or social work. Students learn the principal theories influencing the field of coaching as well as fundamental coaching skill.

PSY-611: Individual Coaching 4 credits

This course provides a deeper look into coaching for individuals. It covers skills, models, and techniques specific to working with individuals and competencies of coaching. Students learn the basics of developing a professional coaching plan and niche development. Prerequisite: PSY-610.

PSY-612: Business and Organization Coaching 4 credits

This course provides an overview of executive coaching provided within the business/organization as well as the ethical considerations specific to this field. Prerequisite: PSY-610.

PSY-613: Assessment/Facilitation 4 credits

This course provides an overview of assessments commonly used in the coaching field. Students will develop an understanding of administration and interpretation of assessments as well as how to provide professional feedback relevant for real life application. Prerequisite: PSY-610.

PSY-620: Theories of Criminal Behavior 4 credits

This course explores classic and contemporary theories of crime causation, including psychological, developmental, and social causes of crime and theories of punishment.

PSY-621: Psychology and the Legal System 4 credits

This course provides a psychological perspective for understanding legal issues, an examination of the various roles, functions, strategies, and interagency relationships of the courts, government entities, elements of the crime, and the individual as it relates to due process within the context of crime control.

PSY-622: Psychopathology of Crime 4 credits

This course requires students to comprehensively examine various psychopathologies behind criminal behavior. Topics such as biological, genetic, neurochemical, cognitive, and sociological factors underlying criminal behavior will be examined. A focus will be placed on addiction, brain imaging, and future biopsychosocial research.

PSY-623: Offender Rehabilitation and Reintegration 4 credits

This course examines various approaches to rehabilitative treatments in offender populations. A close look at rehabilitative methods within sex offenders, drug offenders, white collar criminals, cyber criminals, female offenders, juveniles, and mentally ill populations will be taken. Students will examine public policy and research based methods for successful prevention and community reintegration.

PSY-630: Sociology of Aging 4 credits

This course is a critical examination of social policies and systems which affect aging and retirement. The impact of multiple social contexts such as family, employment, work, and religion are examined.

PSY-631: Death and Dying 4 credits

This course introduces the concept of death in society. Students examine research, theories, and case studies on the sociocultural dimensions of death and dying with a focus on end of life issues and grief management.

PSY-632: Physical Health and the Biology of Aging 4 credits

This course examines the biological principles and research that explain the causes of aging. An investigation into the human experience of biological aging, longevity, and age-related disease is made in order promote and modulate successful aging.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

PSY-633: Psychological, and Emotional, and Spiritual Aspects of Aging 4 credits

This course examines the psychological, emotional, and spiritual aspects of aging. There is a focus on promoting positive aging and increasing well-being. Prerequisite: PSY-630.

PSY-650: Human Development 4 credits

This course in developmental psychology emphasizes the physical, social, cognitive, personality, spiritual, and moral developments within an individual. The course is designed to provide an understanding of the transitions of life from conception to death.

PSY-655: Strategies for Effective Leadership and Consultation 4 credits

This course examines methods for achieving personal, group, and organizational goals through effective consulting and management strategies.

PSY-660: Health Psychology 4 credits

Using the biopsychosocial model of health, this course examines how biological, psychological, and social factors interact with health-promoting and illness-preventing behaviors. Personality factors and the medical community's role in health promotion are also covered.

PSY-661: Promotion of Health Behaviors 4 credits

This course explores the promotion of health behaviors at the individual and community level. A special focus is on prevention programs and utilization of media to impact health behaviors. Factors contributing to successful prevention programs will be analyzed and program evaluation techniques will be demonstrated. Successful survey design techniques will be introduced and the current trends in health psychology will be explored.

PSY-662: Health and Wellness 4 credits

This course examines a variety of factors related to wellness and includes a focus on substance use and abuse, nutrition, weight control, diet, exercise and safety. An exploration of lifestyles factors related to promoting health and wellness across the lifespan is assessed as well as effective coaching for health and wellness.

PSY-663: Future of Health Psychology 4 credits

This course examines the future of Health Psychology with an emphasis on understanding current public policy and implementing changes in this sector. Careers related to Health Psychology and issues and controversies that impact the field are investigated.

PSY-664: Community Health 4 credits

This course examines the implementation of community-wide change through intervention, prevention, advocacy, outreach, and program evaluation, which moves beyond the individual focus. Students explore foundational competencies for addressing community problems and implementing community psychology practice. A focus is placed on current research related to topics relevant to community psychology.

PSY-665: Principles of Personnel and Human Resource Management 4 credits

This course examines psychological principles related to personnel and human resource management in both physical and virtual work environments.

PSY-693^Ω: Professional Capstone 2 credits

This course prepares students to enter their prospective career and/or continue their education in psychology. Students will explore occupations and leaders in the various psychological fields, formulate and compile their experiences and achievements, and construct a roadmap for success. Original research ideas will be solidified and presented. Prerequisite: PSY-550.

PSY-802: Psychoanalysis and Psychodynamic Theory 3 credits

This course is an introduction to the nature, origins, and history of psychoanalysis and psychotherapy. Although not a clinically based course, the course does address the psychoanalytic and psychotherapeutic strategies used to assist individuals with managing personal and inter-personal issues leading to improved mental health.

PSY-803: Behaviorism 3 credits

This course examines the historical and theoretical background of the behavioristic movement and its major works. The course also examines methods and techniques to help teach and learn new behaviors as well as the concepts and strategies to diminish or eliminate unwanted behaviors.

PSY-804: Humanistic, Transpersonal and Existential Psychology 3 credits

This course explores the historical roots, theoretical foundations, major works, and guiding philosophy of Humanistic, Transpersonal and Existential (HTE) psychology. This course also examines the different approaches to studying HTE as it relates to human motivation, needs, will, love, and existence in a contemporary world.

PSY-807: Theories of Cognition, Motivation, Collaboration, and Learning 3 credits

This course discusses foundational theoretical research in areas such as cognition, motivation, learning, communications, and collaboration. Applications to both learning and communications solutions are addressed as are research initiatives.

PSY-810: History and Systems of Psychology 3 credits

This course is designed to familiarize the graduate student with the major schools of thought in psychology and their philosophical origins. The individuals and their personal experiences are examined in depth. The social, economic, and political forces that have influenced the developing discipline of psychology are also examined.

PSY-812: Tests and Measurements 3 credits

This course is a study of the purposes and uses of tests. Topics include measuring objectives and learned outcomes, analyzing and interpreting tests, and understanding statistics as applied to standardized tests.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

PSY-815^Ω: Ethical Issues In Psychology 3 credits

This course serves as the foundation for ethical study in the field of psychology. Ethical issues in research, writing, psychotherapy, forensic psychology, and animal research are covered. The origins of ethical practices—including the philosophical theories of ethics, the Christian worldview, and the APA code of ethics—are also addressed.

PSY-817: Technologies for Learning and Communication 3 credits

This course enables the learner to research current and emerging technologies in learning and communications. The psychology of applying technology to individuals, organizations, and communities, and the assessment of risks and benefits associated with the use of technology are discussed.

PSY-820: Cognitive Science 3 credits

This course examines theoretical and empirical approaches to understanding different mental processes, including perception, attention, reasoning, intelligence, creativity, concept formation, memory, mental imagery, language, emotional states, and moral reasoning. The development and underlying foundations of these processes and their instantiation in the brain are examined.

PSY-821: Building Community and Social Networking 3 credits

This course enables the learner to create strategies for building communities and social networks. The areas of psychology relevant to collaboration, communities, mass communications, and social networking are discussed. The psychology of change at the organization, community, and social network levels is also addressed.

PSY-823: Learning and Communication Design 3 credits

This course enables the learner to use a systematic design process to develop learning and communication solutions. The psychologies of creativity and innovation are discussed in the contexts of the design process and their influences on scholarly research.

PSY-827: Integrating for Learning and Communication 3 credits

The integration of psychology, technology, and learning is discussed as it relates to innovative research and solutions for learning and communications. The development of a rationale for integration and change including factors such as costs, benefits, and risks is addressed as learners integrate theories, such as social intelligence, to enable successful change.

PSY-830: Principles of Industrial and Organizational Psychology 3 credits

This course applies social and organizational methods and principles to business and industry. Topics include human behavior at work; personnel selection, evaluation, and training; motivation and job satisfaction; management philosophies; employee-management relationships; work and equipment design; working conditions, accidents and human errors; and consumer psychology.

PSY-831: Foundations of Performance Psychology 3 credits

This course is designed to apply theories of emotion, cognition, and motivation to performance and explore the variables related to performance excellence. Application of performance psychology principles to applied settings is also addressed.

PSY-832: Psychology of Leadership 3 credits

This course provides an extensive consideration of leadership theories, models, styles, and best practices.

PSY-833: Psychomotor Performance 3 credits

This course introduces motor learning and control principles, constructs, laws, and theories, and their application to individual skill learning.

PSY-834: Psychology of Consulting and Coaching 3 credits

This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management.

PSY-835: Principles of Behavior Modification 3 credits

This course examines theoretical and empirical approaches to learning theory and behavior modification. The course focuses on the fundamental approaches and applications of learning theory and applied behavioral analysis to modify behavior.

PSY-836: Principles of Personnel and Human Resource Management 3 credits

This course examines psychological principles related to personnel and human resource management in both physical and virtual work environments. Topics include personnel selection, affirmative action and equal opportunity decision making in selection, design and evaluation of training programs, training methods and management development, performance appraisal, and the work environment.

PSY-837: Applied Psychology of Leadership 3 credits

This course provides an overview of leadership theories and models from a psychological perspective. It introduces leadership development within the individual, group, and organization, focusing on the skills and abilities of effective leaders.

PSY-838: Testing and Assessment in the Workplace 3 credits

This course provides students with an overview of the different types of tests used in organizational settings and experience in their application. Included is a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and achievement; interpret test results; and summarize results in a written report.

PSY-839: Performance Enhancement 3 credits

The purpose of this course is to apply psychological theories and principles. The learner completes an applied project utilizing a case study.

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

PSY-860: Human Learning and Cognition 3 credits

This course offers advanced theory in human cognition, learning, and motivation, including attention, memory, consciousness, decision making, problem solving, motivation, cognitive mapping, and schemata. Prerequisite: PSY-820.

PSY-863: Cognition and Instruction 3 credits

This course is designed to apply theories of cognitive psychology to learning and instruction, and thus explores the principles of learning in the context of formal education. Educational research related to classroom practice and application is considered in four domains: information processing/memory, attitudes/motivation, intelligence, and formal learning.

PSY-866: Social Cognition 3 credits

This course is a study of social cognition, including how people understand themselves and other people. Prerequisite: PSY-863.

PSY-885^Ω: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES-880.

PSY-955^Ω: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: RES-871, PSY-885, RSD-883, or RSD-884.

PSY-960^Ω: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: PSY-955.

PSY-965^Ω: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: PSY-960.

PSY-966E: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-965.

PSY-967E: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-966 or PSY-966E.

PSY-968E: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-967 or PSY-967E.

PSY-969E: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-968 or PSY-968E; RSD-951.

PSY-970E: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-969 or PSY-969E.

PSY-971E: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-970 or PSY-970E.

PSY-972E: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-971E.

PSY-973E: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: Prerequisite: PSY-972E.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

PSY-974E: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: PSY-973E.

PSY-975^Ω: Dissertation Research Continuation 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisites: PSY-966E or PSY-970 and either RSD-951 or D-35 status.

Public Health (PUB)

PUB-200: Health Promotion and Disease Prevention 4 credits

This course incorporates principles of human health and disease, health education and promotion, and a consideration of how public health professionals promote a culture of health through engaging and empowering individuals and communities to choose healthy behaviors and reduce their risks for disease. Through an examination of the core functions and goals of public health, levels of prevention, social determinants of health, and the theoretical contexts of health behaviors, students begin to understand the cultural context for health promotion and the complexities involved in promoting and protecting public health.

PUB-240: Environmental and Occupational Health and Safety 4 credits

This course examines factors in both the natural and built environment that influence human health. Along with an overview of contemporary environmental health issues, students examine elements of workplace health and safety, emergency preparedness, and the impact of organizational policies and procedures on human health in occupational settings.

PUB-360: Community Assessment and Planning 4 credits

Course Description: This course introduces the steps of public health programming implementation with an emphasis on assessment and planning. Students examine the assessment process, frameworks for community assessment, and the utility of theoretical models in planning. Along with the fundamentals of program management, students delve into strategic approaches to planning, including goal setting, process evaluation, and change management, to effectively engage communities in public health programming. Prerequisite: PUB-200.

PUB-380[‡]: Epidemiological Research Design and Methods 4 credits

This course introduces basic epidemiological concepts including methods to study the distribution and determinants of disease. Students learn fundamental research methods and components of a strong research design and apply qualitative and quantitative methods to describe disease and test hypotheses. Transmission and the clinical progression of disease are evaluated through epidemiological models. Prerequisite: PSY-380.

PUB-390[‡]: Foundations in Global Health Practice 4 credits

This course examines global health concepts with a focus on low- and middle-income countries. Students develop a global perspective in understanding the influence of culture and the sociopolitical factors involved with health and well-being. The course considers key topics of water and sanitation, agriculture and nutrition, maternal and child health, and climate change, along with practical knowledge for working in a global health-focused career.

PUB-410[‡]: Implementation and Evaluation of Public Health Interventions 4 credits

This writing intensive course examines the knowledge and skills needed to implement and evaluate public health interventions in various settings. Students learn the steps involved in the implementation of evidence-based interventions, allocation of resources, and marketing and promotion of programs. An overview of evaluation approaches and designs is provided and students apply data collection skills used in evaluation, including survey design and data analysis. Ethical considerations during the implementation and evaluation of interventions are also explored. Prerequisite: PUB-360.

PUB-430[‡]: Public Health Data Systems and Informatics 4 credits

In this course, students explore diverse data systems, such as disease registries, surveillance data, and geographic information systems, to learn about health and disease. Students learn to use technology to manage and share data appropriate for the targeted audience and apply tools of health informatics to interpret and communicate data for decision making and program or policy development. Prerequisite: PUB-380.

PUB-450[‡]: Public Health Policy and Financing 4 credits

In this writing-intensive course, students examine the structure, function, financing, and delivery of public health and health care services at the local, state, and federal levels. Students explore the role of policies and regulations on the delivery and quality of public health and health care services. The course also considers the relationship between private and public sector health care systems and public health in addressing population health. Strategies for advocacy, including advocating for health issues and communities, are also explored.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

PUB-480^Δ: Ethical Practice in Public Health 4 credits

The purpose of this course is to examine ethical approaches to working in diverse teams, across cultures, and with vulnerable populations. Students explore ethical issues related to community-based research and public health programming, along with approaches to navigate through ethical dilemmas. This course covers how professionalism and human rights guide decisions that lead to a respect for others and social justice.

PUB-490: Public Health Capstone Project 4 credits

In this culminating course, students have the opportunity to integrate and apply the public health knowledge and skills acquired in their program either through a 30-hour volunteer service learning opportunity in the field of public health, or through a research-based project developing a proposal to address a public health issue. This experience is designed to promote critical reflection, allow the student to develop leadership skills, and provide a practical connection to the field of public health. Prerequisites: PUB-380 and PUB-410.

PUB-510: Foundations of Public Health 2 credits

This course introduces students to the broad field of public health, professional roles, and the basic principles of disease prevention and health promotion among communities and populations. Students examine historical trends in the field, the 10 Essential Public Health Services, and how public health services are designed and delivered within the public health infrastructure. The course introduces students to the upstream causes of morbidity and mortality across the life span and how the public health system in the United States addresses these causes.

PUB-520: Social and Behavioral Principles of Public Health 4 credits

Learners in this course identify social and behavioral approaches in public health to effect change at the individual, interpersonal, organizational, and community levels. Learners examine the influence of the social, political, and economic landscape of the community on perceptions of health, and assess the readiness of individuals and the community for change. Learners explore the social determinants of health and apply theoretical frameworks to address public health issues and reduce health disparities. Learners also evaluate the best methods to empower change and engage communities in public health initiatives with sensitivity to the diverse spiritual, cultural, and psychosocial needs of the populations they serve. Learners research specific issues related to health equity, applying a theoretical framework, identifying contributing factors, and proposing appropriate interventions. Prerequisite: PUB-510.

PUB-540: Principles of Epidemiology 4 credits

This course introduces epidemiological principles and methods to study, quantify, and assess the distribution and determinants of disease among populations. Learners examine the influence of biological and social factors on population health, including epigenetics, infectious disease, and foodborne illnesses. Learners evaluate epidemiologic study designs and apply measures of association as methods for determining relationships. Prerequisite: PUB-520 or PHN-600.

PUB-550: Application and Interpretation of Public Health Data 4 credits

This course introduces learners to the application and interpretation of data to assess, design, and justify public health programs. Learners learn the basics of data management and statistical analysis using real-life public health data sets. Learners consider the implications of crafting a clear research question, identifying available and quality data, applying appropriate data analysis methods, and effectively communicating the results. Research standards and ethics are emphasized in contributing to evidence-based public health practice. Prerequisite: PUB-540.

PUB-560: Environmental Impacts on Health 4 credits

In this course, learners consider the interrelationship between human health and the natural and built environments. Learners examine current environmental issues and the human activity that affects public and global health, such as climate change, disease transmission (One Health), urbanization, pollution, as well as the impact of these changes over time. Learners also study the ethical implications of environmental strategies related to community design, occupational health, and policy influencing human health. Prerequisite: PUB-510.

PUB-610: Communication for Behavior Change 4 credits

This course focuses on using communication to positively influence understanding of health information, decision making, and health behavior. Students examine ways to serve as public health change agents through effective and ethical communication practices. Through an emphasis on health literacy and cultural competence, students learn to design public health communications and select appropriate communication channels for a variety of audiences, including individuals and communities. Students also consider the role of the public health professional as a trusted source of health information and examine strategies for combating misinformation within communities. Prerequisite: PUB-520.

PUB-620: Planning and Evaluation in Public Health 4 credits

In this course, students learn and apply competencies related to the planning, implementation, and evaluation of health promotion and disease prevention programs. Health behavior theories are considered in the development of health promotion programs, the application of evaluation findings, and prioritization of community concerns and resources. Focus is placed on needs assessment, selecting interventions, measuring program outcomes, and collaborating with stakeholders. Students identify methods for data collection, tools for program and resource management, and strategies for assessing effectiveness of programs, including cost-benefit analysis. Prerequisites: PUB-520, PUB-550, and PUB-610.

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

PUB-650: Public Health Advocacy and Policy 4 credits

In this course, students examine the intricacies of public health policy development and examine the role of federal, state, and local government in the provision of public health programs and services through health policy and law. Emphasis is placed on the role of the public health professional in advocating for public and community health, health equity, and social justice. Students learn advocacy strategies for mobilizing communities, coalitions, and organizations to support and implement policy. Through careful analysis of public health policy and consideration of the implications of Health in All Policies approaches, students learn how local, national, global, social, and economic policies have broad implications for human health. Students also have the opportunity to learn how to structure and write a health policy analysis, including economic and budgetary impacts of policy options. Prerequisite: PUB-610.

PUB-655: International Perspectives in Community Health 4 credits

In this course, learners synthesize the impact of globalization on community health and the complexities of partnering with communities for development among resource-constrained populations. Learners review the history of international public health efforts and theories underpinning current global health initiatives. There is an emphasis on the role of faith and ministry-based organizations in global health advocacy and initiatives. Learners examine the challenges of building real collaboration across public, private, and local entities, and explore best practices for the integration of faith-based and professional public health principles to establish sustainable local development. Prerequisite: PUB-540.

PUB-660: Leadership and Management in Public Health 4 credits

This course applies principles of strategic leadership and management of public health services within different sectors. Cultural differences in leadership and management are explored to build partnerships leveraging community and organizational strengths. Students learn how to align public health programs with organizational mission, vision, and objectives for sustainability and growth. There is particular emphasis on the collaborative nature of public health, developing cross-cultural competence, and the unique aspects of leadership within various types of agencies, including faith-based organizations. Students have the opportunity to hone their communication, negotiation, and servant leadership skills to empower and influence others working together to improve the health of populations. Prerequisites: PUB-620 and PUB-650.

PUB-680^Ω: Public Health Practicum 4 credits

This practicum course is designed to provide learners an opportunity to transition from theory to practice in public health. The learner reinforces, integrates, and applies concepts, principles, and skills gained during coursework that are essential to professional competency. Learners are required to complete a minimum of 150 hours of applied practice experience in an approved public health setting under close supervision of a qualified preceptor approved by the college. Learners reflect on their applied practice experience, discuss the application of theory and concepts in practice, identify personal strengths, describe professional development opportunities, and develop a professional portfolio. Practicum/field experience hours: 150. Prerequisites: All previous coursework and a release by the Office of Field Experience.

PUB-690^Ω: Public Health Capstone 4 credits

This capstone course is an integrated learning experience that provides students the opportunity to apply public health skills based on their professional interests and goals. Students demonstrate competency through the development of a written, professionally prepared project that can be included as part of a professional portfolio. Students tailor a project based on their professional interests and goals, with the option to write a grant proposal for a public health initiative, develop a comprehensive policy analysis, conduct a secondary data analysis, or complete a program evaluation plan. Prerequisite: PUB-680.

Reading Program (REA)

REA-305[♦]: Children's Literature 4 credits

Teacher candidates survey types and purposes of literature based on the developmental literacy needs of elementary-aged children. Particular emphasis is dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres, including digital text, to meet specific instructional needs and literacy goals of elementary-aged children. Practicum/field experience hours: None. Fingerprint clearance not required.

REA-325: Literacy Interventions and Remediation for Elementary Education 4 credits

Teacher candidates develop strategies for literacy intervention and remediation to foster and support student autonomy in the classroom. Teacher candidates build knowledge and skills to plan literacy supports in all content areas, promote self-directed learning, and empower students to take control and set goals for their own learning outcomes. Language and literacy development is examined to inform intervention and remediation strategies and practices to support readers of varying ages and ability levels, including students with dyslexia and other reading disabilities. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: ELM-315.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

REA-350: Reading Remediation and Intervention in Early Childhood 4 credits

Teacher candidates study the early stages of reading disabilities, including dyslexia. Emphasis is on assessment procedures in early childhood settings and methods of early intervention and remediation. Candidates will explore the collaboration with stakeholders in the use of formal and informal assessment data to support the diagnosis and remediation process in literacy. Candidates will examine research-based strategies to support literacy development. Prerequisite: ECS-430.

REA-365: Methods and Strategies for Reading Instruction 4 credits

Teacher candidates survey a variety of reading instruction and phonemic practices. Emphasis is placed on the five elements of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. This survey prepares the teacher candidate to plan and evaluate effective reading instruction that optimizes student learning. Effective communication techniques are reviewed and practiced with a variety of audiences teacher candidates may encounter in a classroom. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-410: Assessment and Remediation of Reading Proficiency 4 credits

Teacher candidates participate in introductory studies of assessment systems for students in the classroom, identifying reading difficulty and remediation options. Candidates will employ the assessment process to identify reading needs in the five essential components of literacy, and implement remediation strategies. Candidates will review assessment tools and communicate assessment results to a variety of audiences. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-420: Research-Based Reading Development and Interventions 4 credits

Teacher candidates develop deeper understanding of assessment strategies and instructional procedures, curriculum, and instructional alternatives, and program planning for the literacy development of students with reading and/or writing disabilities, including dyslexia. This course will address specific reading development issues, and strategies that support struggling readers. The course will focus on how, as a teacher, to participate in tiered support systems and facilitate/provide appropriately focused and intensive literacy instruction. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-460: Diagnosis and Remediation of Reading Proficiencies 4 credits

Teacher candidates study the implications of reading disabilities, assessment procedures, and methods for correction. Formal and informal assessment procedures will be examined and applied in practice. Candidates will explore the use of performance data as a part of the assessment cycle to support the diagnosis and remediation process. Teacher candidates build on this foundational knowledge in the evaluation of abilities and achievement in the area of literacy. Practicum/field experience hours: 10. Fingerprint clearance required. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-500: Foundations in Language and Literacy 3 credits

Reading/Literacy specialist candidates survey the theoretical and evidence-based foundations of reading and writing processes and instruction. This survey includes an exploration of historical through current reading and writing development, processes, and components. Reading/literacy specialist candidates are introduced to ethical and professional roles. Practicum/field experience hours: None. Fingerprint clearance not required. Practicum/field experience hours: None. Fingerprint clearance not required.

REA-510: Survey of Reading Assessments 3 credits

Reading/Literacy specialist candidates survey a variety of assessment tools and related practices. This survey prepares the reading/literacy specialist to use assessment results to plan and evaluate effective reading and writing instruction that optimizes student learning. In addition, the reading/literacy specialist candidates develop effective communication techniques. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-500.

REA-515: Advanced Studies in Reading Assessment Systems 3 credits

Reading/literacy specialist candidates engage in advanced studies of assessment systems to develop, select, and interpret data at the building and district level. This advanced study of assessment information is used to plan and evaluate curriculum and instruction at the building and district level. In addition, the reading/literacy specialist candidates communicate assessment results to a variety of audiences. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-510. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-510.

REA-520: Introductory Instructional Methods for Elementary Reading and Writing 3 credits

Reading/Literacy specialist candidates survey instructional approaches and materials that support student learning in reading and writing. This survey prepares the reading/literacy specialist candidates to design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint clearance required. Practicum/field experience hours: 10. Fingerprint clearance required.

REA-525: Introductory Instructional Methods for Secondary Reading and Writing 3 credits

Reading specialist/literacy coach candidates survey instructional approaches and materials that support student learning in reading and writing. This survey prepares the reading specialist/literacy coach candidates to design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint clearance required.

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

REA-540: Advanced Studies in Methods for 3 credits
Elementary Content Reading and
Writing

Reading specialist/literacy coach candidates engage in advanced studies of instructional approaches and materials at the building and district level that support student learning in reading and writing across content areas. From this advanced study, the reading specialist/literacy coach candidates design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-520.

REA-545: Advanced Studies in Methods for 3 credits
Secondary Content Reading and
Writing

Reading specialist/literacy coach candidates engage in advanced studies of instructional approaches and materials at the building and district level that support secondary students' learning in reading and writing across content areas. From this advanced study, the reading specialist/literacy coach candidates design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-525.

REA-550: Literate Environments 3 credits

Reading/Literacy specialist candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-515.

REA-560: Professional Learning and 3 credits
Leadership in Literacy

Reading specialist/literacy coach candidates survey professional learning and leadership models for promoting literacy, emphasizing positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. From this survey, reading specialist/literacy coach candidates demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: REA-550.

REA-570^Ω: Elementary Practicum in Reading 3 credits

The practicum experience requires reading specialist/literacy coach candidates to implement literacy intervention instruction that is designed to meet the specific needs of students and engage in research and analysis to support compilation and creation of a Literacy Work Sample (LWS). In addition, the candidates coach and provide support to other teachers to think reflectively about improving student learning and implementing various instructional practices. Practicum/field experience hours: 75. Fingerprint clearance required. Prerequisite: REA-540.

REA-580^Ω: Secondary Practicum in Reading 3 credits

The practicum experience requires reading/literacy specialist candidates to implement literacy intervention instruction at the secondary level that is designed to meet the specific needs of students and engage in research and analysis to support compilation and creation of a Literacy Work Sample (LWS). In addition, the candidates provide support to other teachers to think reflectively about improving student learning and implementing various instructional practices. Practicum/field experience hours: 75. Fingerprint clearance required. Prerequisite: REA-545.

Research (RES)

RES-811^Ω: Introduction to Advanced 3 credits
Graduate Studies and Scholarship

This course introduces students to the principal elements of research and scholarly writing. Learners explore approaches to synthesizing literature and the application of the major components of APA form and style, and learn to coordinate literature searches. Furthermore, they learn how to discern principal arguments, analyze research questions, and clearly identify the key scholarly attributes to journal articles and other sources of scholarly data. This course also introduces learners to the University's overarching values and beliefs regarding research and the responsibility scholars have in continuing a tradition of contributing to an ever-growing body of knowledge.

RES-815: Introduction to Research 3 credits

This course introduces doctoral learners to the principle elements of research, scholarly writing, and effective argumentation. Learners are made aware of the dispositions and expectations of doctoral researchers as well as the University's overarching values and beliefs regarding research and the responsibility of scholars to contribute new knowledge to their respective fields of study. Learners begin the process of identifying a researchable dissertation topic and are acquainted with appropriate scholarly resources that support the development of the dissertation.

RES-820A: The Literature Landscape: 3 credits
Organizational Leadership

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-820B: The Literature Landscape: 3 credits
Teaching and Learning

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

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

RES-820C: The Literature Landscape: Psychology 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-820D: The Literature Landscape: Counselor Education and Supervision 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-820E: The Literature Landscape: Business 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-820G: The Literature Landscape: Health Administration 3 credits

In this course, learners are introduced to the critical reading of scholarly qualitative and quantitative literature at the doctoral level. Learners also explore the concept of synthesizing the scholarly literature to identify problems and problem spaces that emerge to form a researchable topic of study. The application of scholarly argumentation from the extant literature to defend the need for a research study is discussed.

RES-825^Ω: Theories of Inquiry 3 credits

The course provides an overview of the approaches to inquiry and the methods applied to gain knowledge of the human condition including epistemology and hermeneutic interpretation. These approaches and methods are contrasted with those applied to inquiry in the natural sciences. Consideration is given to the broader social and cultural components that contribute to the refinement of existing knowledge and the creation of new knowledge in the social and human sciences.

RES-831: Foundations of Research Design 1 3 credits

In this course, learners are introduced to key components of qualitative and quantitative research designs and the means to critically appraise the application of research designs as observed in the scholarly literature. The University's core research designs are presented. Consideration is given to the initial selection and defense of a research design to address a problem that emerged from the extant literature.

RES-832: Foundations of Research Design 2 3 credits

This course provides an introduction to the sampling, data collection, and data analysis methods employed in qualitative and quantitative research designs. Learners explore the alignment of sampling, data collection, and data analysis methods to the research topic, research questions, and research design. The course positions learners to select qualitative or quantitative designs for their dissertation studies. Prerequisite: RES-831.

RES-841: Designing a Qualitative Study 1 3 credits

In this course, learners explore the basic components of GCU qualitative core research designs including descriptive, case study, and phenomenology. The nature of epistemological foundations and the structure of problem statements, purpose statements, research questions, data sources, collection and analysis approaches are discussed in the context of each design.

RES-842: Designing a Quantitative Study 1 3 credits

In this course, learners explore the basic components of quantitative research design. Attention is given to variables, instrumentation, and sources of data. Reliability and validity of instrumentation is discussed in the context of GCU core quantitative research designs.

RES-843: Designing a Qualitative Study 2 3 credits

In this course, learners differentiate the epistemological foundations and explore the data trustworthiness, research ethics, and potential for bias in descriptive, case study, and phenomenology research designs. The process of building a rationale for design choice and aligning the research questions, interview questions, problem statement, and purpose statement is addressed. Sources of qualitative data are introduced for each design, and ethical aspects of research are discussed. Prerequisite: RES-841.

RES-844: Designing a Quantitative Study 2 3 credits

In this course, learners interact with statistical tests and statistical analysis software in the context of designing a quantitative research study. Alignment of statistical tests to research questions, hypotheses and design is stressed as is determining the feasibility of a quantitative research study. Ethical aspects of research are discussed. Prerequisite: RES-842.

RES-845^Ω: Statistics 3 credits

This course provides a study of theories of probability, descriptive and inferential analyses of data, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods.

RES-850^Ω: Foundations for Research 3 credits

This course provides a broad overview of foundational elements for conducting independent, original research. Qualitative, quantitative, and mixed research methods are introduced and applied. The template for developing a research prospectus is also introduced, with emphasis on identifying a researchable topic related to the learners' degree specialization. Prerequisite: RES-811.

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

RES-855^Ω: Qualitative Research Methods 3 credits

This course provides students with an overview of qualitative methods and offers students the opportunity to apply and interpret qualitative research. Topics include data collection, data analysis, appropriate qualitative inquiry, and theories of qualitative methods.

RES-861^Ω: Analysis of Existing Research 3 credits

This course is designed to train learners in the conduct of a systematic literature review related to their research topic. Emphasis is placed on creating structure for reading, analyzing, synthesizing, and organizing prior research necessary for drafting the first iteration (draft) of Chapter 2 of the dissertation. Learners use the research prospectus template to guide the development of their Chapter 2. Prerequisite: RES-850 or MGT-810 or RES-825.

RES-866^Ω: Approaches to Research Design and Data Analysis 3 credits

This course provides learners with an overview of qualitative, quantitative, and mixed methods approaches with emphasis on conceptual and practical aspects of data collection, management, and analysis. Learners use their research prospectus to align the research question(s) and variables of interest with the appropriate data collection and analytical techniques. Prerequisite: RES-861.

RES-873: Qualitative Data Collection and Management 3 credits

In this course, learners explore qualitative data collection techniques and sources of qualitative data in the context of answering the research questions posed by a study. Consideration is given to the recognition of data saturation and the management of data. Learners continue to work with their respective dissertation chairs to prepare a written statement of data collection, and management activities. Prerequisite: RES-843.

RES-874: Quantitative Data Collection and Statistical Mechanics 3 credits

In this course, learners focus on data collection, data preparation and management, and the analysis of quantitative data to produce written research findings, results, and implications. Learners continue to work with their respective dissertation chairs and apply information from this course to move ahead in the dissertation process. Prerequisite: RES-844.

RES-880^Ω: Formalizing the Research Prospectus 3 credits

Learners complete a cogent research prospectus as the foundation for their dissertation research proposal. Emphasis is placed on fully articulating a study design and methodology that is aligned with the research questions and developing the first iteration (draft) of Chapter 3 of the dissertation. Prerequisite: RES-855 or RES-866.

RES-883: Qualitative Data Analysis, Results and Findings 3 credits

In this course, learners focus on the interpretation of qualitative data to produce written research findings, results, and implications. Learners continue to work with their respective dissertation chairs and apply information from this course to move ahead in the dissertation process. Prerequisite: RES-873.

RES-884: Quantitative Data Analysis, Results, and Findings 3 credits

In this course, learners focus on the interpretation of quantitative data to produce written research findings, results, and implications. Learners continue to work with their respective dissertation chairs and apply information from this course to move ahead in the dissertation process. Prerequisite: RES-874.

RES-885^Ω: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES-880.

Residency (RSD)

RSD-851^Ω: Residency: Dissertation 3 credits

This residency allows learners to continue developing their skills as academic researchers. Learners will have hands-on experience applying quantitative and qualitative design principals to develop the foundational elements for their potential dissertation studies. Prerequisite: RES-850, RES-825, RES-831, or RCS-831.

RSD-881^Ω: Residency: Presentation of Progress or Results 3 credits

This residency prepares students to present their scholarly work and to thoughtfully critique the work of others. Students orally present papers developed in their own classes and respond to questions from colleagues. Students are further prepared to become active members in academic communities by learning how to review papers and provide comments.

RSD-883: Residency: The Qualitative Dissertation 3 credits

In this residency, learners orally present and defend an expanded design of their preliminary dissertation research from RSD-851. Emphasis is placed on developing the qualitative dissertation. Prerequisite: RES-843.

RSD-884: Residency: The Quantitative Dissertation 3 credits

In this residency, learners orally present and defend an expanded design of their preliminary dissertation research from RSD-851. Emphasis is placed on developing the quantitative dissertation. Practicum/field experience hours: None. RES-844.

RSD-951^Ω: Residency: Dissertation Intensive Seminar 3 credits

This intensive seminar focuses on development of the dissertation proposal and the creation of forward momentum toward completion of the dissertation. Learners will receive specific personal guidance in these endeavors.

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

RSD-952^Ω: Residency: Dissertation Intensive Seminar 0 credits

This intensive seminar focuses on development of the dissertation proposal and the creation of forward momentum toward completion of the dissertation. Learners will receive specific personal guidance in these endeavors.

Risk Management (RSM)

RSM-435: Property and Casualty Insurance 4 credits

This course introduces students to homeowners, renters, and auto insurance. Students identify and measure direct and indirect property loss exposures and the insurance coverages used to transfer such exposures. Commercial liability and property protection coverages are also explored. Prerequisite: FIN-350.

RSM-445: Life and Health Insurance 4 credits

This course explores life and health insurance. The principles of life and health insurance and their applications are discussed. Students learn how insurance products protect in the event of a death or medical issue. Prerequisite: FIN-350.

RSM-465: Global Risk Management Practices 4 credits

This course applies risk management concepts to identify and analyze internal and external risks that affect businesses. The course includes in-depth analysis and quantification of an organization's risk profile and explores numerous risk control methodologies as well as methods to finance an organization's risk through various techniques. Prerequisite: FIN-431.

RSM-485: Implementing Risk Management Strategies 4 credits

This capstone course is the culmination of study into the risk management discipline and provides students with an opportunity to develop and apply the risk management process to an organization. The course includes enterprise risk management (ERM) and organizational risk management (ORM) concepts. The ERM strategies are used to mitigate risks to support company objectives and pursue profitable growth. Prerequisite: RSM-465.

Science (SCI)

SCI-150[♦]: Critical Analyses in Science 4 credits

This course provides an introduction to the analysis skills required for scientific problems. Students will study approaches on inquiry, reasoning, and logic as applied to science, the systematic use of data to make critical decisions, and the expectations of science careers in healthcare or research.

SCI-210[♦]: Historical Landmarks in the Natural Sciences 2 credits

This course provides a chronological overview of the most impactful discoveries in the history of the various Natural Science disciplines. Contemporary scientific practice is analyzed in light of this historic framework.

SCI-211[♦]: Paradigm Shifts in the Natural Sciences 2 credits

This course provides students with a thorough understanding of the revolutionary theories and paradigm shifts in the Natural Sciences. Historical, societal and philosophical contexts of these revolutionary ideas are analyzed in depth.

SCI-220[♦]: Forensic Photography & Reconstruction 4 credits

This course is designed to introduce students to the use of digital cameras in crime scene documentation and reconstructing the events of a crime based on the evidence recovered from the scene. In the first half of the course, students will learn how to manually operate digital cameras and how to photograph different types of crime scenes and evidence under various conditions. In the second half, students will reconstruct the events of a crime using the scene evidence, basic evidence processing, and deductive logic.

SCI-255[♦]: Crime Scene Processing 3 credits

This course focuses on the logic and critical analysis of assessing and reconstructing crime scenes. Topics covered include the use of techniques such as photography, rough sketch, refined sketch, CAD programs, evidence-based crime scene reconstruction, and thorough report writing. Topics such as evidence processing, maintaining chain of custody, court testimony, and the ethical considerations in forensic work are also covered. Prerequisite: SCI-220. Co-Requisite: SCI-255L.

SCI-255L[♦]: Crime Scene Processing Lab 1 credits

Students use critical/ logical thinking skills to reconstruct a variety of crime scenes and then record the crime scene using a variety of methods. Accurate presentations of crime scenes are evaluated as a measure of quality assurance and are required for successful completion of the course. Students must refine a crime scene rough sketch to a detailed (refined) sketch and produce a written report of the crime scene processing that occurred. Prerequisite: SCI-220. Co-Requisite: SCI-255.

SCI-300L: Laboratory Safety and Supervision 1 credits

This course surveys accepted safety principles in classroom laboratories and their impact on the learning environment. Students design a capstone lab learning unit in a science discipline that incorporates proper lab safety protocols.

SCI-318[♦]: Research Methods & Design 2 credits

This course reviews and reinforces the fundamental components of the scientific method. Emphasis will be placed on analysis of scientific literature, with discussion of hypotheses, experimental design, results, and possible alternative explanations and experiments. Students will learn to critically review current scientific literature and apply these examples to the proper design of novel experiments. Prerequisites: BIO-181 and BIO-181L.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SCI-328^Δ: Science Methods and Communication 4 credits

This writing intensive course requires students to analyze and apply the scientific method in the context of the scientific literature and other science communications. Students will read and understand primary literature and will apply the fundamentals of scientific writing and presentation. Prerequisites: BIO-182 and BIO-182L.

SCI-328HN^Δ: Science Methods and Communication 4 credits

This writing intensive course requires students to analyze and apply the scientific method in the context of the scientific literature and other science communications. Students will read and understand primary literature and will apply the fundamentals of scientific writing and presentation. Prerequisites: BIO-182 and BIO-182L.

SCI-330[♦]: Physical Evidence Analysis 3 credits

Students explore the fundamentals of evidentiary recovery of materials at crime scenes, methods for analysis of evidence at the scene and in the crime laboratory, maintaining a chain of custody, and quality assurance. Emphasis is placed on analytical and comparative analyses conducted at the crime laboratory. Prerequisite: SCI-255 & SCI-255L. Co-Requirement: SCI-330L.

SCI-330L[♦]: Physical Evidence Analysis Lab 1 credits

The laboratory section of SCI-330 reinforces and expands learning of principles introduced in the lecture course. The laboratory focuses on the collection and laboratory analysis of various types of forensic evidence that are commonly encountered at crime scenes. Prerequisite: SCI-255 & SCI-255L. Co-Requirement: SCI-330.

SCI-480: Methods of Teaching Science in Secondary Schools 4 credits

This course is designed to acquaint the secondary teacher with the curriculum and effective pedagogical techniques for the teaching of science. Learners demonstrate understanding of key science concepts and apply research-based strategies and approaches to unit design and lesson planning, utilizing instructional models discussed in the course. This course includes laboratory experiences through field experiences. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SEC-450.

SCI-495^Ω♦: Capstone Project in the Sciences 4 credits

The capstone project is a culmination of the learning experiences while a student in the science programs at Grand Canyon University. Students discuss and write on current topics in their field and prepare an extensive written scientific report or proposal on select topics on the sciences, relevant to their program of study. The capstone project needs to reflect synthesis and integration of course content and good scientific practice. This is a writing intensive course. Prerequisite: Senior status.

SCI-498^ΔΩ: Senior Capstone in Forensic Science 4 credits

The writing intensive, capstone course provides an opportunity for students to make contact with practitioners, investigate special topics or specific areas of interest in forensic science, and potentially participate in hands-on application through research or internship experiences. Students are expected to address a critical issue in evidence and forensic science. Skills in critical thinking, analysis, and application of learned material are key to success in this course. As part of the final process, students must prepare a written report and orally present their findings in an end-of-course seminar that is open to the public. Prerequisite: Senior status.

Supply Chain Management (SCM)

SCM-400^Δ: Global Supply Chain Operations 4 credits

This course provides an introduction to the theories and practices of global supply chain and operations management, as well as an understanding of basic tools and methods of managing operations and supply chains. Students apply critical thinking skills to solve business problems using industry-accepted operations management techniques. Prerequisite: BUS-352 or ESG-374.

SCM-410: Lean and Quality Management 4 credits

This course examines quantitative and qualitative continuous process improvement techniques, including statistical process control (SPC), Six Sigma, and lean, and managing change with improvement initiatives. Students identify a project, apply the correct tools, and manage a process improvement project. Prerequisite: BUS-352 or ESG-374.

SCM-450: Procurement and Global Supply Chain Management 4 credits

This course covers the concepts of purchasing, inventory management, and logistics in a supply chain. Students focus on both upstream and downstream activities related to the full supply chain cycle, including contracting and negotiating activities. Prerequisite: SCM-400.

SCM-452: Global Logistics and Transportation Management 4 credits

This course focuses on managing both inbound and outbound transportation of materials and finished goods domestically and internationally. Students learn and apply logistics models and tools to solve distribution problems in the supply chain. Prerequisites: BUS-352, MAT-154, and SCM-400.

SCM-454: Manufacturing Planning and Control Systems 4 credits

This course focuses on the tactical use of planning and control tools and systems to effectively manage resources in a manufacturing operation as part of a supply chain. Students examine the overall function of planning and control systems with detailed application of management tools within the production life cycle. Prerequisite: SCM-400.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SCM-460: Supply Chain Modeling and Analysis 4 credits

This course exposes students to the basic requirements of designing and operating supply chains using a variety of quantitative models for analysis. This course emphasizes application, development, and analysis of mathematical models in different supply chain scenarios to solve business problems. Prerequisite: BUS-352, SCM-400, SCM-452.

School Counseling (SCN)

SCN-501^Ω: Introduction to Graduate Studies and Foundations of School Counseling 3 credits

This course begins by acquainting counselors in training with the GCU learning management system, while preparing them to be successful graduate-level counselors in training and future school counselors. Beginning with the history of school counselors, counselors in training then explore and self-reflect on the needed traits to be effective school counselors in a PK-12 setting. An introductory discussion on ethics, credentialing and licensure, and professional organizations, particularly the American School Counseling Association (ASCA), rounds out the course. Practicum/field experience hours: None. Fingerprint clearance not required.

SCN-505^Ω: Organization and Administration of a School Counseling Program 3 credits

This course presents an overview for developing, implementing, and maintaining a school counseling program in the PK-12 setting. Theoretical frameworks of comprehensive school counseling programs are introduced, including a specific focus on the American School Counseling Association (ASCA) National Model for developing a comprehensive school counseling program. Topics include multicultural organizational development, school-based consultation, working in multidisciplinary teams, ethical and legal issues, and advocacy leadership. The following field experience hours are in addition to your practicum and internship direct and indirect hours. Practicum/field experience hours: 5. Fingerprint clearance required.

SCN-510^Ω: Counseling for College and Career 3 credits

This course emphasizes the vital role school counselors play in helping students envision their post-secondary school careers. Theoretical models of career counseling are presented, as well as the development of comprehensive, holistic career development programs; career exploration strategies for PK-12 students; and the utilization of career selection tools and materials. Ethical and legal considerations are also explored, including special considerations for meeting the needs of specific populations within the PK-12 school settings. The following field experience hours are in addition to your practicum and internship direct and indirect hours. Practicum/field experience hours: 10. Fingerprint clearance required.

SCN-600^Ω: School Counseling Practicum 3 credits

This course is a supervised field experience that takes place in either an elementary, middle, or high school setting. During this experience, learners begin by observing day-to-day counseling routines and have the ability to apply listening skills, helping theories, and techniques. The practicum is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 100 hours (40 of the 100 hours must be direct service) of school counseling related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. Counseling interns must review and adhere to their state board's additional requirements. Practicum/field experience hours: 100. Fingerprint clearance required. Prerequisites: SCN-505; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

SCN-605^Ω: School Counseling Internship I 3 credits

In this internship course, counseling interns engage in comprehensive work where they engage in direct service contact with students, families, and school personnel. The internship is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 200 hours (80 of the 200 hours must be direct service) of school counseling related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. Counseling interns must review and adhere to their state board's additional requirements. SCITs may not progress to the SCN-615 School Counseling Internship II course without the required field experience hours submitted and successful completion of all course requirements in the SCN-605 School Counseling Internship I course. No practicum or internship courses may overlap or be taken concurrently. Practicum/field experience hours: 200. Fingerprint clearance required. Prerequisites: SCN-600; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

SCN-610^Ω: Contemporary Issues in School Counseling 3 credits

This course provides an overview of current issues facing school counselors in the PK-12 setting. Strategies for addressing various problems are explored. Topics include bullying and violence prevention, supporting impoverished and marginalized students, and the increasing role of data and accountability in schools, among others. Candidates explore these present and pressing issues and determine their roles as responsive and flexible professionals in addressing issues as they occur. The following field experience hours are in addition to your practicum and internship direct and indirect hours. Practicum/field experience hours: 5. Fingerprint clearance required.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SCN-615^Ω: School Counseling Internship II 3 credits

In this internship course, counseling interns engage in comprehensive work where they engage in direct service contact with students, families, and school personnel. The internship is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 200 hours (80 of the 200 hours must be direct service) of school counseling related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. Counseling interns must review and adhere to their state board's additional requirements. SCITs may not progress to the SCN-615 School Counseling Internship II course without the required field experience hours submitted and successful completion of all course requirements in the SCN-605 School Counseling Internship I course. No practicum or internship courses may overlap or be taken concurrently. Practicum/field experience hours: 200. Fingerprint clearance required. Prerequisites: SCN-605; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

SCN-620^Ω: Educational Tests and Measurements 3 credits

This course provides an overview of various tests and measurements commonly used in education. Beginning with basic statistical concepts, counseling interns explore how assessments can inform education and counseling practices. Topics cover aspects of creation, administration, and interpretation of various assessments in PK-12 setting, including discussions of standardized tests, intelligence and aptitude tests and college and career assessments. The following field experience hours are in addition to your practicum and internship direct and indirect hours. Practicum/field experience hours: 5. Fingerprint clearance required.

SCN-625^Ω: School Counseling Internship III 3 credits

In this internship course, learners engage in comprehensive work where they have the opportunity to engage in direct service contact with students, families, and school personnel. The internship is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 200 hours (80 of the 200 hours must be direct service) of school counseling related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. Candidates must review and adhere to their state board's additional requirements. The SCN-625 School Counseling Internship III course may not be taken until the SCIT has successfully completed SCN-600, SCN-605, and SCN-615. SCITs may not complete the school counseling program without the required field experience hours submitted and successful completion of all course requirements in the School Counseling Internship III course. No practicum or internship courses may overlap or be taken concurrently. Practicum/field experience hours: 200. Fingerprint clearance required. Prerequisites: SCN-615; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

Software Design and Architecture (SDD)

SDD-610: Software Design and Architecture 4 credits

This course involves the study of UML, design patterns, software design principles, and system architecture. Also covered are the study and concepts related to architecture frameworks, technical communication, making informed ethical decisions during the software design phase, and future trends in software design. Prerequisite: SWE-520.

Software Design and Development (SDD)

SDD-620: Advanced Database Design and Administration 4 credits

This course involves the study of concepts, principles and scope of advanced database design and administration. This course includes conceptual, logical, and physical database design, database analysis and selection during the software design phase, and typical administrative database duties that include but are not limited to user administration, performance tuning, and backup/restore. Also covered are the study of how to make informed ethical decisions during the software design phase and the future trends in database design. Prerequisite: Prerequisite: SWE-540.

SDD-630: Mobile Software Development 4 credits

This course involves the study of the design and development of mobile applications. Students will learn how to build a user interface and connect it to programmable events, integration of various mobile phone services, working with data in local databases and remote servers, and the best practices of software design in the mobile environment. Prerequisite: SWE-520.

SDD-640: Secure Coding 4 credits

This course involves the study of concepts, principles, and best secure coding practices for software developers. The course studies the most common vulnerabilities found in application code along with the tools and techniques for identifying and resolving those vulnerabilities. Prerequisite: SDD-630.

SDD-680: Software Maintenance and Testing 4 credits

This course involves the study of concepts, processes, tools, and best practices when maintaining and testing existing software. Prerequisite: SDD-640.

Secondary Education (SEC)

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SEC-201[♦]: Early Adolescent and Adolescent Psychology 4 credits

This course is designed to assist teacher candidates in understanding theories and principles of psychology that describe the growth and development of early adolescents and adolescents, including cognitive, linguistic, social, emotional, and physical areas. This course enables teacher candidates to build foundational knowledge for constructing learning opportunities and environments that support individual students' development, acquisition of knowledge and skills, and motivation. Practicum/field experience hours: 5. Fingerprint clearance not required.

SEC-345: Content Area Literacy for Middle and Secondary Teachers 4 credits

In this course, teacher candidates evaluate and utilize methods and materials for reading and writing in order to teach literacy skills in the middle and secondary grades. Emphasis is placed on making meaning from a variety of text sources including young adult literature, technical, informational, environmental, and media. Candidates design content-based reading and writing experiences using diverse works for adolescents, focused text selection, and electronic database media resources for middle- and secondary-grade classrooms. A focus on language and cultural diversity is included. Practicum/field experience hours: 15. Fingerprint Clearance required.

SEC-350: Differentiated Literacy Instruction: Assessment, Remediation & Intervention 4 credits

Teacher candidates explore instructional strategies for delivering differentiated instruction to promote reading and writing proficiency. Language and literacy development is examined to inform assessment, intervention, and remediation practices to support middle to high school readers of diverse ability levels, including students with dyslexia and other reading disabilities. Using this foundational knowledge, teacher candidates will select, adapt, and use research-based instructional strategies and interventions with attention focused on literacy in academic curricula to advance learning for adolescent students. Practicum/field experience hours: 15. Fingerprint clearance required.

SEC-355: Middle and Secondary Curriculum and Assessment 4 credits

In this course, teacher candidates differentiate instruction based on knowledge of students, learning theory, and curricular goals. Major emphasis is given to planning instructional objectives and lessons, sequencing, and assessing objectives, utilizing formal and informal assessment strategies that address individual students' needs. Practicum/field experience hours: 5. Fingerprint clearance required. Prerequisite: SEC-201.

SEC-450: Data-Driven Instructional Methods for Middle and Secondary Teachers 4 credits

In this course, teacher candidates study methods and materials related to teaching middle- and secondary-grade students. Emphasis is placed on using data to evaluate and modify instruction. Teaching methodologies encourage problem solving, active participation, meeting diverse students' needs, and professional collaboration. Practicum/field experience hours: 15. Fingerprint Clearance required. Prerequisite: SEC-355.

SEC-455: Classroom Engagement and Management for Middle and Secondary Teachers 4 credits

This course prepares teacher candidates to create and manage positive, productive middle- and secondary-grade classroom environments with diverse students. Candidates develop a comprehensive understanding of the learning and behavior principles that underlie effective classroom management and student engagement in order to design and promote an effective classroom management program. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SEC-201.

SEC-490^Ω: Student Teaching for Secondary Education 8 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP). Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SEC-502: Foundations in Secondary Education for Graduate Students 3 credits

Teacher candidates will survey the philosophical, historical, and sociological influences upon which secondary educational theories and practices are constructed and explore a variety of the common issues, trends, and opportunities that professional educators face in the field. Candidates will prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students in the College of Education. Practicum/field experience hours: None. Fingerprint clearance not required.

SEC-505: Adolescent Development and Psychology 3 credits

Teacher candidates will survey how adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, social/emotional, and physical areas. This survey of the seminal concepts, principles, theories, and research related to development of adolescents will allow candidates to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Practicum/field experience hours: 15. Fingerprint clearance not required. Prerequisite: SEC-501.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SEC-506: Early Adolescent and Adolescent Psychology 3 credits

Teacher candidates will survey how early adolescents and adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, social/emotional, and physical areas. This survey of the seminal concepts, principles, theories, and research related to development of adolescents will allow candidates to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: SEC-501 or SEC-502.

SEC-510: Creating and Managing Engaging Learning Environments 3 credits

This course is designed to allow the teacher candidate the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is placed to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SEC-501 or SEC-502.

SEC-515: Assessment and Evaluation for Middle and High School Teachers 3 credits

Teacher candidates will investigate multiple methods of assessment that support student engagement, monitoring student progress, and guiding decision-making. Candidates will build foundational knowledge regarding formal and informal assessment strategies for planning, evaluating, and strengthening instruction to promote continuous intellectual, social, emotional, and physical development of each student. Practicum/field experience hours: 15. Fingerprint clearance required.

SEC-516: Assessment and Evaluation for Humanities Teachers 3 credits

Teacher candidates will investigate multiple methods of assessment that support student engagement, monitor student progress, and guide decision-making, specifically to Humanities classrooms. Candidates will build foundational knowledge regarding formal and informal assessment strategies for planning, evaluating, and strengthening instruction to promote continuous intellectual, social, emotional, and physical development of each student. Practicum/field experience hours: 10. Fingerprint clearance required.

SEC-517: Assessment and Evaluation for STEM Teachers 3 credits

Teacher candidates will investigate multiple methods of assessment that support student engagement, monitor student progress, and guide decision-making, specifically to STEM classrooms. Candidates will build foundational knowledge regarding formal and informal assessment strategies for planning, evaluating, and strengthening instruction to promote continuous intellectual, social, emotional, and physical development of each student. Practicum/field experience hours: 10. Fingerprint clearance required.

SEC-520: Integrating STEM Methods for Middle and High School Instruction 3 credits

Teacher candidates examine fundamental concepts of science, technology, engineering, and mathematics. Teacher candidates build foundational knowledge on a variety of age-appropriate inquiry-based instructional strategies to teach science, to build student understanding of personal and social applications, to convey the nature of science, and student development for the practice of skills that contribute to good health. Emphasis is placed on developing a deep understanding of the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability and to build skills to apply knowledge in meaningful ways. Teacher candidates will build foundational knowledge on integrating engineering and technology concepts in Math and Science curriculum. Practicum/field experience hours: 12. Fingerprint clearance required.

SEC-525: Methods and Strategies for Middle and High School Teachers 3 credits

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate and data-driven decisions about all aspects of teaching. Major emphasis is focused on planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem solving, active participation, and assessment. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SEC-515 or SEC-516 or SEC-517.

SEC-530: Integrating Humanities Methods for Middle and High School Instruction 3 credits

Teacher candidates examine a variety of instructional strategies to encourage students to develop a deeper understanding of the major concepts contained within Social Studies, English Language Arts, and the Arts through modes of inquiry from the integrated study of history, geography, the social sciences, reading, writing, oral language, and their influences that build skills to apply knowledge in meaningful ways. Teacher candidates integrate instructional content, academic functions, formative and summative assessments, media and technology to engage learning. Teacher candidates apply their foundational knowledge of reading, language, and child development to teach reading, writing, speaking, viewing, listening, and comprehension skills to middle and high school students. Candidates also help these students successfully apply their developing skills to different situations, materials, and ideas. Practicum/field experience hours: 12. Fingerprint clearance required.

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

SEC-540: Adolescent Literacy 3 credits

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. Major emphasis is placed on the use of reading strategies for culturally and socially diverse classrooms, including the use of literacy-based instruction in all content areas and understanding, evaluating, and promoting effective pedagogy in adolescent literacy. The development and use of integrated and thematic approaches of instruction are addressed. Teacher candidates are expected to observe and assist in a grade 5-12 classroom while taking this course. Practicum/field experience hours: 15. Fingerprint clearance required.

SEC-545: Differentiated Literacy Instruction: Assessment, Remediation & Intervention 3 credits

Teacher candidates explore research-based strategies for delivering differentiated reading instruction to promote reading proficiency. Language and literacy development is examined to inform assessment, remediation and intervention practices to support middle to high school readers and ability levels, including students with dyslexia and other reading disabilities. Using this foundational knowledge, teacher candidates will select, adapt, and use research-based instructional strategies and interventions with attention focused on reading in academic curricula to advance learning for adolescent students. Practicum/field experience hours: 15. Fingerprint clearance required.

SEC-580: Curriculum and Instructional Planning for Middle and High School Teachers 3 credits

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined. Emphasis is placed on understanding current structures and trends in high schools, as well as critical issues, as these relate to curriculum and assessment. Course content is strategically planned to enable participants to make informed curriculum decisions to meet the needs of a diverse student population. Also emphasized is the alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning. This course focuses on the principles and practices involved in curriculum design. Teacher candidates develop their own curriculum unit. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SEC-540 or SEC-545.

SEC-581: Middle and Secondary Curriculum and Instruction for Humanities Teachers 3 credits

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined specific to the areas of Humanities. Emphasis is placed on understanding current structures and trends in middle and high schools, as well as critical issues, as these relate to curriculum and assessment. Course content is strategically planned to enable participants to make informed curriculum decisions in Humanities classrooms to meet the needs of a diverse student population. Also emphasized is the alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning. This course focuses on the principles and practices involved in curriculum design for Humanities classrooms. Teacher candidates develop their own curriculum unit. Practicum/field experience hours: 10. Fingerprint clearance required.

SEC-582: Middle and Secondary Curriculum and Instruction for STEM Teachers 3 credits

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined specific to the areas of STEM. Emphasis is placed on understanding current structures and trends in middle and high schools, as well as critical issues, as these relate to curriculum and assessment. Course content is strategically planned to enable participants to make informed curriculum decisions in STEM classrooms to meet the needs of a diverse student population. Also emphasized is the alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning. This course focuses on the principles and practices involved in curriculum design for STEM classrooms. Teacher candidates develop their own curriculum unit. Practicum/field experience hours: 10. Fingerprint clearance required.

SEC-590^Δ: Student Teaching: Secondary Education 8 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP). Fingerprint clearance required. Fingerprint clearance required.

Secondary Education (SED)

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

SED-480NA^Ω: Student Teaching: Secondary Session A **6 credits**

Session A is one of two 8 week sessions of the student teaching experience. Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP). Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by the College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Clinical Practice. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEP). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SED-480NB^{ΔΩ}: Student Teaching: Secondary Session B **6 credits**

This session is a continuation of Session A. Prerequisite: SED-480NA.

SED-580NB^Ω: Student Teaching: Secondary Session B **6 credits**

This session is a continuation of Session A. Prerequisite: SED-580NA.

Sociology (SOC)

SOC-100[♦]: Everyday Sociology **4 credits**

This course surveys concepts, theories, and methods of applied sociology in everyday life. Emphasis is placed on demonstrating the impact of sociological concepts on human behaviors and interactions in society.

SOC-102[♦]: Principles of Sociology **4 credits**

This course presents a survey of the concepts, theories, and methods used by sociologists to describe and explain the effects of social structure on human behavior. It emphasizes the understanding and use of the sociological perspective in everyday life.

SOC-102XV: Principles of Sociology **4 credits**

This course presents a survey of the concepts, theories, and methods used by sociologists to describe and explain the effects of social structure on human behavior. It emphasizes the understanding and use of the sociological perspective in everyday life.

SOC-220[♦]: Social Problems **4 credits**

This course provides a survey of the various issues and problems faced by contemporary American society, including crime, drug abuse, sexual variance, poverty, overpopulation, and family relations. Emphasis is placed upon how these problems arise from and are perpetuated by modern social structure.

SOC-315[♦]: Cultural Anthropology **4 credits**

This course provides a study of the variety of cultures that have developed in human society. Attention is given to preliterate peoples in comparison with contemporary and other cultures. The origin and development of the cultures, their technologies, economies, social organizations, and beliefs are surveyed.

SOC-320[♦]: Marriage and Family **4 credits**

This course is designed as a practical look at marriage and family life with emphasis on understanding social science research on marriage and family life and its present and future applications to the lives of students.

SOC-320HN[♦]: Marriage and Family **4 credits**

This course is designed as a practical look at marriage and family life with emphasis on understanding social science research on marriage and family life and its present and future applications to the lives of students.

SOC-330[♦]: Globalization **4 credits**

This course integrates globalization concepts and theory with the social reality of the global world. The course leads the students to understand globalization's economic, cultural, political, environmental, and social inequality characteristics. Upon completion of the course students gain a definitional and conceptual framework of globalization and its mechanisms. The course places emphasis on the student as a global citizen. Students develop a beginning framework of analysis to engage their global world.

SOC-372[♦]: Introduction to Social Work **4 credits**

This course provides the foundation for students to understand the profession of social work, the social welfare system, and social service programs. Students examine the theoretical perspectives of social work and social welfare. They evaluate how historical and theoretical perspectives influence social service systems, practice, and programs. In a broad overview, students examine social work ethics, generalist practice, policy analysis and practice, social service programs, and advocacy.

SOC-386^{Δ†♦}: Human Behavior and the Social Environment **4 credits**

This writing intensive course provides the foundation for the generalist practice of social work. It connects theories from a sociological, psychological, and social work perspective with an emphasis on social systems theory. Students examine person-environment interactions through a theoretical framework of critical assessment based on systems and roles. In this course, students apply a variety of theories to current social issues. Through the integration and application of social systems theory, students engage in competency-based skill development for generalist social work practice.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SOC-386HN^{Δ♦}: Human Behavior and the Social Environment 4 credits

This writing intensive course provides the foundation for the generalist practice of social work. It connects theories from a sociological, psychological, and social work perspective with an emphasis on social systems theory. Students examine person-environment interactions through a theoretical framework of critical assessment based on systems and roles. In this course, students apply a variety of theories to current social issues. Through the integration and application of social systems theory, students engage in competency-based skill development for generalist social work practice.

SOC-400^{Ω♦}: Social Research and Statistics 4 credits

This course provides an explanation of the various methods used by social scientists to find answers to the questions posed by their subject matter, including basic terminology and concepts and practice using methods such as surveys, experiments, field research, and evaluation research, as well as some unobtrusive methods. An introduction to analysis of data obtained from research is also included.

SOC-412[♦]: Sociology of Religion 4 credits

This course provides students with a framework to examine religious organizations as a part of a larger social order. It introduces basic concepts in the sociology of religion and briefly surveys the historical and social landscape of religion. The goal of the course is to analyze religious beliefs, practices, and organizations from a sociological perspective, with a primary focus on religion in the contemporary United States.

SOC-415[♦]: American Minority Peoples 4 credits

This course provides a study of the various minority groups in the United States and their sociological significance in the history of the nation and current culture. The history and status of American immigration policy are also considered.

SOC-417^{Δ♦}: Sociological Theory 4 credits

This writing-intensive course is a survey of major sociological theories and theorists influencing the discipline of sociology. Immersion in both classical as well as contemporary theoretical perspectives provides a solid foundation to analyze and apply social patterns and forces that influence and shape society.

SOC-417HN^{Δ♦}: Sociological Theory 4 credits

This writing intensive course is a survey of the major theorists whose works and thoughts have influenced and guided the academic discipline of sociology. The emphasis is placed on the founders of sociological theory from the 19th century but attention is also given to those who followed in their footsteps in the 20th and 21st centuries.

SOC-436^{Δ♦}: Stratification and Inequality in a Diverse Society 4 credits

This writing intensive course examines the theoretical, historical, and conceptual frameworks of social stratification and social inequality within the context of class, race and ethnicity, and gender. Students analyze the effect of historical events upon social inequality and the impact of those events on current trends within social institutions. Students examine strategies for change relative to social inequality and marginalization of diverse groups. Upon course completion, students are able to explain and evaluate the effects of social stratification and inequality on class, race and ethnicity, and gender in the United States.

SOC-445[♦]: Case Management 4 credits

This course introduces the student to entry-level case management skills. Students identify the various roles and functions of a case manager. A primary focus of this course is the case management process, including how to track and manage a client case load. Through case study analysis, students determine appropriate client assessment techniques and problem-solving strategies. Students explore case manager roles and case management styles in a variety of client populations and nonprofit human service agencies. Students learn to differentiate roles, functions, and styles based on their assessment of the client's needs and a clear understanding of the agency's mission, policies, and programs. Prerequisite: SOC-372.

SOC-449[♦]: Direct Practice 4 credits

This course introduces the student to the fundamental social work skill of direct practice. The course covers the social work "helping process" as the foundational framework for social work practice. The course teaches basic direct practice skills including—intake, assessment, treatment, evaluation, and termination. The course also exposes students to theory-directed social work practice and cultural competency in interviewing. Prerequisite: SOC-372.

SOC-480^{Ω♦}: Sociology and Social Work Capstone 4 credits

This course integrates social work knowledge, skills, theory, evidence-based practice, values, and ethics with sociological concepts of society and culture through the examination of the social work client (individual, family, community, society) experience. The course compares and contrasts social work and sociological concepts with knowledge required for graduate school and careers in the field of social work. The course culminates with a student portfolio that demonstrates acquired skills and knowledge. This capstone course needs to be completed at the end of program. Prerequisites: SOC-372, SOC-400, and SOC-436.

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

SOC-481^{Ω♦}: Sociology Capstone **4 credits**

This course culminates in the application of program knowledge and skill acquisition of sociological perspectives and analysis as they relate to the various content areas. Students apply theory and practical application strategies as they complete a research project that demonstrates critical thinking, using both Christian worldview, the scientific method, and sociological theory/perspectives about the effects of society upon human social behavior and human social behavior's impact upon society. Upon course completion, students possess basic skills to engage the social world through a well-developed sociological toolkit. This capstone course needs to be completed at the end of program. Prerequisite: SOC-400.

SOC-500: Social Theory **4 credits**

In this course, students analyze the works of the great thinkers within the field of sociology. The three major schools of thought are examined in depth, including classical and modern theories of sociology. Students select sociological topics and engage in comparative analysis of the theories.

SOC-502: Sociology Today **4 credits**

This course is designed to provide an overview of the field of sociology, especially for those whose previous exposure to sociology was some time ago. The course examines several major areas of interest to sociologists as well as the theories and types of research that sociologists often use to gain new knowledge in this academic discipline.

SOC-505: Sociology of the Family **4 credits**

This course takes a sociocultural perspective on the institution of the family. The role of the family within the functioning of society is examined. The course also compares the institution of the family around the world.

SOC-510: Stratification from Global Perspectives **4 credits**

This course examines social stratification within specific countries and around the globe. The course focuses on world poverty, world political order, and social justice on the world stage.

SOC-515: Social Change and Development **4 credits**

The course takes a sociohistorical perspective on societal change. An in-depth look at how social movements create or resist social change is provided.

SOC-520: Sociology and Pedagogy in the University **4 credits**

This course explores the intersection of sociology and pedagogy in the university setting. Pedagogical theory and elements of sociology are examined. Through pedagogical analysis, students look at the discipline of sociology and build a pedagogy for sociology in the university setting. The course uses an Introduction to Sociology textbook to analyze and scaffold an Introduction to Sociology course.

SPA-104♦: Elementary Spanish I **4 credits**

This course builds a foundation in the language development skills of listening, speaking, reading, and writing. The course textbook is supported by an extensive workbook and online lab which allows students to hear Spanish spoken by native speakers. Students practice their spoken Spanish through face-to-face activities or by recorded wave files. Additionally students are prompted to growth in global awareness through participation in cultural events in their communities, reviewing movies set in Hispanic cultural settings, and reading books in English by Hispanic authors about Hispanic culture.

SPA-105♦: Elementary Spanish II **4 credits**

This course is a continuation of SPA-104. Prerequisite: SPA-104.

SPA-214♦: Intermediate Spanish I **4 credits**

This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. Will include some study of Spanish-language cultures. Prerequisite: SPA-105.

SPA-224♦: Intermediate Spanish II **4 credits**

This course continues to build on vocabulary, language structure, oration and composition skills. Will include some study of Spanish-language cultures. Prerequisite: SPA-214.

SPA-309♦: Spanish Conversation **4 credits**

This course helps students speak with fluency and standard pronunciation, to develop facility in the language, and to become conversant with culture, common expression, and everyday usage. This course includes some study of Spanish-language cultures. Prerequisite: SPA-224.

SPA-310♦: Spanish Composition and Grammar **4 credits**

This course helps the student express a wide range of style in writing: description, narration, persuasion, comparison/contrast, and dialogue through careful drafting and editing of content, grammar, and orthography. Will include some study of Spanish-language cultures. Prerequisite: SPA-224.

SPA-310HN♦: Spanish Composition and Grammar **4 credits**

This course helps the student express a wide range of style in writing: description, narration, persuasion, comparison/contrast, and dialogue through careful drafting and editing of content, grammar, and orthography. Will include some study of Spanish-language cultures. Prerequisite: SPA-224.

SPA-320♦: Contemporary Issues **4 credits**

This course is designed to discuss and analyze contemporary events and issues in the Spanish-speaking world. Prerequisite: SPA-309.

SPA-320HN♦: Contemporary Issues **4 credits**

This course is designed to discuss and analyze contemporary events and issues in the Spanish-speaking world. Prerequisite: SPA-309.

Spanish (SPA)

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

SPA-341[△]◆: Introduction to Literature in Spanish 4 credits

This writing-intensive course provides an introduction to literary concepts, terminology, and theory with application to poetic, dramatic, and prose texts. This course includes some study of Spanish-language cultures. Prerequisite: SPA-310.

SPA-410^Ω◆: Theory and Methodology for Translation and Interpretation 4 credits

This course provides an overview of the historical evolution of translation and interpretation across cultures. It offers important information on the function and feasibility in both fields. Prerequisite: SPA-310.

SPA-410HN[†]◆: Theory and Methodology for Translation and Interpretation 4 credits

This course provides an overview of the historical evolution of translation and interpretation across cultures. It offers important information on the function and feasibility in both fields.

SPA-420^Ω◆: Spanish for Professions I 4 credits

This course introduces practical terminology and professional language in everyday, on-the-job situations from a cross-cultural perspective. Prerequisite: SPA-310.

SPA-430^Ω◆: Spanish for Professions II 4 credits

This course further explores practical terminology and professional language in everyday, on-the-job situations from a cross-cultural perspective in various professional fields.

SPA-440^Ω◆: Web-Based Resources and Technology for Translation and Interpretation 4 credits

This course explores various software used to aid translators and interpreters to work faster and more accurately. Prerequisite: SPA-310.

SPA-440HN[†]◆: Web-Based Resources and Technology for Translation and Interpretation 4 credits

This course explores software such as SDL Trados and Atril to aid translators to work faster and more accurately.

SPA-450^{△Ω}◆: Spanish Capstone 4 credits

This writing-intensive course provides an opportunity to produce multiple major works of translation in the areas of: Medical, Legal, Business, and Educational Spanish in both Peninsular and Latin American dialects. This capstone course needs to be completed at the end of program. Prerequisites: SPA-410 and SPA-420.

Special Education (SPD)

SPD-200[‡]: Survey of Special Education: Mild to Moderate Disabilities 4 credits

Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: 5. Fingerprint clearance not required.

SPD-200HN[†]: Survey of Special Education: Mild to Moderate Disabilities 4 credits

Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: 5. Fingerprint clearance required.

SPD-300: Professional, Ethical and Legal Practices and Policies in Special Education 4 credits

Teacher candidates survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Teacher candidates build upon the foundational knowledge to understand the multiple roles and complex situations of professional practice that require attention to a variety of legal, professional and ethical issues. Practicum/field experience hours: 5. Fingerprint clearance required. Prerequisite: SPD-200.

SPD-310: Collaborations and Communications in Special Education 4 credits

Teacher candidates survey theories and models for effective collaborations and communications with students with exceptionalities, colleagues, other school professionals, families and community members. In addition, teacher candidates apply collaboration and communication theories and models, incorporating technology, across a wide range of contexts to ensure active involvement in the education process for students with exceptionalities. Practicum/field experience hours: 5. Fingerprint clearance required. Prerequisite: SPD-200.

SPD-320: Assessment and Eligibility in Special Education: MMD 4 credits

Teacher candidates will investigate diagnostic and assessment tools. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and data-sources for diagnostic and educational decisions for individuals with mild to moderate disabilities. Practicum/field experience hours: 10. Fingerprint Clearance required. Prerequisite: SPD-200.

[△] Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SPD-330: Language Development with Mild to Moderate Disabilities and Disorders 4 credits

Teacher candidates examine typical and atypical language development, and associated disabilities and disorders. Teacher candidates investigate the use of augmentative and alternative assistive technology, modifications and accommodations to enhance the communication skills of students with mild to moderate disabilities. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-200.

SPD-400: Creating and Managing Mild to Moderate Learning Environments 4 credits

Teacher candidates examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Teacher candidates focus on behavior management, functional behavior assessments, adaptive behaviors, positive behavior interventions and supports, and behavior improvement plans. Practicum/field experience hours: 10. Fingerprint Clearance required. Prerequisite: SPD-320.

SPD-470: Research-Based Methods for Teaching Math to Students with Exceptionalities 4 credits

Teacher candidates will examine a variety of instructional strategies to encourage individuals with mild to moderate disabilities to develop understandings and connections within the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability and to build skills to apply knowledge in meaningful ways. From this foundational knowledge, teacher candidates select, adapt and use research-based methodologies and interventions in academic and specialized curricula to advance the learning of students with mild to moderate disabilities with focused attention upon mathematics. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-210.

SPD-480: Research-Based Methods for Teaching ELA to Students with Exceptionalities 4 credits

Teacher candidates will build foundational knowledge on how to use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills to students with mild to moderate disabilities. In addition, teacher candidates select, adapt, and use research-based methodologies and interventions to individualize meaningful and challenging learning for students with mild to moderate disabilities, with an emphasis on literacy. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisites: ELM-210 and ELM-305.

SPD-485: Research Based Instruction, Remediation and Intervention in ELA 4 credits

Teacher candidates explore the language processing requirements of proficient reading and writing, including explicit, systematic, cumulative, and multisensory instruction that integrates listening, speaking, reading, and writing. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. Teacher candidates select, adapt, and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning for all students, including those with mild to moderate disabilities, with attention focused on reading. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: ELM-305 or ELM-315.

SPD-490B: Student Teaching - K-Grade 12 Special Education Mild to Moderate Setting 6 credits

This course supports the special education clinical field experience through an eight (8)-week full-time student teaching experience. Candidates select a K-Grade 12 special education mild to moderate classroom to engage in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a teacher work sample related to special education services. Practicum/field experience hours: None. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 2.8 GPA; successful completion of state mandated basic skills and content area exams; and approval and placement by the Office of Field Experience. Arizona residents will be required to take the Arizona professional knowledge and subject knowledge exams for mild to moderate K-12 grade special education. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SPD-500: Survey of Special Education: Mild to Moderate Disabilities 3 credits

Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: 6. Fingerprint clearance not required.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

SPD-501: Foundations in Special Education Graduate Studies 3 credits

Teacher candidates will survey the philosophical, historical, and sociological influences upon which special educational theories and practices are constructed, and explore a variety of the common issues, trends, and opportunities that professional special educators face in the field. Special Education Teacher candidates will prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students in the College of Education. Practicum/field experience hours: 6. Fingerprint clearance not required.

SPD-504: Survey of Special Education: Autism Spectrum Disorder 3 credits

This course orients professional educators to the theoretical foundations of autism spectrum disorders (ASD). Educators will focus on the exceptional needs of students with ASD and teacher's responsibilities in determining eligibility and assessment. This course also examines diagnoses and evidence-based practices in the school environment. An emphasis is placed on ethical behaviors and looking at different perspectives within ASD. Practicum/field experience hours: 10. Fingerprint clearance required.

SPD-505: Foundations in Autism Spectrum Disorders 3 credits

This course orients autism spectrum disorder specialist candidates to the theoretical foundations of autism spectrum disorders (ASD). ASD specialist candidates will focus on the exceptional needs of students with ASD and teacher's responsibilities to determining eligibility and assessment. This course also examines diagnoses and implications in the school environment. Practicum/field experience hours: 10. Fingerprint clearance required.

SPD-506: Survey of Moderate to Severe Special Education 3 credits

Teacher candidates are introduced to the educational needs of students with moderate to severe exceptionalities including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Candidates define low-incidence disabilities and identify cognitive, linguistic, social, emotional and behavioral patterns of learning and development for individuals with moderate to severe exceptionalities. Practicum/field experience hours: 3. Fingerprint clearance not required. Prerequisite: SPD-501.

SPD-507: Inclusive Practices for Autism Spectrum Disorder 3 credits

In this course, professional educators will look at how individuals with autism spectrum disorders (ASD) experience difficulties in the areas of social acceptance and social communication. Emphasis is placed on how interactions with their typically developing peers can allow for opportunities to learn social skills and increase communication skills. Educators will determine the definition of inclusion and research how it impacts students with disabilities. Specific focus is placed on how to support students with ASD in an inclusive environment, including supports in the areas of environmental, social/emotional, behavioral and communication. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-504.

SPD-510: Professional, Ethical and Legal Practices and Policies in Special Education 3 credits

Teacher candidates survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Teacher candidates build upon the foundational knowledge to understand the multiple roles and complex situations of professional practice that require attention to a variety of legal, professional, and ethical issues. Practicum/field experience hours: 6. Fingerprint clearance not required. Prerequisite: SPD-500 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-511: Instructional Strategies and Interventions for Autism Spectrum Disorder 3 credits

Professional educators will determine strategies to align with the different ways individuals with autism spectrum disorder (ASD) think, learn, and behave in the classroom. Educators will use differentiated instruction and Universal Design for Learning (UDL) strategies to design interventions based on process, content and product, including specific strategies for engagement and speech and language support. Educators will support an inclusive environment with all instructional strategies. Practicum/field experience hours: 10. Fingerprint clearance required.

SPD-515: Methods and Assessment for Autism Spectrum Disorders 3 credits

The focus of this course is to provide methods for improvement of instruction, based on assessment for students with autism spectrum disorders (ASD). ASD specialist candidates will center on instructional planning, adaptive practices, and intervention strategies established through assessment analysis. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SPD-505.

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

SPD-517: Data-Driven Assessment for Autism Spectrum Disorder 3 credits

This course provides professional educators the opportunity to explore how behavioral, academic, and social assessments are used when determining effective instructional strategies and interventions for students with autism spectrum disorders (ASD). A focus is placed on synthesizing data to make instructional decisions that support students in a variety of settings. Educators will look at how to gather data during instruction and monitor progress of students' IEP goals. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-511.

SPD-521: Collaborations and Communications in Special Education 3 credits

Teacher candidates survey theories and models for effective collaboration and communication with students with exceptionalities, colleagues, other school professionals, families and community members. In addition, teacher candidates apply collaboration and communication theories and models, incorporating technology, across a wide range of contexts to ensure active involvement in the education process for students with exceptionalities. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: SPD-510.

SPD-525: Applied Behavior Analysis and Autism Spectrum Disorders 3 credits

The focus of this course is to provide autism spectrum disorders (ASD) specialist candidates with advanced knowledge of applied behavior analysis in regards to accommodations for students with ASD. ASD specialist candidates will focus on assessing individual needs, tools for intervention, and evaluating strategies and student progress. Practicum/field experience hours: 15. Fingerprint clearance required. Prerequisite: SPD-505.

SPD-527: Positive Behavior Support for Autism Spectrum Disorder 3 credits

This course explores how individuals with autism spectrum disorders (ASD) may require specific sensory and behavior supports in order to be successful in the classroom. Professional educators look at Positive Behaviors Interventions and Supports (PBIS), including strategies that encourage and support desired behaviors. Educators will review the principles of PBIS and research interventions and supports for students with ASD in all school environments. Additionally, they will determine how to assess a student and best support their needs when creating behavior accommodations for the inclusion classroom. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-567.

SPD-531: Assessment and Eligibility in Special Educ: Mild to Moderate Disability 3 credits

Teacher candidates will investigate diagnostic and assessment tools. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and data-sources for diagnostic and educational decisions for individuals with mild to moderate disabilities. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: SPD-500 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-535: Policy and Ethics in Autism Spectrum Disorders 3 credits

Autism spectrum disorders (ASD) specialist candidates acquire knowledge of legal policy and ethical practices associated with students with ASD. This course focuses on rights and responsibilities, trends, and advocacy for students with ASD. ASD specialist candidates will also focus on creation and delivery of individualized education plans. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-505.

SPD-537: Advocacy, Policy and Ethics for Autism Spectrum Disorder 3 credits

Professional educators acquire knowledge of legal policy and ethical practices associated with students with autism spectrum disorder (ASD). This course focuses on rights and responsibilities, trends, and advocacy for students with ASD. Educators will also review creation and delivery of individualized education plans for students with ASD. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-557.

SPD-540: Learning Environments for Students with Mild to Moderate Disabilities 3 credits

Teacher candidates examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Teacher candidates focus on behavior management, functional behavior assessments, adaptive behaviors, positive behavior interventions and supports, and behavior improvement plans. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-500 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-545: Leadership and Collaboration in Autism Spectrum Disorders 3 credits

Autism spectrum disorders (ASD) specialist candidates acquire a repertoire of skills that enable them to lead and collaborate in an environment focused on students with ASD. ASD specialist candidates develop techniques for professional learning and evidence-based practices centered on learner growth for students with ASD. This course also focuses on mentoring opportunities and community collaboration. Practicum/field experience hours: 5. Fingerprint clearance required. Prerequisite: SPD-535.

SPD-547: Collaboration and Leadership in Autism Spectrum Disorder 3 credits

This course addresses leadership and advocacy opportunities for professionals working with the many stakeholders involved in the delivery of services for students with autism spectrum disorders. Professional educators describe strategies to promote the advancement of the profession. Collaborative practices with stakeholders, conflict resolution strategies, and creating and sustaining productive work environments will be emphasized. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-537.

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

SPD-550: Instructional and Transitional Planning for Students with Mild to Moderate Disabilities 3 credits

Teacher candidates will examine how instructional planning advances the learning of students with mild to moderate disabilities by drawing upon knowledge of central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas and a variety of specialized curricula. Teacher candidates build foundational knowledge about individualized education plans and transition plans for a wide range of settings and different learning experiences. Teacher candidates engage in organizing knowledge, integrating cross-disciplinary skills, and developing meaningful individualized learning progressions through drafting an IEP. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-510.

SPD-551: Moderate to Severe: Professional, Ethical, and Legal Practices 3 credits

Teacher candidates survey professional ethical principles, professional practice standards, laws, and regulations that guide special educators. Candidates build upon this foundational knowledge to examine the multiple roles and complex situations of professional practice related to individuals with moderate to severe exceptionalities. Practicum/field experience hours: 3. Fingerprint clearance required. Prerequisite: SPD-506 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

SPD-555: Life Skills and Transitions for Autism Spectrum Disorders 3 credits

This course focuses autism spectrum disorders (ASD) specialist candidates on life skills and transitions for students with ASD. ASD specialist candidates will focus on development of individualized education plans and planning for independent living. Practicum/field experience hours: None. Fingerprint clearance required. Prerequisite: SPD-535.

SPD-556: Assessment and Eligibility in Moderate to Severe Special Education 3 credits

Teacher candidates investigate diagnostic and assessment tools for determining student eligibility and monitoring for progress. Foundational knowledge is built regarding the use of multiple methods of assessment and data sources for diagnostic and educational decisions for individuals with moderate to severe exceptionalities. Candidates analyze assessment data and develop an individualized education plan (IEP) for a student. Ongoing collaboration with IEP team members and external stakeholders is emphasized. Practicum/field experience hours: 10. Fingerprint clearance required.

SPD-557: Transitions and Life Skills for Autism Spectrum Disorder 3 credits

This course addresses key requirements of the postsecondary transition plan and collaboration with stakeholders in school and the community. Professionals will learn about age appropriate assessments, aligned activities, and preparation for adult life. In addition, professionals explore postsecondary options, adult services, and living options for adults with autism spectrum disorder. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-527.

SPD-558: Moderate to Severe: Care, Collaboration, and Communication 3 credits

Teacher candidates explore effective collaboration and communication techniques and strategies used in moderate to severe special education settings. Collaboration among teachers, other school professionals, families, and outside service agencies is analyzed to meet the individual needs of this special population. In addition, evaluation of the techniques and strategies used to meet the unique medical and educational needs of students within the moderate to severe classroom setting is addressed. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: SPD-556.

SPD-560: Language Development with Mild to Moderate Disabilities and Disorders 3 credits

Teacher candidates examine typical and atypical language development, and associated disabilities and disorders. Teacher candidates investigate the use of augmentative and alternative assistive technology, modifications and accommodations to enhance the communication skills of students with mild to moderate disabilities. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-510.

SPD-562: Moderate to Severe: Instructional Planning, Strategies, and Assessment 3 credits

Teacher candidates examine how instructional planning advances the learning of students with moderate to severe disabilities by creating a variety of specialized curricula aligned to content standards. Candidates are guided in designing engaging instruction that meets the needs documented in a student's individualized education plan. Plans for accommodations, differentiated instruction, and strategies are identified in the lesson planning process. Formative and summative assessments are created to evaluate student progress and identify if instructional adjustments are necessary. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-558.

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^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

SPD-564: Moderate to Severe: Classroom Management and Behavior Analysis 3 credits

Teacher candidates examine how to create safe, inclusive, culturally responsive learning environments through collaboration with colleagues and other professionals so individuals with disabilities become active and effective learners. Strategies to develop students' emotional well-being, positive social interactions, and self-determination are emphasized. Candidates focus on functional behavior assessments, behavior improvement plans, activities of daily living, and positive behavior interventions and supports. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-562 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

SPD-565: Communication Strategies and Assistive Tech for Autism Spectrum Disorders 3 credits

This course explores functional communication training and specific strategies to promote effective communication behaviors or skills of students with ASD. In addition, ASD specialist candidates survey assistive technology in relation to enhancing communication of students with autism spectrum disorders. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-525.

SPD-566: Postsecondary Transitional Planning for Moderate to Severe Exceptionalities 3 credits

Teacher candidates examine curriculum needs of individuals with moderate to severe disabilities to develop and integrate the skills needed to transition students from the educational environment into successful postsecondary opportunities. Candidates focus on writing measurable postsecondary goals, creating aligned activities, and identifying the importance of family and interagency involvement. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-564.

SPD-567: Assistive Tech and Communication Strategies for Autism Spectrum Disorder 3 credits

This course explores functional communication training and specific strategies to promote effective communication behaviors or skills of students with autism spectrum disorder (ASD). In addition, professional educators will survey assistive technology in relation to enhancing communication of students with autism spectrum disorders. Consideration of how to manage challenging expectations, show respect and improve ethical practice to promote advocacy and collaboration will extend to the home environment for life-skill application. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-517.

SPD-568: Moderate to Severe: Adaptive Communication 3 credits

Teacher candidates examine typical and atypical language development, and associated disabilities and disorders. Candidates investigate how speech-language pathologists, special education teachers and others assist individuals with moderate to severe exceptionalities in the use of augmentative and alternative assistive technology, modifications, and accommodations to enhance their communication skills. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-566 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

SPD-569: Applying Phonics and the Science of Reading in Adaptive Communication 3 credits

Teacher candidates examine typical and atypical language development, and associated disabilities and disorders. Coursework emphasizes research-based phonics development and the science of reading, including phonics, phonemic awareness, vocabulary, fluency, and comprehension. Candidates investigate how speech-language pathologists, special education teachers and others assist individuals with moderate to severe exceptionalities in the use of augmentative and alternative assistive technology, modifications, and accommodations to enhance their communication skills and literacy development. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-566 or approved enrollment in the Graduate Certificate of Completion: Special Education, Moderate to Severe.

SPD-570: Methods of Teaching Math to Students with Mild to Moderate Disabilities 3 credits

Teacher candidates build foundational knowledge on a variety of research-based instructional strategies to encourage individuals with mild to moderate disabilities to develop understandings and connections within content areas, and to build skills to apply knowledge in meaningful ways. From this foundational knowledge, teacher candidates select, adapt and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning of students with mild to moderate disabilities with focused attention upon mathematics. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: SPD-550 or ESD-530 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-572: Moderate to Severe: Methods of Teaching Functional Mathematics and Science 3 credits

Teacher candidates build foundational knowledge on a variety of research-based instructional strategies to provide individuals with moderate to severe exceptionalities access to content areas. From this foundational knowledge, teacher candidates select and adapt research-based instructional strategies to plan lessons with a focused attention on functional mathematics and sciences. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-568 or SPD-569.

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

SPD-575^Ω: Capstone in Autism Spectrum Disorders 3 credits

The capstone course provides ASD specialist candidates the opportunity to create a portfolio project that synthesizes major elements of the professional studies program. Practicum/field experience hours: None. Fingerprint clearance not required. Prerequisite: Completion of all other courses required for the Master of Arts in Autism Spectrum Disorders program.

SPD-577: Capstone and Action Research in Autism Spectrum Disorder 3 credits

This course is the culminating course in the Master of Arts in Autism Spectrum Disorders that emphasizes leadership and advocacy opportunities for professional educators working with the many stakeholders involved in the delivery of services for students with autism spectrum disorders. Educators will develop future professional goals and apply knowledge of professional literature and research to promote professional development opportunities. Collaborative practices with stakeholders, conflict resolution strategies, and creating and sustaining productive work environments will be investigated. Experience will culminate in a completed electronic portfolio. Practicum/field experience hours: 30. Fingerprint clearance required. Prerequisite: Completion of all other courses required for the Master of Arts in Autism Spectrum Disorders program.

SPD-578: Language Development Through Phonics and the Science of Reading 3 credits

Teacher candidates explore components of typical and atypical literacy development for students with exceptionalities. Coursework emphasizes research-based phonics development and the science of reading, including phonics, phonemic awareness, vocabulary, fluency and comprehension. Teacher candidates focus on assessing developmental and other literacy concerns, including dyslexia, and differentiation strategies to support literacy development in students with exceptionalities. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-510 or ESD-530.

SPD-580: Methods of Teaching Lang Arts to Students with Mild/Moderate Disabilities 3 credits

Teacher candidates select, adapt and use research-based instructional strategies and interventions in academic and specialized curricula to individualize meaningful and challenging learning for students with mild to moderate disabilities, with an emphasis on literacy. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisite: SPD-550 or ESD-530 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-581: Research Based Instruction, Remediation, and Intervention in ELA 3 credits

Teacher candidates explore the language processing requirements of proficient reading and writing, including explicit, systematic, cumulative, and multisensory instruction that integrates listening, speaking, reading, and writing. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. Teacher candidates select, adapt, and use research-based instructional strategies and interventions in academic and specialized curricula to advance the learning for all students, including those with mild to moderate disabilities, with attention focused on literacy and reading. Practicum/field experience hours: 12. Fingerprint clearance required. Prerequisites: (SPD-550 and SPD-578) or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate.

SPD-582: Moderate to Severe: Methods of Teaching Functional Language Arts 3 credits

Teacher candidates select and adapt research-based instructional strategies to provide individuals with moderate to severe exceptionalities access to language arts content. With this foundational knowledge, teacher candidates plan a functional approach to literacy instruction. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-568 or SPD-569.

SPD-585: Educational Psychology for Special Education 3 credits

This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored. Practicum/field experience hours: None. Fingerprint clearance not required.

SPD-587^Δ: Research Based Instruction, Remediation, and Intervention in Functional ELA 3 credits

Teacher candidates select and adapt research-based instructional strategies to provide individuals with moderate to severe exceptionalities access to language arts content. With this foundational knowledge, teacher candidates plan a functional approach to literacy instruction. In addition, disabilities, such as dyslexia, are reviewed to understand how they affect the acquisition of reading skills and how they vary in presentation and degree. Teacher candidates select, adapt, and use research-based instructional strategies and interventions in language arts to advance the learning for all students, including those with moderate to severe disabilities, with attention focused on reading. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-569.

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

SPD-590^Ω: Student Teaching for Special Education Teacher Candidates 8 credits

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP). Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 3.0 GPA; successful completion of NES or your state's mandated content area exams; and approval and placement by College of Education Office of Clinical Practice. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SPD-592: Student Teaching for Special Education: Moderate to Severe 8 credits

This course supports the special education clinical field experience through a full-time student teaching experience. Candidates select a K-Grade 12 special education moderate to severe classroom setting to engage in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Performance of Evaluation (STEP) and an Individualized Education Program (IEP) Performance Template related to special education services. Fingerprint clearance required.

SPD-593^Ω: Capstone in Gifted Education 3 credits

This course provides a reflective, experience-based integration of theory and practice as the culminating experience in the gifted education program. Candidates apply the knowledge and skills they have acquired through their coursework to develop a useful, meaningful, and practical project. Practicum/Field Experience hours: 30. Fingerprint clearance required. Prerequisite: SPD-583.

SPD-593B: Student Teaching for K-12 Special Education: Session B 6 credits

This course supports the special education clinical field experience through an eight (8)-week full-time student teaching experience. Candidates select a K-12 grade special education mild to moderate classroom to engage in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a teacher work sample related to special education services. Practicum/field experience hours: None. Fingerprint clearance required. Prerequisites: Successful completion of all courses in POS and content area; a 3.0 GPA; successful completion of state mandated basic skills and content area exams; and approval and placement by the Office of Field Experience. Arizona residents will be required to take the Arizona professional knowledge and subject knowledge exams for mild to moderate K-12 grade special education. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Practicum/field experience hours: None. Fingerprint clearance required.

SPD-595: Methods of Educating Learners with Diverse Needs 3 credits

This course examines methods of educating learners with diverse needs. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom. Practicum/field experience hours: 15. Fingerprint clearance required.

Special Education (SPE)

SPE-807: Foundations of Special Education 3 credits

This course provides a broad overview of the history and theories of special education. A brief overview of human development, educational standards, and instructional tools is also presented. Prerequisite: RES-811 or RES-850.

SPE-812: Special Education Law 3 credits

This course examines special education law and regulations as a framework for the provision of appropriate educational opportunities for all students. Law as a foundation of best practice is discussed. Prerequisite: RES-850.

SPE-817: Supervision and Administration of Special Education 3 credits

The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks for K-12 educators and students. Within these boundaries, the course addresses student assessment, internal collaboration, and professional development. Prerequisite: RES-861.

SPE-822: Fiscal Management in Special Education 3 credits

This course examines budgeting, fiscal planning, and grant writing and management in the special education setting. Leadership skills for fiscal management and fiscal integrity are addressed.

SPE-827: Perspectives in Special Education 3 credits

This course examines the current and emerging trends and issues in special education within the K-12 setting. Topics are placed in the context of legal compliance and the provision of appropriate educational opportunities for all students. Learners connect these ideas to their research interests to continue developing components of their research prospectus. Prerequisite: RES-861.

Sports and Entertainment (SPT)

^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SPT-230: Introduction to Sports and Entertainment Management 4 credits

This course provides an overview of the business of sports and entertainment, including career opportunities, and a study of the value of professional management to sports and entertainment organizations.

SPT-350: Sports and Entertainment Analytics 4 credits

This course emphasizes the use of data analytics with a focus on teaching students how to obtain the data, insights, and intelligence needed in every area of sports and entertainment marketing, media, viewership, talent impact, scouting, and sponsorship to most effectively maximize value for brands, rights holders, agencies, and media.

SPT-360: Sports and Entertainment Law 4 credits

This course provides an in-depth overview of the legal side of the sports and entertainment industry, including contracts, endorsement deals, riders, unions, ASCAP, BMI, SPAC (standard player agent contract), agent agreements, and league collective bargaining agreements.

SPT-370: Sports and Entertainment Marketing 4 credits

This course is a study of basic marketing concepts with applications to sports and entertainment organizations. Topics include advertising promotions and public relations, consumer behavior, market segmentation, fan loyalty, strategic market planning, brand communications, branding vs. marketing and sponsorship. Prerequisites: SPT-230; and MKT-245 or MKT-315.

SPT-375: Sports and Entertainment Event Planning 4 credits

This course provides an introduction to event planning for athletic, live entertainment, and special events. An emphasis is placed on budgeting, site selection, sponsorship, and facility/venue management. Prerequisites: SPT-230 and MKT-315.

SPT-460^Δ: Sports and Entertainment Revenue Generation 4 credits

This course serves as a culmination of experience in the business and management of sports and entertainment, which includes the gradual development of strategic and forward thinking business plans, as well as focusing on your personal brand. The course is designed to assist students in their career development in the global world of sports and entertainment and to gain a better understanding of business operations and various departments involved in managing and maintaining sports and entertainment entities which lead to revenue generation.

Statistics (STA)

STA-525: Probability Theory 4 credits

This course provides a rigorous examination of axiomatic probability; combinatorics; random variables and their distributions; expectation; the mean, variance, and moment generating function; induced distributions; sums of independent random variables; the law of large numbers; and the central limit theorem. Optional topics may include: random walks, Markov chains, and/or martingales. Prerequisite: MAT-254.

Science and Technology (STG)

STG-110^Ω: Team Innovation Experience 3 credits

This course will enhance student skills in working with others, communication, project management, self-discipline, and creativity. The TIE is an inquiry-based learning course and lab that integrates multiple academic disciplines to develop and demonstrate a student's critical thinking and problem-solving skills. Students will have the opportunity to examine and work on real world problems. The team project selected will be managed like a business and/or research project; objectives will be set and teams will develop strategies and action plans. Training modules will be conducted for understanding of hypothesis-based research, business and work processes, team effectiveness skills, team diversity, learning style differences, and effective oral and written communications. Co-requisite: STG-110L

STG-110L^Ω: Team Innovation Experience Lab 1 credits

This lab course is designed to reinforce principles learned in STG-110. The laboratory reinforces and expands learning of principles introduced in the lecture. Hands-on activities focus on teamwork and cross-disciplinary problem solving. Co-requisite: STG-110.

STG-242[◆]: Science of Solid Materials 3 credits

This course provides a general background on the field of materials science. The course builds upon prior study of general chemistry and develops the concepts of bonding and the structure of solids. Building on prior study of physics, the course introduces topics in solid state physics and devices. Additional topics may include electronic properties of materials as well as their thermal, mechanical, acoustic, and optical properties. Prerequisites: PHY-122, PHY-122L, CHM-115, and CHM-115L. Co-Requisite: STG-242L.

STG-242L[◆]: Science of Solid Materials Lab 1 credits

The laboratory section of STG-242 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities include applying numerical solutions for properties and characteristics of given materials using data on their properties, and characterization of materials properties for given engineering applications. Prerequisites: PHY-122, PHY-122L, CHM-115, and CHM-115L. Co-Requisite: STG-242.

^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

STG-330[♦]: Thermodynamics & Lab 4 credits

This course covers the principles of thermodynamics, including properties of ideal gases and water vapors, and the first and second laws of thermodynamics. Additional topics include closed systems and control volume, basic gas and vapor cycles, basic refrigeration, entropy, and an introduction to thermodynamics of reacting mixtures. Students will analyze simple to complex thermodynamic problems. Prerequisites: MAT-264, PHY-121 and PHY-121L.

STG-330HN[♦]: Thermodynamics & Lab 4 credits

This course covers the principles of thermodynamics, including properties of ideal gases and water vapors, and the first and second laws of thermodynamics. Additional topics include closed systems and control volume, basic gas and vapor cycles, basic refrigeration, entropy, and an introduction to thermodynamics of reacting mixtures. Students will analyze simple to complex thermodynamic problems. Prerequisites: MAT-264, PHY-121 and PHY-121L.

STG-345[♦]: Transport Phenomena & Lab 4 credits

This course is a study of fluid mechanics and heat and mass transfer. Topics include principles of momentum, energy, and mass transport, stress and strain rate descriptions, diffusion, calculation of transport coefficients, problems in viscous flow, dimensional analysis, and turbulence. Similarities and differences of the various phenomena are also examined. Prerequisites: PHY-122, PHY-122L, STG-330, and MAT-364.

STG-350[♦]: Electromagnetic Fields & Optics 3 credits

This course develops the fundamentals of static electric and magnetic fields, physical optics, and describes the properties of light in terms of electromagnetic waves. Prerequisites: MAT-364, PHY-122 and PHY-122L. Co-Requisite: STG-350L.

STG-350HN[♦]: Electromagnetic Fields & Optics 3 credits

This course develops the fundamentals of static electric and magnetic fields, physical optics, and describes the properties of light in terms of electromagnetic waves. Prerequisites: MAT-364, PHY-122 and PHY-122L. Co-Requisite: STG-350L.

STG-350L[♦]: Electromagnetic Fields & Optics Lab 1 credits

The laboratory section of STG-350 reinforces and expands learning of principles introduced in the lecture course. Hands-on activities focus on the use of analytical techniques to solve problems and interpret results physically, Smith Chart and its applications to transmission lines, and general solutions of Faraday's Law and Maxwell's equations. Prerequisites: MAT-364, PHY-122 and PHY-122L. Co-Requisite: STG-350.

STG-380[♦]: Ethics and Professionalism in Science and Technology 4 credits

This course surveys key ethics issues in science and technology. Students have the opportunity to explore theoretical concepts in professional ethics. Using case studies, students discuss and evaluate issues in cyber-ethics, network security, privacy and identity theft, intellectual property and ownership rights, digital rights management, professional ethics, and codes of conduct. Students integrate information from multiple sources, loop through feedback and revision cycles to write, and present a code of ethical conduct for science and technology. This is a writing intensive course.

STG-380HN[♦]: Ethics and Professionalism in Science and Technology 4 credits

This course surveys key ethics issues in science and technology. Students have the opportunity to explore theoretical concepts in professional ethics. Using case studies, students discuss and evaluate issues in cyber-ethics, network security, privacy and identity theft, intellectual property and ownership rights, digital rights management, professional ethics, and codes of conduct. Students integrate information from multiple sources, loop through feedback and revision cycles to write, and present a code of ethical conduct for science and technology. This is a writing intensive course.

STG-390[♦]: Professionalism in Science & Technology-Communications, Conduct and Ethics 4 credits

This course provides an insight into professional communications and conduct associated with careers in science, engineering and technology. Students learn about the changing modes of communication in these disciplines recognizing the advances in digital communications. They gain practical experience developing and supporting a thesis or position through written, oral, and visual presentations prepared and delivered individually and in groups. Students will explore concepts and issues in professional ethics and conduct such as privacy, discrimination, workplace etiquette, cyber-ethics, network and data security, identity theft, ownership rights and intellectual property. This is a writing intensive course.

STG-390HN[♦]: Professionalism in Science & Technology-Communications, Conduct and Ethics 4 credits

This course provides an insight into professional communications and conduct associated with careers in science, engineering and technology. Students learn about the changing modes of communication in these disciplines recognizing the advances in digital communications. They gain practical experience in developing and supporting a thesis or position in written, oral and visual presentations. Students will explore concepts and issues in professional ethics and conduct such as privacy, discrimination, workplace etiquette, cyber-ethics, network and data security, identity theft, ownership rights and intellectual property. This is a writing intensive course.

STG-430: Engineering Project Management 4 credits

This course covers aspects of project management including principles, best practices, and tools and techniques across major methodologies. Prerequisites: STG-110 and STG-110L.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

STG-451^{ΔΩ}: Capstone Project I 2 credits

The first capstone course provides students the opportunity to work in teams to tackle real world applied research and design projects in their chosen area of interest. Students develop a project proposal, conduct a feasibility study, learn to protect intellectual property, develop teamwork skills, budgets, and a schedule for completing the project. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revisions. Students use this course to further develop technical writing and business presentation skills. This is a writing intensive course. Prerequisites: CST-307, CST-315 and department approval.

STG-452^{ΔΩ}: Capstone Project II 2 credits

The second capstone course provides students the opportunity to implement and present the applied research project designed, planned, and started in the first capstone course. The capstone project is a culmination of the learning experiences while a student in the Computer Science program. Students conduct extensive research, integrate information from multiple sources, and work with a mentor through multiple cycles of feedback and revision. This is a writing intensive course. Prerequisite: Successful completion of STG-451 with a grade of C or better.

STG-460: Survey of Manufacturing Techniques 4 credits

This course is an overview of manufacturing techniques. Processes may include casting and molding, forming, machining, metrology, welding, joining, and computer-aided manufacturing. Additional topics include product design, material selection, process planning, and manufacturing automation. Process capabilities, limitations, and design for manufacturability will be examined.

STG-460L[♦]: Survey of Manufacturing Techniques Lab 2 credits

This course is the lab component of STG-460. In this lab, the topics discussed in the lecture will be applied including casting, welding, machining, brazing, forming, and computer-aided manufacturing. Prerequisite: MET-275. Co-Requisite: STG-460.

Software Engineering (SWE)

SWE-310[‡]: Software Engineering I 4 credits

Overview of ethical values for engineering requirements analysis and design of large multifaceted software systems. Introductory discussions on software process models, approaches of project planning, documentation, tracing, quality assurance, and communication. A focused emphasis on project initiation and requirements analysis is taken. Group projects, technical oral and written presentations will be completed throughout the duration of this course. Prerequisite: CST-201.

SWE-350: Embedded Systems I 4 credits

An introduction to embedded systems, including fundamentals of embedded system hardware and firmware design will be explored. Students will also be introduced to the C programming language in the context of embedded systems software development. A popular microcontroller will be leveraged in the course. The course will culminate with a significant final project which will extend a base microcontroller board that provides a complete practical hardware and software based embedded system. Prerequisite: CST-307.

SWE-410: Software Engineering II 4 credits

Continuation of the development process, protocols and devices for the implementation, integration, testing and maintenance of large multifaceted software systems. Familiarity with various software development and test environments. Group projects, technical oral and written presentations will be completed throughout the duration of this course. Prerequisite: SWE-310 & CST-215.

SWE-450: Embedded Systems II 4 credits

Continuation of the embedded system hardware and firmware design will be explored. A popular microcontroller will be leveraged in the course. Students will also be introduced to an assembly language in the context of embedded systems software development. Peripherals, I/O, real time processing, and real time Operating Systems will be discussed. The architecture and instruction set of the microcontroller will be discussed. This course will culminate with a significant final project which will extend a base microcontroller board that provides a complete practical hardware and software based embedded system. Prerequisites: SWE-350, CST-307, and CST-315.

SWE-451: Software Development Life Cycle (SDLC) I 2 credits

An introduction to the Software Development Life Cycle (SDLC), including the various tools, artifacts, and delivery practices will be explored. An overview of team process infrastructure and resource estimation to support appropriate levels of quality is discussed. Traditional system and software delivery methodologies as well as agile and lean delivery methodologies will be discussed. This course will be comprised of several individual, in-class, and group projects that implement the practices reviewed. Prerequisite: SWE-310.

SWE-452: Software Development Life Cycle (SDLC) II 2 credits

Continuation of the SDLC process and delivery methodologies, including the various tools, artifacts, and delivery methodologies is explored. Traditional system and software delivery methodologies as well as agile and lean delivery methodologies will be discussed. An understanding of selecting the correct development life cycle (methodology), creating realistic plans, and managing a project team through each project phase is examined. Students must complete a programming project of mid-level complexity and delivery of a sizeable software product by a student team. Prerequisites: SWE-451, SWE-410, CST-307, and CST-315.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [‡] Honors Major Course | ^Ω Non-Transferable

SWE-520: Advanced Software Engineering 4 credits
Fundamentals

This course covers leading the Software Development Life Cycle (SDLC) processes: planning considerations for product definition, development, test, implementation, and maintenance. The course also covers software requirements elicitation and architecture synthesis.

SWE-530: Advanced Software Architectures 4 credits

This course involves the study of concepts, principles, and scope of software system architecture, including architectural styles, languages, leadership in driving architectures, connectors, middleware, dynamism, analysis, testing and domain-specific approaches. Prerequisite: SWE-520.

SWE-540: Advanced Software Management & 4 credits
Concepts

This course covers theories of management, methodologies, and their application to software projects. It also covers leadership in driving successful teams in SDLC projects, economic analysis of software products and processes, software cost and schedule estimation, planning and control. Prerequisite: SWE-530.

SWE-550: Software Engineering & Security 4 credits
Principles

This course explores the implementation of security best practices from a software engineering perspective. The course also comprehensively explores current initiatives in the industry, such as defensive programming and proper security planning, and focuses on security throughout the entire SDLC process. Prerequisite: SWE-540.

SWE-560: Research & Review of Emerging 4 credits
Technologies in Software
Engineering

This course covers the manner and methods software engineers use to research and review current and emerging technologies. Topics explain how the various technologies and implementations could be used. Prerequisite: SWE-550.

SWE-570: Software Engineering IOT & 4 credits
Embedded Systems

This course covers embedded systems and IOT device development. Students will complete activities in which embedded system development is used. Prerequisite: SWE-560.

SWE-590: Software Engineering Capstone 4 credits

Students conceptualize, design, and present an innovative idea, process, or a product in the field of software engineering. Projects synthesize and apply knowledge from previous courses and include a scientific report anchored in current theory and research. Prerequisite: SWE-570.

SWK-170: Introduction to Social Welfare 4 credits

This course provides the foundation for students to explain the profession of social work within the social context of the United States. The course explores how society influenced the development of social work as a profession in the United States. Students examine cultural values, social work values, history of social work, and selected theoretical models of social work to demonstrate how these factors influenced the adoption of the general practice framework. In a broad overview, students examine the process to help individuals, families, groups, organizations, and communities evaluate and solve problems in using the micro, mezzo and macro system levels to assess the problem and make recommendations for interventions.

SWK-280: Social Service Delivery Systems 4 credits

This course provides an overview of the purpose, structure, and professional roles of human service agencies including federal, state, and social service delivery systems. Students explore the delivery of services with special populations. This course includes integration of 25 hours of service-learning experience with course material. Prerequisite: SWK-170.

SWK-285: Foundations of Social Work 4 credits
Practice

This course provides the theoretical and practical foundation for conducting social work with cultural competency. Focus areas include understanding yourself and others from a variety of diverse backgrounds, the importance of ethics and professional behavior, development of effective communication techniques, and beginning case management and helping skills for working with individuals, families, groups, and larger systems. Prerequisite: SWK-170.

SWK-290: Human Biology and Social Work 4 credits
Practice

This course provides the foundation for students to learn and examine the impact of human biology on social work practice. The course explores how the human body's response to differing variables plays a major role in a social worker's approach and ideology to practice. Students examine mental health, varying human biological determinants, faith, and environmental factors that influence both the individual and the practitioner. Understanding how these biological factors influence mental and physical health is vital to a social worker's role in assisting others as they navigate from birth to adulthood and inevitably work through the end of life stages. Students in this course examine the impact of biology to assist individuals, families, groups, organizations, and communities evaluate how to minimize negative biological outcomes while focusing on the strengths of biology and beliefs to overcome obstacles. This course looks at the impact of human biology from a micro, mezzo, and macro system level providing an overview of the impact a person's biological response can have in recovering from a life event.

Social Work (SWK)

^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SWK-330: Diversity, Advocacy, and Social Justice in Social Work 4 credits

This course provides foundational knowledge of how diversity, advocacy, and social justice exist within social work practice. It offers an examination and application of frameworks to guide and advance social and economic justice and human rights. Students learn skill development related to cultural competency and advocacy for individuals and groups while gaining a deeper self-awareness. Students also learn about the impact of oppression and privilege.

SWK-350^Ω: Social Work Ethics and Decision-Making 4 credits

This writing intensive course explores the history, evolution, and application of values and ethics in social work, reviewing theoretical approaches and decision-making models. Students explore components of professional values, personal values, and self-awareness in their application and demonstration of ethical professional behavior as it relates to the NASW Code of Ethics. Students examine the legal or jurisdictional requirements of licensing boards and the intersectionality with professional ethical behavior. Students develop a method for decision making for ethical dilemmas that occur in social work practice at all levels of practice, including micro, mezzo, and macro levels.

SWK-355^Δ: Social Welfare Policy and Services 4 credits

This writing-intensive course examines the history of social work as it relates to public policy in social welfare, social health, and civil rights. Roles of social work professionals in policy analysis and evaluation are also examined as well as the interaction between social policy and social work services.

SWK-360^Δ: Human Behavior in the Social Environment I 4 credits

This course examines human behavior in the social environment by critically analyzing biopsychosocial development from conception through late adulthood using an integrative, multidimensional perspective while examining multiple theories of human behavior. This includes a focus on individuals and families. The course emphasizes a social work perspective and key frameworks for social work, with an emphasis on person in environment and systems theory as they describe diverse human behavior in relation to social class, race and ethnicity, gender and sexual orientation, and other multicultural backgrounds. Prerequisites: SWK-170, SWK-280, and SWK-285.

SWK-370^Δ: Human Behavior in the Social Environment II 4 credits

This course examines human behavior in the social environment at the macro level with a focus on groups, communities, and organizations and their effect on human behavior. The course emphasizes a social work perspective and key frameworks for social work, with an emphasis on person in environment, systems theory, and social justice as they describe diverse human behavior in relation to social class, race and ethnicity, gender and sexual orientation, and other multicultural backgrounds. Prerequisite: SWK-360.

SWK-420: Trauma-Informed Care 4 credits

This course provides an introductory knowledge of trauma-informed care from foundational principles and historical context to practice implementation. The context of trauma is discussed including types of trauma and adverse outcomes related to various systems. It offers an overview of screening, assessing, and treating traumatic stress. Information is provided on the risk of vicarious trauma and compassion fatigue for providers.

SWK-430: Methods of Research in Social Work 4 credits

This course introduces students to scientific inquiry and the research process used to evaluate and inform the social work profession. Methods of both quantitative and qualitative data methods and analysis are explored.

SWK-450: Program Management and Leadership in Social Work 4 credits

This course explores the complexities of leadership and management in the profession of social work, reviewing theoretical approaches and practices. Students examine various components of leadership including leadership styles, self-awareness, motivational methods, financial management, accountability in management, and vulnerability. Students learn to consider the power differential, courage, exploration of the self, life experience, and the impact of these components on the supervisory relationship.

SWK-455^Δ: Generalist Social Work Practice I: Working with Individuals and Systems 4 credits

This course introduces students to the fundamental skills of social work direct practice for individuals and family systems within the general practice framework. Students demonstrate a mastery of the social work “helping process.” Students learn, practice, and reflect on their interaction skills within the intake, assessment, treatment, evaluation, and termination process with individuals and families. The course reinforces a variety of organizing theories, builds a variety of social work practice theories, and it broadens the concept of cultural humility and reflective attentiveness. Prerequisite: SWK-370.

SWK-460^Δ: Generalist Social Work Practice II: Groups, Communities, and Organizations 4 credits

This course introduces students to the fundamental skills of social work direct practice for groups, communities, and organizations within the general practice framework. Students demonstrate a mastery of the social work “helping process.” Students learn, practice, and reflect on their interaction skills within the intake, assessment, treatment, evaluation, and termination processes with groups and organizations. The course reinforces a variety of organizing, builds a variety of social work practice theories, and broadens the concept of cultural humility and reflective attentiveness. Prerequisite: SWK-455.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SWK-465: Case Management 4 credits

This course introduces students to entry-level case management skills. Students identify the various roles and functions of a case manager. A primary focus of this course is the case management process, including how to track and manage a client case load. Through case study analysis, students determine appropriate client assessment techniques and problem-solving strategies. Students explore case manager roles and case management styles in a variety of client populations and nonprofit human service agencies. Students learn to differentiate roles, functions, and styles based on their assessment of the client's needs and a clear understanding of the agency's mission, policies, and programs.

SWK-470: Field Instruction I 4 credits

This course exposes students to the foundations of social work practice in approved community agencies with professional supervision. The course consists of both classroom course work and field experience hours. The course provides experiential integration and application of concepts, cognitive and affective processes, and professional social work skills. Practicum/field experience hours: 200. Prerequisite: SWK-170.

SWK-480: Field Instruction II 4 credits

This course provides a continuation of foundations of social work practice in approved community agencies with professional supervision. Experiential integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses are practiced. Practicum/field experience hours: 200. Prerequisite: SWK-470.

SWK-490: Social Work Capstone 4 credits

This capstone course in the Bachelor of Social Work program allows students the opportunity to integrate and apply previous learning through the creation of a project to reflect their knowledge and skills. The student will take insight from their academic and field experiences to create a final project and poster presentation highlighting their knowledge of assessment, application of theory, practice skills, ethics, and cultural sensitivity. Prerequisite: SWK-430.

SWK-516: Human Behavior in the Social Environment I 3 credits

This course examines human behavior in the social environment by critically analyzing biopsychosocial development from conception through middle childhood using an integrative, multidimensional perspective while examining multiple theories of human behavior. This includes a focus on individuals and families. The course emphasizes a social work perspective and key frameworks for social work with an emphasis on person-in-environment and systems theory as they describe diverse human behavior in relation to social class, race and ethnicity, gender and sexual orientation, and other multicultural backgrounds.

SWK-520^Ω: Social Welfare Policy and Services 3 credits

This course explores the history and progression of the social welfare system, services, and policies and their effects on the social work profession. Emphasis is placed on an analysis of how these systems impact vulnerable populations, specifically relating to poverty, age, race, sex, and mental health. Students learn to identify strengths and weaknesses of social welfare policies while considering diversity and social justice.

SWK-525^Ω: Generalist Social Work Practice I: Working With Individuals and Systems 3 credits

This course is based on a generalist social work perspective and prepares students for beginning practice with individuals and systems. This course focuses on conceptualizing social work practice, integrating knowledge and theory with practice, and developing beginning level practice skills. Special attention is given to human diversity and populations at risk.

SWK-530^Ω: Diversity and Social Justice in Social Work 3 credits

This course explores the foundation of knowledge needed to successfully engage diverse populations and advance social justice in social work practice. Emphasis is placed on systems of power and oppression and the cultural aspects of race/ethnicity, gender, sexual orientation, and socioeconomic status.

SWK-535^Ω: Field Instruction I 4 credits

This course exposes students to the foundations of social work practice in approved community agencies with professional supervision. The course consists of both online classroom course work and field experience hours. The course provides experiential integration and application of concepts, cognitive and affective processes, and professional social work skills. Practicum/field experience hours: 240.

SWK-541: Human Behavior in the Social Environment II 3 credits

This course examines human behavior in the social environment by critically analyzing biopsychosocial development from adolescence through late adulthood. This includes a focus on groups, communities, and organizations and their effect on human behavior. The course emphasizes a social work perspective and key frameworks for social work with an emphasis on person-in-environment and systems theory as they describe diverse human behavior in relation to social class, race and ethnicity, gender and sexual orientation, and multiculturalism as an evolving variable of change across the lifespan. Prerequisite: SWK-516.

SWK-545^Ω: Generalist Social Work Practice II: Groups, Communities, and Organizations 3 credits

This course is based on a generalist social work perspective and provides students with fundamental social work competencies to influence change at the group, community, and organizational levels. Emphasis is given to facilitative and constraining effects of the social context surrounding macro practice. Special attention is given to human diversity and populations-at-risk. Prerequisite: SWK-525.

SWK-550^Ω: Field Instruction II 4 credits

This course provides a continuation of foundations of social work practice in approved community agencies with professional supervision. Experiential integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses are practiced. Practicum/field experience hours: 240. Prerequisite: SWK-535.

^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SWK-555^Ω: Methods of Research in Social Work I 3 credits

This course introduces students to the scientific method and research design process used to evaluate and inform the social work profession. Methods of both quantitative and qualitative data analysis are explored.

SWK-600^Ω: Psychopathology and the Role of the Social Worker 3 credits

This course helps students to understand and analyze common classification systems and nomenclature used by practitioners to communicate, predict, and plan interventions for individuals with serious mental disorders. The course also helps students understand diagnosis in the context of a social work and person-first perspective. Prerequisites: SWK-516, SWK-525, and SWK-541 or BSW degree from a CSWE-accredited program.

SWK-601: Social Work Advocacy 3 credits

This course is based on client advocacy as an ethical responsibility in the field of social work. This course explores the individual, family, group, community, organizational, and political advocacy efforts and processes that are necessary in influencing social problems and achieving social justice. There is an emphasis on analysis, assessment, development, and application of macro-level advocacy. Prerequisites: SWK-516, SWK-541, and SWK-545 or BSW degree from a CSWE-accredited program.

SWK-610^Ω: Advanced Social Work Practice Skills I: Individuals and Families 3 credits

The purpose of this advanced practice course is to build on foundational learning and start to develop advanced skills in working with individuals and families as a complement to ongoing field instruction. The course focuses on specific theories and models for individual and family work and how to effectively implement them. Special attention is given to factors of oppression, understanding diversity individually and in family systems, and outcomes.

SWK-620^Ω: Field Instruction III 4 credits

This course covers advanced clinical social work practice with individuals, dyads, families, and small groups in approved community agencies with professional supervision. Continued integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses is practiced. Practicum/field experience hours: 240. Prerequisite: SWK-550.

SWK-621: Advanced Standing Field Instruction I 4 credits

This course covers advanced clinical social work practice with individuals, dyads, families, and small groups in approved community agencies with professional supervision. Continued integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses is practiced. Practicum/field experience hours: 250. Prerequisites: SWK-600 and SWK-601.

SWK-625^Ω: Evidence Based Practice in Social Work 3 credits

This course prepares students to combine well-researched assessment and intervention approaches with professional experience and ethics, client preferences, and culture, and to guide and inform the delivery of evidence-based programs, policies, and services at all levels of social work practice.

SWK-635^Ω: Field Instruction IV 4 credits

This course finalizes the students' field placement experience. It provides a culmination of advanced clinical social work practice with individuals, dyads, families, small groups, and organizations in approved community agencies with professional supervision. Continued integration and application of concepts, cognitive and affective processes, professional social work skills, ethics, and strategies from concurrent social work courses is practiced. This course gives students opportunities to develop and demonstrate the core competencies in a social work environment, while applying the knowledge, theories, and behaviors gained in the classroom setting to effectively demonstrate advanced social work practice. Practicum/field experience hours: 240. Prerequisite: SWK-620.

SWK-636: Advanced Standing Field Instruction II 4 credits

This course finalizes the students' field placement experience. It provides a culmination of advanced clinical social work practice with individuals, dyads, families, and small groups in approved community agencies with professional supervision. Continued integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work courses is practiced. Practicum/field experience hours: 250. Prerequisite: SWK-621.

SWK-640^Ω: Advanced Social Work Practice Skills II: Groups 3 credits

The purpose of this advanced practice course is to build on foundational learning and start to develop advanced skills in working with groups as a complement to ongoing field instruction. This course explores theory and practice of group dynamics with an emphasis on the development of effective group work skills, analysis of processes and interactions, and values and ethics with a multi-social-cultural perspective. Prerequisite: SWK-610.

SWK-641: Advanced Social Work Practice Skills III: Organizations and Communities 3 credits

The purpose of this advanced practice course is to build on foundational learning and begin to develop advanced skills when working with organizations and communities. The course focuses on using micro and macro skills to impact both organizations and communities while highlighting the importance of evaluation and ethics. Prerequisites: SWK-516, SWK-525, and SWK-541 or BSW degree from a CSWE-accredited program.

^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

SWK-645^Ω: Methods of Research in Social Work II 3 credits

This course introduces students to the theory and practice of agency- or community-based evaluation and evaluation capacity building. Topics to be explored include standards and guiding principles for evaluation work, evaluation approaches and models, and evaluation methodology basics, as well as the politics and ethics of conducting, using, and communicating research and evaluation findings in applied settings. Prerequisite: SWK-555 or BSW degree from a CSWE-accredited program.

SWK-690^Ω: Social Work Capstone 2 credits

This is the final course in the Master of Social Work and Master of Social Work Advanced Standing programs. It requires students to integrate their learning from past courses and apply their knowledge and skills in a final project. Knowledge demonstrated includes assessment, application of theory, practice skills, ethics, and cultural sensitivity. Prerequisite: SWK-635 or SWK-636.

Systems Management (SYM)

SYM-400[♦]: Introduction to Database Structures 4 credits

This course examines the design, development, implementation, and maintenance of relational database structures. Emphasis is on appropriate application and implementation. Prerequisite: BIT-200 or BIT-205 or CST-110, or CST-111 or CST-105 or ITT-111.

SYM-408: Relational Databases for Business Applications 4 credits

This course covers the characteristics of object-relational and NoSQL databases and their application in business. The course also focuses on the main principles of object-oriented, object-relational, and NoSQL databases, and their relative advantages. Students gain working knowledge of object-relational features as implemented in standard SQL database management systems. Students also learn to manage unstructured and semi-structured data with XML. Prerequisite: SYM-400.

SYM-506: Applied Business Probability and Statistics 4 credits

The purpose of this course is to prepare students in mathematical, probability, and statistical concepts for their upcoming studies in quantitative methods. The course is intended for those students who have not had any prior statistical education, although students who have had statistics should also consider taking the course as a refresher.

Teacher Leadership (TCH)

TCH-505: Introduction to Teaching Strategies and Professionalism Expectations 2 credits

Candidates will identify effective classroom management techniques that foster a sense of community and promote student growth. Candidates will reflect on the importance of building a strong connection between home and school. All candidates will examine research-based strategies that engage learners in collaborative and self-directed learning. Throughout this course candidates will evaluate the logical progression of effective lessons, leveraging critical thinking skills and preferred learning styles. Candidates will engage in reflective practices, including a variety of self-assessments, to reflect on their practices and plan for necessary adjustments. Practicum/field experience hours: 1. Fingerprint clearance required.

TCH-506: Enhanced Learning Plans for Diverse Classrooms Capstone 2 credits

The goal of this culminating experience is to allow candidates to refine their skills in the identified InTASC standards. Teacher candidates will move to higher levels on the InTASC progressions through in-class discussions, video reflection, in-class progression of essential skills, and peer and coach mentoring. Candidates will create and evaluate appropriate learning experiences to move learners toward their next levels of development. They will dive deeper into the analysis of data to identify patterns and gaps in learning to guide instruction and provide meaningful feedback. Candidates will reevaluate plans in relation to short- and long-range goals and systematically adjust plans to meet each student's learning needs and enhance learning. Practicum/field experience hours: 1. Fingerprint clearance required.

TCH-520: Brain-Based Learning 3 credits

This course focuses on brain research (from neuroscience to the behavioral and cognitive sciences) that relates to teaching and learning and suggests ways that brain research can be translated into instructional practices within organizational settings. Candidates will examine the inner workings of the brain and the effect on learning, memory, and transfer. Specifically, the course explores the body of knowledge that represents the application of brain research to instructional practice, and how knowledge about the human brain can affect the curricular, instructional, and assessment decisions that the candidates make every day. Practicum/field experience hours: None. Fingerprint clearance not required.

TCH-539: Introduction to Educational Research 3 credits

This course provides an introduction to applied research in education across the major quantitative, qualitative, and action research traditions. Coursework focuses on understanding the research process and its integrated components and evaluating published research reports from the perspective of a critical consumer. Scientific reasoning and research design are also explored.

Technology (TEC)

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

TEC-516: Instructional Theories and Models in Technology Education 3 credits

This course introduces students to technology standards for students and teachers; digital citizenship and responsibility; legal and ethical use guidelines; and transitioning instruction to integrate technology. Technology dispositions, expectations, and guidelines are emphasized. Candidates apply an understanding of design principles in visual communication theory. They incorporate multiple intelligences and constructivist theories into an interactive environment. Attention is given to instructional technology tools and resources.

TEC-521: Digital Literacies, Virtual Tools, and New Media 3 credits

This course focuses on the organization and integration of media in school curricula. Candidates identify instructional purposes and define roles for technology and media in learning and teaching. An emphasis is placed on the processes for selecting and implementing meaningful technologies, virtual tools and other electronic learning resources, and the development of digital literacies in teaching and learning. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TEC-516.

TEC-530: Ethics, Culture, and Equity with Technology 3 credits

This course provides candidates with current educational practices and policies related to technology integration in schools so they may determine what level of support these policies provide regardless of student population. Candidates will also examine legal standards for fair use of materials, digital citizenship, and authenticating sources. Emphasis is placed on the critical examination of social and cultural implications of information technologies and media, issues of cultural bias, equity, and international applications and implications of information technologies. Practicum/Field experience hours: 10. Fingerprint clearance required.

TEC-536: Assessment and Instructional Technology 3 credits

This course focuses on various technology-based assessment tools used for formative and summative assessments. Candidates use tools to make data-driven decisions to drive curriculum and differentiate instruction. The content of this course includes use of digital media for progress monitoring or as assessment tools and creating and using alternative assessments. An emphasis is placed on understanding assistive technology and application in instructional programs and assessment for individuals with exceptionalities. Practicum/Field experience hours: 10. Fingerprint clearance required.

TEC-541: Distance Learning 3 credits

This course expands candidates' knowledge of lesson preparation and activities, as well as basic curriculum development and design principles for distance education. The course explores distance education and online instruction, including history, theories, and practical applications. A variety of online facilitation techniques are explored in this course. An emphasis is placed on understanding distance education development and delivery, exploring the complexities of designing instruction in various distance contexts and applying these concepts in a real-world context through online facilitation. Practicum/Field experience hours: 10. Fingerprint clearance required.

TEC-544: Leadership and Technology Coaching 3 credits

This course examines the role of leadership as it relates to the implementation of educational technologies and media. An emphasis is placed on knowledge, and skills necessary to use, evaluate, plan, manage, and implement technologies effectively. Candidates will learn and apply professional development techniques to include andragogy, coaching, improving teacher practices, school culture, and effective communication. Practicum/field experience hours: 10. Fingerprint clearance required.

TEC-561: Multimedia Instructional Strategies and Methods 3 credits

This course provides candidates with instructional strategies using learning theories. Focus is on developing knowledge and skills to create multiple types of web-based assignments and units for K-12 students using web authoring software. Candidates learn to select and evaluate appropriate multimedia resources, and examine steps for planning, creating, and managing curriculum using software and tools for a variety of platforms. Emphasis is placed on project-based learning. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TEC-536.

TEC-595^Ω: Instructional Technology Capstone 3 credits

This course is the culminating course in the Masters of Science in Instructional Technology program. Candidates will conduct a professional development needs assessment and create a year-long professional development plan to integrate technology in their school. Candidates will deliver, evaluate, and revise a professional development presentation, and incorporate peer and faculty feedback to ensure timeliness and relevance. Experience will culminate in an electronic portfolio. Practicum/field experience hours: 60. Fingerprint clearance required. Prerequisite: TEC-544.

TEC-596: Distance Learning Capstone 1 credits

This is the culminating course in the Graduate Certificate of Completion in Distance Learning. Students formalize a technology coaching website and reflect on the application of theories and models in technology education, assessment and instructional technology, and multimedia instructional strategies and methods in preparation for distance learning opportunities. Prerequisite: TEC-541.

^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

Adult Learning (TLA)

TLA-830: Adult Learning Theory 3 credits

The course presents theories and models of adult learning for consideration. Potential applications of the theories and models are discussed as are current trends in adult learning.

TLA-832: Worldview and Adult Learning 3 credits

This course connects key concepts in worldview to adult learning. Learners are encouraged to synthesize worldview and adult learning concepts as they move toward the development or refinement of a personal worldview.

TLA-834: Cognitive Coaching 3 credits

The course explores the connections between cognitive coaching, critical inquiry, and reflective practice. Tools for cognitive coaching and their applications are also discussed.

TLA-836: Transformational Learning 3 credits

The course outlines the process of transformational learning and discusses its application to adult learning. The notions of practitioners as transformational catalysts and the influence of transformation learning on adult learning design are also addressed.

TLA-838: Applications of Adult Learning 3 credits

The course considers the application of adult learning theory and philosophy of adult learning as they lead to solutions for enhanced teaching and learning. Connections between theory and practice are highlighted.

Teaching and Learning (TLC)

TLC-801: History and Philosophy of Teaching and Learning 3 credits

The course presents a foundation of historic and philosophic ideas in teaching and learning. Learners are encouraged to consider the connections between history, philosophy, teaching, and learning as well as the influence of these concepts on the development of a personal philosophy of teaching and learning.

TLC-802: Learning Theories 3 credits

The course provides a chronological overview of learning theories and their common applications. Connections between theory and philosophy of teaching and learning are explored.

TLC-803: Coaching, Mentoring, and Collaboration 3 credits

This course addresses the current mindset surrounding the notion of collaboration and proposes a paradigm shift to a mindset that redefines collaboration and integrates it with coaching and mentoring. The course includes a discussion of strategies employed by coaches/mentors to support leadership and ensure a positive organizational culture.

TLC-804: Globalization, Innovation, and Change 3 credits

The course addresses the challenges to teaching and learning inherent in a global environment of perpetual change and frequent innovation. Connections to philosophy of teaching and learning are explored.

TLC-885: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES-880.

TLC-955: Dissertation I 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design independent research under the guidance of the dissertation committee. Prerequisite: RES-871, TLC-885, RSD-883, or RSD-884.

TLC-960: Dissertation II 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: TLC-955.

TLC-965: Dissertation III 3 credits

In this course, learners apply the skills of the practitioner-scholar. They are self-motivated and committed to reflective practice. They actively seek input from other scholars while continuing to design and/or conduct independent research under the guidance of the dissertation committee. Prerequisite: TLC-960.

TLC-966: Research Continuation I 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-965.

TLC-967: Research Continuation II 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-966.

TLC-968: Research Continuation III 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-967.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

TLC-969: Research Continuation IV 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-968.

TLC-970: Research Continuation V 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-969.

TLC-971: Research Continuation VI 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-970.

TLC-972: Research Continuation VII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: Prerequisite: TLC-971.

TLC-973: Research Continuation VIII 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-972.

TLC-974: Research Continuation IX 3 credits

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: TLC-973.

TLC-975: Research Continuation Course 0 credits

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisite: TLC-970.

Theater and Drama (TRE)

TRE-101♦: Theatre Participation I 1 credits

In this course students select and participate in one of the following areas of theatre production and management including: technical theatre, front of house, performance, and stage/production management. Students are required to choose at least three different disciplines within their four years of study. The course requires 40 lab hours that can be used toward fulfilling scholarship requirements.

TRE-125♦: Introduction to the Theatre 4 credits

This course introduces the study of theatre history, dramatic structure, dramatic literature, period styles, production elements, design aspects, and a chronological survey of plays. It includes the study of theory of theatre and drama as well as appreciation and analysis of live theatrical performance.

TRE-130♦: Stagecraft 4 credits

This course is the study of set and prop construction. Practical application of construction techniques is gained through theatre productions.

TRE-145♦: Acting I 4 credits

This course identifies principles of pantomime and dramatic action designed to establish the proper relationship of the voice to the body and its functions in the interpretation of character. It is designed to help develop physical presence and facility in the actor, vocalist, teacher, athlete, and other persons involved in public performance.

TRE-155♦: Voice and Movement for the Stage 4 credits

This is an introductory course for vocal production and body manipulation. Students learn techniques for the healthy production, manipulation, and utilization of sound and movement. The student's voice and body are developed through conditioning exercises. Vocal production and movement are linked to a character's intention and given circumstances in order to facilitate a compelling, understandable performance.

TRE-201♦: Theatre Participation II 1 credits

In this course students select and participate in one of the following areas of theatre production and management including: technical theatre, front of house, performance, and stage/production management. Students are required to choose at least three different disciplines within their four years of study. The course requires 40 lab hours that can be used toward fulfilling scholarship requirements.

TRE-245♦: Fundamentals of Theatrical Design 4 credits

This course is an introduction to scenography. Topics include scenic, lighting, costume, and makeup design, with an emphasis on drafting, modeling, and rendering. Students will have the opportunity to assist designers for the University's Ethington Theatre Series.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

TRE-251[♦]: Improvisation 4 credits

Students learn and utilize the techniques of theatrical improvisation. Skills necessary to create an improv team and produce an improv show are developed through improvisational games and exercises.

TRE-253[♦]: Acting II 4 credits

This is an advanced acting course emphasizing scene study and textual analysis, allowing students to concentrate on the method and technique of building a character. Prerequisite: TRE-145.

TRE-280[♦]: Playwriting 4 credits

In this course students use the theoretical aspects of dramatic literature, acting, and scenography to create a play. Prerequisite: ENG-106.

TRE-301[♦]: Theatre Participation III 1 credits

In this course students select and participate in one of the following areas of theatre production and management including: technical theatre, front of house, performance, and stage/production management. Students are required to choose at least three different disciplines within their four years of study. The course requires 40 lab hours that can be used toward fulfilling scholarship requirements.

TRE-320: Technology for Theatre Educators 2 credits

Students study and utilize a variety of theatre technologies such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in the classroom in order to meet the needs of a diverse student population.

TRE-325^{Δ♦}: Theatre History I: Greek to Restoration 4 credits

This writing intensive course is an in-depth study of the history and development of theatre from early Greece to the English Restoration.

TRE-325HN^{Δ♦}: Theatre History I: Greek to Restoration 4 credits

This writing intensive course is an in-depth study of the history and development of theatre from early Greece to the English Restoration.

TRE-327: Theatre Pedagogy 2 credits

This course educates the student in methods of teaching theatre in elementary school, secondary school, community college, and the university. It encompasses the basic objectives of theatre education and the components of excellence in teaching and art. Practicum/field experience hours: 10. Fingerprint clearance required.

TRE-330^{Δ♦}: Theatre History II: 18th Century to Present 4 credits

This writing intensive course is an in-depth study of the history and development of theatre from the 18th century through modern times.

TRE-330HN^{Δ♦}: Theatre History II: 18th Century to Present 4 credits

This writing intensive course is an in-depth study of the history and development of theatre from the 18th century through modern times.

TRE-335[♦]: Dramatic Literature I 4 credits

This course is a comprehensive study of the major periods and forms of dramatic literature dating from early Greece to the Restoration.

TRE-337[♦]: Theatre Methods and Assessment in the Elementary School 4 credits

This course is a study and demonstration of methods and materials for the first six grades. Students make a study of activities implemented with each grade level, prepare lesson plans, and visit classrooms to observe teaching situations. Practicum/field experience hours: 30. Fingerprint clearance required.

TRE-339[♦]: Dramatic Literature II 4 credits

This course is a comprehensive study of the major periods and forms of dramatic literature dating from the Restoration to the present.

TRE-347[♦]: Theatre Methods and Assessment in the Secondary School 4 credits

This course is a study of methods for developing and conducting the theatre program in junior and senior high schools. Methods, materials, topics, and issues in theatre education are used to prepare theatre education majors to enter the teaching profession. Practicum/field experience hours: 30. Fingerprint clearance required.

TRE-372[♦]: Costume Design and Construction 4 credits

This course concerns the art of designing costumes for the theatre. Students construct a costume of their own design.

TRE-377[♦]: Scenic Design 4 credits

Students learn to develop design concepts through research and the creative process that reinforce and illuminate a director's vision to communicate these concepts visually and in written form. Students learn to use technology specific to design that may include CAD and other digital design programs. Students learn graphic design standards based on industry guidelines including hand drawing, drafting, and model making culminating in a complete design presentation. Prerequisites: TRE-130 and TRE-245 or permission of instructor.

TRE-380: Musical Theatre Literature 4 credits

This course is study of the historical development of American Musical Theatre and analysis of its unique dramatic forms.

TRE-401[♦]: Theatre Participation IV 1 credits

In this course students select and participate in one of the following areas of theatre production and management including: technical theatre, front of house, performance, and stage/production management. Students are required to choose at least three different disciplines within their four years of study. The course requires 40 lab hours that can be used toward fulfilling scholarship requirements.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

TRE-421♦: Foundations of Theatre and Culture for Diverse Learners 4 credits

Students study the historical, philosophical, and sociological influences that have shaped theatre and theatre education and the issues faced by educators today, as well as the challenges of the future that await persons now entering the teaching profession. The course also examines the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws, and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the theatre classroom. Practicum/field experience hours: 15. Fingerprint clearance required.

TRE-439♦: Stage Direction 4 credits

This course is a study of theories and techniques for interpreting and directing plays through lectures and demonstrations. Students are required to participate in laboratory projects in directing one-acts or scenes from full-length plays. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisites: TRE-145 and TRE-335 or TRE-339.

TRE-439HN♦:Stage Direction 4 credits

This course is a study of theories and techniques for interpreting and directing plays through lectures and demonstrations. Students are required to participate in laboratory projects in directing one-acts or scenes from full-length plays. Prerequisites: TRE-253 and TRE-335 or TRE-339.

TRE-441♦: Stage Direction II 4 credits

This course continues the study of theories and techniques for interpreting and directing plays, musicals, and operas through lectures and demonstrations. Students focus on major directing and research projects, story clarity, collaboration, and advanced rehearsal processes. Prerequisite: TRE-439.

TRE-475♦: Stage Lighting and Design 4 credits

This course concerns the art of designing lighting and scenery for the theatre. Students will actively participate in designing Grand Canyon University Theatre productions and classroom projects. Prerequisites: TRE-130 and TRE-245.

TRE-475HN♦:Stage Lighting and Design 4 credits

This course concerns the art of designing lighting and scenery for the theatre. Students will actively participate in designing Grand Canyon University Theatre productions and classroom projects. Prerequisites: TRE-130 and TRE-245.

TRE-490♦: The Business of Theatre 4 credits

This course is designed for the preparation of theatre students for professional life and graduate school interviews. Students set professional goals, plan achievable steps to meet those goals, and gather the tools required to complete each step. Students also learn key networking and marketing skills to find, obtain, execute successful interviews, and manage tax and finances. Students study the literature of professional theatrical organizations to plan candidacy and learn professional department. Prerequisite: Senior Standing.

Teaching English to Speakers of Other Languages (TSL)

TSL-532: Foundations of Instruction for English Language Learners 3 credits

This course provides foundational knowledge of policies and instructional programs for English language learners (ELLs) in the United States. Emphasis will be placed on understanding, comparing, and evaluating current language models. Educators will be introduced to instructional strategies and professional development opportunities. Focus will be placed on advocating for bilingual education (BLE), ELLs, and families.

TSL-541: Linguistics 3 credits

In this course, educators become familiar with the fundamentals of linguistics. Emphasis will be placed on psycholinguistics, sociolinguistics, and first and second language acquisition. Educators will synthesize research-based methods of incorporating linguistic principles into their teaching practice. Prerequisite: TSL-550.

TSL-550: School, Community, and Family Culture 3 credits

In this course, educators will explore school, community, and family culture. Emphasis will be placed on the major goals, principles, and concepts of multicultural education, including understanding individual needs and learning differences. Research is utilized to investigate the social, community, cultural, and familial contexts that influence learning and development. Focus will be placed on creating a positive classroom environment through culturally inclusive teaching. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TSL-532.

TSL-552: Literacy in Bilingual Settings 3 credits

In this course, educators will examine approaches to develop literacy in a second and native languages in Pre-K-12 schools. Emphasis will be placed on techniques for developing listening, speaking, reading, and writing skills; developing language and literacy through the content areas; using children's and young adult multicultural literature; and assessing students' literacy development in the second and native languages. Strategies to develop biliteracy in dual language programs will also be discussed. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TSL-550.

TSL-558: ELL and Bilingual Curriculum and Methods of Instruction 3 credits

In this course candidates will review curricula and methods appropriate for the teaching of subject areas in ELL and dual language educational settings. Emphasis is placed on linguistic, cognitive, developmental, and socio-cultural considerations in the design of culturally responsive curricula; exploration of culturally responsive instructional methods and materials for use in language arts and content areas; and critique of current commercially prepared products. Practicum/field experience hours: 10. Fingerprint clearance required.

Δ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | Ω Non-Transferable

TSL-565: ELL and Bilingual Assessment 3 credits

In this course, educators will explore the principles of (or for) evaluating and structuring assessments. Educators will examine assessment for the purposes of identification, placement, and instructional delivery. Emphasis will be placed on learning ways to integrate assessment procedures into any curriculum and designing assessment tasks that allow for improved learning of all students. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TSL-558.

TSL-567: Methods of Teaching and Evaluating ELLs with Special Needs 3 credits

In this course, educators will be introduced to the field of bilingual and English language learners (ELLs) with exceptionalities, including language differences, giftedness, and special education needs. Emphasis will be placed on researching the complexity of the over- and under-representation of students with exceptionalities in bilingual and ELL education. Educators will explore issues in relation to differentiating cultural and linguistic-related learning variations from exceptionalities and their instructional implications. Practicum/field experience hours: 10. Fingerprint clearance required.

TSL-568: Methods of Teaching and Evaluating ELLs with Exceptionalities 3 credits

In this course, educators will be introduced to the field of bilingual and English language learners (ELLs) with exceptionalities, including language differences, giftedness, and special education needs. Emphasis will be placed on researching the complexity of the over- and under-representation of students with exceptionalities in bilingual and ELL education. Educators will explore issues in relation to differentiating cultural and linguistic-related learning variations from exceptionalities and their instructional implications. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: TSL-558.

TSL-590^Ω: BLE or TESOL Practicum 3 credits

In this course, educators have direct participation and experience with bilingual or ELLs at their chosen level of instruction in a Pre-K-12 setting. Educators will practice teaching and management skills, conduct assessments, and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community. Practicum/field experience hours: 60. Fingerprint clearance required. Prerequisite: Completion of all other courses required for the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program.

UNV-100[◆]: Developmental Writing Skills 4 credits

This course is for students who need to improve their foundational English writing skills and strategies. The class reviews fundamentals such as grammar, punctuation, sentence structure, and effective paragraph development. It also focuses on the basics of prewriting and revision strategies, style, and development. Students begin with simple writing tasks, but progressively increase to more complex multiparagraph essay assignments in preparation for academic writing at the college level.

UNV-103[◆]: University Success 4 credits

This course is designed to provide students opportunities to develop and strengthen skills necessary to enhance the undergraduate experience. It provides positive reinforcement of successful learning strategies and assistance with adaptation to the GCU academic environment.

UNV-104[◆]: 21st Century Skills: Communication and Information Literacy 4 credits

This course provides an introduction to information and communication literacy. Students examine available resources and research methods that help them understand how to use library and Internet resources. Topics include how to formulate a research strategy, develop search skills, and evaluate sources. Students build effective communication skills, develop learning strategies, and improve writing skills.

UNV-106HN^{Ω◆}: A Ripple in the Pond: From Idea to Impact 4 credits

This honors course introduces students to Grand Canyon University, the honors program, and the student success skills necessary to prepare them for their academic career. The course focuses on ethics and critical thinking while challenging students to further their knowledge and application of these concepts. This course lays a foundation for students to examine their own thinking and encourages them to become expansive thinkers. Prerequisite: Acceptance into the honors program.

UNV-107[◆]: University Success for Student Athletes 4 credits

The goal of this comprehensive skill-development course is to assist student-athletes in their transition to Grand Canyon University. The course is designed to provide students with opportunities to develop the self-management, leadership, and other skills needed to be successful students and athletes. This course also provides student-athletes with the opportunity to learn the foundations of making good decisions and being a successful part of the entire campus community.

UNV-108^{Ω◆}: University Success in the College of Education 4 credits

This course is designed to provide education students opportunities to develop and strengthen skills necessary to enhance their undergraduate experience. It provides positive reinforcement of successful learning strategies, assistance with adaptation to the GCU academic environment, and the foundation for success in the education area of study.

University Studies (UNV)

^Δ Writing intensive course | [◆] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

UNV-109HN^{Ω♦}: Introduction to Honors Education and Academic Literacies 4 credits

This introductory honors course explores how knowledge—including scientific, medical, mathematical, and cosmological—depend on understandings of the humanities—including history, philosophy, religion, law, and language. Quantitative and qualitative assignments complement readings from the history of science and science fiction, focusing on how paradigms and worldviews frame our understandings of data, how science and society influence each other, and how data-based arguments can be communicated effectively to broad audiences. Prerequisite: Acceptance into the honors program.

UNV-115^Ω: University Chapel Service 0.5 credits

This corporate worship experience unites students, faculty, and staff in the worship of the triune God through music and the exposition of God's Word. Students receive credit for this repeatable course on the basis of consistent participation in chapel services each semester.

UNV-150[♦]: Origins of Western Consciousness and Community 4 credits

This is a survey course focusing on the origins of Western thought from an interdisciplinary perspective. Students cover topics related to myth, logic, rhetoric, symbol, aesthetics, politics, citizenship, ethics, and the philosophy of the good life.

UNV-300^Ω: Study Abroad 0 credits

On demand. This program enables students to be enrolled at Grand Canyon University while undertaking studies in another country or with CCCU. Credits for this program vary depending on the number of credits involved and the chosen course of study. Prerequisite: Approval of Director of Center for International Education or appropriate college dean.

UNV-303^{Ω♦}: University Success 4 credits

This course is designed to address four major areas of a student's development: life management skills, academic skills, campus and community awareness, and personal and spiritual growth. This course is designed to provide opportunities to develop and strengthen skills necessary to enhance the college experience. Topics in this course are meant to enhance the learner's experience upon transferring into the university from other academic institutions.

UNV-409: Mentorship 0 credits

The mentorship program connects students with industry professionals who are eager to provide their time, knowledge, and experience to support students as they begin making career choices. This program serves as a bridge between GCU students and industry professionals—building mutually beneficial relationships and supporting the transition between education and career stages.

UNV-410^Ω: University Internship 2 credits

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. This course requires students to complete internship hours. Practicum/field experience hours: 90. Prerequisite: Must complete formal application through Student Service Counselor.

UNV-430^Ω: University Internship 4 credits

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. This course requires students to complete internship hours. Practicum/field experience hours: 180. Prerequisite: Must complete formal application through Student Service Counselor.

UNV-440^Ω: University Internship 8 credits

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. This course requires students to complete internship hours. Practicum/field experience hours: 360. Prerequisite: Permission of the Director of the Internship Program.

UNV-450^Ω: University Internship 12 credits

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. This course requires students to complete internship hours. Practicum/field experience hours: 540. Prerequisite: Permission of the Director of the Internship Program.

UNV-501^Ω: Introduction to Graduate Studies in the College of Education 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the College of Education. Emphasis is placed on utilizing the tools for graduate success.

UNV-502^Ω: Introduction to Graduate Studies in the Health Sciences 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the health sciences. Emphasis is placed on utilizing the tools for graduate success.

UNV-503^Ω: Introduction to Graduate Studies in the Liberal Arts 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the liberal arts. Emphasis is placed on utilizing the tools for graduate success.

UNV-504^Ω: Introduction to Graduate Studies in the College of Business 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the College of Business. Emphasis is placed on utilizing the tools for graduate success.

^Ω Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

UNV-505^Ω: Introduction to Graduate Studies in Ministry and Theology 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in ministry and theology. Emphasis is placed on utilizing the tools for graduate success.

UNV-505GAR: Introduction to Graduate Studies in Ministry and Theology 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in ministry and theology. Emphasis is placed on utilizing the tools for graduate success.

UNV-506^Ω: Introduction to Graduate Studies in the Health Care Professions 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the health care professions. Emphasis is placed on utilizing the tools for graduate success.

UNV-507^Ω: Introduction to Graduate Studies in CSET 2 credits

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the College of Science, Engineering, and Technology. Emphasis is placed on utilizing the tools for graduate success.

UNV-508: Introduction to Graduate Studies in Counseling 2 credits

This course is designed as an orientation for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in counseling. Emphasis is placed on utilizing the tools for graduate success.

UNV-509^Ω: Introduction to Graduate Studies in Mathematics 2 credits

This course prepares students for the graduate learning experience at Grand Canyon University. It provides students with opportunities to develop and strengthen the skills necessary to succeed as graduate students. Emphasis is placed on utilizing the tools for graduate success in mathematics. Mathematics concepts, such as logic, mathematical notation and definitions, methods of proof, and mathematics software, are covered.

UNV-510^Ω: Introduction to Graduate Studies in Social Work 2 credits

This course is designed as an orientation for the graduate learning experience at Grand Canyon University. There is an emphasis on developing and strengthening skills for success as a graduate student of social work. Students are provided an overview of the social work profession while exploring career interests and utilization of the tools for graduate success.

UNV-601^Ω: University Internship 1 credits

The internship is the culminating course in an academic program of study. The internship provides students the opportunity to work as independent practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. Practicum/field experience hours: 45.

UNV-605: Introduction to Graduate Studies in Advanced Standing Social Work 2 credits

This course is designed as an orientation for the graduate learning experience at Grand Canyon University for the Advanced Standing Master of Social Work students. There is an emphasis on developing and strengthening skills for success as a graduate student of social work. Students explore career interests, internship goals, necessary steps for licensure following graduation, and utilization of the tools for graduate success.

Worship Arts: Guitar (WGA)

WGA-111[♦]: Private Guitar Study I 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-112[♦]: Private Guitar Study II 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-211[♦]: Private Guitar Study III 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-212[♦]: Private Guitar Study IV 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-310[♦]: Private Guitar Study IV 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-311[♦]: Private Guitar Study V 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

WGA-312[♦]: Private Guitar Study VI 1 credits

This course in private applied guitar study concentrates on guitar technique and repertoire for the contemporary Christian musician.

Worship Arts: Keyboard (WKA)

^Ω Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

WKA-111[♦]: Private Keyboard Study I **1 credits**

This course in private applied keyboard study concentrates on keyboard technique and repertoire for the contemporary Christian musician.

WKA-112[♦]: Private Keyboard Study II **1 credits**

This course in private applied keyboard study concentrates on keyboard technique and repertoire for the contemporary Christian musician.

WKA-211[♦]: Private Keyboard Study III **1 credits**

This course in private applied keyboard study concentrates on keyboard technique and repertoire for the contemporary Christian musician.

WKA-212[♦]: Private Keyboard Study IV **1 credits**

This course in private applied keyboard study concentrates on keyboard technique and repertoire for the contemporary Christian musician.

Worship (WOR)

WOR-510: Biblical Worship **4 credits**

This course is a biblical and theological examination of the relationship between the gospel of Jesus Christ, life in Christ, and worship in the Christian community. Students reflect on biblical patterns of worship and praise and compare them to contemporary expressions, as they develop understandings and habits related to personal and corporate worship. Special attention is given to the Psalms and doxological passages in the Old and New Testaments.

WOR-520: Christian Worldview and Media **4 credits**

This course examines the ways in which the use of various media affects the expression of the Christian worldview. Special attention is given to developing technologies, the Christian life, and corporate worship. Prerequisite: WOR-601.

WOR-601: Theology of Worship **4 credits**

This course is a historical and theological study of Christian worship with emphasis on biblical teaching related to personal and corporate worship. Attention is given to the formation of worshipers and historical developments that have shaped contemporary worship.

WOR-610: Worship Leadership **4 credits**

This course surveys the nature and practice of worship ministry. The course is designed to develop understandings and skills for effective leadership, administration, and pastoral care within the local church and other ministerial environments. Prerequisite: WOR-601.

Worship Applied Percussion (WPA)

WPA-211[♦]: Private Percussion Study III **1 credits**

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WPA-212[♦]: Private Percussion Study IV **1 credits**

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WPA-310[♦]: Private Percussion Study IV **1 credits**

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WPA-311[♦]: Private Percussion Study V **1 credits**

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WPA-312[♦]: Private Percussion Study VI **1 credits**

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

WPA-411[♦]: Private Percussion Study VII **1 credits**

This course in private applied percussion study concentrates on percussion technique and repertoire for the contemporary Christian musician.

Worship Arts (WSA)

WSA-114[♦]: Class Keyboard **1 credits**

This course provides class instruction for students with limited or no previous piano training. Instruction includes the study of piano technique and is designed to prepare worship leaders to perform with basic piano skill and to understand strategies of keyboard playing in worship ensembles. Various keyboard techniques and performance styles are explored, with an emphasis on popular music genres.

WSA-116: Worship Leader Lab **1 credits**

This lab course examines the call of God on the life of a worship leader, equipping students to rest and identify completely with Christ. This lab is designed to be an interactive, community experience which is not available via independent study.

WSA-123: Church Audio **4 credits**

This course introduces students to fundamental concepts in sound theory, acoustic principles, microphone types and techniques, sound equipment, signal flow, cable management, stage arrangement, and documentation through lecture and hands-on activities.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

WSA-206: Worship Formation Lab 1 credits

This lab course continues the formational process for worship leadership, especially as it relates to the importance of relational skills, such as collaboration, motivation, and conflict resolution for life and ministry. This lab is designed to be an interactive, community experience which is not available via independent study.

WSA-213♦: Class Guitar 1 credits

This course provides class instruction for students with limited or no previous guitar training. Instruction includes the study of guitar technique and is designed to prepare worship leaders to perform with basic guitar skill and to understand strategies of guitar playing in worship ensembles. Various guitar techniques and performance styles are explored, with an emphasis on popular music genres.

WSA-214♦: Class Percussion 1 credits

This course provides class instruction for students with limited or no previous percussion training. Instruction includes the study of percussion technique and is designed to prepare worship leaders to perform with basic percussion skill and to understand strategies of percussion playing in worship ensembles. Various percussion techniques and performance styles are explored, with an emphasis on popular music genres.

WSA-225: Worship Workshop I 0 credits

In this course, students collaborate in small contemporary musical ensembles to develop skills in performing, arranging, rehearsing, and critiquing a worship band for a contemporary worship set for a church's main worship service.

WSA-227: Worship Workshop III 0 credits

In this course, students collaborate in small musical ensembles to develop skills in performing, arranging, and rehearsing a worship band for contemporary worship settings in a variety of traditional and contemporary styles. Special attention is given to preparing and critiquing worship sets for seasonal worship events (e.g., Advent, Christmas, Lent, and Easter), weddings, funerals, and other special services of the church.

WSA-228: Worship Workshop IV 0 credits

In this course, students collaborate in musical ensembles of various sizes from duets to choirs to develop skills in performing, arranging, and rehearsing a vocal ensemble and accompaniment for worship settings that incorporate traditional hymns and choral styles of worship. Special attention is given to preparing and critiquing worship sets containing choral pieces, traditional hymns, metrical psalms, and Taizé.

WSA-300: Musical Structures I 4 credits

This course introduces popular and commercial music theory. Topics include music notation, key signatures, scales, the Nashville Number System, intervals, modes, diatonic relationships and functions, and chords. Ear-training skills are also included in this course.

WSA-301: Musical Structures II 4 credits

This popular and commercial music theory course includes larger chord forms, chord functions in major and minor keys; chord substitutions; analysis of key centers in songwriting, voice leading, and melody harmonization; pentatonic, blues, and other scales and their applications, chord tones, and harmonic extensions; scale foundations for all major, minor, dominant, and diminished chords; and their application to contemporary worship music. Ear-training skills are also included in this course. Prerequisite: WSA-300.

WSA-302: Songwriting and Arranging 4 credits

This course covers principles of songwriting and arranging for a variety of worship ensembles in the context of contemporary worship music. Contemporary styles, popular song forms, chord progressions, and formation of melodic ideas are further explored. Lyric writing includes developing song ideas, the hook, rhyme scheme, and the use of literary devices. Students compose and arrange songs using DAW, MIDI, and notation software. Prerequisite: WSA-301.

WSA-320: Digital Audio Workstation 4 credits

This course introduces DAW software and challenges students to begin the process of recording multi-track sessions. Students practice tracking, editing, mixing, and producing recordings according to assigned projects. Students practice creating and implementing backing tracks for a worship service. Students are required to provide their own computer and software according to university-outlined program requirements.

WSA-321♦: Psalms, Hymns, and Spiritual Songs 4 credits

In the spirit of Colossians 3:16, this course explores the relationship between the gospel of Christ, the life in Christ, and worship in the Christian community. Students are encouraged to reflect on biblical patterns of worship and praise as well as contemporary expressions as they develop understanding and habits related to personal and corporate worship.

WSA-321HN♦: Psalms, Hymns, and Spiritual Songs 4 credits

In the spirit of Colossians 3:16, this course explores the relationship between the gospel of Christ, the life in Christ, and worship in the Christian community. Students are encouraged to reflect on biblical patterns of worship and praise as well as contemporary expressions as they develop understandings and habits related to personal and corporate worship.

WSA-322^Δ♦: Theology of Worship 4 credits

This writing-intensive course is a systematic study of the biblical, historical, and theological dimensions of Christian worship. Emphasis is placed on the development of a thoroughly biblical theology of worship, analysis of historical developments that influenced current worship practices, and the ways that worship forms community and shapes individual worshippers. Prerequisites: HTH-201 and HTH-202, or BIB-100.

^Δ Writing intensive course | ♦ Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

WSA-322HN^{Δ♦}: Theology of Worship 4 credits

This writing intensive course is a systematic study of the biblical, historical, and theological dimensions of Christian worship. Emphasis is placed on the development of a thoroughly biblical theology of worship, analysis of historical developments that influenced current worship practices, and the ways that worship forms community and shapes individual worshipers. Prerequisites: HTH-201 and HTH-202 or BIB-100.

WSA-330♦: Philosophy of Music in Christian Worship 4 credits

This course addresses worship philosophy, modes, methods, and other issues concerning the role of music in worship. The course explores the historical and contemporary use of music in worship, and its various roles in discipleship, witness, inspiration, and exaltation across the continuum of history and cultures.

WSA-331: Introduction to Worship Arts Software 4 credits

This course introduces students to notation and media software. Students gain skill through practice using the software to arrange and transcribe musical compositions and utilize visual presentation software to create content for projection in a worship center.

WSA-334♦: Stagecraft and Lighting for Contemporary Worship 4 credits

This course examines the elements of designing scenery and lighting for a worship service and explores best practices of proper stagecraft.

WSA-345♦: Digital Film Production 4 credits

This course explores concepts in digital film production. Students gain understanding in preproduction, production, and postproduction. Students demonstrate their proficiency by producing a video that simulates working with a church or faith-based ministry to support their mission.

WSA-408♦: Sound Recording 2 credits

This course explores concepts in sound recording. Students gain understanding in sound theory, modern recording techniques, non-linear editing, acoustic principles, studio etiquette, and home recording. Students demonstrate proficiency for using digital audio workstations to make their own recordings. Prerequisite: WSA-125. Co-Requisite: WSA-418.

WSA-416♦: Music Direction for Contemporary Worship 2 credits

This course covers the principles and skills necessary to lead worship. Topics include auditioning a worship team, selecting worship sets, working with a vocal and instrumental team, as well as stage presence, and worship leadership. Students work on a final worship presentation demonstrating practical knowledge of planning worship and/or concert experiences. Prerequisites: WSA-330 and WSA-423.

WSA-418♦: Sound Reinforcement 2 credits

This course explores concepts in live sound reinforcement, including assembling sound systems, setting stages for music production, and managing assets vital to the discipline of sound reinforcement. Students gain understanding for industry best practices in a live production environment and demonstrate skill in operating a live sound system. Prerequisite: WSA-125. Co-Requisite: WSA-408.

WSA-420: Audio Recording 4 credits

This course explores concepts in sound recording for the church. Students gain understanding in sound theory, modern recording techniques, non-linear editing, acoustic principles, and studio etiquette. Students demonstrate proficiency for using digital audio workstations and explore mixing techniques for purpose of producing a recording. Prerequisite: WSA-320.

WSA-423[†]: Worship Leadership 4 credits

This course equips students to be effective worship leaders who integrate worship within a community of faith and lead God's people in faithful worship. This course develops skills for effective leadership, administration, and pastoral care within the local church and other worship gatherings.

WSA-423HN[†]: Worship Leadership 4 credits

This course equips students to be effective worship leaders who integrate worship throughout a community of faith and lead God's people in faithful worship. This course is designed to develop understandings, skills, and character for effective leadership, administration, and pastoral care within the local church and other worship gatherings.

WSA-424^{Δ♦}: Christian Worldview and Media 4 credits

This writing intensive course examines the ways in which various media affect, challenge, and enhance the expression of Christian worldview. Special attention is devoted to developing technologies, the Christian life, corporate worship, and the communication of the Christian worldview through multiple modalities.

WSA-424HN^{Δ♦}: Christian Worldview and Media 4 credits

This writing intensive course examines the ways in which various media affect, challenge, and enhance the expression of Christian worldview. Special attention is devoted to developing technologies, the Christian life, corporate worship, and the communication of the Christian worldview through multiple modalities.

WSA-425: Audio Reinforcement 4 credits

This course develops students' skills in live sound reinforcement for the church, including assembling sound systems, setting stages for music production, and managing assets vital to the discipline of sound reinforcement. Emphasis is given to sound system design and industry best practices in a live worship production environment and the demonstration of skill in operating a live sound system. Prerequisite: WSA-123.

^Δ Writing intensive course | [♦] Fulfills General Education requirement | [†] Honors Major Course | ^Ω Non-Transferable

WSA-429♦: Worship Arts Internship 4 credits

This course consists of an internship experience in an approved professional setting. The course includes reinforcement of all program competencies, practical experiences, academic journaling, as well as a field experience log, and culminating reflection assignment. Students should begin the internship application process after completion of 80 credit hours in the program. Practicum/field experience hours: 180. Prerequisite: WSA-423.

WSA-445♦: Production Leadership for Worship Arts 4 credits

This course explores concepts in management and communication when working with creative teams and church leadership. This course focuses on bringing leadership to all production disciplines found in church worship services. Students learn how to coordinate and communicate with leaders in order to create weekly worship services. Prerequisite: WSA-323, WSA-423.

WSA-451♦: Worship Arts Capstone Project 2 credits

This course offers students experience in planning and producing all aspects of a worship event. Throughout this course, students work collaboratively to complete a worship arts project and to prepare to seek employment in ministry. Prerequisite: 90 credit hours.

Worship Arts: Voice (WVA)

WVA-111♦: Private Voice Study I 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-112♦: Private Voice Study II 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-211♦: Private Voice Study III 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-212♦: Private Voice Study IV 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-310♦: Private Voice Study IV 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-311♦: Private Voice Study V 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

WVA-312♦: Private Voice Study VI 1 credits

This course in private applied vocal study concentrates on vocal technique and repertoire for the contemporary Christian musician.

Youth Ministry (YMN)

YMN-305♦: Philosophy and Theology of Youth Ministry 4 credits

This course explores the biblical, educational, theological, and philosophical foundations of youth ministry. Students assess their personal gifts and personalities in relation to ministry.

YMN-350♦: Leadership and Administration in Youth Ministry 4 credits

This course is an intensive examination of the philosophy and principles for youth ministry programming, including ministry purpose and goals, leadership development, teaching strategies, outreach strategies, budgeting, and evaluation. Prerequisite: YMN-305.

YMN-355♦: Adolescent Development and Faith Formation 4 credits

This course examines the developmental life stage of adolescence and the formation of faith. An emphasis is placed on the adolescent's family in its cultural setting and the developmental and spiritual needs of family members. Prerequisite: YMN-305.

YMN-455♦: Adolescent Issues and Intervention 4 credits

This course examines skills and practices of ministry to adolescents at risk. Students explore a philosophy of pastoral care from a practical theology and biblical perspective. The course addresses issues and problems that grow out of the developmental process, disorders that begin during or are unique to adolescence, as well as intervention, prevention, and referral strategies. The course serves as "pastoral first aid" where students will learn basic helping skills. Prerequisite: YMN-305.

^ Writing intensive course | ♦ Fulfills General Education requirement | † Honors Major Course | ^ Non-Transferable



Appendix F: Grand Canyon University's University Policy Handbook

The following document is a copy of Grand Canyon University's University Policy Handbook.



Grand Canyon University
University Policy Handbook
2022-2023

Fall 2022

University Policy Handbook Version Record

The following is a record of the major changes made to the Grand Canyon University Policy Handbook. This is not a comprehensive itemization of all of the changes made in this revision cycle, but rather an overview of the more significant updates incorporated into the current version of the handbook.

Version	Updated	Changes Made
1	9/6/22	<ul style="list-style-type: none">• Initial Update to Fall 2022
2	9/12/22	<ul style="list-style-type: none">• Updated Baccalaureate Programmatic Progression Requirements• Updated Master Degree and Graduate Certificate Programmatic Admission Requirements
3	9/19/22	<ul style="list-style-type: none">• Updated Community Standards• Updated Bridge Programmatic Admission Requirements
4	9/26/22	<ul style="list-style-type: none">• Updated Master Degree Programmatic Progression Requirements• Updated Financial Services
5	10/10/22	<ul style="list-style-type: none">• Updated Baccalaureate Admission Requirements
6	11/7/22	<ul style="list-style-type: none">• Updated Doctoral Programmatic Progression Requirements

Right to Change Requirements

The University reserves the right to make changes of any nature to the calendar, admission requirements, degree requirements, fees, regulations, course offerings, programs, or academic schedules whenever they are deemed necessary or desirable, including changes or modification of course content, class scheduling, offering patterns, canceling of scheduled classes, or other academic activities.

The Grand Canyon University Policy Handbook does not establish a contractual relationship; rather, it sets forth academic and other requirements that students must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide students with respect to the requirements, students ultimately bear the responsibility of following the requirements.

Students should view the Academic Catalog for college and program specific information.

Statement of Non-Discrimination:

Grand Canyon University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, sexual orientation, gender identity or any legally protected status. Title IX regulations require non-discrimination on the basis of sex or gender, which includes unlawful discrimination based on pregnancy and/or disability discrimination based upon complications related to pregnancy. As a religious institution, Grand Canyon University expressly reserves its rights, its understandings of, and its commitments to Christian principles, and reserves the legal right to hire and employ individuals who support the values of the University.

Inquiries concerning the application of Title IX discrimination or the application of Title IX harassment policies may be submitted to the Title IX coordinator and/or to the Office of Civil Rights for the United States Department of Education:

Title IX Coordinator
Shanna Milonas
Associate Vice President
3300 W Camelback Rd.
Phoenix, AZ 85017
(602) 639-6387
TitleIX@gcu.edu

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson, Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
OCR@ed.gov

European Union (EU) – General Data Protection Regulation (GDPR)

The GDPR is a privacy regulation that provides certain rights and protections to EU natural persons surrounding their personal data and how this organization processes the data.

Processing personal data is necessary for all individuals applying to the university. The rights outlined in this policy apply exclusively to EU natural persons.

GCU may use your personal data to respond to your questions, provide you specific courses, services, projects, programs and/or services you select to satisfy our contractual obligation to you. Your rights include:

The right to be informed of how your EU Personal Data are being used – this information is set forth in these EU Privacy Provisions and any documents linked to these EU Privacy Provisions

- The right of access to your EU Personal Data
- The right to have your inaccurate EU Personal Data rectified
- The right to have your EU Personal Data erased
- The right to restrict the Processing of your EU Personal Data pending its verification or correction
- The right to object to the Processing of your EU Personal Data
- The right to receive copies of your EU Personal Data
- The right to file a complaint with an EU supervisory authority
- The right to object to using your EU Personal Data for direct marketing, data mining, or research purposes where the research is not in the public interest

Some of these rights are not automatic, and we reserve the right to discuss with you why we might not comply with a request from you to exercise them. If you wish to exercise any of your rights regarding your EU Personal Data, please email gdpr@gcu.edu. You may also file a complaint concerning your EU Personal Data Processing with the applicable EU Supervisory Authority.

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Contact Information

General Contact Information

Web Site

<http://www.gcu.edu/>

Main Switchboard

Phone: 1-602-639-7500
Toll-free: 1-800-800-9776

Main Campus Mailing Address

Grand Canyon University
PO Box 11097
Phoenix, AZ 85061-1097

Main Campus Street Address

Grand Canyon University – Main Campus
3300 West Camelback Road
Phoenix, AZ 85017-3030

GCU Facilities

GCU's Campus Map is a great way to find your way around the GCU campus. The map shows all buildings on campus. As construction continues across the campus, the online map provides students access to the most current information. Utilize the link below to access the GCU main campus map:

<https://www.gcumedia.com/mediaElement/interactive-campus-map/v3.1> For information about additional locations, utilize the following link: visit <https://www.gcu.edu/about-gcu/locations.php>.

Additional Locations

GCU Boswell
10484 W. Thunderbird, Suite 102
Sun City, Arizona 85351

GCU Tucson
3500 North Campbell Avenue
Tucson, Arizona 85719

Kyrene School District Office
8700 S. Kyrene Rd.
Tempe, Arizona 85284

Mesa Community College
1833 W. Southern Avenue
Mesa, Arizona 85202

Mesa Unified School District – Dobson High School
1501 W Guadalupe Rd
Mesa, Arizona 85202

Pima-Salt River High School
4827 N Country Club Dr
Scottsdale, Arizona 85256

Student Contacts

Academic & Career Excellence (ACE) Center

Responsibility: Provides learning resources and career development assistance through one-on-one and small group sessions, along with academic workshops, career readiness workshops, and career events.

Phone: 602-639-8901
E-mail: ace@gcu.edu
Website: <https://students.gcu.edu/student-resources/student-success/ace-centers.php>

Admissions Representatives

Responsibility: Assists students with their initial enrollment into a program of study.

Phone: 1-800-800-9776

Campus Operations

Responsibility: Provide parking passes for campus students, faculty and staff along with issue campus ID cards

Phone: 602-639-7739

Canyon Health and Wellness Clinic

Responsibility: Assists campus students with health needs.

Phone: 602-639-6215
Fax: 602-639-7830
Website: <http://www.gcu.edu/Campus-Resources/Health-and-Wellness-Center.php>

First Year Experience (FYE)

Responsibility: Provides support and resources for students entering their first year at Grand Canyon University. Manages outreach to high priority students based on Early Alerts submitted by faculty.

Email: FYF@gcu.edu
Website: <https://students.gcu.edu/student-resources/student-success/ace-centers/first-year-experience.php>

GCU Bookstore

Responsibility: Carries materials required in GCU courses along with University-branded apparel and gifts.

Phone: 1-800-866-8917

GCU Library

Responsibility: The GCU Library supports the University's mission, vision, and values by providing quality resources and innovative services to support and enrich academic success, scholarship, and lifelong learning.

Phone: 602-639-6641 or 1-800-800-9776 ext. 639-6641
Website: <http://library.gcu.edu>
Ask A Librarian: <http://library.gcu.edu/AskALibrarian>
Webinars: <http://libguides.gcu.edu/Webinars>
Tutorials: <http://libguides.gcu.edu/Tutorials>

GCU Today

Responsibility: Provides the news and events source for Grand Canyon University students, updated daily.

Phone: 602-639-8011

Email: doug.carroll@gcu.edu

Website: <http://news.gcu.edu/>
<http://www.gcu.edu/News.php>

International Students Office

Responsibility: Assists university students and staff in support of F-1 students during their stay in the United States

Phone: 602-639-8105

Fax: 602-343-3771

E-mail: ISO@gcu.edu

Mail and Copy Center

Responsibility: Provide many services to the traditional campus students and staff, which includes mailing out letter and packages along with photocopying services

Phone: 602-639-7905

Office of Academic Records

Responsibility: Tracks student progress to degree completion, evaluates transcripts, and admits students to the University.

Phone: 1-800-800-9776

E-mail: academicrecords@gcu.edu

Office of Residence Life

Responsibility: Assists students with campus housing

Phone: 602-639-6244

Email: residencelife@gcu.edu

Website: <http://www.gcu.edu/Housing/Residence-Life-Information.php>

Office of Spiritual Life

Responsibility: Provides spiritual needs of the campus, coordinates Chapel programming and outreach ministry

Phone: 602-639-6750

Email: spirituallife@gcu.edu

Website: <https://www.gcu.edu/about-gcu/christian-identity-and-heritage.php>

Office of Student Engagement

Responsibility: Assists students with campus clubs, intramurals, Associated Students of GCU, and campus programming.

Phone: 602-639-7250

Email: Student.Engagement@gcu.edu

Website: <http://www.gcu.edu/Events-and-Activities.php>

Public Safety

Responsibility: Assists students, faculty and staff with issues relating to campus and public safety.

Phone: 602-639-8100

Website: <http://www.gcu.edu/Campus-Resources/Public-Safety.php>

Student Disability Services

Responsibility: Assists students with obtaining reasonable accommodations, based on student self-disclosure of disability.

Phone: 602-639-6342 or 1-800-800-9776 ext. 639-6342

Email: disabilityoffice@gcu.edu

Student Services Counselors

Responsibility: Assists students with planning financial resources needed to fund their education along with planning and maintaining their program of study.

Phone: 1-800-800-9776

Technical Support

Responsibility: Assists students with technical issues regarding the University systems.

Phone: 1-877-428-8447

Email: techsupport@gcu.edu

Website: <https://support.gcu.edu/hc/en-us>

Accreditation, Authorizations, and Approvals

Accreditation

Accreditation is a third-party peer review process which provides the public an assurance that the university is providing a quality education which meets or exceeds the accreditors stated requirements and criteria. Accreditation is key factor which may be recognized by employers, other postsecondary institutions, and licensing bodies. The US Department of Education requires accreditation from a body recognized by the agency as a key requirement for a university being permitted to disperse federal financial aid. In short, in choosing a university, parents and students should ensure their university of choice is accredited.

Institutional Accreditation

Grand Canyon University has been accredited by the Higher Learning Commission (HLC) and its predecessor continually since 1968. Every ten years, HLC conducts a comprehensive review of the university to ensure the university continues to meet HLC's standards. In June 2021, HLC reaffirmed GCU's accreditation. The next comprehensive visit is scheduled for the 2026-2027 academic year. A listing of programmatic accreditations held within each college is provided below.

Higher Learning Commission

The Higher Learning Commission accredits Grand Canyon University.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 312-263-0456
Toll-free: 800-621-7440
<http://www.ncahlc.org/>

Programmatic Accreditations

GCU holds multiple programmatic accreditations for over 80 of its programs. These accreditations demonstrate that the accredited programs meet or exceed the standards for the profession set forth by the accrediting body. Programmatic accreditation may help graduates meet the educational requirements for professional licensure or certification. The programmatic accreditations by college are provided below.

Colangelo College of Business

Accreditation Council for Business Schools and Programs (ACBSP)

The Accreditation Council for Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, KS 66211, 913-339-9356, accredits the following programs of the Colangelo College of Business: Bachelor of Science in Accounting, Bachelor of Science in Applied Management, Bachelor of Science in Business Administration, Bachelor of Science in Business Administration with an Emphasis in Business Intelligence, Bachelor of Science in Business Management, Bachelor of Science in Entrepreneurial Studies, Bachelor of Science in Finance and Economics, Bachelor of Science in Marketing, Bachelor of Science in Sports Management, Master of Science in Accounting, Master of Business Administration, Master of Business Administration with an Emphasis in Accounting, Master of Business Administration with an Emphasis in Finance, Master of Business Administration with an Emphasis in Health Systems Management, Master of Business Administration with an Emphasis in Leadership, Master of Business Administration with an Emphasis in Marketing, Master of Business Administration with an Emphasis in Project Management, Master of Business Administration with an Emphasis in Strategic Human Resource Management, and Doctor of Business Administration with an Emphasis in Management. The ACBSP requires each school to submit a periodic Quality Assurance Report that summarizes recent activity regarding compliance with ACBSP standards. [View our most recent ACBSP Quality Assurance Report.](#) View the results of the [Undergraduate Business Field Test.](#)

Grand Canyon University's Colangelo College of Business is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Business for Secondary Education.

College of Education

Association for Advancing Quality in Educator Preparation (AAQEP)

Grand Canyon University's College of Education is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of early childhood, elementary, secondary and special education teachers, as well as administrators.

Association for Advancing Quality in Educator Preparation (AAQEP)

Grand Canyon University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The programs listed below have been awarded full accreditation by AAQEP through June 30, 2026. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

AAQEP-Accredited Programs at GCU:

- Initial Programs
- Advanced Programs

Association for Advancing Quality in Educator Preparation

P.O. Box 7511
Fairfax Station, VA 22039-9998
Email: aaqep@aaqep.org
aaqep.org

College of Nursing and Health Care Professions

Commission on Accreditation of Athletic Training Education (CAATE)

Recognized by CHEA, the Commission on Accreditation of Athletic Training Education (CAATE) assess and recognizes excellence in athletic training. CAATE accredits GCU's Bachelor of Science in Athletic Training program. <https://caate.net/>.

CAATE
2001 K Street NW, 3rd Floor North
Washington, DC 20006
P: 512-733-9700

Commission on Collegiate Nursing Education (CCNE)

The Commission on Collegiate Nursing Education (CCNE), recognized by ED, assesses the quality and integrity of nursing programs. Grand Canyon University's Bachelor of Science in Nursing (Pre-Licensure), Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing with an Emphasis in Health Informatics, Master of Science in Nursing with an Emphasis in Nursing Education, Master of Science in Nursing with an Emphasis in Public Health Nursing, Master of Science of Nursing with an Emphasis in Nursing Leadership in Health Care Systems, Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology, Master of Science in Nursing: Family Nurse Practitioner, Post Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology, Post Master of Science in Nursing: Family Nurse Practitioner, Doctor of Nursing Practice, and Doctor of Nursing Practice with an Emphasis in Educational Leadership are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 887-6791

Society for Simulation in Healthcare

The Grand Canyon University Pre-Licensure Nursing Immersive Simulation has been granted Provisional Accreditation from the Society for Simulation in Healthcare (SSH). The SSH accreditation is a peer-reviewed, customized evaluation of the simulation program. With obtaining accreditation, GCU is recognized for its expertise in simulation above and beyond domain expertise. <https://www.ssih.org/>.

Society for Simulation in Healthcare
P.O. Box 856114
Minneapolis, MN 55485-6114
Phone: 866.730.6127

College of Humanities and Social Sciences

Council on Social Work Education (CSWE) - BSW

Grand Canyon University's College of Humanities and Social Sciences' Bachelor of Social Work program is in Candidacy status with the Council on Social Work Education.

Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation.

Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Council on Social Work Education (CSWE) – MSW

Grand Canyon University's Master of Social Work program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, you may contact Accreditation.

Council on Social Work Education

1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
Phone: 703-683-8080
<https://www.cswe.org/>

National Addiction Studies Accreditation Commission (NASAC)

The Master of Science in Addiction Counseling program has been approved for accreditation through the National Addiction Studies Accreditation Commission (NASAC). The Master of Science in Christian Counseling of Substance Use and Addictive Disorders has been approved for conditional accreditation through NASAC.

National Addiction Studies Accreditation Commission (NASAC)
1001 N. Fairfax St. Suite 201
Alexandria, VA 22314

Seeking Professional Counseling Accreditation

Grand Canyon University (GCU) is currently seeking programmatic accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the Master of Science in Clinical Mental Health Counseling (CMHC), Master of Education in School Counseling (SC), and Doctor of Philosophy in Counselor Education and Supervision (CES) programs. Please refer to the following for programs seeking accreditation: CACREP Policy: Policies Governing the Pre-Application and Application Review Stages; Policies Governing Recognition of Graduates (<https://www.cacrep.org/for-programs/cacrep-policy-document/>).

For more information about CACREP or to see GCU's application status visit www.cacrep.org.

College of Science, Engineering and Technology

Accreditation Board for Engineering and Technology (ABET)

The College of Science, Engineering and Technology's Bachelor of Science in Computer Science with an Emphasis in Business Entrepreneurship, Bachelor of Science in Computer Science with an Emphasis in Big Data Analytics, and Bachelor of Science in Computer Science with an Emphasis in Game and Simulation Development programs are accredited by the Computing Accreditation Commission of ABET, www.abet.org.

The College of Science, Engineering and Technology's Bachelor of Science in Biomedical Engineering, Bachelor of Science in Electrical Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science in Engineering with an Emphasis in Robotics, and Bachelor of Science in Engineering programs are accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

The College of Science, Engineering and Technology's Bachelor of Science in Electrical Engineering Technology and Bachelor of Science in Mechanical Engineering Technology programs are accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org.

ABET
415 North Charles Street
Baltimore, MD 21201
410.347.7700

Grand Canyon Theological Seminary

Commission on Accrediting of the Association of Theological Schools (ATS)

Grand Canyon Theological Seminary, the embedded seminary of Grand Canyon University, is included within the university's accreditation by the Higher Learning Commission. The seminary is also accredited by the Commission on Accrediting of the Association of Theological Schools.

The Commission on Accrediting of the Association of Theological Schools has approved the following degree programs:

- Master of Divinity
- Master of Arts in Christian Leadership
- Master of Arts in Christian Ministry
- Master of Arts in Youth and Family Ministry
- Master of Arts in Urban Ministry

The Commission contact information is:

The Commission on Accrediting of the ATS
10 Summit Park Drive
Pittsburgh, PA 15275
Phone: 412.788.6505
Fax: 412.788.6510
www.ats.edu

State Authorizations

Arizona State Private Post-Secondary Education

Grand Canyon University is licensed in Arizona by the Arizona State Board for Private Postsecondary Education.

Arizona State Board for Private Postsecondary Education
1740 W. Adams St., Suite 3008

Phoenix, AZ 85007
Phone: 602-542-5709
<http://azppse.state.az.us>

California Bureau of Private Postsecondary Education

California Resident Students Rights and Responsibilities Related to the Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Nevada Commission on Postsecondary Education (CPE)

Grand Canyon University is provisionally licensed by the Nevada Commission on Postsecondary Education (CPE) to operate as a private postsecondary educational institution at the following location within the state of Nevada.

Grand Canyon University
2485 Village View Drive
Henderson, Nevada 89074

The Bachelor of Science in Nursing: Pre-Licensure, Accelerated (ABSN) program is the only program offered at this location. As a result, Grand Canyon University is authorized to offer the laboratory and simulation courses of the Bachelor of Science in Nursing: Pre-Licensure, Accelerated (ABSN) program at this location.

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the ABSN – NV program version may file a complaint with the Nevada Commission on Postsecondary Education by filling out the Student Complaint Form which can be found on their website or at the following link:

<https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf>. This form can be submitted via email, fax, or mailed to the following address:

Nevada Commission on Postsecondary Education
2800 E. St. Louis Avenue
Las Vegas, NV 89104

Utah Division of Consumer Protection

Grand Canyon University has been granted a certificate of State Authorization as a registered postsecondary school from the Utah Division of Consumer Protection. As a result, Grand Canyon University is authorized to offer laboratory and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, Accelerated (ABSN) program at the following location:

Grand Canyon University
150 Civic Center Dr
Ste 100
Sandy, UT 84070

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the ABSN – UT program version may file a complaint with the Utah Division of Consumer Protection by following the instructions on their website which can be found at the following link: <https://dcp.utah.gov/complaints.html>

Wyoming Department of Education (WY DOE)

Grand Canyon University has been granted a Chapter 30 license by the Wyoming Department of Education (WYDOE) to offer educational services to Wyoming students. For more information, please visit the following link: <https://edu.wyoming.gov/for-district-leadership/school-programs/private-school-licensing/>

Wyoming Department of Education
122 W. 25th St
STE E200
Cheyenne, WY 82002
<https://edu.wyoming.gov/>

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the program versions offered on the military base may file a complaint with the Wyoming Department of Education by completing the student complain form which can be found at the following link:

<https://edu.wyoming.gov/for-district-leadership/school-programs/private-%20school-licensing/>

State Authorization Reciprocity Agreements (SARA) Participant

Grand Canyon University is an institutional participant in the State Authorization Reciprocity Agreement (SARA) initiative. SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. For more information and a list of member states, please visit <http://nc-sara.org/>.

Program Approvals

Many of GCU's programs are approved by state licensing boards or national certifying agencies to meet the educational requirements for licensure or certification or to permit a graduate to sit for a professional exam. A list of agency approvals and registrations are provided below.

Colangelo College of Business

Arizona State Board of Education (ASBE/ADE)

GCU's Colangelo College of Business is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Business for Secondary Education.

Certified Financial Planner (CFP®) Board Registered Program

GCU's Bachelor's in Finance with an emphasis in Financial Planning is a Certified Financial Planner (CFP) Board Registered Program (<https://www.cfp.net/get-certified/certification-process/education-requirement/certification-coursework-requirement/find-an-education-program>). As such, the program meets the education requirements for CFP® certification. Individuals who meet the CFP Board's education requirement are eligible to sit for the CFP® Certification Examination. CFP Board Registered Programs meet the education coursework requirement and help provide the knowledge required to deliver professional, competent, and ethical financial planning services to clients. For more information visit <https://www.cfp.net/contact>.

College of Arts and Media

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Education is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of early childhood, elementary, secondary and special education teachers, as well as administrators.

Arizona State Board of Education
1700 W. Washington St.
Phoenix, AZ 85007
<https://azsbe.az.gov/>

Nevada Department of Education (NVD OE)

Grand Canyon University's College of Education is approved by the Nevada Department of Education to offer alternative route to licensure programs that lead to conditional licensure (credentials) for early childhood, elementary, secondary, and special education teachers.

Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701
<https://doe.nv.gov/>

College of Humanities and Social Sciences

Arizona Board of Behavioral Health Examiners (AZBBHE)

Grand Canyon University's Master of Science in Clinical Mental Health Counseling, Master of Science in Professional Counseling and Master of Science in Christian Counseling are approved by the Arizona Board of Behavioral Health Examiners as being consistent with the curriculum requirements for LAC or LPC licensure.

Grand Canyon University's Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency and Substance Abuse is approved by the Arizona Board of Behavioral Health Examiners as being consistent with the curriculum requirements for LSAT licensure.

Arizona Board of Behavioral Health Examiners
1740 West Adams St
Phoenix, AZ 85007 <http://www.azbbhe.us/>

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Humanities and Social Sciences is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Arts in History for Secondary Education, Bachelor of Arts in English for Secondary Education and Bachelor of Science in Math for Secondary Education.

California Consortium of Addiction Programs and Professionals (CCAPP)

Grand Canyon University has been approved as an Approved School/Program by the California Consortium of Addiction Programs and Professionals (CCAPP) for the following online programs: Master of Science in Addiction Counseling and Master of Science in Christian Counseling of Substance Use and Addictive Disorders. These programs are approved until February 28, 2025.

Grand Canyon University's Bachelor of Science in Counseling with an Emphasis in Chemical Dependency and Substance Abuse is an Approved School/Program by CCAPP. This program is approved until September 30, 2023.

California Consortium of Addiction Programs and Professionals
2400 Marconi Avenue, Suite C
Sacramento, CA 95821
PO Box 214127
<https://www.ccapp.us/>

Georgia Addiction Counselors Association (GACA)

Grand Canyon University has been approved as an Education Provider by the Georgia Addiction Counselors Association (GACA) for the Master of Science in Addiction Counseling and Bachelor of Science in Counseling with an Emphasis in Chemical Dependency and Substance Abuse programs. These programs are approved until December 31, 2022.

Georgia Addiction Counselors Association
4015 South Cobb Drive
Suite 160
Smyrna, GA 30080 <http://gaca.org/>

Wisconsin Department of Safety and Professional Services (DSPS)

Grand Canyon University has been approved as a pre-certification education program for substance abuse counselors by the Wisconsin Department of Safety and Professional Services for the following online programs: Master of Science in Addiction Counseling, Master of Science in Christian Counseling of Substance Use and Addictive Disorders and Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency and Substance Abuse. These programs are approved through August 2026.

Wisconsin Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705
<https://dsps.wi.gov/Pages/BoardsCouncils/SubstanceAbuseCounselors/Default.aspx>

College of Nursing and Health Care Professions

Arizona State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing (Pre-licensure), Family Nurse Practitioner (Master of Science in Nursing and Post-Master of Science in Nursing options) and Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (Master of Science in Nursing and Post-Master of Science in Nursing options) are currently approved by the Arizona State Board of Nursing. For more information, go to the following link: <https://azbn.gov/education/nursing-programs-lists>.

Arizona State Board of Nursing
1740 W. Adams St., Suite 2000
Phoenix, AZ 85007
<https://azbn.gov/>

California Board of Registered Nursing (CA BRN)

Grand Canyon University's Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP) program is approved by the California Board of Registered Nursing. Grand Canyon University is also approved by the California Board of Registered Nursing to offer the course: NRS-431N Public Health Nursing for California Nurses. Graduates from GCU's RN-BSN program who complete this course will meet the educational requirements for Public Health Nursing Certification in California. For more information, go to the following link: <https://www.rn.ca.gov/education/outofstatenp.shtml>

California Board of Registered Nursing
1747 N. Market Blvd., Suite 150
Sacramento, CA 95834-1924
<https://www.rn.ca.gov/>

Maryland Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing (Pre-Licensure) program has been approved by the Maryland Board of Nursing. For more information, go to the following link: <https://mbon.maryland.gov/Documents/approved-out-of-state-rn-lpn-nursing-education-programs.pdf>

Maryland Board of Nursing
Education Department
4140 Patterson Avenue
Baltimore, MD 21215
<https://mbon.maryland.gov/Pages/education-index.aspx>

Nevada State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, Accelerated (ABSN) program has received provisional approval from the Nevada State Board of Nursing and is listed on their website: <https://nevadanursingboard.org/wp-content/uploads/2022/04/updated-Nursing-program-list-04.11.22-1.pdf>. This level of approval is awarded to all new programs and allows the program to admit students.

Nevada State Board of Nursing
4220 S. Maryland Pkwy. Building B, Suite 300
Las Vegas, NV, 89119-7533
<http://nevadanursingboard.org/>

Utah Division of Occupational and Professional Licensing (UT DOPL)

Grand Canyon University's Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing with an Emphasis in Public Health, Master of Science in Nursing with an Emphasis in Public Health Nursing, Master of Science in Nursing with an Emphasis in Health Informatics, Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems, Master of Business Administration & Master of Science in Nursing: Nursing Leadership in Health Care Systems, Master of Science in Nursing with an Emphasis in Nursing Education, Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety, Post-Master of Science in Nursing: Nursing Education Certificate, Doctor of Nursing Practice, and Doctor of Nursing Practice with an Emphasis in Educational Leadership programs have satisfied the requirements for clinical placement of nursing students by programs located outside of the state of Utah.

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, Accelerated (ABSN) program is currently approved by the Utah Division of Occupational and Professional Licensing – Nursing.

State of Utah Department of Commerce Division of Occupational and Professional Licensing
160 East 300 South
P.O. Box 146741
Salt Lake City, UT 84114-6741

Washington State Nursing Care Quality Assurance Commission (NCQAC)

Grand Canyon University is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for RN-BSN, MSN/Health Informatics, MSN/Nurse Educator, MSN/Nurse Leadership in Health Care Systems, MSN/Public Health, MBA-MSN: Nursing Leadership in Health Care Systems, and Post-graduate certificate in Nursing Education. For more information go to the following link: <http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx>

Washington State Department of Health (Nursing)
111 Israel Rd
S.E. Tumwater, WA 98501

Wisconsin Department of Safety and Professional Services (DSPS)

Grand Canyon University's RN-Bachelor of Science in Nursing, Master of Business Administration/Master of Science in Nursing Leadership, Master of Science in Nursing in Health Care Informatics, Master of Science in Nursing in Health Informatics, Master of Science in Nursing in Health Care Quality and Patient Safety, Master of Science in Nursing in Public Health Nursing, Master of Science in Nursing in Leadership in Health Care Systems, Master of Science in Nursing in Nursing Education, Doctor of Nursing Practice, and the Doctor of Nursing Practice in Educational Leadership programs have been approved by the Wisconsin Department of Safety and Professional Services - Board of Nursing. For more information, go to the following link: <https://dsps.wi.gov/Documents/ApprovedOutOfStateNursingSchools.pdf>.

Wisconsin Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705
www.dsps.wi.gov/pages/BoardsCouncils/Nursing/Default.aspx

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, Wisconsin residents enrolled in one of GCU's nursing programs listed above may file a complaint with the Wisconsin Board of Nursing. The Board accepts online complaints at the following link: <https://dspscomplaintform.wi.gov/dspslsonlinecomplaint.aspx> or mailed at the following address:

Wisconsin Department of Safety and Professional Services
Division of Legal Services and Compliance
P.O. Box 7190
Madison, WI 53707-7190

College of Science, Engineering and Technology

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Science, Engineering and Technology is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Biology for Secondary Education and Bachelor of Science in Chemistry for Secondary Education.

Cyber Defense Education (CAE-CD)

The College of Science, Engineering, and Technology's Bachelor of Science in Information Technology with an Emphasis in Cybersecurity program was awarded the National Center of Academic Excellence in Cyber Defense Education (CAE-CD) designation.* CAE-CD designation recognizes college programs that meet the standards of learning concepts and skills outlined by the National Security Agency (NSA) and Department of Defense (DoD), (<https://www.nsa.gov/Academics/Centers-of-Academic-Excellence/>).

Professional Licensure Disclosures and Field Experiences

Professional Licensure Disclosures

GCU strives to provide accurate, transparent information to students enrolled in all programs intended to lead to a state-issued, professional license. Grand Canyon University periodically reviews the licensure requirements of its programs in all US states and territories. Each student's Enrollment Agreement provides professional licensure disclosures stating whether a program meets the educational requirements for licensure in the student's location. GCU also publishes licensure disclosures publicly on gcu.edu. The most current disclosures are available on each program's home page clicking the "State Disclosures" link under the "Accreditation and Compliance" header in the toolbar. Students may refer to the information on GCU.edu at any time for the current disclosures.

In addition to the public disclosures, GCU provides a direct and timely notification to students if a change to the licensure determination is identified.

Location and Professional Licensure

GCU is required to determine the location of distance education students, evidenced by a student's address. If you are considering relocating, or have relocated to another state, territory, or outside of the United States during your program, whether relocation is permanent or temporary, you must contact your Student Services Counselor immediately to determine whether your Program of Study is available in the new location and whether it will lead to professional licensure in the new location. Students must do this before incurring any/additional financial obligations. The new location may have additional requirements that would need to be completed in order to be eligible for certification or licensure. In addition, GCU encourages students to contact their state licensure board to ensure the program will meet their needs.

Field Placements within the United States

Students are expected to conduct all field placements, practicum, or student teaching within the state in which they are located at the time of enrollment. Students who seek to conduct field placements, practicum, or student teaching in a state other than the state in which they are located, or who intend to seek licensure in a different state, must disclose this to their Student Services Counselor to determine whether field placement or licensure is possible in the desired location.

International Military Field Placements

Military students who are located outside of the United States who are enrolled in programs that contain field placement must complete all placements on a base or in a Department of Defense approved location. Students are advised to contact a Field Experience Counselor to determine whether field experience can be completed. Students who cannot complete field placements on a base or in a DOD-approved location may be required to take a leave of absence until they return to a location at which placements are allowed.

Professional Licensure Outside of the United States

GCU programs are not designed nor intended to lead to licensure or certification outside of the United States. Student teaching, practicum, internship, or field experience is not permitted outside of the United States.

Additional State-Specific Disclosures

Iowa Board of Educational Examiners

Students seeking an Iowa license are advised that successful completion of Grand Canyon University's programs of educator preparation do not qualify you for initial educator licensure by the Iowa Board of Educational Examiners. Candidates seeking licensure in the state of Iowa must first be licensed/certified as educators in Arizona. Grand Canyon University will assist you in understanding the licensure requirements of the Arizona Department of Education prior to completion of your educational preparation program. Arizona Department of Education can be contacted at 800-352-4558 or <http://www.azed.gov/>. Candidates seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515-281-5849; <http://www.boee.iowa.gov/>) for licensure requirements in Iowa.

Pennsylvania Department of Education (PA DOE)

Teacher education programs have not been reviewed or approved by Pennsylvania. Candidates will have to apply for certification and meet requirements for certification as out-of-state candidates.

Residents of Pennsylvania should direct questions, complaints, or concerns to:

Pennsylvania Department of Education

<http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1>

Pennsylvania Department of Education - Postsecondary and Adult Education

333 Market Street, 12th Fl

Harrisburg, PA 17126-0333

Athletics

Intercollegiate Athletics (NCAA)

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA) Division I, 700 W. Washington Street, P.O. Box 6222, Indianapolis, IN 46202, regarding eligibility to participate in intercollegiate sports. In the 2013-14 season, Grand Canyon University began the process of reclassifying from Division II to Division I as a member of the Western Athletic Conference.

International Students

Student Exchange Visitor Program (SEVP)

Grand Canyon University has applied for and received certification to enroll F nonimmigrant students per the Student Exchange Visitor Program (SEVP) under 8 CFR 214.3. The International Students Office has access to SEVIS and may issue Forms I-20, Certificate of Eligibility for Student Status, to prospective students. For more information see the International Students Office website.

Veteran's Administration

Veteran's Administration State Approval Agency (SAA)

Grand Canyon University is approved for the education and training of veterans under the provisions of Title 10 and 38, United States Code. We accept Chapter 30, 31, 33, 35, and 1606 recipients. Veterans are approved for benefits for numerous programs. For more information regarding using your VA benefits at Grand Canyon University, email Military.Billing@gcu.edu.

Facilities and Locations

Arizona

Main Campus – Phoenix AZ

3300 West Camelback Road, Phoenix, AZ 85017

GCU's main campus encompasses over 300 acres in Phoenix, Arizona. Comprised of 9 colleges, the campus houses over 800,000 square feet of classrooms, labs and faculty space, as well as over 300,000 square feet of office and conference space, a basketball arena, soccer stadium, baseball and softball stadiums, cyber center, and 17,500 student bedspaces, both apartment and dorm style.

Classroom equipment includes webcams, high-definition projector, drop-down screen, instructor podium with equipment rack, instructor microphone, classroom speakers, dedicated instructor computer systems, instructor touch screen overlap-to-projector image, instructor touch audio and video switcher, and 8Mbps up/down wireless. Some classrooms have additional equipment, including dedicated large flat panel student group screens

Auxiliary Locations

In addition to the locations listed above, the following locations provide classroom space for various GCU cohorts of students. The Arizona State Board for Private Postsecondary Education has granted approval for Grand Canyon University's main Phoenix campus to operate at variable auxiliary locations.

Kyrene School District
8700 S. Kyrene Road
Tempe, AZ 85284

Mesa Community College
1833 West Southern Avenue
Mesa, AZ 85202-4822

Phoenix VA Healthcare
650 East Indian School Road
Phoenix, AZ 85012-1839

Pima Salt River High School
4827 N. Country Club Drive
Scottsdale, AZ 85256-2915

Boswell/Sun City ABSN Location

10484 W Thunderbird Blvd #102, Sun City, AZ 85351

GCU's Sun City location is comprised of over 21,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a clinical skills lab, a common area for general student interaction, and multiple small faculty and staff offices.

Tucson ABSN Location

3500 N Campbell Ave, Tucson, AZ 85719

GCU's Tucson location is comprised of over 16,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a clinical skills lab, a common area for general student interaction, and multiple small faculty and staff offices.

Nevada

Las Vegas ABSN Site

2485 Village View Drive, Henderson, Nevada 89074

GCU's Nevada location is comprised of over 21,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, two simulation labs with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Utah

Sandy/Salt Lake City ABSN Location

150 Civic Center Dr, Ste 100, Sandy, UT 84070

GCU's Utah location is comprised of over 26,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, two simulation labs with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Notification of Change in Licensure or Certification Status/State Disciplinary Action

If at any time while enrolled in an education, counseling, nursing, athletic training, social work, or other clinical program a licensing agency issues a change in licensure, change in certification status, or enters into an agreement / settlement with a student, the student is obligated to inform Grand Canyon University. Students are required to notify their student service counselor within one week of an incident or written notification by a licensing, state, or federal agency of any of the following:

All licensure programs:

- The license holder is voluntarily surrendering their license or certificate in any state
- The license or certification is under investigation by any state board/agency
- Any state board/agency determines that a license or certificate is no longer in good standing
- The license holder is subject to participation in a diversion program (whether voluntary or involuntary) or other state mandated activity regardless of student's location
- The license holder is subject to any reportable incident, complaint, or investigation that could result in applicable sanctions, disciplinary action, consent order, or settlement agreement
- The license holder receives a Letter of Censure issued by any state board
- The license holder is subject to denial, revocation, limitation, or suspension of a license or credential by any state board/agency
- The license holder is charged or convicted of any misdemeanor or felony

At the time of notification, the Student Services Counselor will assist the student with filing an appeal, as outlined in the University Appeal Procedures. Students will be required to provide the University with documentation pertaining to the change in licensure or certification status, disciplinary action, or participation in a diversion program (whether voluntary or involuntary). Once filed, the University will review the documentation provided by the student to determine if:

1. The student is permitted to remain in the program but is not permitted to enroll in a course with clinical requirements until completion of the written terms identified by the state board /agency, or
2. The student is dismissed from the program with the option to re-apply / re-enter upon
3. completion of the requirements and written terms identified by the state board / agency, or
4. The student is permitted to transfer into another program at the University

A change in enrollment status may result in a change in anticipated time for completion of program-specific requirements.

Failure to notify the University of any reportable incident and/or change in licensure or certification status, state disciplinary action, or participation in a diversion program (whether voluntary or involuntary) is a violation of the discipline-specific Professional Practice guidelines. Infractions will be submitted to the GCU Code of Conduct Committee for potential University sanctions, including but not limited to, suspension, expulsion, and / or written notification to the appropriate state licensing board / agency.

About Grand Canyon University

Vision

Grand Canyon University is a premier Christian University educating people to lead and serve.

Mission Statement

GCU is a missional, Christ-centered university with an innovative and adaptive spirit that addresses the world's deep needs by cultivating compassionate Christian community, empowering free and virtuous action, and serving others in ways that promote human flourishing.

Through academic excellence, the university equips students with knowledge of the Christian worldview, instilling in them a sense of purpose and vocational calling that enables them to be innovative thinkers, effective communicators, global contributors, and transformative leaders who change their communities by placing the interests of others before their own.

Mission Based Student Learning Competencies

Tied to the mission statement of GCU are mission-based competencies that faculty and administration believe are imperative for students to learn. GCU strives to ensure students who progress through their program at different times exit the program with the same foundational knowledge and demonstrable skills, and that graduates bring commensurate knowledge and practical skills to the workforce. Consistent competencies and objectives, regardless of the modality, are the foundation of every program design. All GCU courses provide foundational knowledge and then apply or synthesize the learning. Thus, all graduates of the same program will have developed comparable skill sets.

Mission-based Bachelor's Competencies

Domains	Competencies
<p>Leadership</p> <p>Graduates of Grand Canyon University's bachelor's program will be able to demonstrate an understanding of the reality of the world, examine the consequences of choice, and provide unselfishly to help others meet their highest potential.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor's program will be able to apply leadership models and demonstrate the capacity for leadership. • Graduates of the bachelor's program will be able to develop a clear vision that informs, inspires, and motivates others to achieve goals. • Graduates of the bachelor's program will be able to determine various leadership styles and rationale for differences.
<p>Communication</p> <p>Graduates of Grand Canyon University's bachelor's program will be able to develop and apply intrapersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor's program will be able to recognize the power, ethical ramifications, and consequences of communication style as it relates to personal and professional success in a diverse society. • Graduates of the bachelor's program will be able to design and disseminate compelling messages that create understanding and desired results using a variety of traditional and innovative modalities.
<p>Global Citizenship</p> <p>Graduates of Grand Canyon University's bachelor's program will be able to apply empathy, identify ethnocentrism, and defend the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor's program will be able to develop long-term relationships across cultures through effective communication. • Graduates of the bachelor's program will be able to perform service initiatives from a tradition of servant leadership in an effort to foster positive interpersonal relationships and a dynamic global community. • Graduates of the bachelor's program will be able to apply the necessary skills to work effectively with individuals from diverse cultural backgrounds.
<p>Critical Thinking</p> <p>Graduates of Grand Canyon University's bachelor's program will be able to show clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor's program will be able to use personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity that promote effective judgment and actions. • Graduates of the bachelor's program will be able to apply social judgment skills and knowledge gained through gathering, sorting, analyzing, applying, and evaluating information to solve problems in applied learning settings. • Graduates of the bachelor's program will be able to make informed decisions based on historical, current, reliable, and valid information.

Domains	Competencies
<p>Christian Heritage</p> <p>Graduates of Grand Canyon University’s bachelor’s program will be able to identify and express aspects of a Christian heritage which affect their relationships with others and the community, as well as their decision-making processes.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor’s program will be able to articulate an awareness of a Christian heritage and its effects on Western society. • Graduates of the bachelor’s program will be able to identify and comprehend the moral and ethical foundations of Judeo-Christian thought, and analyze situations and problems from this basis. • Graduates of the bachelor’s program will be able to demonstrate the ability to make values-based decisions from the perspective of a Christian heritage.
<p>Technology</p> <p>Graduates of Grand Canyon University’s bachelor’s program will be able to demonstrate efficient and effective use of technological tools.</p>	<ul style="list-style-type: none"> • Graduates of the bachelor’s program will be able to retrieve, organize, assess, process, and safely secure information. • Graduates of the bachelor’s program will be able to demonstrate proficiency and adaptability in commonly accepted applications and devices. • Graduates of the bachelor’s program will be able to demonstrate competence in mediated communication, connect globally to present an “e-self” that is sensitive to audience and context, and analyze and interpret visual rhetoric.

Mission-based Master’s Competencies

Domains	Competencies
<p>Leadership</p> <p>Graduates of Grand Canyon University’s master’s program will be able to establish effective leadership by being grounded in the reality of the world, accepting the consequences of choice, and striving unselfishly to help others meet their highest potential.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to utilize responsible leadership through the application of leadership models. • Graduates of the master’s program will be able to integrate leadership skills that inform, inspire, and motivate others to achieve their goals. • Graduates of the master’s program will be able to select effective leadership styles appropriate to the situation. • Graduates of the master’s program will be able to improve their leadership by applying initiative, political sensitivity, self-discipline, and perseverance.
<p>Communication</p> <p>Graduates of Grand Canyon University’s master’s program will be able to identify and cultivate interpersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to operate in a pluralistic society developing authentic relationships and contributing to their discipline, while serving and promoting community. • Graduates of the master’s program will be able to formulate clear and compelling arguments, rationally constructed, prefaced by critical analysis, and composed with a conscious awareness of the power, ethical ramifications, and consequences of communication style. • Graduates of the master’s program will be able to design and execute clear communication, which creates understanding and achieves desired results through a variety of communication modalities.
<p>Global Citizenship</p> <p>Graduates of Grand Canyon University’s master’s program will be able to propose empathy, refute ethnocentrism, and champion the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to guide and manage global organizations, applying business knowledge within cross-cultural contexts. • Graduates of the master’s program will be able to support a global mindset that is sensitive to cultural differences and tolerant of differing perspectives, practices, and values. • Graduates of the master’s program will be able to value cultural diversity in order to build more innovative and competitive organizations. • Graduates of the master’s program will be able to construct responsible plans and decisions that balance the creation of economic wealth with the promotion of human welfare worldwide.

Domains	Competencies
<p>Critical Thinking</p> <p>Graduates of Grand Canyon University’s master’s program will be able to champion clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to evaluate and synthesize personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity to promote effective judgment and actions. • Graduates of the master’s program will be able to utilize social judgment skills and research through gathering, sorting, analyzing, applying, and evaluating information to solve problems. • Graduates of the master’s program will be able to evaluate information based on historical, current, reliable, and valid information and to utilize applications of research to impact decision-making.
<p>Values & Ethics</p> <p>Graduates of Grand Canyon University’s master’s program will be able to model and communicate the values and ethics formulated within the context of a global perspective by critically integrating them into their decision-making.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to demonstrate cultural competence by synthesizing a variety of views and perspectives on values and ethics. • Graduates of the master’s program will be able to integrate course work, professional life, life experience, and educational experience into a coherent values-based worldview. • Graduates of the master’s program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking. • Graduates of the master’s program will be able to demonstrate the ability to communicate and model a holistic ethical system.
<p>Technology</p> <p>Graduates of Grand Canyon University’s master’s program will demonstrate the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.</p>	<ul style="list-style-type: none"> • Graduates of the master’s program will be able to judge the quality of information to determine how it can be best used for problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends. • Graduates of the master’s program will be able to develop proficiency in practices that assure the confidentiality, quality, and continuing existence of information. • Graduates of the master’s program will be able to demonstrate efficiency in strategies, which will ensure efficient and effective analysis and use of information.

Mission-based Doctoral Competencies

Domains	Competencies
<p>Leadership</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to achieve effective leadership in their organization and discipline by making discoveries, contributing knowledge founded and rooted in proven theory through research, and making effective use of leadership to manage change.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to act as leaders in their discipline through the active application of knowledge in an intelligent and effective way to lead and construct an inventive, original, and creative vision. • Graduates of the doctoral program will be able to employ meta-thinking and self-evaluation to assess their current leadership style and leadership potential in order to develop clarity of vision, purpose, and action in the leading of self and others. • Graduates of the doctoral program will be able to utilize compelling leadership styles and models to manage change, exercise influence, empower others, create interest, motivate followers, and have a greater impact in their field of study.
<p>Communication</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to communicate effectively the results of their research in an academic environment, demonstrate a strong link between behaviors, beliefs and ethical values, and be good stewards of their words.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to combine effective oral and written communication to disseminate clear and compelling research to the academic community through multiple modalities in a way that promotes excellence in their discipline. • Graduates of the doctoral program will be able to design and execute succinct synthesis of ideas and data while guiding followers through skilled use of verbal imagery, active listening skill, and audience assessment.

Domains	Competencies
<p>Global Citizenship</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to build practices and a culture which honor diversity, demonstrate cultural sensitivity, engage in globally focused leadership, and value international perspectives.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to apply and analyze cultural implications rooted in diverse ethical and global systems to transcend geographical and cultural paradigms, allowing them to think in interconnected and important ways that expand beyond the organization’s boundaries and into the global community. • Graduates of the doctoral program will be able to become participants in the global academic community, view their scholarly area from a global perspective, approach scholarly activity from a global mindset, and pursue research beyond the academic traditions of a single culture.
<p>Critical Thinking</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to understand the history of ideas, employ empirical examples in order to provide relevance and validity to ideas, and judge their capacity to act based upon various scales of intelligence to create change.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to use critical thinking skills to sustain research and analysis for the purpose of attaining new cognitive processes, critique opinions and assumptions using intellectual reasoning free of egocentrism, and research patterns and relationships in order to promote change. • Graduates of the doctoral program will be able to create new knowledge through critical thinking by combining and integrating different opinions to further understanding in their field.
<p>Values & Ethics</p> <p>Graduates of Grand Canyon University’s doctoral program will be able to model and communicate at the organizational level the values and ethics formulated within the context of a global perspective by critically integrating into their decision-making and other professional actions as leaders those values and ethics.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to integrate a multiplicity of views and perspectives to develop cultural competence through values and ethics, while having the capacity to understand and synthesize other worldviews into their actions. • Graduates of the doctoral program will be able to formulate leadership strategies through the context of the highest ethical standards to inform behavior. • Graduates of the doctoral program will be able to effect change and align belief systems in their respective organizations relative to the highest values and ethical standards. • Graduates of the doctoral program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking.
<p>Technology</p> <p>Graduates of Grand Canyon University’s doctoral program will demonstrate the leadership practices that guide the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.</p>	<ul style="list-style-type: none"> • Graduates of the doctoral program will be able to direct the formulation of policies and implementation strategies for efficient and effective retrieval and organization of information. • Graduates of the doctoral program will be able to judge the quality of information to determine how it can be best used for organizational problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends. • Graduates of the doctoral program will be able to develop and implement at the organizational level practices that assure the confidentiality, quality, and continuing existence of information. • Graduates of the doctoral program will be able to demonstrate leadership dedicated to evidence-driven action by formulating policies and implement strategies at the organizational level which will ensure efficient and effective analysis and use of information.

Historical Sketch

Grand Canyon College was chartered on August 1, 1949, with 16 faculty and approximately 100 students, many of them veterans. In 1951 the College put up its first permanent buildings on a 90-acre tract in west Phoenix. Grand Canyon College was fully accredited in 1968 by the Commission on Institutions of Higher Education, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 312-263-0456, 800-621-7440.

Established as a Baptist-affiliated institution with a strong emphasis on religious studies, the school initially focused on offering bachelor’s degree programs in education. Over the years, the school expanded its curricula to include programs in the sciences, nursing, business, music, and arts, and developed a strong reputation for producing some of the most effective teachers, nurses, health care professionals and fine-arts students in the Southwest.

During planning for the change in institutional organization and status from Grand Canyon College to Grand Canyon University, the institution identified several landmark events that had been and would be pivotal during this transition. These included, but were not limited to, the organization of programs and departments into multiple colleges, the offering of graduate degree programs, the formation of the Grand Canyon University Foundation, and the generosity of several individuals who pledged or gave unrestricted gifts valued at one million dollars or more to launch the University into the next decade and century. In May of 1984, the College trustees voted to prepare for transition to University status on the school's 40th anniversary in 1989. Another landmark event occurred at the turn of the century that moved the University away from being owned and operated by the Arizona Southern Baptist Convention to being self-owned by the Board of Trustees.

By the early 2000's, though, GCU was struggling with maintaining its operations in light of dwindling financial support. In September 2003, the University was at a critical juncture, teetering on the verge of insolvency and facing the prospect of bankruptcy with a limited student body. In early 2004, a small group of investors acquired the University and undertook a mission to salvage GCU by focusing primarily on offering online programs to working adults. With an improving financial structure, but a languishing student body and campus, the University recruited a new leadership team in 2008 to envision a future for GCU that centered around a hybrid campus strategy that combined a thriving, traditional student body with a growing nontraditional student body focused primarily on working adults studying at the graduate level. To generate the additional capital necessary to improve its online campus infrastructure and begin the expansion of its ground, traditional campus, the University completed an initial public offering in 2008.

The University began to implement its vision in earnest by making significant investments in its campus. The University began to see a transformation in the quality and growth of its traditional student body which grew from less than 1,000 students attending its campus in 2009 to approximately 19,000 students in fall 2017, with an incoming GPA of approximately 3.5. GCU's nontraditional student body also made tremendous strides during this time as well, growing from approximately 22,000 students at the beginning of 2009 to approximately 70,000 students at the end of 2017, with greater than 50% studying in graduate programs. Almost 70% of the University's traditional students are studying in rigorous science, technology, engineering, math and business programs and the University expects to see its overall traditional student body expand to approximately 25,000 students by 2025.

In total, since 2009, the University has invested over one billion dollars in facilities and technology infrastructure. The University continues to invest in full-time faculty teaching both traditional and nontraditional students, improved technology infrastructure and programmatic expansion in high-growth, high-demand areas such as engineering, computer science, and information technology. Importantly, the University has been able to self-fund these investments with only nominal increases in tuition for nontraditional students while freezing tuition for traditional students for 10 straight years.

GCU's unique history and recent transformation are distinctive in higher education today as no other university in the country has seen such dramatic change. This is further evidenced in 2018 when GCU transitioned back to a non-profit institution. This decision provided faculty and students equitable opportunities to participate in academic and co-curricular opportunities with peer-institutions, to operate a philanthropic foundation and provide grant writing and research opportunities for faculty and students, to invest in educational infrastructure allowing the University to continue offering tuition at levels that make private higher education affordable to all socio-economic classes of Americans, to provide employment and career growth opportunities for faculty and staff, and continue to invest in the communities the University serves. This transition also allowed student-athletes to participate in governance opportunities afforded by the NCAA.

Board of Trustees

Will Gonzalez, Chairman
City of Phoenix Prosecutor's Office
M.S., Grand Canyon University; J.D., Thurgood Marshall School of Law

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B.S., University of Arizona; MEd, EdD, Arizona State University

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B.A., Kentucky State University; B.A., University of Kentucky

Dr. Fred Miller
Medical Director, Bridgeway Health Solutions
M.S., PhD, Howard University; CMD, University of Medicine & Dentistry

Dr. Jim Rice
Retired Superintendent of the Alhambra Elementary School District
B.S., Grand Canyon University; MEd, EdD, Arizona State University

Contributors

- Dave Brazell Stadium: David and Mildred Brazell
- The Cooke Health Center: Alumni Association
- Ethington Memorial Theatre: Peter and Anna Ethington
- Fleming Classroom Building and Library: Mr. and Mrs. William Fleming
- College of Nursing and Health Care Professions: Samaritan Foundation
- Tim Salmon Baseball Clubhouse: Tim and Marci Salmon
- Smith Arts Complex: C. J. and Thelma Smith
- Smithey-Parker Building: Jerry and Sarah Smithey along with Bill and Joyce Parker
- Tell Science Building: Mr. and Mrs. Andrew P. Tell
- Williams Building: Dr. Bill and Shirley Williams
- Hegel Hall: Dr. Joni Hegel

University Seal

When the Grand Canyon College seal was adopted in 1950, two of its major components were the cross and the cactus. The saguaro cactus rises from its desert setting to signify the intellectual opportunity for Grand Canyon University students, counteracting the arid mental state of uneducated man. The cross stands prominently on the horizon as a guide for spiritual enlightenment. Between the outer circle representing the earth and the inner circle representing the wheel of progress, the name of the University and its location are inscribed. The use of the seal is permitted only with approval of the Chief Executive Officer of the University.



University Mascot and Colors

The University mascot is the antelope. Antelope are native to the region surrounding Prescott, Arizona, near the college's first campus. The mascot reminds us of our heritage and humble beginnings. School colors are purple, black, and white. Students, employees, or contractors of the University shall not use the Grand Canyon University name, logo, or mascot in connection with any commercial venture without written approval of the Chief Executive Officer.



Statement of Principle

The words of the Alma Mater summarize the attitude and spirit of Grand Canyon University:

ALMA MATER

Musical score for the Alma Mater song, featuring lyrics and musical notation. The lyrics are: "Hail to thee, Grand Can-yon Col-lege, Al-ma Ma-ter True. Set a-midst the des-ert's glo-ry, High-est praise to you. So to God our hopes as-pir-ing, This our pledge di-vine, Striv-ing, seek-ing, find-ing, serv-ing God and all man-kind." The score is in 4/4 time and G major.

Hail to thee, Grand Can-yon Col-lege

Al-ma Ma-ter True.

Set a-midst the des-ert's glo-ry,

High-est praise to you.

So to God our hopes as-pir-ing,

This our pledge di-vine,

Striv-ing, seek-ing, find-ing, serv-ing

God and all man-kind.

Words and music composed by Dr. Chester S. Bagg

University Calendar

Traditional Campus Students

Fall: 9/6/2022 – 12/18/2022

Instruction/Grade Calendar (15-Week Classes)

Move in Date.....	August 29, 2022 - September 2, 2022
Labor Day	September 5, 2022
Instruction begins	September 6, 2022
Veteran's Day	November 11, 2022
Final Drop Date.....	November 20, 2022
Thanksgiving.....	November 24, 2022
Instruction Moves to Online for Thanksgiving Break ...	November 21-25, 2022
Face-to-Face Instruction Ends.....	December 16, 2022
End of Term	December 18, 2022
Living Areas Closed.....	10 a.m., December 18, 2022
Final Course Grades Due	December 25, 2022
Christmas Eve/Day.....	December 24-25, 2022
Christmas Break.....	December 19, 2022 - January 5, 2023

See Policy Handbook [Refund Policy](#)..... Variable Dates

Spring: 1/5/2023 – 4/30/2023

Instruction/Grade Calendar (15-Week Classes)

Move in Date.....	January 4, 2023
Face-to-Face Instruction Begins.....	January 5, 2023
Martin Luther King, Jr. Day	January 16, 2023
Presidents Day.....	February 20, 2023
Spring Break	March 13-19, 2023
*Final Drop Date.....	April 2, 2023
Good Friday	April 7, 2023
Face-to-Face Instruction Ends.....	April 28, 2023
End of Term	April 30, 2023
Move out Date.....	
Non-Graduates.....	12 p.m., May 1, 2023
Graduates.....	12 p.m., May 1, 2023
Summer Break.....	May 1-7, 2023
Final Course Grades Due	May 7, 2023

See Policy Handbook [Refund Policy](#)..... Variable Dates

Summer: 5/8/2023 – 8/20/2023

Instruction/Grade Calendar (15-Week Classes)

Move in Date.....	TBD
*Session A.....	TBD
*Session B.....	TBD
Summer Residents Move to Fall Housing	TBD

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Move out Date for Non-Fall Residents.....	
Non-Graduates.....	TBD
Graduates.....	TBD

Fall Break.....	TBD
Instruction Begins	May 8, 2023
Memorial Day	May 29, 2023
Independence Day.....	July 4, 2023
*Final Drop Date.....	July 23, 2023
Face-to-face Instruction Ends.....	August 16, 2023
End of Term	August 20, 2023
Final Course Grades Due	August 27, 2023

See Policy Handbook [Refund Policy](#)..... Variable Dates

Nontraditional Campus Students (Online, Evening-Satellite, and Evening-Campus)

Please note that online, onsite and offsite cohort students have classes that begin frequently. Therefore, students are encouraged to contact their University Counselor or Student Services Counselor for more information on class starts.

*For courses shorter than 15 weeks, please refer to the course drop policy in the [Policy Handbook](#)..... Variable Dates
Dates and times of commencement ceremonies may be subject to change.

2022 Online Christmas Break Schedule

Undergraduates	December 19, 2022 – January 1, 2023
Graduates	December 22, 2022 – January 4, 2023

Holiday Schedule

Holiday	Campus Offices Closed	Evening Classes <u>do not</u> Meet	Online Classes Meet	Traditional students on campus <u>do not</u> meet
New Year's Day 1/1/23	X	X	X	X
Martin Luther King Day 1/16/23	X	X	X	X
President's Day 2/20/23	X	X	X	X
Good Friday 4/15/22	X	X	X	X
Memorial Day 5/30/22	X	X	X	X
Independence Day 7/4/22	X	X	X	X
Labor Day 9/5/22	X	X	X	X
Veteran's Day Observed 11/11/22		X	X	X
Thanksgiving and the following Friday 11/24-11/25/21	X	X	X	X
Christmas Day 12/25/22	X	X	X	X

Online Note: Online students are encouraged to submit work early if an assignment due date falls directly on a holiday. Students are still responsible for timely submission of work.

Evening Classes Note: Classes with scheduled meeting days of the listed holidays will not meet in-person the week of the holiday. During that week, faculty members and students will participate in the online classroom, following the online participation requirements including posting substantively throughout the week.

Evening Classes and Traditional Students Note: In observation of holidays that fall on weekend days, classes do not meet on the Friday before a Saturday holiday, or the Monday after a Sunday holiday.

Degrees Offered

The University offers curricula leading to the degrees of Doctor of Business Administration, Doctor of Education, Doctor of Nursing Practice, Doctor of Philosophy, Master of Arts, Master of Business Administration, Master of Divinity, Master of Education, Master of Public Administration, Master of Public Health, Master of Science, Bachelor of Arts, and Bachelor of Science, as well as offering graduate and undergraduate certificates. Please refer to the university website (www.gcu.edu) for the locations/modalities in for each program. Students should be advised that some degree programs at GCU have competitive admissions or require college-specific admission requirements beyond the University level admission requirements. If a program is offered on campus and online, the courses within the program are the same regardless of modality.

Doctoral Programs

Doctor of Business Administration

The Doctor of Business Administration (D.B.A.) is designed for those who desire a deeper understanding of business theory and its application to their area of professional interest. Grand Canyon University offers the following emphases for this degree:

- Data Analytics Qualitative
- Data Analytics Quantitative
- Management Qualitative
- Management Quantitative
- Marketing Qualitative
- Marketing Quantitative

Doctor of Education in Organizational Leadership

The Doctor of Education (Ed.D.) in Organizational Leadership program is delivered through a combination of online courses and face-to-face residencies. Aspects of the program's curriculum and instruction are shared by the College of Education, College of Humanities and Social Sciences, College of Nursing and Health Care Professions, College of Theology and the Colangelo College of Business, meeting the needs of master's-prepared professionals seeking a terminal degree in leadership. Grand Canyon University offers the following emphases for this degree:

- Behavioral Health Qualitative
- Behavioral Health Quantitative
- Christian Ministry Qualitative
- Christian Ministry Quantitative
- Health Care Administration Qualitative
- Health Care Administration Quantitative
- Higher Education Leadership Qualitative
- Higher Education Leadership Quantitative
- K-12 Leadership Qualitative
- K-12 Leadership Quantitative
- Organizational Development Qualitative
- Organizational Development Quantitative
- Special Education Qualitative
- Special Education Quantitative

Doctor of Education in Teaching and Learning with an Emphasis in Adult Learning

The Doctor of Education in Teaching and Learning program develops educators capable of generating new knowledge and

responsibly applying knowledge to achieve educational outcomes as well as mentoring, coaching, and collaborating from the perspective of the Christian worldview. Students will study the major bodies of literature in educational theory and philosophy, will reflect critically on existing theory, will identify appropriate applications of theory, and will conceptualize philosophy from its theoretic foundation. Students will develop academic and research expertise through the study of research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders. Grand Canyon University offers the following emphases for this degree:

- Adult Learning Qualitative
- Adult Learning Quantitative

Doctor of Health Administration

The doctorate in health administration is a terminal research degree that allows for the development of theoretical knowledge in the healthcare industry and application of that knowledge to the improvement of practice. The program will prepare established professionals to design innovative operational approaches to leadership within healthcare organizations through addressing technology, efficiency, quality, safety, and outcomes. The program will prepare students for careers in health system management, healthcare operations, healthcare research, and health policy. Credits: 60+. Grand Canyon University offers the following emphases for this degree:

- Operational Leadership Qualitative
- Operational Leadership Quantitative

Doctor of Nursing Practice

The Doctor Nursing Practice Degree (DNP) encompasses a mixture of didactic courses and mentored practicum experiences. Each course allows for the demonstration and achievement of programmatic competencies and objectives through real-world health care systems application. The curriculum and instruction meet the needs of master's-prepared nurses seeking a terminal-practice degree. Grand Canyon University offers the following emphasis for this degree:

- Educational Leadership

Doctor of Philosophy in Counselor Education and Supervision

The doctoral degree in Counselor Education and Supervision is intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The standards for this program are intended to accommodate the unique strengths of students seeking to enhance their leadership and counseling skills. Grand Canyon University offers the following emphases for this degree:

- Qualitative
- Quantitative

Doctor of Philosophy in General Psychology

The Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. Grand Canyon University offers the following emphases for this degree:

- Cognition and Instruction Qualitative
- Cognition and Instruction Quantitative

- Industrial and Organizational Psychology Qualitative
- Industrial and Organizational Psychology Quantitative
- Integrating Technology, Learning, and Psychology Qualitative
- Integrating Technology, Learning, and Psychology Quantitative
- Performance Psychology Qualitative
- Performance Psychology Quantitative

Education Specialist

The Education Specialist (Ed.S.) in K-12 Leadership program develops and enhances the learner’s ability to grasp, process, and apply doctoral-level constructs that positions them for organizational governance, capacity building, and vision casting.

Professional Programs

Post-Master of Arts in Theology: Introductory Biblical Languages Certificate

The Post-Master of Arts in Theology Certificate provides experienced professionals with fundamental understandings and skills that prepare them to properly interpret and communicate the biblical text for the sake of ministry within a local church. Grand Canyon University offers the following emphasis for this degree:

- Introductory Biblical Languages

Post-Master of Science in Counseling

- Addiction Counseling
- Childhood and Adolescence Disorders
- Marriage and Family Therapy
- Trauma

Post-Master of Science in Nursing Certificates

The Post-Master of Science in Nursing Certificates prepare experienced registered nurses to provide competent advanced practice nursing care through an evidence-based program of study. Grand Canyon University offers the following emphases for this degree:

- Acute Care Nurse Practitioner Certificate with an Emphasis in Adult Gerontology
- Family Nurse Practitioner Cert
- Nursing Education Certificate

Master Programs

Bridge to Doctor of Philosophy

- Counselor Education and Supervision

Master of Arts

The Master of Arts is granted to those students who have completed a bachelor’s degree at an accredited, GCU-approved institution and are seeking a Master of Arts degree.

- Autism Spectrum Disorders
- Christian Leadership
- Christian Ministry
- Christian Studies
- Communication
 - Emphasis in Education
- Curriculum and Instruction
- English

- Emphasis in Education
- Higher Education Student Affairs
- History
 - Emphasis in Education
- Reading
 - Emphasis in Elementary Education
 - Emphasis in Secondary Education
- Teaching English to Speakers of Other Languages
- Urban Ministry
- Youth and Family Ministry

Master of Business Administration

The Master of Business Administration is designed for those students who have previously completed a bachelor’s degree at an accredited, GCU-approved institution.

- Emphases in:
 - Accounting
 - Business Analytics
 - Cybersecurity
 - Finance
 - Health Systems Management
 - Leadership
 - Marketing
 - Project Management
 - Sports Business
 - Strategic Human Resource Management

Master of Business Administration and Master of Science in Leadership

The Master of Business Administration and Master of Science in Leadership is designed for those students who have previously completed a bachelor’s degree at an accredited, GCU-approved institution.

Master of Business Administration and Master of Science in Nursing

The Master of Business Administration and Master of Science in Nursing is designed for those students who have previously completed a bachelor’s degree at an accredited, GCU-approved institution.

Master of Divinity

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom of God through missions.

Master of Education

The Master of Education degree is designed for students who have previously completed a bachelor’s degree at an accredited, GCU-approved institution and may be seeking certification at the elementary or secondary level. An advanced Program of Study is included in that preparation or can be obtained after certification requirements are completed. This degree is available in the following specialized areas:

- Early Childhood Education

- Early Childhood Education and Early Childhood Special Education
 - Educational Administration
 - Educational Leadership
 - Elementary Education
 - Elementary Education and Special Education
 - School Counseling
 - Secondary Education
 - Emphasis in Humanities*
 - Emphasis in Humanities‡
 - Emphasis in Science Technology Engineering and Mathematics*
 - Emphasis in Science Technology Engineering and Mathematics‡
 - Secondary Humanities Education
 - Secondary STEM Education
 - Special Education
 - Special Education: Moderate to Severe
- * Initial Program – Leads to Initial Teacher Licensure
 ‡ Initial Program – Does Not Lead to Initial Teacher Licensure

Master of Public Administration

The Master of Public Administration is designed for those students who have previously completed a bachelor’s degree at an accredited, GCU-approved institution.

- Emphases in:
 - Government and Policy
 - Health Care Management
 - Non-Profit Management

Master of Public Health

The Master of Public Health is designed for those students who have previously completed a bachelor’s degree at an accredited, GCU-approved institution.

Master of Science

The Master of Science is granted to those students who have completed a bachelor’s degree at an accredited, GCU-approved institution and are seeking a Master of Science degree.

- Accounting
- Addiction Counseling
- Biology
 - Emphasis in Education
- Business Analytics
- Chemistry
 - Emphasis in Education
- Christian Counseling
 - Emphasis in Substance Use and Addiction Disorders
- Clinical Mental Health Counseling
 - Emphasis in Childhood and Adolescence Disorders
 - Emphasis in Christian Counseling
 - Emphasis in Marriage and Family Therapy
 - Emphasis in Trauma
- Computer Science
- Criminal Justice
 - Emphasis in Law Enforcement
 - Emphasis in Legal Studies
- Cybersecurity
- Data Science
- Forensic Science
- Health Informatics
- Information Assurance and Cybersecurity

- Information Technology
- Information Technology Management
- Instructional Design
- Instructional Technology
- Leadership
 - Emphasis in Disaster Preparedness and Executive Fire Leadership
 - Emphasis in Homeland Security and Emergency Management
- Mathematics
 - Emphasis in Education
- Mental Health and Wellness
 - Emphasis in Christian Ministry
 - Emphasis in Community Mental Health Administration
 - Emphasis in Family Dynamics
 - Emphasis in Grief and Bereavement
 - Emphasis in Integrated Health
 - Emphasis in Prevention
- Nursing
 - Emphasis in Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology
 - Emphasis in Family Nurse Practitioner
 - Emphasis in Health Care Quality and Patient Safety
 - Emphasis in Health Informatics
 - Emphasis in Leadership in Health Care Systems
 - Emphasis in Nursing Education
 - Emphasis in Public Health Nursing
- Nutrition and Dietetics
- Professional Counseling
- Psychology
 - Emphasis in Forensic Psychology
 - Emphasis in General Psychology
 - Emphasis in GeroPsychology
 - Emphasis in Health Psychology
 - Emphasis in Human Factors Psychology
 - Emphasis in Industrial and Organizational Psychology
 - Emphasis in Life Coaching
- Sociology
 - Emphasis in Education
- Software Development
- Software Engineering

Master of Science in Health Administration

- Emphasis in:
 - Health Care Quality and Patient Safety

Master of Social Work

- Emphasis in:
 - Advanced Standing

Graduate Certificates of Completion

Graduate certificates of completion are designed for working professionals who hold a bachelor’s and/or master’s degree. These programs provide the opportunity for students to gain credits in master’s-level coursework without having to enroll in and complete a graduate program of study. Coursework is designed to give students advanced knowledge and skills in a particular area of study that is pertinent to their career and life goals.

- Canyon L.E.A.P. to Teach Pathway, Elementary Education

- Canyon L.E.A.P. to Teach Pathway, Secondary Education
- Biblical Foundations
- Christian Counseling
- Christian Theology
- Communication
- Distance Learning
- English
- Forensic Psychology
- GeroPsychology
- Health Care Quality and Patient Safety
- Health Psychology
- History
- Homeland Security and Emergency Management
- Human Factors Psychology
- Industrial and Organizational Psychology
- Information Technology Management
- Life Coaching
- Mathematics
- Mental Health and Wellness
 - Community Mental Health Administration
 - Christian Ministry
 - Family Dynamics
 - Grief and Bereavement
 - Integrated Health
- Ministry Education
- Project Management
- Sociology
- Teaching English to Speakers of Other Languages
- Special Education: Mild to Moderate
- Special Education: Moderate to Severe

Baccalaureate Programs

Bachelor of Arts

The Bachelor of Arts degree is granted to majors who complete all requirements in one the following areas:

- Advertising and Graphic Design
- Christian Ministry
- Christian Studies
 - Emphasis in Biblical Studies
 - Emphasis in Biblical Studies
 - Emphasis in Global Ministry
 - Emphasis in Global Ministry
 - Emphasis in Philosophy
 - Emphasis in Philosophy
 - Emphasis in Worship Leadership
 - Emphasis in Worship Leadership
 - Emphasis in Youth Ministry
 - Emphasis in Youth Ministry
- Communication
 - Emphasis in Broadcasting and New Media
 - Emphasis in Interpersonal Communication and Human Relationships
 - Emphasis in Political Campaigns
- Dance
- Dance Secondary Education
- Digital Design
 - Emphasis in Animation
 - Emphasis in Web Design
- Digital Film
 - Emphasis in Production
 - Emphasis in Screenwriting

- English
 - English for Secondary Education
 - Government
 - Emphasis in Legal Studies
 - Emphasis in State and Local Public Policy
 - History
 - History for Secondary Education
 - Music
 - Emphasis in Instrumental Performance
 - Emphasis in Piano Performance
 - Emphasis in Voice Performance
 - Music Education
 - Emphasis in Choral: Voice*
 - Emphasis in Instrumental: Brass, Woodwind, Percussion, or Strings*
 - Professional Writing for New Media
 - Social Media
 - Spanish
 - Theatre
 - Emphasis in Theatre and Drama
 - Theatre Secondary Education
 - Worship Arts
 - Emphasis in Media and Production Ministry
 - Emphasis in Worship Ministry
- * Initial Program – Leads to Initial Teacher Licensure

Bachelor of Science

The Bachelor of Science degree is granted to majors who complete all requirements in one the following areas:

- Accounting
 - Emphasis in Public Accounting
- Applied Business Analytics
- Applied Business Information Systems
- Applied Entrepreneurship
- Applied Human Resources Management
- Applied Management
- Applied Marketing and Advertising
- Applied Technology
- Athletic Training
- Behavioral Health Science
 - Emphasis in Childhood and Adolescence Disorders
 - Emphasis in Family Dynamics
 - Emphasis in Infancy and Early Childhood Studies
 - Emphasis in Substance Use Disorders
 - Emphasis in Trauma
- Biological Sciences
- Biology
 - Emphasis in Pre-Dentistry
 - Emphasis in Pre-Medicine
 - Emphasis in Pre-Pharmacy
 - Emphasis in Pre-Physical Therapy
 - Emphasis in Pre-Physician Assistant
- Biology for Secondary Education
- Biomedical Engineering
- Business Administration
- Business Analytics
- Business Information Systems
- Business Management
- Chemistry
- Computer Engineering
- Computer Science
 - Emphasis in Big Data Analytics

- Emphasis in Business Entrepreneurship
- Emphasis in Game and Simulation Development
- Counseling
 - Emphasis in Addiction, Chemical Dependency, and Substance Abuse
- Cybersecurity
- Early Childhood Education
- Early Childhood Education and Early Childhood Special Education
- Educational Studies
- Electrical Engineering
- Elementary Education
 - Emphasis in Christian Education*
 - Emphasis in English as a Second Language*
 - Emphasis in Science Technology Engineering and Mathematics
 - Emphasis in Teaching Reading*
- Elementary Education and Special Education
- Engineering
 - Emphasis in Robotics
- Entrepreneurial Studies
 - Emphasis in Engineering Management
 - Emphasis in Technology Management
- Environmental Science
 - Emphasis in Environmental Chemistry
- Exercise Science
 - Emphasis in Sports Performance
- Finance
 - Emphasis in Financial Planning
- Finance and Economics
- Forensic Science
- Health Care Administration
- Health Information Management
- Health Science
- Health Sciences
- Homeland Security and Emergency Management
- Hospitality Management
- Industrial Engineering
- Information Technology
 - Emphasis in Cybersecurity
- Justice Studies
- Marketing and Advertising
- Mathematics for Secondary Education
- Mechanical Engineering
 - Emphasis in Aerospace
- Mechanical Engineering Technology
 - Emphasis in Mechatronics
- Molecular and Cellular Biology
- Nursing
 - Emphasis in Pre-Licensure
 - Emphasis in Pre-Licensure
 - Emphasis in RN to BSN
- Nutritional Sciences
- Physical Education
- Psychology
 - Emphasis in Forensic Psychology
 - Emphasis in Performance and Sport Psychology
- Public Health
- Risk Management
- Sociology
- Software Development
- Software Engineering

- Sports and Entertainment Management
- Sports Management
- Supply Chain and Logistics Management
- * Initial Program – Leads to Initial Teacher Licensure
- ¢ Initial Program – Does Not Lead to Initial Teacher Licensure

Bachelor of Social Work

Undergraduate Diploma/Certificate - Undergraduate

- C#.NET Programming
- Cybersecurity Foundations
- Java Programming

Minors

- Accounting
- Athletic Coaching
- Advertising and Graphic Design
- Air Force (ROTC)
- Army (ROTC)
- Athletic Coaching
- Behavioral Health Sciences
- Biblical Studies
- Biological Sciences
- Business Analytics
- Business Management
- Chemistry for Chemical Structural Analysis
- Chemistry for Life Sciences
- Chemistry for Physical Science and Engineering
- Christian Studies
- Communication
- Counseling
- Criminal Justice
- Cybersecurity
- Dance
- Dance Education
- Database-Driven Web-Based Applications Development
- Digital Design
- Digital Film
- E-Business Applications Development
- Enterprise Applications Development
- Entrepreneurial Studies
- Finance and Economics
- Forensic Psychology
- Forensic Science
- General Business
- Hospitality Management
- Human Services Case Management
- Literature
- Marketing
- Mathematics
- Music – Instrumental
- Music – Piano
- Music – Vocal
- Networking Technology
- Nutrition
- Performance and Sports Psychology
- Philosophy
- Pre-Law
- Pre-Medicine
- Professional Writing

- Public Administration
- Social Work
- Sports Management
- Spanish
- Theatre

- Worship Arts

Note: Students should contact a University Counselor or Student Services Counselor for more information about program availability.

Admission Policies and Application Procedures

Overview

Applications for admission to Grand Canyon University are considered primarily in light of the applicants' academic qualifications. Qualified applicants willing to uphold the University's vision and mission, and open to the possibility of spiritual as well as intellectual development are encouraged to apply. 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 with the exception of majors and minors in the College of Theology. Theology majors and minors are required to affirm the University's Doctrinal and Ethical Positions Statements, the College's Covenant, and the Dispositional and Behavioral Standards. Grand Canyon University does not discriminate on the basis of age, race, color, national origin, gender, disability, or any other classification protected by law in its programs and activities. In order to be eligible for admittance into a degree program with Grand Canyon University, individuals must be sixteen (16) years of age or older when they begin their program of study

Baccalaureate Admission Requirements

All students must submit either acceptable high school or college transcripts to be considered for full admission into the University. If students cannot meet the GPA requirements with their transcripts, but have test scores or a college-GPA that meets admissions requirements, students may be eligible for full admission. If both the degree-bearing transcript and the test scores do not meet admission requirements, students may be [Accepted with Specifications](#).

1. Degree-bearing, secondary (high school) transcript:

- An unweighted GPA of 3.00 or above
 - Home school transcripts from a state that recognizes home schooling as a valid secondary school option.
 - Students who reside in a state without home schooling as a valid secondary school option will be [Accepted with Specifications](#).

2. General Education Development (GED) and transcripts of all credit-bearing course work:

- 2014 Series and later: Cumulative score of 680 or above
- 2002-2013 Series: Cumulative score of 3000 or above
- 2002 Series and prior: Cumulative score of 258 or above

3. High School Equivalency Test (HiSET):

- Traditional and Nontraditional campus: Cumulative score of 80 or above; and transcripts of all credit-bearing course work

4. State Equivalency Diploma:

- Traditional and Nontraditional campus: Students will be [Accepted with Specifications](#).

5. Self-Certification (Nontraditional campus only):

- Per HEA Sec. 484(d), 34 CFR 668.32(e), students are allowed to self-certify that they received a high school diploma or high school equivalency certificate. If students self-certify, they will not be required to submit a copy of their high school diploma/transcripts to Grand Canyon University, unless specifically required to do so. Students who self-certify will be [Accepted with Specifications](#).

Acceptance

If students cannot meet the GPA requirements with their transcripts, but have test scores or a college-GPA that meets admissions requirements, students will be eligible for full admission. Otherwise students will be [Accepted with Specifications](#).

1. Test Scores:

- An unweighted GPA of 2.5 or higher and composite score of 19 or above on the ACT. GCU ACT code is 0092
- An unweighted GPA of 2.5 or higher and composite score from one of the tests listed below on the Scholastic Aptitude Test (SAT). GCU SAT code is 4331.

Effective Dates	Point Scale	Composite Score
Prior to 2005	1600 point scale	920 or above
January 1, 2005-February 29, 2016	2400 point scale	1380 or above
March 1, 2016 and forward	1600 point scale	1000 or above

2. College GPA:

- Post-secondary (college) transcript(s) showing 6 to 24 transferable credits with an unweighted GPA of 2.75 or above
- Post-secondary (college) transcript(s) showing 25 to 90 transferable credits with an unweighted GPA of 2.25 or above.
- Post-secondary (college) transcript(s) indicating an earned bachelor degree with an unweighted GPA of 2.00 or above.

Applicants who do not meet one of the above criteria may be [Accepted with Specifications](#).

Placement Exams for Mathematics

Traditional Campus Students

All incoming, traditional freshmen must complete either the GCU Algebra Placement Exam or the GCU College Mathematics Placement Exam before enrolling in a math course higher than MAT-110. Additionally, if a transfer student wants to place higher than MAT-110, the student is required to take the appropriate math placement exam unless they have transferred in a grade of C or better for an approved prerequisite, from a regionally accredited or GCU approved institution. The appropriate placement exam is dependent on the math requirement of each program of study. Students need to work with their advisor to determine the correct exam to complete.

Students who complete the GCU College Mathematics Placement Exam will be placed according to the following guidelines:

Score	Course
100 – 50	Placement into MAT-144
49 – 0	Placement into MAT-110

Students who complete the GCU Algebra Placement Exam will be placed according to the following guidelines:

Score	Course
100 – 90	Placement into MAT-252/MAT-262/MAT-351
89 – 70	Placement into MAT-250/MAT-261
69 – 40	Placement into MAT-134/MAT-154
39 – 0	Placement into MAT-110

Placement Exams for English

Traditional Campus Students

Traditional campus students who have not met the appropriate competencies for English are required to take UNV-100. Students wishing to waive this prerequisite course can select one of the following options which will allow them to register directly into ENG-105.

Course	Prerequisite Requirement Options
ENG-105 Prerequisites	<ol style="list-style-type: none"> 1. Passing grade in AP English Coursework on the student’s HS transcript. 2. Passing grade for UNV-100. 3. Receive a score of 550 or higher on the critical reading section of the College Board SAT™ Reasoning Test taken March 2005 to June 2011. 4. Receive a score of 500 or higher on the critical reading section of the College Board SAT™ Reasoning Test effective Summer/Fall 2011. 5. Receive a score of 680 or higher on the writing section of the SAT Reasoning Test taken March 2005 or later. 6. Receive a score of 550 or higher on the verbal section of the College Board SAT I: Reasoning Test taken between April 1995 and January 2005. 7. Receive a score of 680 or higher on the College Board SAT II: Writing Test taken between May 1998 and January 2005. 8. Receive a score of 22 or higher on the enhanced ACT® English Test taken October 1989 or later. 9. Receive a score of 70% on the GCU English Placement Exam.

Baccalaureate Admission Requirements

All students must submit either acceptable high school or college transcripts to be considered for full admission into the University. If students cannot meet the GPA requirements with their transcripts, but have test scores or a college-GPA that meets admissions requirements, students may be eligible for full admission. If both the degree-bearing transcript and the test scores do not meet admission requirements, students may be [Accepted with Specifications](#).

1. Degree-bearing, secondary (high school) transcript:

- An unweighted GPA of 3.00 or above

- Home school transcripts from a state that recognizes home schooling as a valid secondary school option.
 - Students who reside in a state without home schooling as a valid secondary school option will be [Accepted with Specifications](#).
2. General Education Development (GED) and transcripts of all credit-bearing course work:
 - 2014 Series and later: Cumulative score of 680 or above
 - 2002-2013 Series: Cumulative score of 3000 or above
 - 2002 Series and prior: Cumulative score of 258 or above
 3. High School Equivalency Test (HiSET):
 - Traditional and Nontraditional campus: Cumulative score of 80 or above; and transcripts of all credit-bearing course work
 4. State Equivalency Diploma:
 - Traditional and Nontraditional campus: Students will be [Accepted with Specifications](#).
 5. Self-Certification (Nontraditional campus only):
 - Per HEA Sec. 484(d), 34 CFR 668.32(e), students are allowed to self-certify that they received a high school diploma or high school equivalency certificate. If students self-certify, they will not be required to submit a copy of their high school diploma/transcripts to Grand Canyon University, unless specifically required to do so. Students who self-certify will be [Accepted with Specifications](#).

Acceptance

If students cannot meet the GPA requirements with their transcripts, but have test scores or a college-GPA that meets admissions requirements, students will be eligible for full admission. Otherwise students will be [Accepted with Specifications](#).

1. Test Scores:

- An unweighted GPA of 2.5 or higher and composite score of 19 or above on the ACT. GCU ACT code is 0092
- An unweighted GPA of 2.5 or higher and composite score from one of the tests listed below on the Scholastic Aptitude Test (SAT). GCU SAT code is 4331.

Effective Dates	Point Scale	Composite Score
Prior to 2005	1600 point scale	920 or above
January 1, 2005- February 29, 2016	2400 point scale	1380 or above
March 1, 2016 and forward	1600 point scale	1000 or above

2. College GPA:

- Post-secondary (college) transcript(s) showing 6 to 24 transferable credits with an unweighted GPA of 2.75 or above
- Post-secondary (college) transcript(s) showing 25 to 90 transferable credits with an unweighted GPA of 2.25 or above.
- Post-secondary (college) transcript(s) indicating an earned bachelor degree with an unweighted GPA of 2.00 or above.

Applicants who do not meet one of the above criteria may be [Accepted with Specifications](#).

Placement Exams for Mathematics

Traditional Campus Students

All incoming, traditional freshmen must complete either the GCU Algebra Placement Exam or the GCU College Mathematics Placement Exam before enrolling in a math course higher than MAT-110. Additionally, if a transfer student wants to place higher than MAT-110, the student is required to take the appropriate math placement exam unless they have transferred in a grade of C or better for an approved prerequisite, from a regionally accredited or GCU approved institution. The appropriate placement exam is dependent on the math requirement of each program of study. In order to take ESG-162/L, students must score a minimum of 70. All engineering students must take ESG-162/L. Engineering students must place in MAT-154 or higher. Students need to work with their advisor to determine the correct exam to complete.

Students who complete the GCU College Mathematics Placement Exam will be placed according to the following guidelines:

Score	Course
100 – 50	Placement into MAT-144
49 – 0	Placement into MAT-110

Students who complete the GCU Algebra Placement Exam will be placed according to the following guidelines:

Score	Course
100 – 90	Placement into MAT-252/MAT-262/MAT-351
89 – 70	Placement into MAT-261
69 – 40	Placement into MAT-154
39 – 0	Placement into MAT-110

Placement Exams for English

Traditional Campus Students

Traditional campus students who have not met the appropriate competencies for English are required to take UNV-100. Students wishing to waive this prerequisite course can select one of the following options which will allow them to register directly into ENG-105.

Course	Prerequisite Requirement Options
ENG-105 Prerequisites	<ol style="list-style-type: none"> 1. Passing grade in AP English Coursework on the student's HS transcript. 2. Passing grade for UNV-100. 3. Receive a score of 550 or higher on the critical reading section of the College Board SAT™ Reasoning Test taken March 2005 to June 2011. 4. Receive a score of 500 or higher on the critical reading section of the College Board SAT™ Reasoning Test effective Summer/Fall 2011. 5. Receive a score of 680 or higher on the writing section of the SAT Reasoning Test taken March 2005 or later. 6. Receive a score of 550 or higher on the verbal section of the College Board SAT I: Reasoning Test taken between April 1995 and January 2005.

Course	Prerequisite Requirement Options
	<ol style="list-style-type: none"> 7. Receive a score of 680 or higher on the College Board SAT II: Writing Test taken between May 1998 and January 2005. 8. Receive a score of 22 or higher on the enhanced ACT® English Test taken October 1989 or later. 9. Receive a score of 70% on the GCU English Placement Exam.

Baccalaureate Degree and Undergraduate Certificate Programmatic Admission Requirements

Grand Canyon University recommends a certain level of academic preparation to provide a solid foundation for undergraduate success. To promote success, admission to the University does not necessarily guarantee admission to some programs of study for which the standards are more rigorous. Students desiring to be admitted into these programs should review the additional program requirements listed below.

College of Arts and Media

Bachelor of Arts in Music

Bachelor of Arts in Music Education

Prospective students seeking admission to Grand Canyon University as music majors should have a background in reading and performing music. To gain admission into the program, a student must meet the general admission requirement of the university along with the requirements below.

1. The successful completion of a music theory assessment exam, which can be completed at the traditional campus or online.
2. An audition in the primary area of study (keyboard, voice or instrumental), which can be completed at the traditional campus or by recorded audition.

The candidate must demonstrate musical performance strength and skills that can be developed to enable the student to successfully complete the degree requirements of music major as stated in the curriculum. The student must demonstrate musical ability that can be developed through his/her undergraduate music studies to successfully serve as a professional in his major area of emphasis. Any student interested in auditioning must contact the office of the Assistant Dean of Music or designee in order to arrange an audition.

College of Humanities and Social Sciences

Bachelor of Social Work (BSW)

Initial BSW Admission: Applicants/students admitted to GCU who wish to obtain initial BSW admittance must have a cumulative GPA of 2.5 (high school or college).

Secondary BSW Admission: Applicants/students must complete and submit four short answer questions regarding personal qualities, interests, and experience related to social work. Secondary admission occurs upon acceptance of responses by the Social Work Admissions Committee through a scoring rubric. Applicants may resubmit responses one additional time if initially denied admittance.

College of Nursing and Health Care Professions

Bachelor of Science in Athletic Training

Students can enroll into the Bachelor of Science in Athletic Training. However, admission into the clinical portion of the Athletic Training Education program is competitive. Not all applicants will be admitted and able to progress forward in the program. Students need to review the Bachelor of Science in Athletic Training Clinical Requirements and understand the application deadlines to participate in the clinical portion of the program. Students can also view the clinical requirements on <http://www.gcu.edu/College-of-Nursing-and-Health-Care-Professions/Athletic-Training-Program.php>.

Acceptance is determined by the Athletic Training Education Clinical Requirements and availability of clinical spaces.

Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care

Applicants to the program must meet one of the following criteria:

1. Possess an Associate degree from an accredited, GCU-approved college, university, or program that prepares students to acquire the necessary state, local, or national credentials required of allied health professionals involved in direct patient care.
2. Submit a state, local, or national credential/certificate/license issued by a sanctioned licensure/credentialing body, certifying that they are approved to practice as one of the following allied health professionals involved in patient health assessment or treatment:
 - Medical Technician/Patient Care Technician
 - Diagnostic Technician (Sonography, Radiology, Nuclear)
 - Lab / Phlebotomy Technician
 - Physical Therapy Assistant/Technician
 - Occupational Therapy Assistant/Technician
 - Cardiovascular Technician
 - Respiratory Technician
 - Surgical (OR) Assistant
 - Emergency Technician
 - Pharmacy Technician
 - Nursing Assistant (CNA)
 - Licensed Practical Nurse (LPN)
 - Licensed Vocational Nurse (LVN)
3. Health care work experience in which applicants have demonstrated requisite knowledge and skills required of allied health professional to provide direct patient care. Competencies for allied health care providers are listed below:
 - Performing basic diagnostic and therapeutic health care services
 - Preparing patients for procedures
 - Assisting nursing and medical personnel with examinations
 - Carrying out Pre-operative and post-operative duties
 - Collecting and processing laboratory specimens
 - Preparing and maintaining medical records
 - Scheduling and receiving patients
 - Maintaining asepsis and infection control
 - Maintaining medical equipment and supplies
 - Providing therapeutic care related to nutrition, ambulation, rehabilitation and activities of daily living
 - Performing first aid and CPR

OR

4. Submit military documentation demonstrating satisfactory completion of Medical Military Occupational Specialty Training.

Bachelor of Science in Nursing (RN to BSN)

Degree-Bearing Candidates:

- Possess an associate's degree in nursing from an accredited, GCU-approved college, university, or program.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
 - Canadian providence (excluding Quebec) candidates must also possess a current unencumbered, unrestricted license as a registered nurse (RN) where they are employed as a RN.
 - Complete the RN-BSN Canadian Nurse Verification Form.
 - Meet the International Student Application Procedures.

Non Degree-Bearing/Nursing Diploma Candidates:

- Submit proof of successful completion of a state board approved nursing program.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
 - Canadian providence (excluding Quebec) candidates must also possess a current unencumbered, unrestricted license as a registered nurse (RN) where they are employed as a RN.
 - Complete the RN-BSN Canadian Nurse Verification Form.
 - Meet the International Student Application Procedures.
- Be prepared to transfer or complete the following general education competencies that are not integrated into the program core with a minimum grade of "C" (2.00).
 - 6 credits in Effective Communication (Recommended GCU course: ENG 105: English Composition I)
 - 5 credits of Critical Thinking (Recommended GCU course: MAT 144: College Mathematics)

Non Degree-Bearing/Vocational Nursing Candidates:

- Submit documentation of official evaluation of vocational nurse training by University-approved transcript evaluation service.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
- Vocational nurse training with RN licensure will be awarded 30 block credits.
- Complete the coursework listed below. Coursework can be fulfilled by transfer courses if the content is comparable.
 - 40 credits of General Education coursework
 - AND
 - ENG-135: Life Learning Assessment
 - UNV-104: Century Skills: Critical Thinking and Problem Solving
 - HLT-205: Health Care Systems and Transcultural Healthcare
 - MAT-144: College Mathematics
- Healthcare preparatory coursework is required however; transfer will be accepted for exact course match.

Coursework	Credits
Vocational Nursing Block Credit	30

Coursework	Credits
General Education	40
Healthcare Preparatory	14
RN-BSN Program	36
Total program requirements	120

College of Science, Engineering, and Technology

Bachelor of Science in Biomedical Engineering

Bachelor of Science in Electrical Engineering

Bachelor of Science in Engineering

Bachelor of Science in Mechanical Engineering

Students must place into MAT-154, Applications of College Algebra, by meeting the minimum score requirement on the Placement Exam or fulfilling the course prerequisites.

Undergraduate Certificate of Completion in Cybersecurity Foundations *Immersive Campus*

Admission to the Immersive Campus program is competitive, and dependent upon space and stack ranking scores. In addition to meeting the University admissions requirements, students interested in the immersive version of Certificate of Completion in Cybersecurity Foundations must also successfully meet the following admissions requirements:

- **Academic Essay:** Candidates must complete a 250-500 word essay on an assigned topic and must achieve a minimum essay score based on academic writing skills and coverage of the topic.
- **Foundational Networking Quiz or Demonstration of Comparable Knowledge:** Students must demonstrate basic networking understanding by one of the following:
 - A timed, in-person networking quiz (minimum passing score of “68%” required)
 - A current certification in Network+ or CCNA
 - The completion of TWO 100-level college networking classes with a “B” or greater, and approval from a faculty member.
- **Interview:** Candidates must meet with staff and or faculty for a personal interview and must achieve a minimum interview score.

Process:

1. Students have 7 days from midnight on the application date to complete and submit the academic essay of 250-500 words. Candidates unsuccessful in meeting the submission deadline or the minimum score may make one additional attempt. Unsuccessful students will be notified the missed minimum score and may resubmit the essay but will not be provided specific information on the failing components.
2. The second attempt may be made for the same application period provided there is time to receive and score the essay as well as schedule the quiz and interview prior to class deadlines.
3. Students who pass the essay may be scheduled for the required in-person quiz. Students who fail to meet the minimum quiz score or arrive 15 or more minutes late for their quiz may be denied admission for that application period. Students may retake the quiz one additional time provided there is time to receive and score the quiz as well as schedule the interview prior to class deadlines.
4. Students who pass the essay and the quiz may be scheduled for the required interview. Students who fail to meet the minimum interview score or arrive 15 or more minutes late for their

interview may be denied admission for that application period. Students may interview only once per admission period.

5. Scores from all three components will be stack-ranked, and students will be accepted based on space available. In a tie, the interview score will determine final admission decisions.

All admissions steps must be repeated each application period. If a candidate has not been accepted after two application periods, the student may not re-apply for one year from the last unsuccessful attempt.

Undergraduate Certificate of Completion in Java Programming *Immersive Campus*

Admission to the Immersive Campus program is competitive, dependent upon space, and stack ranking scores. In addition to the meeting the University admissions requirements, students interested in the immersive version of Certificate of Completion in Java Programming must also successfully meet the following admissions requirements:

- **Coding Challenge:** Students must demonstrate the aptitude for coding and meet minimum scores on a Coding Challenge (minimum score of “2” on a scale of 1-5, with 5 representing the highest score)
- **Logic Challenge:** Students must demonstrate logic ability and complete a 12-question Logic Challenge (minimum score of “6” required)
- **Interview:** Candidates must meet with staff and or faculty for a personal interview and must achieve a minimum interview score.

Process:

1. Students have 7 days from midnight on the application date to complete and submit both Challenges. Candidates unsuccessful in meeting the submission deadline or the minimum score of either or both Challenges may make one additional attempt. Unsuccessful students will be notified as to which Challenge(s) missed the minimum score and may retake one or both Challenges, but will not be provided specific information on the failing components.
2. The second attempt may be made for the same application period provided there is time to receive and score the challenge(s), as well as schedule the interview prior to class deadlines.
3. Students who pass the Coding and Logic Challenge may be scheduled for the required interview. Students who fail to meet the minimum interview score or arrive 15 or more minutes late for their interview will be denied admission for that application period. Students may interview only once per admission period.
4. Scores from all three components will be stack-ranked and students will be accepted based on space available. Upon a tie, the interview score will determine final admissions decisions.

Each application period, all admissions steps must be repeated. If a candidate has not been accepted after two application periods, the student may not re-apply for one year from their last unsuccessful attempt.

College of Theology

All Programs

Theology majors and minors are required to affirm the University’s Doctrinal Statement and the College’s Covenant. Students must complete this by signing the Enrollment Agreement for their program of study. Doctrinal and Ethical Positions Statements, the College’s Covenant, and the College’s Dispositional and Behavioral Standards. These documents serve to clarify and underscore the College’s commitment to the

essential doctrines of the Christian faith and its concern to exemplify these doctrines in life and ministry. Together, these documents outline the Covenantal Standards of the theological community at GCU.

Students must complete this requirement by signing these documents within the application for their program of study. Students may be denied admission or removed from the program based on the following:

- Failure to affirm and align with the College's Covenantal Standards as outlined in the Doctrinal and Ethical Positions Statements, the College's Covenant, and/or the College's Dispositional and Behavioral Standards.
- Display of dispositions and/or behavior that do not align with the College's Covenantal Standards during the course of the admissions process or during the course of their time at the institution.
- A history of behavior that is contrary to the Covenantal Standards and unbecoming of a gospel minister.

Accelerated Undergraduate Degree to Master of Divinity

Traditional campus students in the Bachelor of Arts in Christian Studies program who want to participate in the Accelerated Bachelor of Arts to Master of Divinity option, may complete graduate level courses as part of their undergraduate degree.

The Accelerated Undergraduate Degree to Master of Divinity is designed to prepare students on the ground campus for ministry in a local church or Christian organization. This program requires completion of a specified Bachelor of Arts and a Master of Divinity Program following a year-round program of study (Fall, Spring, Summer semesters). Students may apply for consideration to the accelerated pathway while applying to the university. OR apply to transfer into the accelerated pathway prior to surpassing 40 credit hours toward their current degree program. Specified Bachelor of Arts programs include the following:

- BA in Christian Ministry
- BA in Christian Studies
- BA in Christian Studies with Emphasis in Biblical Studies
- BA in Christian Studies with Emphasis in Philosophy
- BA in Christian Studies with Emphasis in Global Ministry
- BA in Christian Studies with Emphasis in Youth Ministry
- BA in Christian Studies with Emphasis in Worship Leadership

Students who have completed more than 40 credit hours prior to transfer into an accelerated program may do so provided that 1) they have not exceeded 60 credit hours of college credit and 2) they may only transfer into the BA in Christian Ministry program or the BA in Christian Studies program (without emphasis).

Students who have completed more than 60 credit hours should complete their current undergraduate degree program and then apply for admission to the Master of Divinity program if they intend to continue to the graduate level. In the event this pathway would not accelerate the time to completion, students will be instructed to complete their existing standard degree pathway before enrolling into the Master of Divinity.

The Accelerated Undergraduate to Master of Divinity pathway is rigorous, both academically and spiritually, with a strong emphasis on vocational preparation for ministry. Students who choose to apply for this program should understand the additional policies students must adhere to in order to be admitted, progress, and graduate from the program. Students who cannot meet the academic rigor of the courses and prioritize time-demanding aspects of the program will have a difficult time meeting the requirements of the program.

Students acknowledge their intent to enroll in this pathway upon initial application to the university. They must also complete the Accelerated Undergraduate Degree to Master of Divinity Request Form after the completion of 72 degree applicable credits. In order to complete this form, students must meet the following:

- Be enrolled in the Bachelor of Arts in Christian Studies program
- Possess a 3.25 enrollment cumulative GPA
- Complete the Accelerated Undergraduate Degree to Master of Divinity Request Form

Once approved, students must complete the graduate level coursework with a passing grade. Grades earned will be calculated into the graduate GPA.

Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry

Prospective students seeking admission into the Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry should possess a measure of musical skill as well as an aptitude for musical performance. To gain admission into the program, a student must meet the general admission requirement of the University along with an audition in the primary area of study (voice or instrumental), which can be completed by submitting a recorded audition.

The candidate must demonstrate musical performance strength and skills that can be developed to enable the student to successfully complete the degree requirements of the Worship Ministry emphasis as stated in the curriculum. The student must demonstrate musical ability that can be developed through his/her undergraduate studies to successfully serve as a worship leader in his or her field. In order to demonstrate this ability, students must submit a recorded audition to the office of the Worship Arts Coordinator or a designee before admission to the program may be approved.

Honors College

Admission into the Honors College is competitive and determined by the criteria listed below and availability of spaces.

Incoming freshman students are eligible for acceptance into the Honors College if they meet the following criteria:

1. Be admitted into the University
2. Possess 23 college level credits or fewer AND
 - Possess a minimum weighted or unweighted, cumulative high school GPA of 3.9OR
 - ACT composite score of 31 or aboveOR
 - SAT score (combined critical reading and math) of 1410 or above
3. Students must formally accept their seat through the Student Checklist housed in the GCU Student Portal, or by emailing GCUHonors@gcu.edu

All other students must apply. To be eligible for acceptance into the Honors College, students must meet all of the following:

1. Be admitted into the University
2. Complete the Honors College application
3. Complete a written essay demonstrating passion for community service and leadership
4. Submit at least two (2) professional letters of recommendation (i.e., faculty/teacher or employer, non-family members)
5. Submit copy of current resume to include both employment and community service

In addition, students must meet one of the following:

1. Incoming freshman student
 - Possess 23 college level credits or fewer AND
 - Possess a minimum weighted or unweighted, cumulative high school GPA of 3.7
 OR
 - ACT composite score of 27 or above
 OR
 - SAT score (combined critical reading and math) of 1295 or above
2. External Transfer student
 - Possess 24 college level credits or more AND
 - Possess a minimum unweighted cumulative college GPA of 3.5
3. Internal Transfer student
 - Possess less than 36 completed college credits, AND
 - Possess a minimum unweighted, cumulative GCU GPA of 3.5

All applications are subject to review and consideration by the Honors College Department.

Upon acceptance into the Honors College, students must review and sign the Honors College Memorandum of Understanding (MOU) and complete the Honors Enrollment Agreement.

Bridge Admission Requirements

Bridge program candidates must meet the Master Admission Requirements and provide evidence of a bachelor's degree from an accredited, GCU-approved college, university or program.

Master Degree and Graduate Certificate Admission Requirements

All students must submit baccalaureate bearing college transcripts to meet the admission requirements of the University. Additionally, if students cannot meet the GPA requirements with their transcripts, but have a test score that meets admissions requirements, students will be eligible for full admission. If both the degree-bearing transcript and the test scores do not meet admissions requirements, students may be eligible to be admitted based on the [Standards for Admission with Specification](#).

Transcripts (Required):

- Undergraduate degree from an accredited, GCU-approved college, university, or program with a grade point average of 2.8 or better on the degree-bearing transcript
- Graduate degree from an accredited, GCU-approved college, university, or program

Test Scores (Optional):

Graduate Management Admissions Test (GMAT):

- Score of 500.

Graduate Record Examination (GRE):

- Prior to 8/1/11: Combined score of 1,000 for the verbal and quantitative sections.
- After 8/1/11: Combined score of 300 for the verbal and quantitative sections.

Bridge Programmatic Admission Requirements

Colangelo College of Business

Bridge to the Master of Science in Accounting

All students entering the bridge must have an Undergraduate degree AND must have completed thirty (30) business-related credits (courses may include business, mathematics, economics, marketing, finance, management, entrepreneurship, statistics, analytics, applied coursework within a business-related program of study.)

College of Nursing and Health Care Professions

Bridge to Master of Science in Nursing

1. All MSN bridge program candidates must meet the [Master Admission Requirements](#) and provide evidence of a bachelor's degree from an accredited, GCU-approved college, university or program reflecting a cumulative grade point average of 3.0 or above.
2. Candidates must provide evidence of a current, [unencumbered license](#) in the:
 - State of residence upon admission to the program and for the duration of their study or
 - Canadian province (excluding Quebec) where they are employed as an RN.
 - Complete the MSN Canadian Nurse Verification Form.
 - Meet the International Student Application Procedures.

Master Degree and Graduate Certificate Programmatic Admission Requirements

Some programs of study at Grand Canyon University require a higher GPA and/or other criteria to qualify for admission. Students who do not meet outlined Programmatic Admission Requirements must file a [University appeal](#) in order for alternative coursework to be reviewed by the applicable College.

Colangelo College of Business

Master of Science in Accounting

All entering students must have completed the following:

- Bachelor of Science in Accounting OR GCU's Bridge to Master of Science in Accounting AND
- Completed 30 business-related credits (courses may include business, mathematics, economics, marketing, finance, management, entrepreneurship, statistics, analytics, applied coursework within a business-related program of study).

It is strongly recommended to complete courses in Accounting Information Systems, Accounting Analytics, Ethics in Accounting, and Taxation II prior to sitting for the CPA exam, but not required to enter the program.

Eligibility for Certified Public Accountant (CPA) licensure is separate from the admission criteria for this program of study. Students may need to complete additional coursework in order to be eligible for CPA licensure.

A University Appeal should be submitted to be reviewed by the Colangelo College of Business if the student is eligible for the bridge to Master of Science in Accounting, but believes not all

coursework is needed. Prior coursework and experience should be provided for consideration.

Master of Science in Information Technology Management

All entering students must have completed one of the following:

- Undergraduate or graduate degree in a technology related field
- GCU's Bridge to Master of Science in Information Technology Management

Master of Business Administration & Master of Science in Leadership

Master of Business Administration

Master of Science in Organizational Leadership and Entrepreneurship

The programs listed above begin with fundamental courses that prepare students for the curricular content that they will encounter within their programs of study. All students undergo transcript evaluations. If they have earned grades of C or better in equivalent course content, students with non-business undergraduate degrees may have the option to waive one or more of the following fundamental courses associated with their programs of study: ACC-502, FIN-504, and SYM-506. Upon evaluation of their transcripts, students with business-oriented undergraduate degrees may waive all MBA fundamental courses. In those cases when students have been registered for the 600-level courses before their transcript evaluations have been completed, the University reserves the right to retroactively enroll students in the 500-level fundamental courses as needed.

Master of Business Administration & Master of Science in Nursing with an Emphasis in Nursing Leadership

The programs listed above contain fundamental courses that prepare students for the curricular content that they will encounter within their programs of study. All students undergo transcript evaluations. If they have earned grades of C or better in equivalent course content, students with non-business undergraduate degrees may have the option to waive one or both of the following fundamental courses associated with their programs of study: ACC-502 and FIN-504. Upon evaluation of their transcripts, students with a business discipline undergraduate degrees may waive both MBA fundamental courses. In those cases when students have been registered for the 600-level courses before their transcript evaluations have been completed, the University reserves the right to retroactively enroll students in the 500-level fundamental courses as needed.

Master of Science in Business Analytics

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may be able to waive SYM-506. Only courses with equivalent content and earned grades of C or better will be allowed to waive SYM-506.

College of Education

Master of Science in Instructional Technology

1. A copy of a current K-12 teaching certificate
OR
2. One year of verified, full-time teaching (teacher of record) experience (Teacher Verification Form)
OR
3. Earned degree from a GCU licensure program.

Master of Education in Educational Administration

Program applicants for this program are required to provide documentation for at least two years of verified, full-time teaching (teacher of record) experience. Program applicants must

also have access to an accredited PK-12 school (public or private settings) with an on-site licensed administrator/principal available to mentor during practicum and internship experiences. Program applicants who complete the program requirements for this program are eligible to apply for a principal's license.

Master of Education in Educational Leadership

Program applicants for this program are required to provide either a copy of a current PK-12 teaching certificate, or provide documentation of verified, full-time teaching (teacher of record) experience and have access to an accredited PK-12 school (public or private settings) with an on-site administrator available to mentor during practicum experiences. Program applicants who complete the Master of Education in Educational Leadership academic program are not eligible for an Intuitive Recommendation (IR) to obtain Principal certification as the program does not contain the required internship component necessary to meet licensure requirements..

Master of Arts in Curriculum and Instruction

Master of Arts in Reading

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

Graduate Certificate of Completion in Teaching English to Speakers of Other Languages (TESOL)

In addition to University Master Level degree admission requirements, students enrolling in MA programs must provide:

1. A copy of a current PK-12 teaching certificate
OR
2. One year of verified, full-time teaching (teacher of record) experience (Teacher Verification Form)
OR
3. Earned degree from a GCU licensure program.

Master of Arts in Autism Spectrum Disorders

1. A copy of a current special education teaching certificate.
OR
2. Documentation of 1 year of full-time, special education teaching (teacher of record) experience (Teacher Verification Form).
OR
3. Completed a Special Education licensure program from Grand Canyon University.

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Elementary Education

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Secondary Education

1. Undergraduate or Graduate degree from an accredited, GCU-approved college, university, or program with a grade point average of 2.8 or better on the degree-bearing transcript. If degree bearing transcript has a GPA below 2.8, students will adhere to the University Accepted with Specifications admission policy.
2. Letter of intent to hire or teaching contract
3. Documentation of passing content area exam scores for the National Evaluation Series (NES) exam or the Arizona Educator Proficiency Assessment (AEPA) appropriate for candidates planned student population.
4. A current Arizona IVP Fingerprint Clearance Card.

Graduate Certificate of Completion in Special Education, Mild to Moderate

Graduate Certificate of Completion in Special Education, Moderate to Severe

1. A copy of a current PK-12 teaching certificate.
2. Documentation of 3 years of verified, full-time teaching experience in PK-12 (public or private settings)
3. A copy of a current Fingerprint Clearance Card in accordance with the Fingerprint Clearance policy as stated in the University Policy Handbook.

College of Humanities and Social Sciences

Master of Education in School Counseling

Master of Science in Clinical Mental Health Counseling

1. GPA of 3.0 or higher (students accepted w/ specification will follow the current university policy)
2. Complete two short answer questions concerning career goals, and a respect for diversity.
3. Provide two professional recommendation letters from previous/current volunteer or employment supervisor or instructor.
4. Provide signed counseling dispositions document.

Final acceptance into the program will be determined by the College of Humanities and Social Sciences Admissions Committee. An offer of admission will be valid for 12 months from the start date of the program. Applicants denied admission may reapply after 180 days.

*Please refer to Programmatic evaluation of Transfer Credit section program specific courses that are not transferrable.

Master of Science in Mathematics with an Emphasis in Education

1. A Bachelor's degree in Mathematics
- OR
2. At least 24 UG credits in math with a level of Calculus 2
- OR
3. At least 9 GR credits in math

Master of Social Work

1. Students must hold a Bachelor degree from a regionally accredited undergraduate institution. Students cannot hold a Bachelor of Social Work degree as it would be a repeat of coursework and students entering the Master of Social Work program are not to repeat what has been achieved in their baccalaureate social work programs.
2. A grade-point average of a minimum of 3.0 (on a 4.0 scale). Anything below 3.0 will be accepted with specification as it stands in the current GCU policy.
3. Complete four short answer questions to be reviewed by the Social Work Admissions Committee.

Master of Social Work (Advanced Standing)

1. Students must hold a Bachelor of Social Work degree from a CSWE accredited program.
2. A grade-point average of a minimum of 3.0 (on a 4.0 scale). Anything below 3.0 will be accepted with specification as it stands in the current GCU policy.
3. Complete four short answer questions to be reviewed by the Social Work Admissions Committee.

Post-Master of Science in Counseling: Addiction Counseling Certificate

Post-Master of Science in Counseling: Childhood and Adolescence Disorders Certificate

Post-Master of Science in Counseling: Marriage and Family Therapy Certificate

Post-Master of Science in Counseling: Trauma Certificate

Students must possess a master's or doctorate degree in counseling, substance abuse counseling, clinical or counseling psychology, marriage and family therapy, behavioral health, mental health, social work, nursing, and/or psychiatry medicine.

College of Nursing and Health Care Professions

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

1. Students must hold a Bachelor of Science in Nursing (BSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
OR
Candidates who possess a bachelor's degree in a related field may apply if they have completed the bridge to MSN (excluding Nursing Concurrent Enrollment Program [NCEP] students).
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN) or APRN certification in states where the APRN is an upgrade of the RN license resulting in only one license that is both an RN and an APRN license.
3. Students must submit a recent curriculum vitae (CV) listing all professional experience showing a minimum of two years full-time work experience as a Registered Nurse (RN) within the last two years, related to the area of specialization.
4. Students must submit a Letter of Intent

Final acceptance into the program will be determined by the College of Nursing and Health Care Professions Admissions Committee. An offer of admission will be valid for 12 months from the start date of the program. Applicants denied admission may reapply after 180 days.

The Advanced Practice Programs in the College of Nursing and Health Care Professions are designed for clinicians that have experience in direct patient care, defined as nursing care provided to individuals or families intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Please note that nurses who work in indirect patient care are not eligible for these programs. Indirect patient care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups and while they may be responsible for nurses providing direct care, they do not provide direct care themselves, making them ineligible for the program (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Based on the purpose of these programs, students must be currently employed full-time in a health role or health outcomes role, and have documentation demonstrating experience serving in that role for the two years prior to application to the program.

- Students applying to the Family Nurse Practitioner program, must be currently employed full-time in direct patient care settings as mentioned above
- Students applying to the Acute Care Nurse Practitioner Program must be currently employed full-time in a hospital with at least one year of ICU, Adult ER, Progressive Care and/or Post-Operative experience.

Students must submit a recent curriculum vitae (CV) listing all professional experience. Students must remain employed full time until program start date.

Although it is possible for students to work full-time and remain in the program, based on the rigor and clinical requirements The College of Nursing and Health Care Professions strongly recommends that students reduce work hours in order to focus on the academic and clinical components of the program. Students who cannot meet the academic rigor of the courses, as well as prioritize time-demanding program requirements above all else, will likely have a difficult time meeting the requirements of the program.

- A Post-Master applicant who holds a current, active, unencumbered license as a nurse practitioner (NP) who have been approved for transfer credit will be required to take the 3P exam at the time they apply for the APRN program. Any Student who is not currently practicing and licensed as a nurse practitioner and requesting to transfer in any or all of the 3P courses (Advanced Pharmacology, advanced Pathophysiology and Advanced Health Assessment) from another institution, must have completed all 3 of these courses or credits within 5 years of their program start date into one of our APRN programs in addition to passing the 3P Exam
Exception: GCU Alumni who have graduated from an APRN program and passed the 3P exam within the last 5 years from the date of degree conference.
- A score of 67% or greater, results in progression to clinical with no other requirements.
- A score of less than 67%, will require enrollment in the NRC-634 remediation course, re-take of the 3P exam, and a passing score of 67% or greater before proceeding to the first clinical course.
- If the 2nd attempt in NRC-634 is a successful pass of 67% or higher, progression to clinical will occur with no other requirements.
- If the student fails the 2nd attempt, they will take a 16 week survey course as a non-degree student of NUR-631 (Advanced Pathophysiology) NUR-635 (Advanced Pharmacology), and NUR-634 (Advanced Physical Assessment) content.
- The 3rd attempt of the 3P exam will occur at the end of the survey course.
- Students who do not successfully pass the required 3P exam after three attempts will no longer be allowed to progress into any of the APRN programs. Students can transfer to a non-APRN program.

NOTE: Boards of Nursing from each state may have different requirements when applying for prescribing and dispensing privileges which could require additional pharmacology hours or pharmacology related content. If Advanced pharmacology needs to be repeated, the student may take it as a single course at GCU and will be responsible for the cost of that course.

Addendum: APRN applicants are required to be fully accepted. APRN students cannot be accepted with specifications.

* Please refer to Programmatic Evaluation of Transfer Credit section program specific courses that are not transferrable

Master of Science in Nursing with an Emphasis in Nursing

Fall 2022 University Policy Handbook

Leadership in Health Care Systems

Master of Science in Nursing with an Emphasis in Public Health

Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems

Master of Science in Nursing with an Emphasis in Health Care Informatics

Master of Science in Nursing with an Emphasis in Nursing Education

1. Students must hold a Bachelor of Science in Nursing (BSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
OR
Candidates who possess a bachelor's degree in a related field may apply if they have completed the bridge to MSN (including Nursing Concurrent Enrollment Program [NCEP] students).
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN) or ARNP certification in states where the ARNP is an upgrade of the RN license resulting in only one license that is both an RN and an ARNP license. .
 - Canadian province (excluding Quebec) where they are employed as an RN or NP.
 - Complete the MSN Canadian Nurse Verification Form
 - Meet the [International Student Application Procedures](#)

Master of Science in Health Care Administration

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may waive one or more of the following MSHCA Foundational courses in the program of study: HCA-515, HLT-520, and HCA-530. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MSHCA Foundational courses.

Master of Science in Health Informatics

Upon evaluation of the official transcripts, students who have taken courses with equivalent content at the undergraduate level may be able to waive SYM-506. Only courses with equivalent content and earned grades of C or better will be allowed to waive SYM-506.

Master of Science in Health Care Informatics

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may waive one or more of the following MHCI foundational courses in their program of study: HLT-520, HCA-515, and HCA-530. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MHCI foundational courses.

Post-Master of Science in Nursing with an Emphasis in Nursing Education Certificate

1. Students must hold a Master of Science in Nursing (MSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN) or ARNP certification in states where the ARNP is an upgrade of the RN license resulting in only one license that is both an RN and an ARNP license. .
 - Canadian province (excluding Quebec) where they are employed as an RN.
 - Complete the MSN Canadian Nurse Verification Form

- Meet the [International Student Application Procedures](#)

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

1. Students must hold a Master of Science in Nursing (MSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN).
3. Students must submit a recent curriculum vitae (CV) listing all professional experience showing a minimum of two years full-time work experience as a Registered Nurse (RN) within the last two years, related to the area of specialization.
4. Students must submit a Letter of Intent.

Final acceptance into the program will be determined by the College of Nursing and Health Care Professions Admissions Committee. An offer of admission will be valid for 12 months from the start date of the program. Applicants denied admission may reapply after 180 days.

The Advanced Practice Programs in the College of Nursing and Health Care Professions are designed for clinicians that have experience in direct patient care, defined as nursing care provided to individuals or families intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Please note that nurses who work in indirect patient care are not eligible for these programs. Indirect patient care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups and while they may be responsible for nurses providing direct care, they do not provide direct care themselves, making them ineligible for the program (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Based on the purpose of these programs, students must be currently employed full-time in a health role or health outcomes role, and have documentation demonstrating experience serving in that role for the two years prior to application to the program.

- Students applying to the Family Nurse Practitioner program, must be currently employed full-time in direct patient care settings as mentioned above
- Students applying to the Acute Care Nurse Practitioner Program must be currently employed full-time in a hospital with at least one year of ICU, Adult ER, Progressive Care and/or Post-Operative experience.

Students must submit a recent curriculum vitae (CV) listing all professional experience. Students must remain employed full time until program start date.

Although it is possible for students to work full-time and remain in the program, based on the rigor and clinical requirements The College of Nursing and Health Care Professions strongly recommends that students reduce work hours in order to focus on the academic and clinical components of the program. Students who cannot meet the academic rigor of the courses, as well as prioritize time-demanding program requirements above all else, will likely have a difficult time meeting the requirements of the program

College of Science, Engineering, and Technology

Master of Science in Biology with an Emphasis in Education

1. Undergraduate degree in Biology, Microbiology Physiology, Biochemistry, Cellular/Molecular Biology, or Genetics
OR
Undergraduate degree in Secondary Education with a specialization or emphasis in Biology
OR
Undergraduate degree and completion of 1 year of undergraduate General Biology.

Master of Science in Computer Science

- Undergraduate or Graduate degree in Computer Science, Software Engineering, Computer Engineering, or Electrical Engineering
OR
Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Computer Science

Master of Science in Chemistry with an Emphasis in Education

1. Undergraduate degree in Chemistry
OR
Undergraduate degree in Secondary Education with a specialization or emphasis in Chemistry
OR
Undergraduate degree and completion of 1 year of undergraduate Organic Chemistry and a course in Biochemistry.

Master of Science in Data Science

- Undergraduate or Graduate degree in Computer Science, Statistics, Mathematics, Physics, or Engineering
OR
Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Data Science

Master of Science in Forensic Science

- Undergraduate in Forensic Science or another natural or physical science
OR
Undergraduate degree in any field with the following courses completed: 1 year of General Chemistry with lab, 1 year of Organic Chemistry with lab, 1 semester of Biochemistry with lab, 1 semester of General Biology focusing on cellular/molecular biology with lab, 1 semester of Anatomy & Physiology with lab, 1 semester of General Physics with lab, 1 semester of Statistics, and 1 semester of upper-division Genetics or Molecular/Cellular Biology.

Master of Science in Nutrition and Dietetics

- Applicants must hold a bachelor's degree in Nutrition, Nutritional Science, or Dietetics reflecting a cumulative grade point average of 3.0 (on a 4.0 scale) on a degree bearing transcript.
- OR
- A bachelor's degree in another field with transcript reflecting a cumulative grade point average of 3.0 (on a 4.0 scale) on a degree bearing transcript or letter of intent to graduate.
 - The transcript must also show successful completion of the following courses at the college level with a C or above, completed within seven years of applicant's desired program start date:
 - 6 credits of General and Organic Chemistry with Lab
 - 3 credits of Biochemistry with Lab
 - 6 credits of Anatomy and Physiology with Lab

- 3 credits of Statistics
- 3 credits of Microbiology
- 3 credits of Nutrition
- Applicants must provide contact information for two current/previous instructors or volunteer or employment supervisors who are willing to complete a form of recommendation for the applicant.

Admission into the program is competitive, and the College of Science, Engineering, and Technology (CSET) stack-ranks previous undergraduate (or graduate) program type, overall undergraduate GPA, prerequisite coursework GPA, and recommender evaluations to determine final admissions decisions. Admission cannot and will not be guaranteed. Applications that do not meet the minimum requirements by the application deadline will be denied without consideration. Final acceptance into the program will be determined by the

CSET Admissions Committee. If a student has not been fully accepted to this program, they will be denied admittance into the program. University parameters for Accepted with Specifications do not apply to this program and any student who is not fully accepted will not be admitted into the program. Students are encouraged to either meet the parameters for full acceptance or choose a different program for admittance.

An offer of admission will be valid for 12 months. Applicants denied admission may reapply after 180 days. Students will be admitted on a quarterly basis with start dates on the 3rd Thursday in January, April, August, and October.

Program Requirements

Students must complete all required courses in the MS in Nutrition and Dietetics program and experiential learning (1000 hours) outlined in the course plan and pass all competency assessment assignments with at least a “meets expectations” or C in order to receive a Master of Science in Nutrition and Dietetics and a Verification Statement to sit for the Registered Dietitian Nutritionist credentialing exam. Students are required to complete the courses in the order listed, though exceptions may be made for extenuating circumstances. Graduate students must maintain good academic standing in order to be eligible to continue in or return to the University. Good Academic Standing is demonstrated by:

- a 3.00 grade point average (GPA) for all courses taken including those required in the program of study
- no more than 6 units of “C” course grades*
- no course grades of “D” or “F”

Students must complete all requirements for their master’s degree within a three-year period, as outlined in the GCU policy: (<https://www.gcu.edu/academics/academic-policies.php#h-universitypolicy-handbook>). If a student must be absent for an extended period of time due to serious illness, pregnancy, adoption or personal crisis, he/she must meet with the Program Director and sign an agreement for completion of the program. Students will be allowed up to three additional months to complete the assignments and supervised experiences or will be administratively withdrawn from the program.

Verification Statements

Following completion of all program requirements, and once the degree is officially posted, students will receive a verification statement and become eligible to sit for the Registration Examination for Dietitian Nutritionists through the Commission on Dietetic Registration. Three signed copies of the verification statement will be mailed to the student’s permanent address.

Academic Program Calendar

The academic calendar for Grand Canyon University can be found here: <https://www.gcu.edu/academics/calendar>. Online course start dates are offered quarterly. Two credit courses run 4 weeks, while four credit courses will be 8-16 weeks based on content and supervised experiential learning requirements. University holidays may not correspond with the schedule of experiential learning requirements; students are expected to follow the schedule of the site hosting their experiential learning.

Proposed Course Plan

Proposed FG Classes	Credits	Didactic Content Hours	Alternate Experiential Learning Hours	In-Person Experiential Learning Hours
NSC-507: Introduction to Graduate Studies in CSET	2	100	0	0
NSC 510: Behavioral Science and Counseling	4	150	50	0
NSC 550: Advanced Medical Nutrition Therapy	4	150	100	0
NSC 595: Applied Medical Nutrition Therapy	4	0	0	200
NSC 600: Food and Nutrition Management	4	100	100	150
NSC 650: Community Nutrition and Advocacy	4	200	0	100
NSC 675: Leadership in Dietetics	4	100	50	0
NSC 695: Capstone in Nutrition and Dietetics	4	0	0	250
Total	30	800	300	700

*Online course start dates are offered quarterly. Two credit courses run 4 weeks, while four credit courses will be 8-16 weeks based on content and supervised experiential learning requirements.

Assessment of Prior Learning

Supervised Experiential Learning. Nutrition and dietetics experiences completed prior to the start of the program will not be considered as replacements of the program's required applied experiences.

Courses. Due to the nature of competency-based education, nutrition courses taken at other universities that are not accredited under Future Education Model (FEM) standards cannot be used in place of required courses. Syllabi for courses taken through another FEM graduate program can be submitted to the Program Director for review. While students may notice repetition in subjects from previously-completed nutrition courses, this repetition supports solidifying knowledge that is essential for a successful RDN exam pass rate.

Supervised Experiential Learning

The Accreditation Council for Education in Nutrition and Dietetics requires a minimum of 1,000 hours of experiential learning. Alternate experiential learning is provided throughout the curriculum by way of case studies, simulation, and other course projects. Supervised experiential learning will be established prior to start date of course and in collaboration with the Office of Field Experience. Students are asked to identify their own supervised experiential learning sites. This information must be submitted to the Office of Field Experience based on their policy timeline. If sites are not able to be identified, the Office of Field Experience will assign student to currently established site. When students complete supervised experiential learning hours, the preceptor and employer must not use the student to replace an employee.

Office of Field Experience

Grand Canyon University College of Science, Engineering, and Technology faculty and the Office of Field Experience (OFE) team serve as a support to students in programs with supervised experiential learning. The assigned Field Experience Counselor or Field Clinical Counselor will communicate with students throughout their program to ensure they meet GCU's high academic standards. The OFE team will determine if all of the site requirements necessary to begin the field experience courses have been met.

Additional responsibilities of the OFE Counselor are as follows:

- Reinforce the students understanding of the supervised experiential learning and the expectations involved.
- Assist in ensuring all required health and safety documents and site requirements have been met.
- Be available to counsel students as situations dictate.
- Communicate with the field experience instructors and faculty as necessary.

Time Commitment for Supervised Experiential Learning

Students should plan ahead to meet the commitments of the supervised experiential learning requirements. Most sites are often limited to daytime and weekdays for providing practicum hours, so it may be necessary to adjust one's schedule accordingly. Students must complete all of their supervised experiential learning hours to the host agency even if they have successfully completed their logged clock hour commitment. They must discuss, and agree upon, their experiential learning start and end dates with their preceptor. It is important for students to confer with the preceptor on how they will be expected to provide closure to their assigned projects. It is important to note that failure to complete the required minimum hours within the timeframe of the practicum course, or failing to

properly document completed hours for the practicum experience, will result in failure of the course.

The course curriculum is developed to be taken concurrently as the student is fulfilling their practicum hours. If the student experiences an extenuating circumstance that will require the early completion of hours, the student must receive program director permission before doing so.

Logging Practice Experience Hours

The Lopes Activity Tracker (LAT) is used to track practicum hours throughout the student's experience.

This hour tracking system can be found in the Student Portal.

- All hours must be completed on-site and under direct supervision. Time taken to complete assignments for the Practicum course does not count toward completion of the hours.
- All hours must be completed and signed off/approved by their preceptor no later than at mid-term and end of term. Faculty members will provide final validation of all practicum hours.
- Field Experience Counselors are available for questions and assistance with this program if needed.
- Students are not to log hours until they have been cleared by the OFE.

Student Professional Dispositions

One important aspect of the experience here at Grand Canyon University is the fulfillment of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support student development and have clear expectations in these areas CSET lists the following key dispositions. When students fail to demonstrate these professional dispositions, they jeopardize their program or employment continuation. The ability to reflect on personal growth, strengths, and challenges is a central characteristic of effective people working in health care. These disposition statements do not replace the University Code of Conduct.

Communication Skills

- Demonstrate appropriate, professional, respectful verbal communication
- Demonstrate appropriate, professional respectful written communication
- Demonstrate a disposition toward inquiry and problem solving
- Work collaboratively with students, faculty, and professionals
- Demonstrate consistently positive attitudes toward learning and/or teaching
- Accept responsibility for decisions and actions
- Establish maintain mutually respectful interactions
- Demonstrates understanding of university/program organizational chart by communicating "need to know information" to individuals according to the chain of command

Work Ethic

- Demonstrate regular attendance
- Demonstrate punctuality
- Complete work in a timely manner
- Demonstrate organizational skills
- Know and observe all pertinent policies and procedures
- Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

- Demonstrate a commitment to work with patients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
- Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
- Treat everyone fairly, equitably, and respectfully
- Accept constructive criticism and adjusts performance accordingly
- Express and demonstrate interest in and enthusiasm for teaching/learning
- Adapt to new and diverse teaching/learning situations
- Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
- Maintain confidentiality about all student, patient, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
- Demonstrate discretion when discussing colleagues, faculty, experiential learning sites, and personal information
- Respect the points of view of others
- Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
- Project an appropriate professional appearance in professional settings
- Project an appropriate professional and respectful demeanor
- Be open to leadership and opportunities for growth
- Understand and practice professional ethical standards
- Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
- Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
- Acts overall in a manner that furthers the interests of others (enlightened self-interest)
- Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding field experiences or documents contained in a client record

Transportation/Travel to Field Experience Sites

Students must provide their own, dependable transportation to the sites. GCU, in conjunction with these agencies, makes every attempt to minimize the distance that students travel to their field experience, but sometimes additional travel is unavoidable. All students are required to show proof of current vehicle registration and insurance. Information will be kept on file by program director.

Injury/Illness

During Supervised Experiential Learning rotations, should a student become ill or injured, the student must notify the agency supervisor and Program Director immediately. The student must also obtain documentation for the injury or illness by visiting the health center or healthcare provider. The student must arrange with the agency supervisor how and when to make up missed hours and activities. Makeup opportunities for missed classes due to illness or injury are at the discretion of each instructor and their course policies. If sick leave becomes excessive or is patterned during the supervised experiential learning portion of the program, the student will be counseled by the Program Director and subject to dismissal from the program if warranted.

Affiliation Agreements

The College of Science, Engineering, and Technology must have an agreement with the site prior to the student beginning field experiences. It is the student's responsibility to provide OFE their site's education coordinator information, so that the OFE can work directly with the facility to obtain the required paperwork. It is important to remember that the existence of this agreement does not guarantee placement availability, and that arrangements beyond the agreement must be implemented to enable student placement.

If a current agreement is not already in place, the legal contract will be sent directly to the preceptor's site from the OFE. Completing new site agreements can be a lengthy process and the Affiliation Agreement must be in place prior to the course start date. Students should allow at least four to six months for a new agreement to be finalized. Failure to provide site information accurately and entirely can slow this process and may prevent the student from beginning the field experience on time. Once an Affiliation Agreement has been finalized, students will be notified via email.

Some sites may have specific requirements for documentation for a placement. Students are to work with both the site and OFE to ensure all requirements are met (e.g., a hospital may require a background check different from the original background check and has the right to specify their own institutional requirements that are not within the control of the University).

Liability Insurance

Students are required to purchase liability insurance for supervised experiential learning hours prior to the final spring and summer terms. The cost for liability insurance is around \$35. If the student is a Dietetic Technician, Registered (DTR), then the liability insurance is \$75.

Student Learning and Evaluations

The curriculum within the MS Nutrition and Dietetics program at GCU is guided by a Competency Based Education Model. This model emphasizes learner-centered teaching. Students will be expected to complete online modules that may include worksheets, readings, video interaction, case studies, and exams to gain foundational knowledge in the course topic. Students will engage with their peers through activities in which students are expected to apply what they have learned in modules to group activities.

Formal evaluation of students occurs at pre-determined times throughout the supervised experiential learning using forms available in GCU's Learning Management System. Evaluations include both assessments of the student's progress as well as assessments of the student's knowledge and performance in supervised experiential learning. Preceptors completing the evaluation do so within GCU's Learning Management System and review with the student prior to submitting to the program director. Students can expect to receive formal evaluations in the following formats:

- Written evaluations from preceptors
- Assignment Rubrics
- Preceptor reviewed assignments, such as case studies. Many opportunities exist for informal feedback about performance. These should be viewed as opportunities to gain insight and adjust performance. Examples of informal evaluation include, but are not limited to, daily feedback and discussions with preceptors and instructors on skill development, clinical documentation, presentations and projects.

In experiential learning, a pre-conference will occur prior to the start of the supervised experiential learning experience. This meeting is intended for the student and preceptor to review course and student-specific learning objectives as well as the roles, responsibilities, and expectations of student and preceptor during this clinical experience. The preceptor and student will attest to meeting by signing the Preceptor-Faculty-Student Conferences and Evaluations form and submitting to the classroom in the first week for OFE approval of the proposed experiences.

The evaluations are electronic and stored in GCU's Learning Management System. The course faculty will send the evaluation to the preceptor and input evaluation data electronically with input from preceptor on student performance. The final evaluation will be completed by the preceptor and reviewed with the student.

The valuable feedback/input given by the preceptors on the students' performance will then receive a final review and evaluation by the faculty. The student and preceptor will attest to reviewing these evaluations together by again signing the Preceptor-Faculty-Student Conferences and Evaluations form and submitting to the classroom both mid-course and in the final week.

Any student who scores "below expectations" at mid-term will meet with the Program Director to complete a remediation form and plan.

At the end of clinical/practicum, students will submit an evaluation of the site supervisor, preceptor and site that is reviewed by the faculty. All evaluations that have any "below expectations" will be sent to the Program Director for review and further investigation.

Academic Advising & Student Success

Students enrolled in the MS in Nutrition and Dietetics program will be advised by Program Director,

Office of Field Experience Counselor, and Student Services Counselor.

Program Retention & Remediation Procedures

The College of Science, Engineering, and Technology may take disciplinary action against candidates who demonstrate insufficient performance, inappropriate dispositions, conduct unbecoming, or are terminated by an experiential learning site. The College of Science, Engineering, and Technology Professional Practice Committee reviews all documentation and makes a determination as to whether the alleged violation or deficiency has been substantiated and which college-level penalties may apply. If candidates do not comply with remediation plans and/or sanctions, they may be terminated from their site, complete a corrective action plan and/or may have to undergo the Code of Conduct process for failure to comply with a college directive.

Disciplinary & Termination Procedures

Graduate students must maintain good academic standing in order to be eligible to continue or return to the University. Students are placed on warning if their enrollment cumulative GPA drops below 3.0 or if they have not earned at least 67% of the cumulative credit hours attempted. The warning status will be removed when the minimum enrollment cumulative GPA specified above is regained, and/or student earns 67% of the credit hours attempted. If a student fails to meet the minimum GPA or is not earning at least 67% of attempted credit hours in the subsequent interval, the student will be placed on suspension. If a student is under suspension, they will be required to set up a

remedial instruction contract with the program director. If the contract is violated, they will be terminated from the program. If a student is terminated, the student will be counseled into career paths that are appropriate to his/her ability.

Grievances

Most student complaints can be resolved on an informal basis with the instructor or preceptor. Students who believe they are victims of unfair policies or practices should follow the chain of command as necessary.

Students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their Student Services Counselor (SSC). Finally, if the issue needs further attention, the SSC will notify the Program Director. Further concerns should be taken to the Assistant/Associate Dean.

The program will maintain a record of student complaints for a period of seven years. For program noncompliance issues as well as grievances that cannot be resolved at the university level, Grand Canyon University is a SARA participating institution. The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions in relation to non-instructional complaints. Instructional complaints, such as grade grievances, are not reviewed by the Council and should not be submitted for review. Distance education students who reside in SARA states (see list of SARA states at www.nc-sara.org), may file a non-instructional complaint with the Arizona SARA council. However, non-instructional complaints may only be filed with SARA after student's have first utilized GCU's appeals process and the Arizona State Board for Private Postsecondary Education's complaint process. Non-instructional complaints may be submitted to AZ-SARA via <http://azsara.arizona.edu/complaint-process>.

Concerns regarding accreditation can be reported to the Accreditation Council for Education in Nutrition and Dietetics (ACEND):

Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza
Suite 2190
Chicago, IL 60606-6995
800/877-1600, ext. 5400
312/899-0040
Fax: 312/899-4817
acend@eatright.org

Drug Testing and Criminal Background Check

Students may be required to complete drug testing and a criminal background check prior to the start of supervised experiential learning, as requested by the agency. The student will be responsible for all associated fees. If the student fails the drug test or criminal background check, the student will be unable to complete supervised experiential learning at that agency and will need to work with the MPH-Nutrition Coordinator to find an alternative placement.

Master of Science in Software Development

Undergraduate or Graduate degree in Computer Science, Computer Programming, Computer Information Systems, Software Engineering, Computer Engineering, Electrical Engineering, Advertising and Graphic Design, Applied Business Analytics, Applied Business Information systems, Business Information Systems, or Internet and Web Development.

OR

Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Software Development.

Master of Science in Software Engineering

Undergraduate or Graduate degree in Software Engineering, Computer Engineering, or Computer Science.

OR

Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Software Engineering.

College of Theology

All Programs

Grand Canyon Theological Seminary students are required to affirm GCU's Doctrinal and Ethical Positions Statements, the College of Theology's Covenant, and the College of Theology's Dispositional and Behavioral Standards. These documents serve to clarify and underscore the College's commitment to the essential doctrines of the Christian faith and its concern to exemplify these doctrines in life and ministry. Together, these documents outline the Covenantal Standards of the seminary community at GCU.

Students must complete this requirement by signing these documents within the application for their program of study. Students may be denied admission or removed from the program based on the following:

- Failure to affirm and align with the College of Theology's Covenantal Standards as outlined in the Doctrinal and Ethical Positions Statements, the College's Covenant, and/or the College's Dispositional and Behavioral Standards.
- Display of dispositions and/or behavior that do not align with the College's Covenantal Standards during the course of the admissions process or during the course of their time at the institution.
- A history of behavior that is contrary to the Covenantal Standards and unbecoming of a gospel minister.

Post-Master of Arts in Theology: Introductory Biblical Languages Certificate

In order to be eligible for admission to the program, students must possess a Master of Arts degree in Christian Studies, Biblical Studies, Theological Studies or Christian Ministry or a Master of Divinity from an approved academic institution. Students will be admitted only on the basis of a completed degree in a designated area of theology (i.e. an acceptable and appropriate theological background at the graduate level).

Students who have completed a graduate or baccalaureate degree in Christian Studies, Biblical Studies, Theological Studies, Christian Ministry, or some other GCU-approved, theologically based program are able to waive the fundamental courses: BIB-501 and BIB-502.

Master of Arts in Christian Leadership

Master of Arts in Christian Ministry

Master of Arts in Youth and Family Ministry

Master of Arts in Urban Ministry

Students who have completed a graduate or baccalaureate degree in Christian Studies, Biblical Studies, Theological Studies, Christian Ministry, or some other GCU-approved, theologically based program are able to waive the fundamental courses: BIB-501 and BIB-502. This includes graduates from GCU's Bachelor of Arts in Worship Arts program.

Doctoral Admission Requirements

Applicants to the doctoral programs may be accepted for admission by meeting the full range of criteria for one of the options specified below.

Have earned a doctoral degree or GCU-approved post-master's program from a regionally accredited institution with a GPA of 3.4 or higher on the degree-bearing transcript. Applicants with a GPA less than 3.4 will be [Accepted with Specifications](#).

OR

Have earned a master's degree from a regionally accredited institution with a GPA of 3.4 or higher in the degree on the degree-bearing transcript. Applicants with a GPA of 3.0 – 3.39 will be [Accepted with Specifications](#). Applicants with a GPA below a 3.0 will not be accepted into the University.

AND

Submit a Letter of Intent of approximately 250 – 400 words. The Letter of Intent is designed to help learners begin their Doctoral Journey in a reflective and purposeful manner.

Doctoral Programmatic Admission Requirements

Some programs of study at Grand Canyon University require a higher GPA and/or other criteria to qualify for admission.

Students who do not meet outlined Programmatic Admission Requirements must file a [University appeal](#) in order for alternative coursework to be reviewed by the applicable College.

Bridge to Doctor of Philosophy in Counselor Education and Supervision

Applicants unable to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework can be fulfilled through the PHD-CES Bridge.

The Bridge allows for enrollment in up to four (4) entry-level core curricular standards and up to six (6) credit hours of entry-level professional practice standards. These courses will be offered in conjunction with the College of Humanities and Social Sciences entry-level counseling program.

Doctor of Business Administration (DBA)

All entering DBA learners must have either:

1. MBA
2. Non-MBA masters' or doctoral degree including fundamental courses with a minimum 3.0 GPA, or a passing grade if the institution does not use a traditional A-F grading systems, in accounting, finance, marketing and statistics. At GCU these graduate level business fundamentals may be met by taking ACC-502, FIN-504, MKT-607, and SYM-506. Students must earn a minimum 3.0 GPA in each course. Students have the option to take an exam to fulfill this requirement. More information can be obtained through a Doctoral University

Counselor. The business fundamental courses must be met prior to starting doctoral level courses.

Additionally, learners enrolling into the Data Analytics emphasis must also have a course on relational databases (such as SQL, MySQL, etc.) or an introductory course on database structures. This course can be graduate or undergraduate level. At GCU this may be met by taking MIS-605.

Doctor of Education in Organization Leadership with an Emphasis in Special Education

All students entering into the Doctor of Education in Organizational Leadership with an Emphasis in Special Education must have an undergraduate, graduate or doctoral degree in education to be admitted into the program.

Doctor of Nursing Practice (DNP)

1. Must hold a Master of Science in Nursing (MSN) degree from a CCNE/NLNAC, ACEN, a CNEA accredited program, or from an accredited, GCU-approved college, university, or program.
2. Possess a current unencumbered, unrestricted license as a registered nurse (RN) or ARNP certification in states where the ARNP is an upgrade of the RN license resulting in only one license that is both an RN and an ARNP license:
 - Canadian province (excluding Quebec), where they are employed as a RN.
 - o Meet the [International Student Application Procedures](#).

Doctor of Philosophy in Counselor Education and Supervision

All learners admitted to the PhD in Counselor Education and Supervision program:

1. Have graduated from an approved Council for Accreditation of Counseling and Related Educational Programs (CACREP) entry level institution OR
2. Have graduated from a program that meets the entry-level core curricular standards and professional practice standards requirements below:

Entry Level Core Curricular Requirements

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Human Growth and Development
- Assessment and Testing
- Research and Program Evaluation
- Career Development

Entry Level Professional Practice Standards:

- A minimum of six (6) credit hours of supervised field experience in the specialty area

Appeals

Applicants may be summarily submitted for University Appeals who do not meet requirements:

- A. Applicants must show these courses in their Masters degrees, or appeal to CDS operations with the syllabi indicating content to fulfill these competencies
- B. Applicants missing prerequisite core curricular or professional practice coursework can be completed before or concurrently with initial doctoral-level counselor education coursework. (These courses can be taken through the PhD CES Bridge program (or equivalent).

Non-Degree Program Admission Requirements

HS Dual Enrollment

Dual enrollment is an opportunity for high school students to take college courses in order to meet high school requirements. High school junior and senior students may enroll in college courses if they have a current, minimum un-weighted cumulative high-school GPA of 3.0. High school sophomore students may enroll in college courses if they demonstrate readiness to participate in college level coursework with a current, minimum un-weighted cumulative high-school GPA of 3.25.

Dual enrollment students must meet all course prerequisites.

High school students may take a maximum of 60 credits (up to 15 courses). Earned college credit may later be applied toward a degree program at Grand Canyon University if they apply and meet admission requirements as a baccalaureate degree student.

Students should consider their undergraduate or graduate degree and career goals when assessing dual enrollment courses, especially modality. For example, some undergraduate degrees have significant major requirements for which 60 credits of dual enrollment may not all apply. In other cases, some medical schools will not admit students who have taken courses online.

Continuing Education

The University offers Continuing Education courses designed specifically for teachers in a 6-week, 3-graduate credit format. These courses can be used for a variety of purposes; re-certification, salary scales, professional development, etc. but the student must check with their state and/or district to ensure transferability. Applications who wish to enroll in these courses must complete the Non-Degree Application. Non-degree seeking students may enroll in multiple courses. These courses will not transfer into a GCU degree program and will not be accepted for regular matriculation to the University.

Single Course

The University offers single-course registration to applicants who are not interested in enrolling in and completing a specific Program of Study.

1. Applicants who wish to enroll in either undergraduate or graduate courses must complete the Non-Degree Application.
2. Non-Degree seeking students may take a maximum of 24 credits (up to 6 courses). Exceptions to this policy require approval from the President, Provost or designee.
3. If additional credits are needed, students must enroll in a degree program.
4. Non-Degree seeking students may take up to two courses simultaneously.

College-level credit earned may later be applied toward a degree program, except CEU courses, at Grand Canyon University, provided the student applies for admission and is accepted to the University. Applications for admission will be evaluated on an individual basis. If non-degree seeking students wish to complete a specific program of study, they must complete the standard Application for Admission and fulfill, as appropriate, the Baccalaureate Admission Requirements or the Master Admission Requirements. Applications for admission will be evaluated on an individual basis. Students who reach 16 credits in a non-degree seeking status may be contacted and encouraged to apply for University matriculation and to enter a specified degree program.

Students who are enrolled in a Concurrent Enrollment Nursing Program must adhere to the contracted course walk. Students are not permitted to take single courses through the Non-Degree department while enrolled in Concurrent Enrollment Nursing program

Single Course(s) & Transfer Policy

The following licensed professional counselors and non-licensed, non-degree students may take up to 24 single course credits, however no more than 12 credits may be from the Master of Science in Clinical Mental Health Counseling (MSCMHC) or from the Master of Education in School Counseling (M.Ed.SC) program.

- Professional counselors currently licensed in good standing as a clinical mental health counselor, professional counselor, or school counselor
- Currently licensed professional counselors or individuals currently enrolled in a clinical mental health counseling, professional counseling, or a school counseling program at a regionally accredited university
- Currently enrolled students in a clinical mental health counseling, professional counseling, or a school counseling program at a regionally accredited university [However, graduate-level students enrolled in a program elsewhere cannot take any practicum or internship courses, unless they are a graduate of GCU's Master of Science in Clinical Mental Health Counseling, Master of Science in Professional Counseling, Master of Science in Christian Counseling (no emphasis), or Master of Education in School Counseling programs.]
- Non-licensed, non-degree seeking students may not take any CNL courses; however, they may take PCN-500, PCN-501, PCN-505 and PCN-520* and apply to transfer them to either the Master of Science in Clinical Mental Health Counseling or Master of Education in School Counseling programs if admitted.
- Graduate-level non-degree students cannot take any practicum or internship courses as a non-degree student, unless they are a graduate of a GCU counseling program.

Students are responsible for ensuring that single courses taken meet licensure, continuing education, or transfer requirements of their institution or state.

Individuals denied admission to the Master of Science in Clinical Mental Health Counseling (MSCMHC) or the Master of Education in School Counseling (M.Ed.SC) may not take single course counseling courses from these programs.

Licensed students who do not intend to apply to the Master of Science in Clinical Mental Health Counseling (MSCMHC) or the Master of Education in School Counseling (M.Ed.SC) may complete a maximum of 24 graduate counseling credits.

*Note: PCN-520 is only transferable to the new program of study if it was completed with Grand Canyon University after November 1, 2016.

General Application Procedures

Although applicants may be conditionally accepted for admission based on incomplete records, final records are required in order to complete the admission file. 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, and submit

all requested information. Incomplete applications may be returned. Information and application forms are available on campus and on the Grand Canyon University Web site.

2. Official Transcript(s): Based on the degree level admission requirements. If applicants have completed coursework 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). If accepted, prospective students will need to submit a final transcript showing their graduation date.
3. Official Standardized Test Scores: If applicable

Admission Statuses

Conditionally Accepted

All applicants are conditionally accepted until proof of admissions eligibility is met, including applicable documentation. All applicants will remain in this status until they have attended their first course at GCU.

Accepted

Students have demonstrated their admissions eligibility and are fully accepted into the University.

Accepted with Specifications

Students who do not meet the admission requirements may be *Accepted with Specification* to Grand Canyon University.

- Nontraditional Undergraduate Students: Students will be enrolled into GCU's Foundational General Education Sequence including UNV 103 or UNV 303
- Traditional Students: Traditional campus students may be required to fulfill additional requirements, such as completing a *Traditional Student Agreement*. Traditional campus students will be able to enroll for Chapel credit during their probationary term.

If a student is Accepted with Specifications they must meet the following requirements based on their degree level and campus:

Baccalaureate students:

- Nontraditional students: Must earn a 2.0 enrollment GPA with Grand Canyon University after attempting 12 credits with the University.
- Traditional Students: Must earn a 2.0 enrollment GPA with Grand Canyon University after their first semester with GCU.

Graduate students (Masters level and Graduate Certificate degree programs):

- Nontraditional students: Must earn a 3.0 enrollment GPA with Grand Canyon University once a student has attempted 8 credits with the University.
- Traditional students: In the event a program is delivered exclusively on the ground traditional campus, they must earn a 3.0 overall cumulative GPA with Grand Canyon University after their first semester with GCU.

Doctoral Students:

- Nontraditional students: Must earn a 3.0 enrollment GPA with Grand Canyon University once a student has attempted 6 credits with the University.

The Office of Academic Records will review the student's record after the appropriate credits are attempted per degree level, and the student's school status will be changed to one of the following:

- Accepted: Occurs after achieving the minimum-standard 2.0 GPA
- Dismissed: Occurs after failing to achieve the minimum-standard 2.0 GPA

Students that fail to meet the 2.0 GPA requirement for undergraduates, or 3.0 for graduates and are active in a course when the student's record is reviewed will be administratively withdrawn (grade of AW) from the course and placed in Dismissed status. Students who receive an AW will be neither academically nor financially responsible for coursework they receive an AW in or coursework they registered to take in the future. Students may reapply to the University after 12 months of being out of attendance, but they must return their original program of study and original modality of enrollment. If the student wants to change modality of enrollment, this must be stated in their request for reinstatement. Students are strongly encouraged to demonstrate academic achievement while waiting for eligibility to apply for reinstatement to their degree program.

Deferred Admissions

Students who cannot provide sufficient admissions documentation will be deferred until complete and acceptable documentation is provided. Students currently attending a course will be permitted to complete the course but will not be registered for any additional coursework until officially admitted.

Denied

Students who do not meet the admission requirements of the University will not be accepted.

International Student Admission

International students may be citizens of the United States with foreign academic credentials or have entered the country on a lawful immigrant or nonimmigrant visa. The following details the requirements for international student admission.

International Student Application Procedures

In order to be considered for admission, international students must complete the Application for Admissions, which includes submitting the following:

1. Official Transcript(s)
 - a. Secondary School: All international students must have completed, or be in the process of completing, a secondary school program that is equivalent to the 12th grade (high school) in the United States. An official evaluation of students' secondary school work, written in English, must be sent directly from a University-approved transcript evaluation service to the University. If an original document is not available, a certified copy will be accepted. Students who have not completed secondary school at the time of application must submit their official transcript evaluations upon graduation from the 12th-grade equivalent.
 - b. College and/or University: Official transcripts (written in English or translation, if not in English) of students' college or university work must be sent directly from the college or university to Grand Canyon University. If original documents are not available, certified copies will be accepted.

GCU will consider three year international bachelor degrees for admission into graduate level programs. The acceptance

of three year international bachelor degrees is contingent upon the students foreign credential evaluation (from a GCU approved evaluation agency). The evaluation must indicate: "That the degree prepares the student for graduate level studies" OR "Given the relatively high proportion of coursework completed in the major field of study, the foreign degree program has prepared this student to meet minimum graduate admission eligibility standards".

If the evaluation indicates that the three year bachelor degree does not prepare the student for graduate level studies, the student must complete a degree equivalent to a US bachelor degree prior to entering a graduate program. The following countries will be considered for three year bachelor degrees: Bologna Process participating countries, Australia, Canada, New Zealand and India (Bachelor in Commerce ONLY).

- c. University-approved Transcript Evaluations: In order to evaluate foreign credentials accurately and consistently, Grand Canyon University requires all international college or university transcripts to be evaluated by a University-approved evaluation service. Among others, University-approved evaluation services include those agencies that are members of or affiliated with the National Association of Credential Evaluation Services (NACES) and the American Association of Collegiate Registrars and Admission Officers (AACRAO). If the evaluation agency is unable to translate the transcripts into English, applicants may be able to obtain official translations at many consulates, embassies, or university language departments. Grand Canyon University will not award any transfer credit from foreign credentials without an evaluation from an approved evaluation service. The fee for evaluation is the responsibility of the student. All evaluations must have been evaluated by an approved agency within one year of the student's application date.

The following is a list of approved agencies:

- Arizona International Credential Evaluators (AZICE)
- Academic and Professional International Evaluations, Inc. (APIE)
- Academic Credentials Evaluation Institute, Inc. (ACEI)
- American Education Research Corporation (AERC)
- Educational Credential Evaluators, Inc. (ECE)
- Educational Records Evaluations Service, Inc. (ERES)
- Evaluation Service, Inc.
- Foundation for International Services (FIS)
- Foreign Credentials Services of America (FCSA)
- Global Credential Evaluators (GCE)
- Institute for International Credentials Evaluation at CSU Fresno (IICE)
- International Consultants of Delaware, Inc. (ICD)
- International Education Research Foundation, Inc. (IERF)
- Lisano International: Foreign Educational Credential Evaluation (LI)
- Joseph A. Silny Associates (JS&A)
- World Education Services, Inc. (WES)

2. English Language Proficiency Documentation:
 - a. Students who completed secondary school and/or received a diploma or degree from a post-secondary institution from the countries listed satisfy the English Language Proficiency admission requirement: Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, *Canada, Cayman Islands, Christmas

Island, Cook Islands, Dominica, Fiji, Gambia, Ghana, Grenada, Guyana, **India, Ireland, Jamaica, Kenya, Kiribati, Liberia, Malawi, Malta, Marshall Islands, Mauritius, Micronesia, Namibia, New Zealand, Nigeria, Niue, Norfolk Island, Palau, Papua New Guinea, Philippines, Pitcairn Islands, Puerto Rico, Saint Kitts, and Nevis, Saint Lucia, Saint Vincent and Grenadines, Seychelles, Sierra Leone, Singapore, *South Africa, Swaziland, Tanzania, Trinidad and Tobago, Turks and Caicos Islands, Uganda, United Kingdom, United States, Vanuatu, Zambia and Zimbabwe. An applicant with credentials from outside of the USA is exempt from English Proficiency if they are a naturalized US citizen.

*If French is noted on Canadian credentials or Afrikaans on South African credentials, the student must prove proficiency through testing.

** Healthcare programs in India are instructed with English as the sole medium of instruction.

*** If a student submits multiple documents to satisfy the English Proficiency requirement, the English Proficiency Test Scores will supersede all other documents in making the admission decision.

b. Students who have completed secondary school and/or received a diploma or degree from a post-secondary institution in a non-exemption country may obtain a letter on official letterhead indicating that “English was the medium of instruction in their program”. The letter must be signed and dated by a recognized school official. If, on the international transcript evaluation performed for application, it is specified that the sole medium of instruction is English, a letter from the school is not necessary.

c. Students who have not completed secondary school and/or received a diploma or degree from a post-secondary institution must have completed a minimum of 24 semester college level credits at a regionally accredited or GCU-approved institution and/or an international institution recognized by the Ministry of Education or other acceptable government agency and have a minimum GPA of 2.75 from an institution whose sole medium of instruction is English. The language-proficiency requirement cannot be satisfied through experience in English learning programs at other schools.

3. English Language Proficiency Scores: If English is not the native language of prospective students, their score reports for a language proficiency test must be sent directly to Grand Canyon University from the testing center. The table below specifies minimum scores to be considered for admission to various programs.

GCU accepts the following forms of language assessment:

- Test of English as a Foreign Language (TOEFL)
- Test of English for International Communication (TOEIC)
- International English Language Testing System (IELTS)
- Berlitz Language Evaluation
- Duolingo

Minimum Scores			
Scores Required by Program	General Undergrad Programs	Undergrad Education, Nursing & General Graduate Programs	Graduate Education, Business & Nursing Programs
Test Type	I	II	III
TOEFL Paper-based	500	550	575
TOEFL Computer-based	173	213	233
TOEFL Internet-based	61	79	90
TOEIC	625	750	815
IELTS	6	6	7
Berlitz Computer-based	74	81	85
Duolingo	90	100	110

ACT and SAT Scores: GCU does not require scores from these tests for international students; however, international athletes may be required to submit scores.

F-1 Student Application Procedure

F-1 student applicants are required to submit additional documentation to the International Student Coordinator in order to obtain the Certificate of Eligibility for Nonimmigrant (F-1) Student Status – For Academic and Language Students, also known as an I-20. These international students are attending courses on the traditional campus or courses at an off-site location.

Documents required for the I-20 include:

- Copy of Passport (valid within 6 months)
- International Student Application
- Confidential Financial Statement
- Affidavit of Sponsor (if applicable)
- Evidence of financial responsibility, not older than 6 months, such as official award letters for scholarships and fellowships and for personal or family funds evidence, which should be on bank letterhead stationery, or in the form of a legally binding affidavit.
- GCU reserves the right to ask for a \$6,000 refundable deposit from applicants before an I-20 will be issued. A refund will be granted only if the visa is denied and evidence of denial is provided to the CIE.
- Application for campus housing is a separate procedure from admission. If prospective students plan to live on campus, they should contact the [Office of Residence Life](#).

Limitation on attempts for an F-1 Visa

The I-20 is used to apply for an F-1 visa at a U.S. embassy or consulate. The decision to award a visa is up the consulate officer. Should a GCU applicant be denied a visa, the applicant may re-apply and a new I-20 will be issued if applicable and at the discretion of the Designated School Official. It is the responsibility of the applicant to notify the Designated School Official of each visa attempt. The applicant may receive up to

three total visa denials. GCU will not support any more than three failed attempts for an F-1 visa. Regardless of time elapsed or change of circumstances, GCU will not support any more than three failed attempts for an F-1 Visa. Upon notification of three visa denials, the applicant is no longer eligible to continue pursuing on-ground enrollment at GCU through the F-1 Visa..

Citizenship/Visas/Permanent Residents

Grand Canyon University does not require U.S. citizenship or residence within the U.S. as prerequisites for admission. The following groups of students are eligible for admission to Grand Canyon University accepts the following students as “eligible non-citizens.”

- Non-citizen National: United States national is a person born in or having ties with "an outlying possession of the United States", including Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, and the North Mariana Islands which is as of 2005, only American Samoa and Swains Island. U.S. Nationals are allowed to work and reside anywhere in the U.S. without restrictions and will carry a U.S. passport noting their status as national.
- Permanent Resident: United States lawful permanent residency are commonly known as “green card holders”. They are authorized to live and work in the U.S. United States of America on a permanent basis. A U.S. lawful permanent resident must maintain permanent resident status, and can be removed from the if certain conditions of this status are not met.
- Asylee/Refugee: Refugee status or asylum may be granted to people who have been persecuted or fear they will be persecuted on account of race, religion, nationality, and/or membership in a particular social group or political opinion. They are allowed to live and work, and study, in the U.S. until their cases are concluded. At that point, they will either become U.S. lawful permanent residents, or they will be required to leave the U.S.
- Employment Authorization Cards or Document (EAC or EAD): Employment Authorization Cards or Documents do not confer an immigration status by themselves. Rather, they are employment authorization based a variety of immigration statuses. Virtually all individuals in possession of an EAC or EAD will be eligible to study; however, the card itself should not be factor in determining eligibility.
- Eligible Visa Status: Students with any of the following valid United States Visas are eligible for entry.

Valid United States Visas	
A-1	N
A-2	O-1**
B-1 (avocational or recreational)	O-2**
B-2 (avocational or recreational)	O-3
E-1**	P-1**
E-2**	P-2**
E-3**	P-3**

Valid United States Visas	
F-1 (GROUND ORIGINATION – not online)	P-4
F-2 (avocational or recreational)	Q-1**
G-1	Q-2**
G-2	Q-3
G-3	R-1**
G-4	R-2
G-5	S-5
H-1B**	S-6
H-1B1**	S-7
H-1C	T-1
H-2A**	T-2
H-2B**	T-3
H-3**	T-4
H-4	TD
I**	TN**
J-1**	U-1
J-2	U-2
K-1	U-3
K-2	U-4
K-3	U-5
K-4	V-1
L-1A**	V-2
L-1B**	V-3
L-2	Adjustment of Status**

*/A is reserved for undocumented persons residing in the USA attending the GCU Main Campus or non-US Citizens residing outside of the USA and attending GCU via the online modality.

** These visas are primarily work visas. They are allowed to attend school, even fulltime, so long as work remains the primary purpose for being in the US. While this is not per se an issue for GCU, most visa holders are unaware of the restriction and should be alerted to the potential loss of the visa.

*** Individuals switching from a visa to Lawful Permanent Resident are in a process called Adjustment of Status. The Adjustment of Status process supersedes any underlying visa category.

Licensure Programs

Online Students

Programs which contain practicum, internship or student teaching that lead to licensure are not eligible for enrollment outside of the USA.

General Academic Regulations

This section of the Grand Canyon University Policy Handbook 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 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 undergraduate, graduate and doctoral students unless explicitly stated otherwise. Please contact your University Counselor or Student Services Counselor for clarification and details. Oral or written inquires and requests are accepted, but a written message takes precedence over any oral message in the event of conflicting information.

Official Student Communication

Grand Canyon University recognizes the need for multiple channels of communication in order to provide essential information to students in the most appropriate and effective format. To that end, students may receive official communication from the University in a variety of ways, including but not limited to, electronic documents via the Student Portal, postal mail, preferred e-mail, and Grand Canyon University e-mail. Upon enrollment, all students receive a Grand Canyon University e-mail address, and students are expected to frequently check their Grand Canyon University e-mail, as well as any other preferred e-mail address provided, to ensure University communications are reviewed in a timely manner. It is the student's responsibility to ensure their communication preferences are updated in the Student Portal.

Official Name Change

Students who would like to change their legal name need to submit two forms of government-issued identification to their Student Services Counselor (SSA).

Preferred First Name

When possible, the University may provide students the ability to use a preferred first name in University systems. While GCU will try to respect the first name the student prefers, GCU reserves the right to approve the preferred first name. Students trying to use a preferred first name that is inappropriate in an educational environment will revert to using the legal name on file.

Change of Address Notification

GCU is required to determine the physical location of distance education students, evidenced by a student's address. If a student is considering a move, or has moved to another state while enrolled, the student must contact a Student Services Counselor immediately to determine whether the student's current Program of Study is available in that state. Additionally, if the student is enrolled in a program leading to licensure, it must be determined whether it is possible for the student to complete the program in the new state, before incurring any/additional course charges. It is expected that students will conduct all field placements, practicum, or student teaching within the state in which they reside at the time of enrollment. Students who plan to conduct field placements, practicum, or student teaching outside of their home state must disclose this to their Student Services Counselor.

Academic Calendar

Nontraditional (Online, Evening-Satellite and Evening-Campus) Students

Grand Canyon University offers online and offsite courses in a sequential, non-term modality. Courses start on a regular basis, with undergraduate courses starting on Monday, graduate/doctoral courses starting on Thursday.

The academic calendar year is defined as a minimum of 24 earned credits and 30 instructional weeks for undergraduate programs; 16 earned credits and 32 instructional weeks; 12 earned credits and 32 instructional weeks for doctoral programs.

Students are required to adhere to the classroom posting required and complete assignments within the required timeframe. Please see the [Class Attendance and Participation](#) section of the University Policy Handbook.

Students must maintain continuous enrollment in their programs. If students have a need to interrupt their course enrollment, they must contact their Student Services Counselor for options available to them.

Traditional Campus Students

Students attending Grand Canyon University's main campus attend school in three semesters; with traditional semesters of May (summer), September (fall), and January (spring) semester starts. Refer to the [Academic Calendar](#) for specific semester dates.

Classification of Students and Courses

Grand Canyon University complies with Department of Education credit hour definitions when designing and designating credits to courses per Federal Register 75 FR 66832 final regulations:

Credit hour: Except as provided in 34 CFR 668.8(k) and (1) a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one of the following-

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks or one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time
OR
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work,

internships, practicums, studio work, and other academic work leading to the award of credit hours.

The unofficial and official transcript reflects all coursework attempted or completed (including grades earned, dropped courses, retakes, and failures) with Grand Canyon University. Transfer credit applied to the student's GCU record will be transcribed on their unofficial and official transcript, but the grade earned from the other institution will not be reflected on the transcript or calculated in the GCU GPA.

The University's definition of credit hour and the policy by which courses are generally assigned credit is as follows:

Credit Hours				
Credit(s)	Seat Time* (Hours)	Out of Class Work	Total Hours Required In&Out of Class Activity**	
1	15	30	45	
2	30	60	90	
3	45	90	135	
4	60	120	180	
Total Instructional Time				
Credit(s)	Total Instructional Time in minutes (Carnegie 50 minutes = 1 seat hour)		Total Instructional Time in hours (Carnegie 50 minutes = 1 hour)	
1	750		12.5	
2	1500		25	
3	2250		37.5	
4	3000		50	
Weekly Instructional Time (Hours)				
Credit(s)	Instructional Time/Week in a 5 week course	Instructional Time/Week in a 7 week course	Instructional Time/Week in a 8 week course	Instructional Time/Week in a 15 week course
1	2.5	1.8	1.6	0.8
2	5	3.6	3.1	1.7
3	7.8	5.4	4.7	2.5
4	10	7.1	6.3	3.3

*Seat Time can be scheduled in-class time; calculated using DQs, faculty feedback, and participation; or a combination of these items.

**A minimum of 45 hours per credit hour may be achieved via a combination of Seat Time and Out of Class Work, e.g. labs.

Student Classification Based on Credits

- Freshmen are students who have not yet completed 24 credit hours.
- Sophomores are students who have completed 24 to 47 credit hours.
- Juniors and seniors are students who have completed a minimum of 48 credit hours.
- Fifth Year Students are students who have completed a bachelor's degree from an accredited, GCU-approved college, university, or program and are accepted for a program of specified upper division courses to secure standard teacher certification.
- Second Degree Students are students who have completed a bachelor's degree from a regionally or nationally accredited

institution and are completing the requirements for a second bachelor's degree.

- Graduate Students are students who have completed a bachelor's degree from an accredited, GCU-approved institution and have been admitted into the graduate program.
- Non-Degree Seeking Students are students who are not working toward a degree and/or are not placed in a classification.

Academic Definition of Full-Time Status

Nontraditional Students

Nontraditional undergraduate students must complete 24 credits during their academic year to be considered full-time.

Nontraditional graduate students who started their program prior to July 5, 2012 and all doctoral students must complete 12 credits during the academic year to be considered full-time. All nontraditional graduate students who start their program on or after July 5, 2012, must complete 16 credits during the academic year to be considered full-time. Students are also subject to the [Program of Study, Course Availability, and Cancellation Policy](#).

Traditional Campus Students

Undergraduate students must enroll in a minimum of 12 credit hours in the Fall and Spring semesters. Undergraduate students will be considered full-time if they enroll in 6 credits in the Summer Session A or B, or 12 credits over the entire Summer semester. Graduate students who are enrolled in 16 or more credits during an academic year are considered full-time. Academic status may differ from financial aid status eligibility for funding. Please see the [Financial Aid](#) section of the University Policy Handbook for details.

Per federal regulations, International (F-1) students are required to pursue a full course of study. During the Fall and Spring semester, the minimum for an undergraduate is 12 credits per semester and one online class may be taken to satisfy the 12 credit minimum. If the Summer semester is your first semester at GCU and a summer start date is on your I-20, then you must enroll for 6 credits in Session A or B, or 12 credits over the entire Summer semester to be considered a full-time student. The minimum for a graduate student's full course of study follows general campus policy noted above and is verified by the International Student Coordinator.

To enroll in courses, a student must contact their University Counselor (new students) or their Student Services Counselor (current students).

Overload Policy

Due to course time requirements, students are limited to 2 courses at one time. Students who want to take more than 2 need to file an appeal and demonstrate an ability to commit 45 hours of time per credit. Students will not be approved to take more than 3 courses at any time.

Nontraditional Students

Students may request to take more than one course concurrently, if they meet the following:

Baccalaureate students must complete at least 12 credits at Grand Canyon within their current Program of Study and meet one of the criteria below:

- Cumulative GPA is 3.0 or better in the current Program of Study.
- Earned associate degree or 60 applied transfer credits with a cumulative GPA of 3.0 or better evidenced by received and applied transcripts BEFORE starting a program.

- GCU Alumni student with a cumulative GPA of 3.0 or better in graduated enrollment.

Master students must complete at least 6 credits at Grand Canyon within their current Program of Study and meet one of the criteria below:

- Cumulative GPA is 3.5 or better in the current Program of Study.
- GCU Alumni undergraduate student with a cumulative GPA of 3.5 or better in graduated enrollment.
- Earned master's or doctoral degree.
- Any program of study where the students must complete corequisites as designated by the curriculum.

Doctoral learners may double up on courses if they meet the following conditions:

- They have a programmatic GPA of 3.5 or higher
- They follow all pre-req requirements
- They are not in Admitted with Specifications status
- The class is available and running

Concurrent enrollment at Residency with one online course is the exception. These limitations do not apply to Doctor of Nursing Practice learners.

Taking concurrent courses can change a student's academic year, and thus, payment periods. To enroll in concurrent courses, students must be financially cleared by their Student Services Counselor prior to starting those courses. A secondary payment method may be required.

Doctor of Nursing Practice

Doctor of Nursing Practice learners may not take more than one course at any time except in these specific instances. Taking concurrent courses can change a student's academic year, and thus, payment periods. To enroll in concurrent courses, students must be financially cleared by their Student Services Counselor prior to starting those courses. A secondary payment method may be required.

For the Doctor of Nursing Practice Program through CONHCP, all courses are taken in succession with the exception of DNP with an Educational Emphasis. Learners in DNP with an Educational Emphasis may take the following courses together and in this order, if the classes are available and running:

- DNP-805A concurrently with emphasis course DNP-836A
- DNP-810A concurrently with emphasis course DNP-837A
- DNP-825A concurrently with emphasis course DNP-838A
- DNP-835A with DNP-840A

Please note a course may be canceled if there are not enough students registered. Taking concurrent courses can change a student's academic year, and thus, payment periods. To enroll in concurrent courses, students must be financially cleared by their Student Services Counselor prior to starting those courses. A secondary payment method may be required.

For the Doctor of Nursing Practice Program through CONHCP the Doctor Of Nursing Practice without the Educational Leadership student may take the following courses together and in this order, if the classes are available and running:

- DNP-805A concurrently with DNP-810A.
- The DNP learner may not take DNP-805A with DNP-810A when they are in the DNP Educational Emphasis.
- DNP-820A and DNP-825A concurrently if they have an approved PICOT in DNP-815A.
- DNP-835A with DNP-840A

Please note a course may be canceled if there are not enough students registered. The classes must be available and running. Taking concurrent courses can change a student's academic year, and thus, payment periods. To enroll in concurrent courses, students must be financially cleared by their Student Services Counselor prior to starting those courses. A secondary payment method may be required.

Overload Policy Exemptions

- Students cannot take courses concurrently with student teaching, PCN-622, or PCN-662A-D.
- Undergraduate students in the College of Nursing and Health Care Professions must take theory and clinical coursework concurrently in the sequence indicated for their program of study. Graduate students in the College of Nursing and Health Care Professions enrolled in APRN programs must take theory and clinical coursework concurrently as prescribed by the plan of study. Students in Non-APRN or non-Nursing programs enrolled in clinical coursework or courses with field experiences may not take more than one course during these placements.
- Master of Divinity seminary students participating in the evening course option will may be exempt from this policy.
- Master of Divinity students may be concurrently enrolled at Residency with one online course.

Traditional Campus Students

To enroll in more than 20 credits per semester, undergraduate students must possess a GPA of 3.0 and file an official appeal that is approved by the Office of Academic Compliance.

Course Classification Based on Course Number

Courses are numbered from 000 to 999. 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, undergraduate courses.
- 300-499 are upper division undergraduate courses.
- 500-699 are graduate level courses.
- 700-999 are doctoral level courses.
- 5000-5999 are continuing education courses.

Course Length

The University offers courses that are typically 4 to 15 weeks in length. The course length is determined by the Program of Study and/or format in which the course is taken.

- Online courses are typically 5, 7, or 8 weeks in length.
- Traditional Campus courses are typically 15 weeks in length.

Program of Study, Course Availability, and Cancellation

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 use the following guidelines for program completion.

If a major or degree is fully retired, and if a student had no breaks in enrollment except those defined/documented by the [Leave of Absence Policy and Procedure](#), Baccalaureate and Masters students will have 2 years to complete the Program of Study under the Catalog of Record, defined as the Academic Catalog published in the academic year and edition (Fall, Spring, or Summer) under which the student enrolled. Doctoral students

will have 3 years to reach the 900 course series in their Program of Study. This applies unless state or federal law and/or accrediting bodies mandate POS and/or course changes.

In all cases that a course is retired, students will enroll in the course equivalency or a substituted course. In all cases where a student chooses to change the program of study, the student will always be required to enroll in the most current version of that program, which may change the student's catalog of record.

Nontraditional Students

- For all students who have gone out of attendance, it must be determined that the program is still available in the student's location. In the event the program is no longer available in the student's location, the student must select an eligible program of study.
- If a student has been out of attendance up to and including 180 days, they are permitted to stay in their initial program version even if the program has been revised. In this scenario, the student is permitted to update their program version to the newest program version but is not required to do so. If the student does update to the newest program version, they will not be permitted to go back to their initial program version. The student may be subject to course substitutions even if they stay in their initial program version, due to course availability.
- If the student is out of attendance greater than 180 days and the student's program of study has been revised, the student must update to the current version of the program or choose a different active program.
- In the event a student is in a program of study with a student teaching component and they do not qualify for the above exception, the student may submit a University Appeal to be considered for re-entry into their initial program version. The College of Education will review the appeal with the following considerations:
 - The student's rationale for time away from the academic program,
 - academic program eligibility for Institutional Recommendation,
 - academic standing, including academic holds,
 - all remaining coursework or coursework substitutions,
 - current/valid fingerprint clearance
- Students in non-licensure programs with two or fewer program major courses remaining in their degree program are also eligible for an exception to the above policy. In the event a student is out of attendance greater than 180 days they will be permitted to return to their initial program version. The student may be subject to course substitutions even if they stay in their initial program version, due to course availability.
- Students in a program of study with a student teaching component are eligible for an exception to the above policy. In the event a student is out of attendance greater than 180 days, but less than a year with only student teaching remaining in program major, they will be permitted to return to their initial program version.
- For licensure programs, outside of Teacher Preparation programs, students should adhere to college specific policies.
- In the event that a retired licensure program version is no longer in compliance with state regulations or certification requirements, all students currently enrolled in the retired licensure program may need to sign a new Enrollment Agreement and move to the most current program version.

*Students out of attendance for 180 days or less, and are changing their emphasis only are not subject to this policy. Doctoral Students who have started RES-885, RES-871, PSY-

825, or the 900 course series will be allowed to remain in their current program of study.

Traditional Campus Students

In order to remain in the current program of study, students must remain continuously enrolled. If students are out longer than one traditional term (either Fall or Spring) then the student will be required to enroll in the newest version of the program of study, if one is available.

- In the event that a retired licensure program version is no longer in compliance with state regulations or certification requirements, all students currently enrolled in the retired licensure program may need to sign a new Enrollment Agreement and move to the most current program version.

Course and Program Availability

Students transferring to GCU from another educational institution, and GCU students transferring programs within the institution, are subject to course and section availability. GCU believes that sufficient interaction between students and faculty is an important part of the learning experience. Therefore, if a course section has too few students to support student learning, it may be cancelled. Additionally, if a student has a large number of transfer credits and enrolls in a new program and courses are not available, students may be required to take a different course needed in the program of study or will be subject to breaks in attendance until the course is available. Nontraditional students should reference the Leave of Absence – Nontraditional policy for additional information.

Student Teaching Removal

If a student is in a graduate level program with a student teaching component and they wish to remove the student teaching component from their degree form, they will need to change their program of study to the Does Not Lead to Initial Teacher Licensure program of study for the same version they were initially enrolled in.

In order to be eligible for this program of study change, the student must meet all programmatic requirements for graduation, including: minimum GPA, all content/credits successfully completed, and be financially eligible to graduate (no outstanding balance or hold and completion of graduation application).

Programs without a student teaching component are not intended to lead to certificates, endorsements, salary upgrades or pay increases in other states. Grand Canyon University cannot guarantee that this program will lead to a certificate, endorsement, certificate upgrade or pay increase in the student's state of residence.

By making this change, the student understands that an Institutional Recommendation will not be completed by Grand Canyon University and the student may not be able to obtain licensure.

Students have the option to return to Grand Canyon University to complete student teaching at a later date. However, if the student chooses to return to complete student teaching, they will enroll as a non-degree seeking student. Completion of student teaching as a non-degree seeking student does not guarantee teacher certification. Students who enroll into student teaching as a non-degree seeking student are responsible for checking with their state's Department of Education to verify if certification is possible through this route. Non-degree seeking students are not eligible for financial aid and will be responsible for the tuition of this experience. Grand Canyon University will not complete the Institutional Recommendation for students who chose to return to

take student teaching because the Institutional Recommendation can only be completed for students who complete student teaching within their program of study.

Military Reenrollment

Grand Canyon University complies with the Higher Education Opportunity Act of 2008 requirements for readmission of service members. Students who are out of attendance greater than 180 days for qualified military service reasons may be able to return to their degree program without updating to the most current Academic Catalog. Students need to contact their military Enrollment, Academic or Student Services Counselor if they discontinued enrollment due to military service.

Registration Policy

Continuous Registration

Upon application to the University, all applicants sign an Enrollment Agreement in which they attest to understanding the Program of Study requirements. This document acknowledges that most programs follow a course sequence and the student will be continuously enrolled and scheduled through the duration of their program unless they formally request to change their enrollment status. With the submission of this signed document, applicants are then registered into their chosen Program of Study.

Students are granted 8 weeks from the program's start date to provide their official transcripts from the prior degree-granting institution (whether high school, associate, or baccalaureate degree) to gain admittance into the University. If this official documentation is not provided prior to the end of the 8-week period, students may not be allowed to continue forward into subsequent courses. Once the Office of Academic Records can confirm admissibility the student will be officially accepted to the University and will be allowed to continue registration.

Students remain continuously enrolled throughout their program. If a student needs to make an adjustment to their course schedule or modify their enrollment status, the student will need to contact their Student Services Counselor. Those using Federal Financial Aid (Title IV) must speak to their Student Services Counselor prior to making the change and if the change is made, will need to adhere to the Leave of Absence policies as outlined in this handbook.

First Course Completion Policy

Nontraditional Students

Grand Canyon University believes the foundational skills and experiences learned in the first course of the undergraduate, graduate or doctoral program is imperative to student success.

Therefore, if a student fails or withdraws from one of these courses, the student will be withdrawn from any currently enrolled course and re-enrolled into this course.

If a student fails or withdraws this course after the second attempt, the student will be dismissed from the University. Additionally, if the student fails or withdraws from their first course, then passes this course and subsequently fails the next course taken, the student will also be dismissed from the University for not meeting the academic requirements for progression.

Students who are withdrawn from the University will be neither academically nor financially responsible for any future courses for which they may have been pre-registered and may reapply in 12 months for reconsideration.

Class Presence

Grand Canyon University believes that students are primarily responsible for their attendance in the classroom.

Traditional Campus Classrooms

All traditional campus students must post at least one message in the learning management system within the first week of the class start date in addition to being present at all face to face class meetings.

Online Classrooms

An online week for undergraduate students is Monday through Sunday and for graduate students is Thursday through Wednesday.

Grand Canyon University requires all students enrolled in an online course to attend every week. Attendance is marked each day in which a student participates in activity in the online classroom. If a student is out of attendance for more than fourteen (14) consecutive days, the University will process a withdrawal based on the last day of attendance..

Cohort Classrooms (Campus and Satellite Locations)

Courses offered in the face-to-face, evening cohort programs for undergraduate and graduate students are designed as concentrated seminars with attendance being a prerequisite for student learning. Students are expected to act professionally and regular class attendance is one reflection of that commitment.

Recognizing that occasional unavoidable absences may occur, students must notify the instructor in advance. If a face-to-face class absence (or partial absence) is necessary, the following guidelines apply:

- **Partial Absence:** At the course instructor's discretion, partial attendance may result in a deduction of participation points.
- **One Absence:** One class absence will result in the loss of participation points and, in-class activity points if applicable.
- **An absence (or partial absence)** does not preclude students from completing assignments as expected or according to completion timelines.

Multiple Absences:

- **Courses that are 12 or fewer weeks:** For courses that are 12 or fewer weeks, absences from two or more classes (consecutive or non-consecutive) in a course will result in being withdrawn from the course and a grade of "W" if they occur in any week prior to the last two weeks. Students in a course that is 12 weeks or less and who have their second absence during the last two weeks of the course, can no longer earn points for assignments due that week and beyond after the second absence. They will earn the grade based on their academic performance for the full point allotment of the course. Faculty will assign a letter grade of A through F. Students are required to follow the Course Drop Policy.
- **16 week courses:** For courses that are 16 weeks, absences from four or more classes (consecutive or non-consecutive) in a course will result in being withdrawn from the course and a grade of "W" if they occur in any week prior to the last four weeks. Students in a 16 week course who have their fourth absence during the last four weeks of the course can no longer earn points for assignments due that week and beyond, after the fourth absence. They will earn the grade based on their academic performance for the full point allotment of the

course. Faculty will assign a letter grade of A through F. Students are required to follow the Course Drop Policy.

Residency Classrooms (Campus and Satellite Locations)

College of Doctoral Studies:

In addition to standard online attendance policy for the online portion of the Residency, doctoral students are expected to be present during all sessions of the face-to-face classroom experience during Residency. The Residency classroom time schedule is divided into eight half-day sessions – one on Monday afternoon, two on Tuesday, Wednesday, and Thursday, and one on Friday morning.

- Partial Absence: At the course instructor’s discretion, partial attendance may result in a deduction of points if applicable.
- One Absence: One session absence will result in the loss of points if applicable.

An absence (or partial absence) does not preclude students from completing assignments as expected or according to completion timelines.

- Multiple Absences: Students who are absent from two or more consecutive or non-consecutive sessions in a residency can no longer earn points for assignments due that day and beyond after the second absence. They will earn the grade based on their academic performance for the full point allotment of the course. Faculty will assign a letter grade of A through F. Students are required to follow the Course Drop Policy.

College of Theology:

Residency Attendance

Master of Divinity (MDiv) students are required to attend Residencies as part of their program of study for their degree program. In addition to online requirements, MDiv Residencies entail a residential component that is 5 days in length. Because this arrangement represents a limited amount of class time in comparison with traditional classes, attendance at each residential session is expected. Unexcused absences are not acceptable and will result in a significant deduction of points for each contact hour a student misses. A student who misses 5 contact hours or more automatically fails the Residency. Students who miss less than 5 contact hours will incur the following penalties based on the number of hours missed:

- 1 hour: 10% deduction in final grade
- 2 hours: 15% deduction in final grade
- 3 hours: 20% deduction in final grade
- 4 hours: 25% deduction in final grade

A student who is forced to miss one or more sessions for reasons beyond his or her control may request an excused absence but all excused absences are subject to approval by the Dean or a designee. An excused absence is defined as an absence will only be granted for unforeseen reasons beyond the student’s control such as a death in one’s immediate family, a documented personal illness, natural disaster, or airline delays. A scheduling conflict, even if ministry-related, does not constitute an emergency and cannot be excused. Students who foresee a conflict with scheduling are encouraged to register for an alternative Residency in order to avoid the possibility of penalty or failure. An absence may only be excused provided that the student communicates the need for an excuse as soon as the need arises and provides appropriate documentation for such absences when possible.

Residency Completion Requirements

Three courses within the MDiv program are only offered in residency and students must complete all three courses to graduate. Residency courses are identified by course description within the program of study and should be completed in the order they appear within the course walk. Current residency requirements are as follows:

- Residency 1: Christian Worldview and Mission (INT-525)
- Residency 2: Pastoral Theology (HTH-611)
- Residency 3: Christ-Centered Preaching (MIN-601)

In order to ensure that students make satisfactory progress through the MDiv program and complete required Residencies in a timely manner, students cannot continue in the program beyond specified credit hour limits without completing required Residency courses. This requirement should also reduce the number of students required to complete multiple Residency courses during a single year. Preferred credit hour ranges and maximum credit hours for the completion of each residency course are as follows:

Residency 1:

- 14-26 credits is the preferred range
- 34 credits is the maximum (students cannot continue after 34 hours without completing Residency 1)

Residency 2:

- 30-50 credits is the preferred range
- 58 credits is the maximum (student cannot continue after 58 hours without completing Residency 2)

Residency 3:

- 54-68 credits is the preferred range
- 78 credits is the maximum (Residency 3 must be completed to complete program)

All MDiv residency requirements must be fulfilled as a graduation requirement.

Essential Elements

The residency experience within the Master of Divinity program is set up as an intensive and immersive conference style interaction. Students are in the midst of preparing for ministerial leadership that may entail similarly intensive and immersive tasks and activities. The dynamic nature of the Residency experience creates an environment of support and guidance as well as the advantage of spiritual, professional, and scholarly dialogue. It connects students directly with resources to help them establish the essential scaffolding of theological content. In the week-long residency experience, students have access to faculty, department chairs, college leadership, peers and Christian leaders. Students will have the opportunity to interact with and get immediate feedback from peers, scholars, and current ministers, while presenting ideas and working collaboratively with others on the same journey. This critical milestone on the path to the graduation and overall completion of the program is considered an essential element making attendance mandatory.

In order to help ensure student progression and to provide them with the tools to complete critical components of each program, residency is required three times within the Master of Divinity program.

College of Nursing and Health Care Professions:

On-Campus Experience Attendance Policy

Advanced Practice Registered Nurse (APRN) students are required to attend both scheduled On-Campus Experiences, and successfully complete all requirements including, but not limited

to, skills practice, skills check-off and lecture. The On-Campus Experiences may occur on any day of the week (Sunday-Saturday).

Required attendance:

- Must be physically present each day.
- Must participate each day from scheduled start to finish time.

Failure to attend any portion of the On-Campus Experience will result in an automatic course failure. Students will be required to repeat the course and the On-Campus Experience associated with the course to progress in their program of study.

All On-Campus Experiences must be fulfilled as a graduation requirement.

Absence Verification Policy (Traditional Campus Only)

The purpose of this process is for traditional undergraduate students who see a provider and have missed class due to illness. This process is a service to the faculty to assist them with verifying absence documentation.

Students must submit documentation to the Student Disability Services Office, for verification. Provider documentation will be verified from the day seen, going forward, and may not be considered retroactively. Documentation must be submitted within 2 weeks from the first missed class and include date seen, dates excused, the signature of the provider, and list any specific restrictions.

- Absence Verification only applies to classes that meet face to face.
- Absences may not be verified the week of Finals.
- The Absence Verification Process is limited to 5 days per semester. If students have a medical need to miss more than 5 days (per semester), they may be referred to the Steps to Accommodations process as outlined in the University Policy Handbook for requesting accommodations.
- Prescheduled appointments do not qualify under this policy, and students should schedule appointments outside of their class time, as tests, exams, quizzes, etc. cannot be made up.

Faculty make the determination of whether an absence is considered excused or unexcused based on the verification process. Absences are subject to course specific policies, any missed points, including participation, may or may not be able to be made up depending on the class requirements of the missed day, and will be reviewed by the faculty member.

The SDS Office processes these requests and verifies the documentation only. Any follow-up regarding absences, excused or un-excused, including but not limited to assignments, participation, or grades, is between the student and the faculty. Students are responsible for reaching out to faculty for additional information or clarification.

****If you are experiencing COVID like symptoms, you are encouraged to stay home per health and safety guidelines. Within the same 24 hours, you are required to call the GCU COVID Hotline (602-639-7300) for next steps.**

Please note that providing false, forged, altered, or invented information to the University is a violation of the Code of Conduct and will be sent to Code of Conduct for review.

Academic Engagement

Grand Canyon University defines active engagement as an instructional activity related to the student's course of study, in

accordance with accreditation and state standards. These activities are assigned by the institution as a part of the curriculum, in conjunction with faculty as a part of instruction. There are many actions that students and faculty engage in together, that support academic engagement:

- Activities with interaction between faculty and students- Attending a synchronous or asynchronous: class, lecture, recitation, field experience, laboratory activity. Since all students, both ground and online use the learning management system to support the academic classroom, posting in any discussion in which faculty and students interact and engage equates to the same activity occurring in a face-to-face classroom.
- Activities by students: Attending a synchronous or asynchronous: Submitting an academic assignment, taking an assessment or an exam; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; participating in a study group, group project, or an online discussion, when any of the preceding are assigned by the institution.

Since the curriculum is designed by GCU, activities assigned by GCU or faculty are defined as academic engagement. Students wishing to cease attendance should refer to the Withdrawal Policy.

Class Participation

Participating in classroom discussion is paramount to the learning experience. Participating in the weekly discussions allows students and instructors to share experiences, investigate complicated subject matter, share expertise, and examine the content from new perspectives. The qualitative participation requirements are:

- Follow-up responses to classmates' initial answers or responses that integrate course theories with a practical application of the subject, offering a personal observation or experience, or referencing real-world examples, current events, or presenting current research on the topic.
- Classroom interaction demonstrating deeper or broader thoughts beyond rephrasing what the textbook has presented on the topic.
- Responses encouraging further discussion and ongoing dialogue with other students and the instructor in the class.
- Asking additional, relevant questions about the week's topic.
- Communications that are presented in a professional and supportive manner, and with respectful tone.

Traditional Campus Classrooms

In addition to the qualitative requirements, each instructor will provide the specific, in-class, quantitative participation requirements.

Online Classrooms (Undergraduate and Graduate)

Participation can be earned only by posting substantive, quality messages to fellow classmates and the instructor in the main forum of the classroom. Specific courses may have alternative participation requirements. Students are encouraged to consult with the faculty member prior to the course start.

Courses	# Required Days	# Required Substantive Posts Each Day
UNV-103, UNV-108, UNV-104, PHI-105, ENG-105, PSY-100, CWV-101	4	2
UNV-103, UNV-108, UNV-303 TO (in LMS-Trad)	2	2
All Other Undergrad	3	2
Graduate and Doctoral	3	1

Cohort Classrooms

Students participating in face-to-face classes in a cohort format are enrolled in a hybrid program that requires students to be active in both the physical classroom, as well as the online classroom.

All programs (Except RN-BSN): Campus and Satellite Locations

Students must post their initial response to the 1st discussion question by Day 3, and to the 2nd discussion question by Day 5 of each week. The post must also meet already established DQ requirements as stated in the course syllabus. In addition to the qualitative requirements, each instructor will provide the specific, in-class, quantitative participation requirements.

Bachelor of Science in Nursing (RN-BSN) Program

Students must post their initial response to the 1st discussion question by Day 3, and to the 2nd discussion question by Day 5 of each week. In order to earn full participation points students must post 1 substantial message on 3 different days of each course week in addition to actively engaging in the face to face classroom meetings.

Online Classrooms (Doctoral)

Full participation in the discussion is a key component of the learning experience. It enriches group interaction and enhances the doctoral learning environment. To be considered substantive, a participation post (the initial and the on-going) should average 150 - 250 words in length. The post should include appropriate foundation knowledge, be factual, enhance the ongoing dialogue, and include support from scholarly literature. It is for this reason that a majority of a learners' substantive participant posts should include at least one citation. Rather than just reporting what someone else has stated, the doctoral learner should demonstrate application and/or reflection of knowledge such that the learner enhances the meaning of the referenced material. Contributing to the discussion should promote an exciting, vibrant, shared learning community that accomplishes two or more of the following:

- Expands on a classmate's comments in a value-adding, topic-related way
- Promotes a collaborative, supportive doctoral community
- Advances the dialogue through follow-up questions
- One-liners, off-topic posts, vague statements, unsupported opinions, inadequate explanations or posts do not meet the substantive participation requirements listed above.

Assignment Submissions

All assignments should be submitted through the drop box in the learning management system as Word documents with extensions

of .doc or .docx unless otherwise indicated in the assignment description. Written assignments of 500 words or more are required to be submitted to the LopesWrite drop box before submitting to the Assignments drop box in the learning management system, thus allowing students to make adjustments prior to submitting the final version for grading.

Late Policy

All assignments are due before midnight Arizona time on the due dates indicated. Assignments posted after the indicated due dates will be subject to a deduction of 10% of the available points for each day late. No assignment can be accepted for grading after midnight on the final day of class. Technical issues are not valid excuses for late work unless the problem stems from GCU servers. Exceptions to this policy are at the discretion of the instructor.

Learning Management System Availability

Grand Canyon University's online learning management systems are specifically intended to host classrooms for current and recently completed classes. Student access to classes will be removed five (5) weeks following the course end date. It is the responsibility of each student and faculty member to keep copies of all files uploaded to the online learning management system. The University is not responsible to make course content or files submitted to the online learning management system available to students or faculty members once the class has been removed.

Missed Class Time for University-Sponsored Activities

The University recognizes the importance of participation in University-sponsored activities such as musical and theatrical performances, athletic competition, and debate. It also recognizes that such participation may result in conflict with scheduled class times, including examinations, homework, quizzes, presentations, activities, participation, etc. It is the responsibility of participating students to ensure that official documentation is submitted to their faculty members by the sponsoring organization/college in advance of the excused absences.

The University defines an excused absence as a University-sponsored activity that requires students to miss class. Students requiring excused absences will be afforded a reasonable opportunity to make up the affected assignments(s) within two weeks of the due date. All classwork must be submitted by the last day of the term. Faculty will provide students with discussion questions to complete to address missed participation. Students must complete exams and group assignments on time. Arrangements for proctoring assignments must be made by the sponsoring organization/college, in conjunction with the faculty of the course. Allowing the missed assignment or exam to be dropped does not constitute a reasonable opportunity.

Specific courses including student teaching, internships, clinical sessions, or practicums cannot be missed even for University sanctioned events.

If students fail to provide advanced documentation, instructors have the discretion to treat the absence as unexcused and to decline any missed work that was due during that absence. Any students found to have misrepresented themselves regarding their participation in University-sponsored activities will be referred to the University Code of Conduct Committee for possible disciplinary action.

Participation in NCAA Division 1 Athletics

To be eligible for participation in NCAA Division 1 athletics, a student must meet one of the following requirements:

- Student is enrolled full-time and matriculated as a degree seeking undergraduate student taking courses on the Phoenix campus;
- Student is enrolled as a non-traditional graduate cohort or graduate online student and lives in the locale of the institution.

Grade Point Average (GPA) Progression

Nontraditional Students

When a student earns a grade that drops the overall cumulative GPA below the undergraduate requirement of 2.0, undergraduate nursing requirement of 2.5, or the graduate and doctoral requirement of 3.0, he/she will be placed On Notice. The student has up to three course attempts to raise the GPA to the respective requirements. If the student is able to increase the GPA within three courses, the student will no longer be On Notice. If the student is unable to raise the GPA after the third course, the student will be Academically Disqualified for a period of 15 weeks. If this occurs within the first 12 credits of the student's program, the [First Course Completion](#) and/or the [Accepted with Specifications](#) policy (if applicable) supersede this policy.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is defined as a student's progress toward successful completion of his or her degree requirements, and includes two equal components that are referred to as qualitative and quantitative measurements. The qualitative component evaluates the enrollment cumulative GPA and determines if the student is meeting the minimum GPA requirements set forth for the specific academic level and academic program. The quantitative component evaluates the student's progression towards completing his or her Program of Study within a measured maximum timeframe that cannot exceed 150% of the published length of the program.

SAP calculations are performed at the completion of the intervals listed below and are calculated using both the GCU enrollment cumulative GPA and earned credit hours at each review time period.

- Nontraditional Undergraduate, Graduate and Doctoral Students: At the completion of every payment period. Please see [Nontraditional Academic Calendar \(Online and Cohort\) section](#).
- Traditional Undergraduate and Graduate Students: After each semester

If a grade change for a course within the designated interval occurs within 35 days of an interval being completed, SAP will be recalculated.

Transfer credits (TR), provided they meet degree requirements, will be counted as both attempted and earned credit hours. Failed grades (F), Incompletes (I), and Withdrawals (W) will be counted as attempted credit hours but will not count as earned credit hours. Credit hours earned for repeated coursework, in addition to the original credit hours, will be counted as both attempted and earned credit hours.

Warning

Undergraduate students are placed on warning if their enrollment cumulative GPA drops below 2.0 or if they have not earned at least 67% of the cumulative credit hours attempted at each review time period as stated above.

Masters and Doctoral students are placed on warning if their enrollment cumulative GPA drops below 3.0 or if they have not earned at least 67% of the cumulative credit hours attempted at each review time period as stated above.

The warning period provides for an additional interval as described above. The warning status will be removed when the minimum enrollment cumulative GPA specified above is regained, and/or student earns 67% of the credit hours attempted. If a student fails to meet the minimum GPA or is not earning at least 67% of attempted credit hours in the subsequent interval, the student will be placed on suspension.

Suspension

Nontraditional students who are placed on suspension are not permitted to enroll in courses for a 15-week suspension period. The suspension period will begin with the last day of attendance.

For traditional campus students, the suspension period will begin on the last day of the semester. The suspension period for traditional campus students is as follows:

- Suspended at the end of Fall term: May be reinstated for the subsequent Fall term
- Suspended at the end of Spring term: May be reinstated for the subsequent Spring term
- Suspended at the end of Summer term: May be reinstated for the subsequent Spring term

After fulfilling the terms of the suspension, students may apply for reinstatement by submitting a [Request for Reinstatement](#), although reinstatement is not guaranteed. Students may or may not be granted re-admittance based on their academic record, including participation in previous courses. If readmission is granted, an Academic Plan will be created which may require students to first repeat any course or its equivalency for which they did not earn a C or better (undergraduate) or a B or better (graduate). Students granted re-admittance will need to follow their Academic Plan specifying courses to repeat, grades required to be earned, or any other activities students must complete. The student's progress under the terms of the Academic Plan is monitored, and no program or modality changes can occur until the Academic Plan is complete. The University will review the student's academic record to determine whether satisfactory academic progress can be attained through completion of an Academic Plan. The student's progress under the terms of the Academic Plan is monitored, and no program or modality changes can occur until the plan is complete. Students on an Academic Plan must:

- Obtain the required enrollment cumulative GPA of 2.0 for undergraduates, or 3.0 for graduate and doctoral students, by the end of the Academic Plan.
- Repeat any course or its equivalency for which a passing grade was not earned prior to completing any other course.
- Repeat a grade of C or below to increase the GPA, if directed.
- Complete all courses in the Academic Plan successfully.
 - Any non-passing course grade (D or F depending on degree level) or withdrawing from a course (W), earned while on an Academic Plan will result in immediate expulsion.
- Earn a minimum 67% of attempted credits by the end of the Academic Plan.

Reinstated students are required to complete the Academic Plan as specified. Failure to do so will result in expulsion.

Students may have financial aid reinstated if they are reinstated academically.

It is important to note that students may also be suspended for other reasons, such as violations of the [Code of Conduct and Academic Standards](#) policy.

Expulsion

Expulsion is reserved for students who have continually failed to meet the University's expected performance requirements, measured by enrollment cumulative GPA and/or earning at least 67% of the cumulative credit hours attempted. After a suspended student is permitted reinstatement, he or she must raise their GPA to the required minimum and/or earn 67% of attempted credit hours by the completion of academic plan. If the student fails to meet either requirement, or any other terms in the Academic Plan, he or she will be expelled from the University and cannot register for any additional courses for two academic years.

After fulfilling the terms of the expulsion, students may apply for reinstatement by submitting a [Request for Reinstatement](#), although reinstatement is not guaranteed. The University will review the student's academic record to determine whether satisfactory academic progress can be attained through completion of an Academic Plan. The student's progress under the terms of the Academic Plan is monitored, and no program or modality changes can occur until the plan is complete. Students on an Academic Plan must:

- Obtain the required enrollment cumulative GPA of 2.0 for undergraduates, or 3.0 for graduate and doctoral students, by the end of the Academic Plan.
- Repeat any course or its equivalency for which a passing grade was not earned prior to completing any other course.
- Repeat a grade of C or below to increase the GPA, if directed.
- Complete all courses in the Academic Plan successfully.
 - Any non-passing course grade (D or F depending on degree level) or withdrawing from a course (W), earned while on an Academic Plan will result in immediate expulsion.
- Earn a minimum 67% of attempted credits by the end of the Academic Plan.

Reinstated students are required to complete the Academic Plan as specified. Students who do not successfully complete the Academic Plan upon returning from expulsion will not be granted any additional attempts to continue and will be permanently expelled.

It is important to note that students may also be expelled for other reasons, such as violations of the [Code of Conduct and Academic Standards](#) policy.

Maximum Timeframe

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. The sum of the total required credit hours multiplied by 150% will be the maximum number of attempted credit hours. If a student reaches the 150% timeframe and has not completed his or her program of study, they will be placed on SAP Suspension. Students placed on SAP Suspension for not being able to complete their program within the 150% timeframe may apply for reinstatement by submitting a [Request for Reinstatement](#). If readmission is granted, students may continue taking required coursework, but may be required to make other payment arrangements.

Baccalaureate Programmatic Progression Requirements

Honors College

Upon acceptance into the Honors College, students may remain enrolled as long as they adhere to the following, which will be reviewed by the Honors Committee annually:

1. Maintain an enrollment cumulative GPA of 3.25.
 - Students who fail to maintain the enrollment cumulative GPA requirement will be placed on honors probation for two consecutive semesters in order to remediate the deficiency. The student's case will be reviewed at the end of the probationary period by the Honors Committee to determine if the student will be dismissed from the Honors College.
 - Students must be off probation and in good academic standing at the time of graduation to be recognized as an Honors College graduate.
 - Students dismissed from the Honors College for failure to meet the GPA progression requirement, and are currently between a 3.0 and 3.24 GPA can appeal for reinstatement into the Honors College. Appeals for reinstatement are reviewed on a case by case basis, and must be approved by the dean.
2. Successfully complete the HON-110: Honors Symposium course with a "CR" grade. Students that fail to pass the HON-110: Honors Symposium course will be ineligible to graduate with the Honors College distinction.
3. Refrain from committing Student Code of Conduct violations.

Honors Course Withdrawal

Students wishing to withdraw from their honors course must follow the [Course Drop Policy](#).

Honors College Withdrawal

Students wishing to withdraw from their Honors College must submit a written request to their Student Services Counselor and the Honors College department.

Colangelo College of Business

Bachelor of Science in Business for Secondary Education (IP/TL)

College of Education

Bachelor of Science in Early Childhood Education (IP/TL)

Bachelor of Science in Educational Studies (IP/Non-TL)

Bachelor of Science in Elementary Education (IP/TL)

Bachelor of Science in Elementary Education/Special Education (IP/TL)

Bachelor of Science in Secondary Education (IP/TL)

College of Arts and Media

Bachelor of Arts in Music Education (IP/TL)
Bachelor of Arts in Theatre Education (IP/TL)
Bachelor of Arts in Dance Education (IP/TL)

College of Humanities and Social Sciences

Bachelor of Arts in English for Secondary Education (IP/TL)
Bachelor of Arts in History for Secondary Education (IP/TL)
Bachelor of Science in Mathematics for Secondary Education (IP/TL)

College of Science, Engineering, and Technology

Bachelor of Science in Biology for Secondary Education (IP/TL)
Bachelor of Science in Chemistry for Secondary Education (IP/TL)
Bachelor of Science in Physical Education (IP/TL)

Candidate Fingerprint Clearance

* Candidates beginning a new program of study on or after January 1, 2022 will follow the Fingerprint Clearance policy as outlined below. Also, please note that the following policy is subject to change as state requirements and policies change frequently. Therefore, please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance(s) for practicum/field experience, student teaching, internships, and certification requirements. Failure to maintain current and valid fingerprint clearance may lead to immediate expulsion from the program.

**As such, candidates may need to complete additional clearances for practicum/field experience, student teaching, and/or internship placements and/or for certification purposes based on their state's requirements. In addition, while candidates with charges on record may be enrolled in a GCU program, candidates will be responsible to check with their state's department of education regarding the charges and ability to obtain licensure in that state.

The College of Education's mission is driven by helping our candidates find their purpose and calling within education. Our conceptual framework supports candidates as they learn, lead and serve in their various schools and communities. In addition, we value the strong collaboration with our local districts and schools. The learning and safety of all learners, both college and PK-12 students, is priority for all field experiences in the College of Education. Therefore, the college must provide candidates who are background cleared and classroom ready in all aspects. To achieve this, each candidate is required to have and maintain current and valid fingerprint clearance for the duration of their program.

Prior to participation in any course that requires fingerprint clearance, candidates must provide their Field Experience Counselor with copies of current and valid fingerprint clearance(s) as outlined below. It is the candidate's responsibility to meet the state's requirements necessary for certification and employment.

Current fingerprint clearance: Fingerprint clearance documents submitted to the Field Experience Counselor that include an expiration date may only be approved if the date is still current and will need to be renewed at the time of expiration. If the fingerprint clearance document does not include an expiration date, the obtainment date of fingerprint clearance must be less than one year old at the time of submission and less than four years old throughout the duration of the program.

• If a candidate is out of attendance greater than 180 days and the expiration date on the fingerprint clearance on file has passed, the candidate will need to supply a new fingerprint clearance with an obtainment date that is less than one year old at the time of re-entry.

• **Valid fingerprint clearance:** Fingerprint clearance documents submitted to the Field Experience Counselor must be in alignment with the required documentation listed in the policy below. This includes, but is not limited to, submitting required fingerprint clearance documentation that is free of any charges. If a candidate submits a fingerprint clearance showing charges (with the exception of a misdemeanor driving under the influence charge), the candidate's background may be subject to further review. While under review, the candidate may be denied admission or progression into courses requiring fingerprint clearance (ex. Courses containing practicum/field experience, student teaching, internships, etc.).

Required Fingerprint Clearance Documentation – Advanced Programs (Non-Licensure):

For those candidates that are enrolled into an advanced non-licensure program one of the following must be on file:

- Arizona Department of Public Safety Identify Verified Prints (IVP) Fingerprint Clearance Card or state-specific clearance
- Federal Background Check
- Current and valid teaching certificate

Required Fingerprint Clearance Documentation – Initial Teacher Licensure Programs and Bachelor of Science in Educational Studies (Please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance and certification requirements):

For those candidates that are enrolled into an initial teacher licensure program one of the following must be on file:

An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card will be required for:

- Candidates located in Arizona, completing practicum/field experiences, student teaching, and/or internships or seeking certification in Arizona are required to obtain and submit AZ IVP FPC.
- Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.

• Candidates who have provided state mandated fingerprint clearance showing any types of charges (with the exception of a misdemeanor driving under the influence charge) – see Explanation of Charges section below.

An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card and a state-specific fingerprint clearance will be required for:

- Candidates located in states that require a state-mandated clearance and require certification through Arizona

State-Specific Clearance will be required for:

- Candidates located in states that require a state-mandated clearance

If none of the above applies, an FBI check will be required for:

- Candidates located in states where the state's mandated fingerprint clearance is not shareable with the University

- Candidates located in states that do not certify in Arizona and do not have a state-specific fingerprint clearance
- Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.

Disclosure of Charges (All Programs - Initial Teacher Licensure Programs, Bachelor of Science in Educational Studies and Advanced Programs)

- All candidates are required to disclose charges that occur(ed) prior to and throughout enrollment in any College of Education program
 - If candidates do not disclose prior charges upon admission, candidates' background will be subject to internal review that may lead to University Code of Conduct referral. This may result in further disciplinary action (i.e. expulsion from the program).
 - If candidates are charged with a felony or misdemeanor while in the program, even if charges are pending, dismissed, amended, or the candidate entered into a diversion agreement, candidates are obligated to report the charge(s) to their Field Experience Counselor within 15 days of the charge(s) occurring. Candidates' background will be subject to internal review that may lead to University Code of Conduct referral. This may result in further disciplinary action (i.e. expulsion from the program).
 - Failure to disclose charges may lead to immediate expulsion from the program.
- Please note, while candidates with charges on record may be enrolled in a GCU program, candidates will be responsible to check with their state's department of education regarding the charges and ability to obtain licensure in that state.

Procedure for Program Progression with Charges

In the event that admission to Grand Canyon University's College of Education is denied as a candidate is charged with one or more offense listed in A.R.S. 41-1758.03 is located in Title 41, Chapter 12, Article 3.1 of the Arizona Revised Statutes (<https://www.azleg.gov/ars/41/01758-03.htm>), or the candidate has or obtains any other charge on their record (with the exception of a misdemeanor driving under the influence charge), the candidate will be required to follow the process below:

- Apply for an Identity Verified Prints (IVP) Fingerprint Clearance Card from the Arizona Department of Public Safety. (Should the fingerprint clearance card be denied, see section below.)

- Provide Grand Canyon University with copies of the Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card for reconsideration of admission.

If an AZ IVP FPC is denied, the candidate will need to follow the below process.

- Petition the Arizona Board of Fingerprinting for a good cause exception. More information regarding the application and process for a good cause exception can be found at the Arizona Board of Fingerprinting website.
 - If the Arizona Board of Fingerprinting approves the good cause exception, a fingerprint clearance card will be issued. (Should the Arizona Board of Fingerprinting deny the good cause exception, a fingerprint clearance

card will not be issued, and the applicant will be denied admission. (This decision cannot be appealed.)

- Provide Grand Canyon University with copies of the Arizona (IVP) Fingerprint Clearance Card and the documentation provided by the Investigation Unit of the Arizona Department of Education for reconsideration of admission.

- Admission or progression into a College of Education program is not guaranteed

Advanced Programs – Non-Licensure

For those candidates that are enrolling into an advanced non-licensure program and have been charged with one or more offenses listed in R.S. 41-1758.03 is located in Title 41, Chapter 12, Article 3.1 of the Arizona Revised Statutes

(<https://www.azleg.gov/ars/41/01758-03.htm>), or the candidate has or obtains any other charge (with the exception of a driving under the influence charge) on their record, the candidate will need to provide:

- AZ IVP

OR both of the following:

- Current and valid teaching certificate
- Verification of current employment on school letterhead with authorized district representative signature (i.e. human resources, superintendent, principal, etc.)

Practicum/Field Experiences

Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection.

Practicum/field experiences require the Teacher Candidate to spend a prescribed amount of time in real-life classroom settings in order to demonstrate competency with predetermined activities that are aligned to professional standards in the field of education. Teacher Candidates who are not in an active student status may not complete practicum/field experience hours in the field. Teacher Candidates must have current/valid fingerprint clearance on file with their Field Experience Counselor prior to starting any fingerprint clearance required course.

Early Childhood Education

Early Childhood Education and Early Childhood Special Education

Teacher candidates enrolled in the Bachelor of Science in Early Childhood Education or the Bachelor of Science in Early Childhood Education and Early Childhood Special Education program, who are completing practicum/field experiences in Arizona, are required to submit a completed Student Information Release Form (SIRF) and proof of immunization and/or immunity from Tuberculosis (TB).

In addition to the practicum/field experience hours throughout their regular coursework, candidates enrolled in the Bachelor of Science in Early Childhood Education and Early Childhood Special Education have two additional 60-hour practicum courses (Practicum I: ECS-460 and Practicum II: ECS-470). Teacher Candidates are required to complete an Early Childhood/Early Childhood Special Education application 8 weeks prior to the start date and will receive placement assistance from their assigned Teacher Placement Counselor. Teacher Candidates are required to complete 60 hours for Practicum I (ECS-460) and 60 hours for Practicum II (ECS-470) for a total of 120 hours. Teacher Candidates are not permitted to take ECS-460 Practicum I and ECS-470 Practicum II concurrently.

COE Clinical Practice Expectations and Academic Standards

The following clinical practice expectations for Teacher Candidates in the College of Education seek to address the common issues and responsibilities of Teacher Candidates who are out in schools and school districts in a field experience and clinical practice setting. The statements are designed to be reflective of the fundamental principles and values that are desired of a Teacher Candidate and his/her professional and personal conduct in the field experience and clinical setting. The conduct expectations clarify conduct unbecoming of a Teacher Candidate, and thus are subject to disciplinary action. By addressing these issues we seek to respond to and clarify our expectations for all of our Teacher Candidates who are representing themselves and Grand Canyon University in their role and work with students, Cooperating Teachers, GCU Faculty Supervisors, and school communities.

Teacher Candidates in the College of Education represent GCU's value-based liberal arts institution. All Teacher Candidates who go out into the field are expected to abide by the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic, academic, and school community. Teacher Candidates 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 expectation that the Teacher Candidate:

- Gives appropriate attention to college and site placement work
- Attends class, exercises, and engagements as required by the college and school site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with students, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with students, faculty, staff, school placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Adheres to college dispositional expectations, policies, and standards of academic honesty
- Represents themselves solely in all matters related to Clinical Practice performance, evaluation, assessments, disciplinary action, etc.
- Dresses according to professional attire expectations which can be interpreted as:
 - Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses
 - Men: dress pants, button down shirts, polo shirts (with a collar), blazers
 - Dress not permitted: Anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes, jeans that are too loose fitting, ripped or faded. Teacher Candidates must also follow the dress code of teachers at the school site

Essential Elements for Teachers

- Safely navigate the classroom /placement site and follow all safety protocols as outlined by the placement site.
- Effectively communicate with students, parents, and peers
- Complete all tasks in the designated time
- Make effective crisis management decisions based on placement site policies and procedures
- Ability to handle a full classroom of students as assigned
 - Awareness of student needs
- Lead a classroom for the full contracted teacher work day. This includes:
 - Student Contact time
 - Teacher Contract time
- Act as a professional regarding:
 - Timeliness
 - Preparedness
 - Hygiene and professional dress
 - Transportation to and from the school site
- Communicate in appropriate standard language for the setting (written and verbal)
- Maintain collegial relationships in the work/classroom environment

Essential Functions Motor/Physical/Cognitive Strength for Teachers

- A teacher candidate must be able to: Possess the physical strength and mobility to safely carry out teaching procedures and provide routine direction to students of all ages in all assigned school settings.
- A teacher candidate must be able to: Use professional awareness to make accurate student assessments and judgments.
- A teacher candidate must be able to: Accurately assess student progress and any needed information specific to student development.
- A teacher candidate must be able to: Develop mature, sensitive and effective relationships with individuals, families and groups of various social, emotional, cultural and intellectual backgrounds; adhere to GCU policies, procedures and requirements as described in the Clinical Practice/Student Teaching Manual, Faculty/Employee Handbook, University Policy Handbook and demonstrate ethical behavior, including adherence to professional and university honor codes.
- A teacher candidate must be able to: Communicate effectively and accurately in standard language using speech, reading, writing, language skills, and computer literacy. The use of appropriate nonverbal communication is also essential.
- A teacher candidate must be able to: Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound judgments and decisions to promote positive student outcomes.
- A teacher candidate must be able to: Adhere to classroom and placement schedules, submit all course and placement expectations in a timely manner.
- A teacher candidate must be able to: meet all health and safety requirements to perform duties in assigned school settings.
 - School/placement sites may have health and safety requirements in addition to required GCU screenings.

Dispositional Expectations

- High Expectations- Educators should believe that all students can learn and should set and support realistic expectations for student success.

- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community.
- Fairness- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Curiosity- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- Honesty- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- Advocacy- Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development.

Clinical Practice Expectation Violations

The following violations clarify conduct unbecoming of Teacher Candidates in the College of Education. Teacher Candidates are expected not to engage in such action while in a clinical setting at a school or school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which Teacher Candidates are subjected to disciplinary action up to and including expulsion from the University. If teacher candidates are found eligible to continue with the program, Clinical Practice can only be repeated once.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
 - Admission or eligibility to Clinical Practice
 - Information regarding the site placement school, the district and/or personnel
 - Information regarding students
 - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher, GCU Faculty Supervisor, faculty or staff
 - Threatening to harm or endanger the safety of any individual in the practicum/field experience setting
 - Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the practicum/field experience setting
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation

- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the students or the school community members

College of Education Professional Practice Committee (PPC) and Personal Improvement Plan (PIP)

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Candidates are guests at placement sites and must follow all site policies and expectations. In the case a candidate has an unsuccessful attempt at student teaching or educational administration internships the candidate may be reviewed by the College of Education's Professional Practices Committee (PPC). The COE's PPC reviews unsuccessful attempts (i.e., cancellation of confirmed placements, terminations, self-terminations and/or course failures) at student teaching and the educational administration internship determines all college-level remediation or sanctions, and/or recommendation for further university-level review. The College of Education's PPC reviews all documentation, including the candidate's response to the attempt, and will make a determination on the next steps regarding program progression.

Possible outcomes for candidates referred to the College of Education's PPC may include but are not limited to:

- Removal from the student teaching or educational administration internship course(s).
- Awarding a failing grade for the student teaching or educational administration internship course(s).
- Awarding the grade earned in the student teaching or educational administration internship course(s).
- Awarding a "W" (withdraw) grade in the student teaching or educational administration internship course(s).
- Successful completion of required college-level coaching.
- Successful completion of a Personal Improvement Plan (PIP).
- Replacement in a new student teaching placement site.*
- Replacement in a new student teaching placement site after the completion of a PIP.
- Referral to the University's Code of Conduct Committee Office of Academic Compliance for further review.

An unsuccessful attempt at student teaching or the educational administration internship may have financial implications. It is the candidate's responsibility to contact their assigned Student Services Counselor to discuss any financial matters as a result of an unsuccessful student teaching or educational administration internship attempt and/or future course repeat(s).

*Replacement at a new student teaching placement site is contingent upon several factors (e.g., placement site availability/approval, required remediation, etc.) and is not guaranteed.

Personal Improvement Plan (PIP)

If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. The PIP is personalized one-on-one support to assist teacher candidates in their second attempt in the student teaching experience. Throughout the PIP, the Teacher Candidate will work

with a College of Education faculty/staff member to reflect on and remediate any areas of opportunity and growth. Please refer to the College of Education Student Teaching Manual for additional information.

Basic Skills and Content Area Exams (Initial Program/Teacher Licensure Only)

1. Teacher Candidates enrolled in an Initial Program – Leads to Initial Teacher Licensure Programs (IP/TL) beginning with the 2009-2010 Academic Catalog must pass their state-mandated basic skills and content area exams prior to applying for the clinical practice/student teaching experience. It is the Teacher Candidate’s responsibility to determine what, if any, testing is necessary for their individual state. Teacher Candidates in the following programs may have the option to utilize scores from the GCU specific content exam in lieu of providing passing exam score from their state-mandated exams for progression into clinical practice/student teaching:
 - a. Bachelor of Science in Elementary Education
 - b. Bachelor of Science in Elementary Education with an Emphasis in STEM
 - c. Bachelor of Science in Elementary Education with an Emphasis in Christian Education
 - d. Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading
 - e. Bachelor of Science in Elementary Education with an Emphasis in ESL
 - f. Bachelor of Science in Elementary Education and Special Education
2. Teacher Candidates that certify through Arizona will be required to submit passing scores on the National Evaluation Series (NES), Arizona Educator Proficiency Assessment (AEPA) or equivalent exam as determined by the Arizona Department of Education’s out of state exam reciprocity requirements prior to applying for the clinical practice/student teaching experience. Teacher Candidates in the following programs may have the option to utilize scores from the GCU specific content exam in lieu of providing passing NES or AEPA exam scores in for progression into clinical practice/student teaching:
 - a. Bachelor of Science in Elementary Education
 - b. Bachelor of Science in Elementary Education with an Emphasis in STEM
 - c. Bachelor of Science in Elementary Education with an Emphasis in Christian Education
 - d. Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading
 - e. Bachelor of Science in Elementary Education with an Emphasis in ESL
 - f. Bachelor of Science in Elementary Education and Special Education
3. If there is no content knowledge exam for the content area in which the Teacher Candidate is seeking certification, the Teacher Candidate will be required to submit an appeal to the College of Education demonstrating the content proficiency as guided by the state in which they are seeking certification.
4. Score reports will be accepted only if the official score report documents a passing score (‘pass’ or ‘passed’).
5. Teacher Candidates residing in states that do not have state-specific mandated basic and/or content exams for initial licensure and do not certify through Arizona may be able to defer exams. Teacher Candidates should contact their assigned Field Experience Counselor (FEC) if they believe they qualify.

Eligibility for Student Teaching (Initial Program/Teacher Licensure Only)

1. Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
2. Pass the state-specified basic skills and content area exams or GCU specific content exam, if applicable for academic program, prior to applying for the clinical practice/student teaching experience.
3. Maintain a minimum GPA of a 2.8 (undergrad) or 3.0 (graduate) as required for clinical practice/student teaching.
4. Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor (SSC) is able to complete the required registration process.
5. Review program progression and academic eligibility with assigned SSC and/or Field Experience Counselor (FEC).
6. Possess a current/valid Fingerprint Clearance Card or background check. Teacher Candidates certifying through Arizona must have an Arizona Department of Public Safety IVP Fingerprint Clearance Card.

Clinical practice/student teaching may only be repeated once in the course of the Teacher Candidate’s time at Grand Canyon University.

If a Teacher Candidate has an unsuccessful clinical practice/student teaching attempt in an Institutional Recommendation (IR) program and then enrolls into another IR program, the Teacher Candidate will need to appeal to the College of Education to student teach for a second and final attempt.

Application for Student Teaching (Initial Program/Teacher Licensure Only)

In order to apply for clinical practice/student teaching, the Teacher Candidate must be meeting all clinical practice/student teaching eligibility requirements.

The [Student Teaching Application](#) is provided by the Teacher Candidate’s assigned Field Experience Counselor (FEC).

The Student Teaching Application deadlines are as follows:

Traditional (Ground) Students

- November 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- May 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

Non-Traditional (Online) Students

- February 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- August 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

No exceptions will be made to these deadlines.

Student Teaching (Initial Program/Teacher Licensure Only)

Student teaching is the capstone experience at the end of the initial teacher licensure program that provides candidates with the opportunity to demonstrate mastery of knowledge and skills in a classroom setting.

Teacher Candidates must meet all eligibility requirements prior to progressing into student teaching. Taken at the conclusion of all coursework, student teaching requires 15-16 consecutive weeks (dependent on Teacher Candidate’s program of study) of full day (Monday-Friday) placement with a COE approved Cooperating Teacher/Mentor. A Cooperating Teacher/Mentor must hold a current/valid certification in the area which aligns with the Teacher Candidate’s program of study, a Master degree or

exceptional experience, have a minimum of three years teaching experience, full recommendation of the building principal/administrator and desire and ability to work cooperatively with the Teacher Candidate.

Student teaching full days consists of the following:

- Student Contact time: any instructional classroom time spent directly with students.
- Teacher Contract time: any function at the cooperating school site(s) that the contracted teacher is required to attend. This includes prep time and professional development.
- District holidays/inclement weather days are not to be counted.

Student teaching requires a full takeover for a minimum of 50% of the experience (i.e. 4 weeks of full take over for an 8-week course and 8 weeks for a 15/16-week course). During this time, Teacher Candidates will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others. Essential functions of the teaching profession include effectively leading the classroom and ensuring student learning. Refer to the College of Education Student Teaching Manual for additional information.

Student teaching is completed in the Fall or Spring semesters; and is required for an Institutional Recommendation (IR). Teacher Candidates looking to complete student teaching in the summer may contact their assigned FEC to discuss eligibility. Student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

Student Teaching Placement Requirements (Initial Program/Teacher Licensure Only)

Student teaching must be completed in a brick-and-mortar school (Candidates requesting to complete student teaching in a virtual school setting must refer to their Teacher Placement Counselor. Requests to complete student teaching in a virtual setting are reviewed on a case-by-case basis and not guaranteed.). Student teaching must be completed in a public-school setting or a licensed/accredited nonpublic school setting. Teacher Candidate's site placement must align with the Teacher Candidate's program of study. Placement preferences will be honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in the Teacher Candidate's best interest and the interest of other involved parties. Student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Teacher Candidates are guests at placement sites and must follow all site policies and expectations, including but not limited to FERPA, digital privacy/communication, social media, fingerprint clearance, etc. Refer to the College of Education Student Teaching Manual for additional information.

Paid Student Teaching (Initial Program/Teacher Licensure Only)

Student teaching is traditionally an unpaid experience. The College of Education does not solicit, source, or guarantee paid student teaching opportunities. It is the Teacher Candidate's responsibility to secure employment. Teacher Candidates may have the opportunity to student teach in the classroom(s) in which they are employed as the full-time teacher of record, paraprofessionals/teacher aides/substitutes if:

- the setting aligns with the setting required in the Teacher Candidate's program of study
- the Teacher Candidate has an appropriately certified mentor available at the school site
- the Teacher Candidate is able to fulfill all student teaching expectations, including the ability to have full take over for the minimum required time.

Teacher Candidates requesting to student teach in a paid position must complete additional documentation that requires written approval from the placement site administrator. Requests to student teach in a paid position are reviewed by the College on a case-by-case basis and are not guaranteed. Teacher Candidates should reach out to their assigned Field Experience Counselor or Teacher Placement Counselor for more information.

Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only)

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. (Other states may refer to this as a program verification form, college verification form, etc.) The IR confirms that a candidate has met all requirements, including successful student teaching or internship, for the program of study that has been approved by the Arizona State Board of Education. It is the candidate's responsibility to determine the specific requirements needed (i.e. professional knowledge exams, content knowledge exams, fingerprint clearance, etc.) to obtain a certificate in their intended state of certification. An Arizona IR is valid for one year from the date it is signed. Arizona IRs can be issued only within 45 days of a candidate's last course end date; otherwise, the candidate will need to apply for a transcript analysis to determine if certification criteria have been met.

All Teacher Candidates seeking an Institutional Recommendation for a teaching license in their intended state of licensure are responsible for determining state specific deadlines and requirements, and must complete the programmatic and state licensure requirements. These requirements which include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams, and successful completion of student teaching in an approved setting.

College of Arts and Media

Bachelor of Arts in Dance

Bachelor of Arts in Dance Education (IP/TL)

Prospective students seeking admission to Grand Canyon University as dance education majors should have a minimum of two years of concentrated training in ballet, modern, and jazz dance technique. To gain admission into the program, a student must meet the general admission requirement of the university along with the requirements below.

1. An audition, either live or through the submission of DVD or digital materials
2. Dance resume and goal essay

Auditionees will be led by a faculty member and asked to demonstrate their technical skill level via barre and center work, progressions and improvisation. In addition, students will perform one minute of solo choreography. Transfer students are required to perform solos that they have choreographed. Candidates must demonstrate performance strength and skills that can be developed to enable them to successfully complete the degree requirements of the major and to successfully serve in professional realms of dance and dance education. Prospective

students may register online to audition on a date of their choice at www.gcu.edu/auditions.

College of Nursing and Health Care Professions

All CONHCP Nursing Undergraduate Programs

Chain of Command

In the healthcare field, it is the expectation that healthcare workers will use the chain of command to bring issues to the appropriate leader's attention. For example: This is especially important when CONHCP nursing students question things like medication type and dosage. In order to prepare students for the requirements of health care employers, the College leadership expect students to use the Chain of Command for raising similar issues in all healthcare programs.

Therefore, students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their SSC. Finally, if the issue needs further attention, the SSC will notify the Director or Program Lead. Further concerns should be taken to the Assistant/Associate Dean over the student's program.

If the student's concern is regarding something unrelated to CONHCP courses, the student should consult with their counselor, and if needed the Student Services Manager.

If after this process is exhausted, the student can pursue the [University Appeals Procedures](#).

Professional Practices Committee

The College of Nursing & Health Care Professions Professional Practices Committee serves as the central sanctioning body for the application of College-level penalties in all cases involving student violations of the CONHCP clinical and lab policies, the Student Professional Dispositions, as well as the Nursing Professional Standards.

Student Professional Dispositions

One important aspect of the student experience is the fulfillment of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support student development and have clear expectations in these areas CONHCP lists the following key dispositions. Failure to demonstrate these dispositions through behaviors at any point in the program may jeopardize students' continuation in the program. Students are expected to monitor their development of these professional dispositions, beginning now and continuing throughout their career. The ability to reflect on personal growth, strengths, and challenges is a central characteristic of effective people working in health care. These disposition statements do not replace the University Code of Conduct.

Communication Skills

1. Demonstrate appropriate, professional, respectful verbal communication
2. Demonstrate appropriate, professional, respectful written communication
3. Demonstrate a disposition toward inquiry and problem solving
4. Work collaboratively with students, faculty, and professionals
5. Demonstrate consistently positive attitudes toward learning and/or teaching
6. Accept responsibility for decisions and actions
7. Establish and maintain mutually respectful interactions
8. Demonstrate understanding of university/program organizational chart by communicating "need to know information" to individuals according to the chain of command

Work Ethic

1. Demonstrate regular attendance
2. Demonstrate punctuality
3. Complete work in a timely manner
4. Demonstrate organizational skills
5. Know and observe all pertinent policies and procedures
6. Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

1. Demonstrate a commitment to work with clients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
2. Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
3. Treat everyone fairly, equitably, and respectfully
4. Accept constructive criticism and adjusts performance accordingly
5. Express and demonstrate interest in and enthusiasm for teaching/learning
6. Adapt to new and diverse teaching/learning situations
7. Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
8. Maintain confidentiality about all student, client, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
9. Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information
10. Respect the points of view of others
11. Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
12. Project an appropriate professional appearance in professional settings
13. Project an appropriate professional and respectful demeanor
14. Be open to leadership and opportunities for growth
15. Understand and practice professional ethical standards
16. Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
17. Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
18. Acts overall in a manner that furthers the interests of others (enlightened self-interest): Enlightened self-interest refers to the understanding and trust that what a person does to enhance another's quality of life enhances one's own quality of life to a similar degree. More simply put, it is the idea that "what goes around comes around"
19. Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding your clinical experiences or documents contained in a client record.

Procedure for Processing Alleged Violations of the CONHCP Professional Dispositions

The College of Nursing and Health Care Professions may take disciplinary action against a student who violates the Professional Dispositions. Violations will be reported by GCU instructors, GCU staff, or third parties affiliated with GCU. GCU faculty and staff are required to notify students that an incident report will be submitted to the Professional Practice Committee. Reports are forwarded to the Professional Practices Committee Administrator upon discovery of the incident.

The Administrator then reviews the report, as well as any history of prior offenses. The Administrator then notifies the student if the College of Nursing and Health Care Professions intends to take further action as a result of the particular report or as a result of the history of offenses. If further action is recommended, the Professional Practices Committee will determine whether the alleged violation has been substantiated and which College-level penalty to apply.

Students who are charged with a violation of the Professional Practices are afforded an opportunity to be heard before a College-level penalty is applied. Students at risk for College-level sanctions will be:

- Contacted by the Professional Practice Committee Administrator
- Offered the opportunity to present documentation and speak on their own behalf to the Professional Practice Committee.
- Present information by submitting a written statement and/or participating via teleconference.

Students are not required to participate or submit information.

Students who wish to participate or present information must adhere to the following:

- Submit all documentation within the timeframe specified in the notification.
- If the student does not respond within seven days of being contacted by the Professional Practice Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee.
- All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal Committee meetings.
- Students are not entitled to representation by any third party, personal representative, or attorney in the College disciplinary process.

College-level Penalties

The Professional Practice Committee has the ability to issue College-level penalties. In making its determination, the Committee considers the severity of the offense, as well as the student's history within the College of Nursing and Health Care Professions.

Program Warning

Some clinical violations may require students to complete a Student Success Plan, to outline required changes in behavior or practice. Students will be assigned an appropriate college administrator or faculty to complete mandatory meetings during the semester to update the student's progress toward achieving the required goals. Students who fail to meet these requirements will be referred back to the Professional Practice Committee for potential additional sanctions.

Sanctions requiring a student success plan include:

- Dress Code Violation
- Failure to Follow Directives by Faculty, Clinician, Preceptor, Office of Field Experience, or Staff Unprepared For Clinical
- Unprofessional Communication or Behavior
- Greater than 1:1 Preceptor to Student Ratio without notifying CONHCP.

Program Probation

Program Probation is a sanction imposed by the Professional Practice Committee. Clinical Program Probation is assigned to a

student that commits infractions determined to be high risk where additional monitoring is needed. Clinical Program Probation may be removed within a semester, or may cross over multiple semesters based on the severity. An automatic 10% clinical grade reduction applies for any course in which an undergraduate student was sanctioned with Clinical Program Probation. A graduate student placed on clinical probation will result in a 10% reduction of professionalism points in the classroom. Faculty and Clinicians, in current and future terms, overseeing students on clinical probation will be notified of the infraction and remediation requirements. These infractions include but are not limited to

- Unsafe clinical practice
- Failing to complete the Student Success Plan Requirements
- Repeat Clinical Lab, Simulation Tardy
- Unexcused Clinical, Lab, Simulation Absence
- HIPAA Violation
- Performing skills or interventions before successfully completing a Performance Based Assessment
- Displaying hostility or using confrontational words or body language
- Clinical, Lab, or Simulation abandonment (without permission)
- Acting Independently Within the Scope of a Nurse

Program Probation Procedure

The following steps will occur if the student is being placed on program probation.

1. The student will receive the sanction of Clinical Program Probation from the Professional Practices Committee through email and postal mail. This letter will outline the requirements the student must complete during their probation.
2. A copy of the letter will be placed in the student's file.
3. The student's progress will be reassessed at the end of the term to determine if the student will be removed from clinical probation. Students that do not complete the requirements will be referred to the University Code of Conduct Committee for potential suspension or expulsion from the program and/or the University.
4. The student must be removed from probation in order to meet program and graduation requirements.

University Code of Conduct Referral

Some behaviors are so egregious that significant sanctions will apply. These infractions will be submitted to the Code of Conduct Committee for potential University sanctions such as suspension and/or expulsion. Please see the Code of Conduct and Academic Standards policy for more information.

Infractions that require Code of Conduct reporting include:

- Academic Plagiarism
- Clinical Practice Fraud or Forgery
- Academic Cheating
- Jeopardizing a Clinical Partnership
- Failure to Report a Felony or Misdemeanor

In addition to the sanctions a student may face from the Code of Conduct Committee of the University, the most significant infractions require the University to report the incident or behavior to the Arizona Board of Nursing by statute.

The priority of the College of Nursing and Health Care Professions is the education of future health care professionals in a safe environment for students, faculty, staff, and patients. Patient safety is of the utmost importance. In certain cases where a student is engaged in behavior that is intentionally harmful,

negligent, below program standards, or inconsistent with nursing or athletic training professional standards, whether potentially or actually harmful to a patient, the Dean or designee will report the incident to the respective regulatory board as soon as the incident is substantiated. Reporting is mandatory under the Nurse Practice Act (<https://www.azbn.gov/faqs/discipline-complaints/submitted-a-complaint-faqs%20-%20202>) and the Athletic Training Practice Act (ARS 32-4158). The following documents guide the professional practice of athletic training and define the skills appropriate for students at the baccalaureate level.

- Arizona State Law ([Chapter 41 – Athletic Trainers](#))
- The Board of Certification’s (BOC’s) [Standard of Professional Practice](#)
- [NATA Educational Competencies](#) (5th Edition)
- [NATA Code of Ethics](#)

All students enrolled in a clinical program are required to participate in formal instruction on skills related to their respective discipline (nursing / athletic training) before practicing any skill on patients. All skills must be done under the direct supervision of a clinical preceptor / instructor.

Students may be placed on clinical suspension, per the Dean or designee, during the investigation.

Infractions that require Arizona Board of Nursing notification by licensed or unlicensed students include:

- Information that a nurse or certificate holder may be mentally or physically unable to safely practice nursing or perform nursing related duties
- Conduct which leads to the dismissal for unsafe nursing practice or conduct or other unprofessional conduct
- Conduct that appears to be a contributing factor to high risk/harm to a patient and required medical intervention
- Conduct that appears to be a contributing factor to the death of a patient
- Conduct involving the misuse of alcohol or other chemical substances to the extent that nursing practice may be impaired or may be detrimentally impacted
- Actual or suspected drug diversion
- Pattern of failure to account for medications; failing to account for wastage of control drugs
- Falsification of medical or treatment records
- Pattern of inappropriate judgment or nursing skill
- Failing to assess or intervene on behalf of patient(s)
- Conduct involving sexual contact with a patient, patient family member or other dual relationships
- Conduct involving physical/verbal patient abuse
- Conduct involving misappropriation, theft or exploitation of a patient
- Practicing nursing without a valid nursing license
- Conduct that deceives, defrauds or harms the public
- Criminal charges, felony and misdemeanor, which may affect public safety within ten days from when the charge(s) are filed
- Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report such practice to employment or licensing authorities.

Infractions that require Arizona Board of Nursing notification by licensed students only include:

- Conduct involving practicing beyond the scope of practice of the license or certificate. Examples include knowingly giving a medication not authorized by a treating provider, obtaining

laboratory or other tests not authorized by a treating provider, unauthorized adjusting of dosage

- Violation of a disciplinary sanction imposed on the nurse’s license by the board
- Felony conviction(s) must be reported within ten days of the conviction

Failing to report to the Board a licensed nurse whose work history includes conduct, or pattern of conduct, that leads to or may lead to an adverse patient outcome.

Patient Safety Event

A patient safety event is an event, incident, or condition that could have resulted or did result in harm to a patient.

Patient safety events include adverse events, no-harm events, close calls, hazardous conditions and sentinel events, which are defined as follows:

- An adverse event is a patient safety event that resulted in harm to a patient.
- A no-harm event is a patient safety event that reaches the patient but does not cause harm.
- A close call (or “good catch”) is a patient safety event that did not reach the patient.
- A hazardous (or “unsafe”) condition(s) is a circumstance (other than a patient’s own disease process or condition) that increases the probability of an adverse event.
- A sentinel event is a patient safety event (not primarily related to the natural course of the patient’s illness or underlying condition) that reaches a patient and results in any of the following:
 - Death
 - Permanent harm
 - Severe temporary harm

If a patient safety event should occur, the student needs to immediately notify the clinical instructor and/or preceptor, Director and/or Program Lead at the University and health care facility leadership and complete the CONHCP Incident Report form.

The patient safety event will lead to an investigation with possible corrective actions up to and including a referral to Code of Conduct with the recommendation for expulsion from the program and the event will be reported to the respective Board of Nursing.

Reference: The Joint Commission. (2017, June 29). Retrieved from https://www.jointcommission.org/sentinel_event_policy_and_procedures/.

Bachelor of Science in Athletic Training

Students may enroll in general education coursework that prepares students for entry into the Bachelor of Science in Athletic Training (ATP) program. Admission into the clinical portion of the Athletic Training Education program is competitive and determined by the criteria listed below in addition to the availability of clinical placements. Admission into the Athletic Training Program is not guaranteed

Admission Requirements for Clinical Coursework

To be eligible for acceptance into the clinical phase of the program, students must:

1. Complete the application by the designated deadline as specified on the [ATP](#) website.
2. Possess a minimum cumulative GPA of 3.0.
3. Successfully complete all prerequisite courses: ENG-105, ENG-106, MAT-144, BIO-201, BIO-201L, BIO-202, BIO-

202L ATP-214, ATP-214L and ATP-256. ATP-214, ATP-214L and ATP-256 must be completed at Grand Canyon University.

4. Complete the Athletic Training entrance examination, which includes content from prerequisite courses including BIO-201, BIO-201L, BIO-202, BIO-202L ATP-214, ATP-214L and ATP-256.
5. Complete a written essay to answer a series of questions regarding students' knowledge of the profession of athletic training and commitment to learning.

Students offered secondary admission must complete and submit the following information to the Office of Field Experience prior to the start of clinical rotations:

1. Application for an Arizona Department of Public Safety Fingerprint Clearance Card.
2. First Aid card from an approved provider listed in the Guidelines for Undergraduate Field Experience Manual
3. Professional Rescuer CPR card from an approved provider listed in the Guidelines for Undergraduate Field
1. Experience Manual. The CPR course must meet the Board of Certification (BOC) Emergency Cardiac Care (ECC) requirements (www.boccatc.org).
2. Signed Technical Standards form
3. Signed HIPAA and FERPA confidentiality acknowledgement form
4. Health History and Physical Examination form which include proof of required vaccinations outlined in the Guidelines for Undergraduate Field Experience Manual
5. Proof of valid professional liability insurance
6. Hepatitis B Vaccination Form
7. Valid National Athletic Trainers Association Membership which provides access to clinical course proficiency requirements. Membership fee is paid by the student.

Students offered secondary admission must attend the mandatory athletic training orientation prior to the start of the academic year. Policies and procedures pertaining to blood borne pathogens, communicable diseases, and accreditation requirements are reviewed with new students at that time.

Upon acceptance into the clinical phase of the program, students must adhere to the following criteria in order to remain in good standing and continuously enrolled in the Athletic Training program:

1. Maintain a minimum cumulative GPA of 2.7. Students who fail to meet the minimum GPA requirement will be placed on academic probation for the following semester. Students who fail to raise their GPA after the following semester will be administratively withdrawn from the program.
2. Successfully complete all Athletic Training major courses with C or better. Students who receive a lower grade than a C will be administratively withdrawn from the program and will need to follow the steps outlined in the Re-Entry to Athletic Training Major Courses section.
3. Maintain continuous enrollment during the fall and spring semesters.
4. Maintain National Athletic Trainers Association Membership at the cost to the student, which provides access to clinical course proficiency requirements.
5. Maintain Emergency Cardiac Care (ECC) certification (current through May of each academic year).
6. Maintain Athletic Training Student Liability Insurance (current through May of each academic year).
7. Attend the GCU Athletic Training Student Orientation annually (either in person or on a webinar), which includes

blood borne pathogen training and a discussion of the communicable disease policy.

8. Follow clinical requirements as outlined in the Athletic Training Clinical Manual.
9. Know and adhere to a clinical site's privacy and procedures before undertaking any activities at the site.
10. Promptly report any violation of those procedures, applicable law, or ATP confidentiality agreement by an ATP student, faculty or staff member to the appropriate ATP clinical instructor or faculty member.
11. Understand that a violation of the clinical site's policies and procedures, of applicable law, or ATP confidentiality agreement will subject the student to disciplinary action.
12. Maintain Immunization Records as outlined in the Athletic Training Clinical Manual.
13. Successfully complete GCU Board of Certification (BOC) endorsement exam prior to being endorsed by the Program Director. Students must report any legal incidence that may result in revocation of the fingerprint clearance card or cause ineligibility to sit for the BOC examination immediately to the program director.

Re-Entry to Athletic Training Major Courses

Students who have failed courses in the athletic training major must submit an official academic appeal to the Athletic Training Program Director to be considered for re-entry into the program.

A student receiving a grade of incomplete "I" in any athletic training major course must assure that the incomplete is resolved and a grade is submitted prior to the start of the next academic semester. Failure to do so will result in administrative withdrawal from the program and current cohort sequence.

Student must petition with the Athletic Training Program Director for re-entry to the athletic training major under the following conditions:

1. Interrupted Enrollment- Student has been out of the athletic training major (for at least one course). Students must follow a cohort sequence.
2. Course failure- Student receives a failure (below a grade of "C") in athletic training course. Students may not continue in ATP course sequence until failed course has been repeated and passed with a "C" or better. Courses are currently offered one time during the academic year.
3. Unresolved Incomplete- Student receives an incomplete "I" as a grade in an athletic training course that is unresolved by the first day of classes in the following semester.
4. Administrative Withdrawal- Student has been administratively withdrawn from the athletic training major course.

Re-entry to the major is not assured simply because the student was previously enrolled in athletic training courses or was previously accepted. The decision will be based on the evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations and standards of behavior. All decisions to readmit are also contingent upon clinical space availability. The student must meet all admission and clinical requirements to be considered for re-entry into the program.

Only one failed athletic training course may be repeated once based on acceptance of the student by the reapplication process to the major. Subsequent course failures constitute administrative withdrawal from the athletic training education program.

Board of Certification Examination

In order to attain certification, an individual must complete a professional athletic training education program accredited by the [Commission on Accreditation of Athletic Training Education](#)

[\(CAATE\)](#) and pass the Board of Certification (BOC) exam. Please visit the [BOC website](#) and view the candidate information for full description of qualifications and process.

Mandatory Advisement for Athletic Training Major Courses

Faculty members may request mandatory advisement or remediation sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

Athletic Training Major Course Completion

Successful completion of athletic training courses means that students must:

1. Achieve a minimum of 76% average for the theory portion of the course.
 - a. Theory grade includes the average of exams and all nonclinical assignments.
 - b. Theory grade for clinical courses includes all proficiencies and clinical assignments.
2. Achieve a minimum of 76% average for the exam portion of the theory grade.
 - a. Exam portion does not include quizzes.
 - b. Courses delineated as writing intensive do not follow the exam policy.
3. Achieve a minimum of 76% average for the graded clinical proficiencies in clinical instruction courses with satisfactory clinical performance.
4. Complete all assignments, including clinical proficiencies, and submitted to earn course credit.
 - a. Late assignments will be deducted 10% per day.
 - b. No points will be awarded for any assignment submitted 10 days past the due date, but submission is still required.
 - c. Technical issues are not valid excuses for late work unless the problem stems from GCU servers.
5. Complete a minimum of 150 clinical hours in each clinical course.
 - a. Students should not be scheduled for less than 10 hours per week and no more than 20 hours per week.

Athletic Training Practice & Medication Administration Policy

Athletic Training students are not permitted to administer medications.

No Rounding Policy

The GCU College of Nursing & Health Care Professions has adopted a No Rounding policy for all courses within the program. This policy states that all grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 89.99 will be entered as B and not a B+).

Honor Code

All students will sign the following Honor Code Statement each time they take a test, either electronically or by paper and pencil.

“On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work.”

Guidelines for Administration of Exams in The Ground Testing Environment

Examinations will be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty. Students are allowed 1.5 min per multiple choice questions and 3 min per short answer/essays on exams.

1. Students may only have a pencil on their desk. Calculators and scratch paper will be provided by proctor, if needed for exam.
2. Everything brought into the room (backpacks, purses, cell phones, hats, snacks, water, etc.) must be placed at the front of the room at the student’s own risk.
3. Only head adornments of a medical or religious nature are permitted during examinations. Hats, hoodies, beanies, and/or other ornamental head coverings must be removed and left with other non-essential paraphernalia in the instructor-/proctor-designated locations
4. All cell phones must be turned off and placed in backpack (no cell phones on desk or in students’ pockets).
5. All watch devices with internet capability must be placed in the front of the room with the student’s belongings.
6. Faculty will be present during entire exam and actively monitoring student behaviors.
7. Students may not talk during the exams.
8. Students must keep their eyes on their own exam at all times.
9. Once the exam has begun students may not approach the instructor to ask questions or seek clarification.
10. Students may not leave the room and return once the exam has begun. Students must use restrooms prior to exam. In the event of a medical emergency, students may leave, but the allotted time will not change.
11. Students who arrive late will still be allowed to take the exam, but the stop time will remain the same.
12. Exams will be timed and collected when time is up.
13. Students may only access the HESI test site on the computer while taking an electronic exam. Students may not minimize the site, exit the site, or use chat during the exam.
14. After completing the examination, students will leave the classroom and not return until instructed by faculty once all students have finished the exam.
15. Students are encouraged to be present and well prepared to take all examinations. Consequences for being absent may include being given a different version of the exam. Only students with excused absences will be given the opportunity to take a make-up exam. Pre-planned, non-emergency misses should be scheduled prior to absence; students will receive different exam versions from those administered to students’ primary section. Only students with excused absences will be given the opportunity to take a make-up exam. Students must notify the instructor no less than one hour prior to the start of the exam for the absence to be considered excused. Students may make up no more than one exam per course.

Students who are observed violating the above criteria will be asked to leave the exam, given no credit for the exam, and reported to the University Code of Conduct Committee.

Bodily Fluids Exposure and/or Injury During Field Experiences

Grand Canyon University acknowledges the inherent risks associated with working around or with patients and health care organizations, including a potential exposure to blood and body fluids. Once in a patient care setting, students will have access to and will be expected to utilize appropriate blood-borne pathogen barriers, proper sanitary precautions, and appropriate biohazard disposal equipment and procedures at each clinical site.

The following details student responsibilities in this area:

- You must have and maintain current health insurance and show verification of coverage each year while matriculated in the program.

- GCU and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
- If evaluation and treatment is required by the facility where students are completing clinical experiences, the student is responsible for all costs and associated follow up.
- In the event that students are injured or exposed to blood and body fluids, students will:
 - Immediately notify your clinical preceptor or site supervisor
 - Wash the area immediately and thoroughly with soap and water.
 - Within 24 hours, follow-up with the students' Primary Care Provider who will make a determination of immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.
 - Assume full responsibility for disease sequelae.
 - Follow the policies of the agency (if any).
 - Complete a student incident report with the supervising faculty or instructor who was present during incident. A copy of this report will be given to the College Administrator and placed in the student's file.

Communicable Disease Policy

Students may not participate in field experiences during the time they are affected by or suspect they have a communicable disease. A communicable disease is a health disorder that can be passed from one person to another. If students suspect they may have a communicable disease, an immediate visit to the student health center or healthcare provider for evaluation is required. If the evaluation shows possible communicable disease, students must remain out of contact with patients for the duration suggested by the healthcare provider. Students may not return to participation in field experiences until they have been re-evaluated by a healthcare provider and released with written verification of full release. You Students must contact the clinical preceptor and faculty upon suspicion and verification of the disease.

Examples of communicable diseases include, but are not limited to the following:

- AIDS
- Shingles (Herpes Zoster)
- Chickenpox
- Strep pharyngitis
- Measles
- Cholera
- Conjunctivitis
- Diphtheria
- Diarrhea- infectious
- Influenza
- Tetanus
- Impetigo
- Yellow Fever
- Hepatitis A, B or C
- Herpes Simplex
- Meningitis (bacterial)
- Mumps
- Pertussis (whooping cough)
- Rubella
- Shigellosis
- Streptococcal pneumonia
- Scabies
- Hand, foot, mouth syndrome
- Viral and acute hepatitis
- Herpes

- Lice (pediculosis)
- Lyme disease
- Escherichia coli (E coli)
- Tuberculosis
- Group A Strep
- Pinworms
- Ringworm
- COVID-19

Refer to Clinical Absence and Participation Policy.

Clinical Attendance, Make-Up, and Tardiness Policy Effective Spring 2018

Clinical attendance is mandatory and students are expected to arrive to clinical on time. Tardiness is not acceptable and habitual tardiness can result in disciplinary action.

Students are required to notify clinical preceptors of any absence and/or anticipated tardiness. Individual clinical preceptors will discuss the mechanism for notification of absence. Absenteeism will interfere with student attainment of course objectives, and may impact the grade students receive in clinical courses.

Legitimate illness may be an excused absence when defined as:

- a communicable disease which can be transmitted to patients, staff or other students
- an illness which would be aggravated by attendance at lecture, lab, or clinical
- hospitalization

Students will be asked to submit substantiating medical documentation that states: "the student may return to class, lab, and clinical with no health or safety restrictions" from a medical provider and written on a prescription, or letterhead, that clearly reflects the provider's medical number. This will be required whether the student misses one clinical day or lab or consecutive clinical days or labs. GCU may verify the information contained in the documentation with the provider.

Students will be required to make up their missed clinical hours and document the hours in ATrack. Clinical Preceptors and the Clinical Education Coordinator will verify the completion of rescheduled hours.

Unexcused absences:

- First Occurrence: Student will receive a clinical warning.
- Second Occurrence: Student will be placed on clinical probation and will be submitted to Professional Practice Committee for the second late.
- Third Occurrence: Student will be suspended from clinical and submitted to Professional Practice Committee on the third late which may result in failure of clinical.

Failure to complete the 150 hour minimum requirement per clinical class may result in failure of that clinical course. Students who miss clinical due to extended illness are required to contact the Student Disability Services.

Policy for Student Drug, Nicotine & Alcohol Screening

The practice of professionalism demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring students who work directly with patients to undergo drug screening. Students must also be free from impairing substances. Health care agencies and the CONHCP require drug screening of all students prior to their first clinical experience. In addition, students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other

university or work related activity. Any student whose test is deemed positive will not be able to enroll or continue in the athletic training program for a minimum period of one year. Determination will be made in the Professional Standards Committee.

The College is required to report any positive screens and/or suspicion refusal to the appropriate board. This policy is designed to identify the procedures to be followed for drug testing as well as to outline the appeal and readmission to the program.

For Cause or Reasonable Suspicion Drug, Nicotine & Alcohol Screening

The program director or clinical coordinator may ask a student to submit to a drug and alcohol screening at any time if a faculty member or preceptor is under reasonable suspicion that the student may be under the influence of drugs or alcohol. This includes, but is not limited to, the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness. Determination will be made by the Professional Standards Committee.

1. Students will be asked to submit to an immediate oral drug and alcohol screening test conducted at one of the laboratory options provided.
2. Students may also be given a drug screen authorization form and asked to immediately complete a urine drug screen at one of the laboratory options provided.
3. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
4. The costs for all screening and medical review (if deemed necessary) are the students' responsibility.
5. A screen with questionable results will be sent by the lab for a medical review by the company completing the drug screen. Costs for review and retest will be the responsibility of the student.
6. A negative report, excluding a positive nicotine result, is necessary to continue in the program of study in the CONHCP.

Follow-up Action: Positive Screen (For Cause or Initial Drug Screen)

1. Positive drug screens (including those medically prescribed) may result in withdrawal from the nursing program for a minimum of 12 months. After this 12-month period, the student may apply for readmission under general guidelines stated in the University Policy Handbook, provided there is submission of evidence of satisfactory participation in a rehabilitation program for alcohol/substance abuse. Determination will be made in the Professional Standards Committee.
2. Sources of evidence include: a. Documentation of completed program of rehabilitation.
 - a. Acknowledgement of continuance in a twelve step or after-care program.
 - b. Letter from therapist or licensed health care provider stating the student is now able to function safely in a clinical facility.
3. The student must have a negative screen prior to being readmitted to the nursing program. The screen will be done at the direction of CONHCP and may be periodic while the student is in a CONHCP program. The student is responsible for all costs of screening.

4. The decision to readmit will be made by the CONHCP College Administrator after review of submitted materials. As with other applications for readmission, space availability may be a determining factor for that particular semester.
5. A report will be filed with the State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.
6. Any student who screens positive after one readmission may be permanently dismissed from the nursing program.

Follow-up Action For-Cause Negative Screen

1. Students whose drug screens are negative will meet with the College Administrator to discuss the perceptions of impaired behavior and the implications and steps to avoid similar situations in the future.
2. A review by the Medical Review Officer (MRO) by the company collecting the drug screen for documentation of any medical condition or treatment may be requested.
3. Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
4. A reasonable suspicion/cause drug screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
 - a. The student will meet with the College Administrator.
 - b. The student may be required to undergo, at the student's expense, an evaluation for drug use/prescription drug use/impairment by a psychiatrist recommended by the State Board of Nursing.
 - c. The student will follow other recommendations deemed necessary by the College Administrator.
 - d. The student will be required to provide a negative drug screen prior to returning to clinical and be subject to periodic drug screens at the student's expense.
 - e. More than one incident of a reasonable suspicion/cause drug screen that is positive; however, deemed negative by a medical review officer may result in withdrawal from the nursing program for a minimum of 12 months. In this case the student will follow the positive drug screening guidelines.

Students Who Refuse Drug Screening

Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Dean of Nursing or his/her designee. The student will remain out of the clinical area until an investigation has been done and a recommendation has been made by the College Administrator. Students who refuse screening may be subject to dismissal from the CONHCP. A student who refuses to participate in the aforementioned rehabilitation program will not be allowed into clinical courses; therefore he/she cannot complete the nursing program.

Bachelor of Science in Nursing (Pre-Licensure)

The Bachelor of Science in Nursing (Pre-licensure) is a significantly rigorous program, both academically and based on the time commitment required. Students who choose to apply for secondary admission to the nursing program should understand all the additional nursing policies students must adhere to in order to be admitted, progress, and graduate from the program. Students who cannot meet the academic rigor of the courses, as well as prioritize time-demanding program requirements above all else, will likely have a difficult time meeting the requirements of the program. Students may apply for secondary admission to

GCU's Fast-Track BSN offered at the main campus and/or the Accelerated BSN (ABSN) offered at satellite locations. The admission policies and criteria are different for Fast-Track BSN vs ABSN, and details are outlined below. Students that are secondarily accepted and begin NSG and Clinical Coursework at a specific location (whether it be Fast-Track BSN at the main campus or ABSN at any satellite location) will not be allowed to switch locations in the future.

Fast-Track BSN (Main Campus): Admission Requirements for NSG and Clinical Coursework

Admission into the program is competitive, and CONHCP stack-ranks secondary applicants based on prerequisite GPA, programmatic GPA, and HESI A2 scores to determine final admissions decisions. Please note, the average GPAs and HESI A2 scores of applicants who are accepted into the clinical portion of the program are typically higher than the minimum requirements for secondary admission.

Admission cannot and will not be guaranteed. Applications that do not meet the minimum requirements by the application deadline will be denied without consideration. After two secondary application attempts (if not accepted), a student will be ineligible for secondary admission to the Main Campus Fast-Track BSN program and should contact their Student Services Counselor to explore alternative programs at GCU. It is important to note that although a student may be ineligible for secondary admission to the Main Campus Fast-Track BSN, they might still be eligible for GCU's Accelerated BSN (ABSN) offered at satellite locations and should contact their Student Services Counselor to determine if they qualify.

Students who submit a secondary application and meet all secondary admission requirements by the respective deadline for the Main Campus Fast-Track BSN program are considered a qualified secondary applicant. If there is not enough clinical space available to offer a qualified secondary applicant acceptance into the Main Campus Fast-Track BSN program, they will be provided the opportunity to enroll into GCU's Accelerated BSN (ABSN) program if there is clinical space available at the ABSN satellite location the student is interested in. It is important to note that students who qualify for this opportunity will need to submit a secondary application for the ABSN program, but they will be considered auto-accepted into the ABSN program (pending clinical space availability). This opportunity is only applicable for the same semester the qualified secondary applicant was not offered acceptance for the Main Campus Fast-Track BSN program.

All secondary application criteria must be completed by the deadline specified below for the semester in which the student is applying for secondary acceptance. The College of Nursing and Healthcare Professions will conduct a review of the student's records to determine their admissibility to begin NSG & clinical coursework in the Fast-Track BSN (Main Campus).

Semester Start	Secondary Application Deadline
Fall	May 15
Spring	September 15
Summer	January 15

- GCU's Pre-licensure program only admits students that did not earn credit from another college or university before or since enrolling at GCU with the exception of credits earned

from an approved nursing assistant training program (ex: CNA) or via dual enrollment while attending high school.

- Prior to entering the clinical portion of the program, students are permitted to participate in Study Abroad as long as credit is not earned during the experience. Once admitted into the clinical portion of the program, students will not be allowed to participate in Study Abroad.
- Once enrolled at GCU, students are permitted to test out of required general education courses via College Level Examination Program (CLEP).
- Students must submit a valid Level One State of Arizona Fingerprint Clearance Card.
- Students must pass an approved Background Check, and the order date must be within six months of the secondary application deadline for the semester in which the student is applying. The background check includes an approved OIG/GSA component that documents students have not committed Healthcare Fraud or Abuse. Students whose record includes any felony will be automatically disqualified and denied admission. If the prospective student or student is charged with a felony or undesignated offense, either before admission or during the program, he/she must notify the Program Director via email within 15 days. Students with misdemeanors will be reviewed to determine potential clinical placement based on the individual's record. Students that are admitted with misdemeanors can in no way be guaranteed licensure, as licensure is at the sole discretion of the State Boards of Nursing. In addition, students that are admitted with misdemeanors can in no way be guaranteed employment, as employment is at the sole discretion of individual employers.
- Required general education courses are subject to GCU's Repeating Passing Courses policy.
- Required pre-requisite courses must be completed within seven years of the secondary application deadline for the semester in which the student is applying for secondary acceptance.
- Students cannot retake successfully completed required pre-requisite courses. This policy includes any completed required pre-requisite courses taken during an approved nursing assistant training program (ex: CNA) or via dual enrollment while attending high school.

Required General Education Courses	UNV-103
	CWV-101
	ENG-105
	ENG-106
	MAT-144
	BIO-201/L
	PSY-102
	MAT-274
SOC-102	

Required Prerequisite Courses	CHM-101/L
	BIO-202/L
	BIO-205/L
	BIO-322
	BIO-319
	PSY-357

- Students must meet minimum prerequisite and programmatic GPA requirements (see table below).
- Students must take the full HESI A2 entrance exam and will have a maximum of four total attempts. Students must wait a minimum of 45 days between each attempt. Attempts taken less than 45 days apart will be nullified but will still count as one of the student's four maximum attempts. Students must take all required portions in the same exam attempt in order for the test to meet standards, and students cannot use/combine the highest subtest scores from different exam attempts. CONHCP will use the attempt with the highest overall score, providing all subtest scores meet the minimum requirements (see table below). HESI A2 scores will only be considered if the exam date was within two years of secondary application deadline for the semester in which the student is applying.

Secondary application criteria for Fast-Track BSN (Main Campus) will be weighted as follows for the stack-ranking process:

Criteria	Weight	Minimum Required GPAs and HESI A2 Scores
Pre-requisite GPA: Includes all required pre-requisite courses whether transferred in or taken at GCU	40%	3.25
Programmatic GPA: Includes all courses taken only at GCU under the enrolled program	15%	3.0
HESI A2: Composite Score of Reading Comprehension, Grammar, and Vocabulary	15%	80
HESI A2: Math	15%	80
HESI A2: Human Anatomy and Physiology	15%	75

Accelerated BSN (ABSN – Satellite Locations): Admission Requirements for NSG and Clinical Coursework

Based on the location, the Accelerated Bachelor of Science in Nursing (ABSN) is designed for students who meet the following requirements:

Sun City/Boswell, Tucson, Utah, and Nevada

- A minimum of 60 transferable college credits from an accredited institution (applies to all current, prior, and prospective GCU students).

Admission cannot and will not be guaranteed. Secondary applications are accepted and reviewed on a rolling basis. As long as a student meets all minimum secondary application requirements, they can apply to start in the Fall, Spring, or

Summer semester. Secondary Application Deadline: Secondary applications can be submitted for review no later than 7 days prior to the start date of the semester for which the student is seeking admission.

- Full secondary admission is subject to successful completion of all required pre-requisite and general education courses, and all other minimum criteria required for secondary admission. All minimum criteria must be successfully met no later than 7 days prior to the start date of the semester for which the student is seeking admission or their secondary application will be denied, and the student will have to submit a new secondary application if they desire to apply for a future semester.
- If for any reason a secondary applicant is not admitted or is admitted but does not start, they may seek secondary admission for any one or both of the next two consecutive semesters in sequence with the semester they originally applied. However, a new secondary application will be required for each semester the student is applying.
- Students with two or more prior prelicensure RN program major course failures will not be eligible to enroll in the ABSN program. Program major content is defined as GCU's NSG equivalent coursework.
- Dependent upon the specific transferrable coursework a student has completed, it may or may not apply to their ABSN program-of-study.
- Students are permitted to test out of required general education courses via College Level Examination Program (CLEP).
- If applicable, submit a valid Fingerprint Clearance Card for the state in which your intended ABSN satellite location resides. Students should contact their admissions representative or student services counselor for more information on this requirement.
- Students must pass an approved Background Check, and the order date must be within six months of the secondary application deadline for the semester in which the student is applying. The background check includes an approved OIG/GSA component that documents students have not committed Healthcare Fraud or Abuse. Students whose record includes any felony will be automatically disqualified and denied admission. If the prospective student or student is charged with a felony or undesignated offense, either before admission or during the program, he/she must notify the Program Director via email within 15 days. Students with misdemeanors will be reviewed to determine potential clinical placement based on the individual's record. Students that are admitted with misdemeanors can in no way be guaranteed licensure, as licensure is at the sole discretion of the State Boards of Nursing. In addition, students that are admitted with misdemeanors can in no way be guaranteed employment, as employment is at the sole discretion of individual employers.
- Required general education courses are subject to GCU's Repeating Passing Courses policy.
- The completion end date of all required pre-requisite courses must be within seven years of the month of the start date of a student's first course taken under their ABSN program of study at GCU (which includes the start date for any required general education or pre-requisite course) or within seven years of the secondary application deadline for the semester in which the student is applying for secondary acceptance, whichever comes first. Any pre-requisite courses completed prior to the seven-year requirement will not be recognized as fulfilling that respective pre-requisite course and will not be considered in the pre-requisite GPA calculation.
- Students are permitted one retake for each required pre-requisite course completed with a passing grade to earn

another passing grade. Students might choose to do this to try and earn a higher grade to be used for their pre-requisite GPA calculation. In the scenario where a student has two passing grades on file for the same pre-requisite course, the higher of the two grades will be used in the pre-requisite GPA calculation. This policy only applies to initial attempts and retakes of pre-requisite courses completed with a passing grade that are within the seven-year requirement as listed in the bullet point immediately above. Any pre-requisite courses with passing grades completed prior to the seven-year requirement will not be recognized and are not subject to this policy.

Required General Education Courses	UNV-103
	CWV-101
	ENG-105
	ENG-106
	MAT-144
	BIO-201/L
	PSY-102
	MAT-274
	*SOC-102
**POS-305	

*SOC-102 is a specific requirement for students applying to any ABSN site that is not within the state of Nevada.

**POS-305 is a specific requirement only for students applying to an ABSN site that is is within the state of Nevada.

Required Prerequisite Courses	CHM-101/L
	BIO-202/L
	BIO-205/L
	BIO-322
	BIO-319
	PSY-357

- The table immediately below provides special exceptions for some of the required general education (GE) courses dependent upon a student's previously completed coursework:

Courses	Transferrable Credits WITHOUT Completed Associate's Degree	Transferrable Credits WITH Completed Associate's Degree	Completed Bachelor's Degree
UNV-103	Waived (minimum of 24 transfer credits w/ 3.0 GPA)	Waived (minimum of 24 transfer credits w/ 3.0 GPA)	Waived (minimum of 24 transfer credits w/ 3.0 GPA)
ENG-105	No Exception	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)

Courses	Transferrable Credits WITHOUT Completed Associate's Degree	Transferrable Credits WITH Completed Associate's Degree	Completed Bachelor's Degree
ENG-106	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)
MAT-144	No Exception	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)
PSY-102	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)
SOC-102	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)

- Students must meet minimum prerequisite and cumulative GPA requirements (see table below).
- Students must take the full HESI A2 entrance exam and will have a maximum of four total attempts. Students must wait a minimum of 45 days between each attempt. Attempts taken less than 45 days apart will be nullified but will still count as one of the student's four maximum attempts. Students must take all required portions in the same exam attempt in order for the test to meet standards, and students cannot use/combine the highest subtest scores from different exam attempts. CONHCP will use the attempt with the highest overall score, providing all subtest scores meet the minimum requirements (see table below). HESI A2 scores will only be considered if the exam date was within two years of the secondary application deadline for the semester in which the student is applying.
- HESI A2 policy exception:
 - ABSN students with a completed HESI A2 entrance exam from another institution, which did not include all GCU required HESI A2 exam sections, may be permitted to take only the outstanding GCU required section(s) that were not offered on their previous exam attempt, on a subsequent HESI A2 exam administered at GCU as long as the below requirements are met.
 - Policy Exception Requirements and Details:
 - Student has not reached the maximum four HESI A2 exam attempts.
 - Previous attempt was completed within two years of the secondary application deadline for the semester in which the student is applying.

- Student received passing scores on all GCU required sections offered on their previous exam attempt.
- Only the outstanding section(s) are to be completed on the subsequent HESI A2 exam attempt.
- Student's results from both exam attempts would then be combined and applied to their application, only if the student qualifies for this exception and earns passing scores on the outstanding section(s) on their subsequent attempt.
- Students qualifying for this exception do not need to wait 45-days between their previous exam attempt and the subsequent exam attempt containing the remaining section(s).
- If a student receives non-passing scores on any section(s) on their subsequent HESI A2 exam, the student will need to wait 45-days prior to testing again. The student may still be eligible for this policy exception, as long as all aforementioned exception requirements are met.

Criteria	Minimum Required GPAs and HESI A2 Scores
Pre-requisite GPA: Includes all required pre-requisite courses whether transferred in or taken at GCU When multiple transfer courses are being utilized to meet the content requirement for one GCU pre-requisite course and/or lab, all credits and each letter grade for those respective courses will be used in the GPA calculation. All non-semester-based credits will be converted to the semester-based credit equivalent prior to calculating this GPA	3.25
Cumulative GPA: Calculated based on a student's most recently completed 60 credit hours This calculation includes both undergraduate and graduate coursework a student has completed. Remedial coursework, as recognized by GCU, will not be included in this calculation. If a student has taken the same course multiple times within their last 60 credits, each attempt with an earned grade will be included in this calculation. All non-semester-based credits will be converted to the semester-based credit equivalent prior to calculating this GPA.	3.0
HESI A2: Composite Score of Reading Comprehension, Grammar, and Vocabulary	80
HESI A2: Math	80
HESI A2: Human Anatomy and Physiology	75

Fast-Track BSN (Main Campus) and Accelerated BSN (ABS-N – Satellite Locations): Required Prior to Starting NSG and Clinical Coursework

Upon acceptance into the nursing program, students must complete the following prior to starting NSG coursework and the clinical phase of the program.

1. Sign the Health Insurance Portability and Accountability Act (HIPAA) Confidentiality Agreement before any involvement in a clinical setting.
2. Attend College of Nursing and Health Care Professions training or an approved in-classroom clinical instruction on requirements relating to patient privacy.
3. Complete the Substance Screening. Please refer to the Guidelines for Undergraduate Field Experience Manual for additional information.
4. Provide the following health information to the Office of Field Experience at least two weeks before the semester start date where the student will begin their clinical coursework. Some requirements will need to be updated after the initial screening/immunization. Please refer to the Guidelines for Undergraduate Field Experience Manual for additional information.
 - Health history
 - Physical exam
 - Current health insurance coverage
 - Proof of immunization and/or immunity (Please refer to the Guidelines for Undergraduate Field Experiences Manual for more information) are required:
 - Tuberculosis (TB) screening
 - Lab evidence (titer) of immunity
 - MMR (measles, mumps, rubella)
 - Varicella Zoster (VZV)
 - Tetanus-Diphtheria (TD)
 - Influenza
 - COVID-19 Vaccination*
 - Meningococcal Vaccination (recommended; not required)
 - Hepatitis A (recommended; not required)
 - Hepatitis B (recommended; a signed waiver is required if the vaccination series is not completed or declined by the student)
 - Submit a Professional Rescuer CPR course completion card. The certification has to remain current throughout the program.
5. Students must complete all “Required General Education” and “General Education Program Major Prerequisite” courses, as listed in the Academic Catalog, with a passing grade (with the exception of NSG-310, as this course is taken during the clinical portion of the program, if accepted). Failure to complete the aforementioned will result in the rescinding of secondary acceptance offer, and students will not be allowed to begin NSG coursework and progress into the clinical portion of the Pre-Licensure BSN program.

*COVID-19*Grand Canyon University does not require the covid-19 vaccine for students or staff, however, if a student is provided a placement at a clinical facility that requires this vaccine, proof of vaccine must be provided prior to clinical clearance. Healthcare agencies determine exemption criteria and if offered at the site, students will need to be approved and compliant prior to clinical deadlines.

Progression Requirements during the Pre-licensure Nursing Major and Clinical Coursework

While enrolled in the nursing major, students must adhere to the following criteria:

1. Follow the clinical policies and procedures outlined in the Guidelines for Undergraduate Field Experience Manual.
2. Arizona students must maintain a current Level One State of Arizona Department of Public Safety Fingerprint Clearance Card or current fingerprint clearance documentation in accordance with the fingerprint policies of the state in which the student resides.
3. Maintain continuous enrollment in the nursing major courses. Traditional campus students maintain enrollment for the Fall and Spring semesters. Fast-track students maintain enrollment for the Fall, Spring, and Summer semesters. This includes clinical rotations.
4. Earn a grade of a C or better in all nursing major courses.
5. Only failed courses within the same academic term may be repeated one time, provided the student follows the college's reapplication process and the application is approved. Failure in a didactic or clinical course also results in failure of the co-requisite course; however, co-requisite failures are processed as a single non-passing occurrence. Students who fail one or more nursing core course(s) for the second time in consecutive or non-consecutive semesters will not be approved re-entry to the program.

Students that fail a term or semester will not be allowed to register for the following term or semester given they are now out of sequence with their plan of study. These students must apply through a formal reentry application process to re-enter the program following a failure for the next term or semester the failed course(s) is offered. Re-entry is not guaranteed. A re-entry decision will be based on evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations, professional standards of behavior, and is deemed safe. All decisions to readmit are also contingent upon clinical space availability. The student must meet all admission and clinical requirements to be considered for re-entry into the program. All re-entry students will be placed on a student success plan. Students must meet with the faculty of the re-entered course during week one of the course to develop a student success plan.

Failure to achieve any of these criteria will result in nursing course failure.

Failure to pass ALL of the benchmark assignments as designated in the individual course will result in failure of the course.

Pre-licensure Nursing Major Course Completion

Failure to achieve any of these criteria will result in nursing course failure with a letter grade of a F:

1. Achieve a minimum of 76% average for all exams, excluding HESI Exams.
2. Earn a minimum of 76% or a passing grade for each of the benchmark assignments as designated in the individual course.
3. Other Requirements:
 - a. Performance-Based Assessment (labs)
 - b. Presentation related to the content goals of the program
 - c. HESI 3-Day Live Attendance
 - d. HESI CAT Completion
4. Students must complete all HESI Standardized exams in each course, any associated remediation, and HESI retake when remediation is required. In NSG 432 Nursing Care of Childbearing and NSG 434 Nursing Care of Childrearing, only one HESI standardized exam is administered. In the remaining courses with a HESI exam, the higher of the two exam scores will be used as the grade earned. The following table explains the scoring in terms of grade percentages.

HESI Scoring Interval	Performance Level	% Score
> 900	Recommended Performance	100
900	Score indicates highest likelihood of passing NCLEX on first attempt	100
850-899	Acceptable	90
800-849	Remediation required	76
750-799	Remediation required	60
700-749	Remediation required	55
501-699	Remediation required	50
< 500	Remediation required	0

5. Achieve a minimum of 76% or higher for the course.

Clinical:

1. Complete total number of clinical experience hours required for the course. In instances when the clinical site lacks sufficient clinical experiences to meet clinical objectives (i.e. low census, closed units, etc.) students are required to make-up the clinical hours associated with that clinical experience. It is up to the University to determine how students will make up those hours, but the primary method will be an additional clinical rotation. Secondly, if alternative clinical rotations cannot be arranged, the University may choose to use lab and case studies to meet the clinical objectives. Students may not decline the make-up experience identified, and may risk failing the course for nonattendance.
2. Achieve a minimum of 76% as the cumulative grade for the course.
3. Critical competencies have been identified in each clinical course and are highlighted on the Clinical Evaluation Tool (CET). These competencies have been identified as a core performance measures in specific levels. Students who score at a 1 (Does Not Meet) on any of these competencies at final evaluation will fail the clinical course.

In the event that a student has not met one of the criteria and wants to drop course while course is still in session please refer to the Course Drop Policy.

Re-Entry to Pre-licensure Nursing Major Courses

Any student who exits the nursing program prematurely for any reason must reapply to obtain another seat in the program. In order to be approved for re-entry, there must be enough clinical availability within the term to accommodate a student for all courses in which they were previously unsuccessful. Clinical availability will differ every term.

These reasons include, but are not limited to:

1. Student withdrew from one or more enrolled nursing courses in same semester.
2. Student receives a failure in one or more enrolled nursing course within the same semester.

3. Student has been administratively withdrawn from a nursing major course.
4. Student required a medical withdrawal.
5. Student required a military deployment withdrawal.
6. Student submitted a Leave of Absence Form (LOA).

Re-entry to the nursing program is not guaranteed irrespective of whether the student was previously enrolled in the nursing program or was previously accepted. Students may apply for re-entry a maximum of two times for a semester start date within one year of the end date of the last clinical semester attended. Students must complete a Request for Reinstatement Form for each re-entry attempt. Based on the re-entry policy criteria, students who are not re-entered within those two attempts will be required to choose a different program of study if they remain at the University within the University. Re-entry is valid only for the semester noted on the Re-entry Appeal Notification. Re-entered students will be updated to the most current program version and are required to adhere to the current policies and requirements of the Pre-licensure program.

If, after re-entry to the program, the student subsequently fails or withdraws from any course, they are ineligible for re-entry and will have to choose another program of study if they remain at the University.

The re-entry decision will be based on stack ranking using the criteria pertaining to the level the student failed to complete as identified below.

Level One

Level One students who fail or withdraw and apply for re-entry will be considered under the secondary admissions policy with the alternates for the term the student is requesting re-entry. The students whose admission stack ranking achieve the highest overall score will be offered any remaining positions for the term, after medical or military deployment re-entries. Re-entry is not guaranteed.

Levels Two through Four

Re-entry will be considered in the following order:

- Students with approved documented medical circumstances
- Students with documented military deployment or ROTC students deployed for Active Camp
- Overall exam average earned for all course(s) within the unsuccessfully completed term
- Overall HESI best content exam scores for all courses within the unsuccessfully completed level

If re-entry is approved, the student must sign and abide by the required remediation documented in the Student Success & Growth Plan, which may include, but is not limited to:

- Repeating of failed academic courses or passed academic courses in accordance with an Academic Plan, determined by Academic Compliance.
- If a student has been out of the clinical setting for greater than six (6) months prior to the start date of the re-entered semester, re-entry the student will be required to complete and successfully pass all previous levels' nursing lab Performance Based Assessments (PBAs) and Medication Math prior to the start of clinical.. The date of the student's last clinical rotation attended will be used to determine the aforementioned 6 -month period. Student will be allowed three maximum attempts to pass each required PBA. If unsuccessful after the third attempt on any PBA or Medication Math, the student will receive a non-passing clinical grade, which will result in a second non-passing

semester, therefore the student will be immediately dismissed from the Pre-licensure program since they are no longer eligible for re-entry.

- Clinical/laboratory/simulation experiences;
- Remediation meetings and activities;
- Counseling;
- Review of Professional Practice Committee and/or Code of Conduct issues, including timeliness, professionalism, accountability, and remediation activities related to those issues.
- Required Student-Faculty Meetings

Students who do not meet the requirements within the Student Success & Growth Plan may face Academic Withdrawal and/or failure, and will no longer be eligible nor considered to be a Bachelor of Science in Nursing (Pre-licensure) student.

Students denied re-entry will receive a letter indicating the College's decision.

Pre-licensure Nursing Total Testing Exams

Students are required to complete total testing exams, as assigned at each level of nursing courses.

Pre-licensure Nursing Med-Math Policy

The purpose of this policy is to ensure students demonstrate a basic level of knowledge and skills proficiency prior to safely administering medication, under direct supervision, in a clinical environment. A medication math exam, given at all levels, and as assigned after new math content, must be passed prior to administering medications in the clinical setting.

The med-math and medication administration performance-based assessment consists of two-parts. Students will not be allowed to administer medication in the clinical setting until both Part A and Part B of the performance-based assessment has been successfully completed:

- Part A: Successfully passing the med-math exam with a minimum score of 90%. Students who do not achieve a minimum of 90% score after the third attempt at the med-math exam will fail the course and will be withdrawn from the course immediately. Medication Math is an essential function and not successfully passing the exam can pose a direct threat to the health and safety of others.
- Part B: Demonstrating safe medication administration in a clinical/simulated environment. Students who cannot demonstrate safe medication administration after three (3) clinical/simulated scenarios will fail and be withdrawn from the course. Students are not permitted to administer medications in any clinical setting, under direct supervision, until they demonstrate proficiency (Part A and Part B). Students are obligated to inform the clinical faculty and facility RN of their proficiency status. Failure to inform may result in immediate removal from the clinical setting and course failure.

Students will be required to complete remediation for each unsuccessful attempt. Please refer to the [Required Academic Remediation](#) Policy.

Pre-licensure Nursing Practice & Medication Administration Policy

Nursing practice and medication administration by students is only permitted after competency has been verified in the clinical setting and only after the successful completion of performance-based assessments (written and simulated). To verify competency in the clinical setting the student must have direct supervision by either the GCU clinical faculty or an approved agency RN who is functioning as the residency preceptor during the first medication pass for each administration route, for each clinical course.

After verification of competence with above supervision, a student may then administer medications with a staff RN as long as verification of competency has been clearly communicated. A Health Care Agency does not have the right to determine who can be designated to pass medications or perform certain procedures. In the event that the Health Care Agency has stricter guidelines than GCU policy, the student will be obligated to follow the Health Care Agency requirements.

All students will be required to follow the six (6) rights of medication administration

- Right Patient
- Right Medication
- Right Dose
- Right Time
- Right Route
- Right Documentation

Students may not do any of the following, even under direct supervision:

- Administer narcotics/controlled substances in the following clinical courses: NSG-300CC, NSG-322CC, NSG-432CC, NSG-434CC
- Administer emergency drugs or drugs used in “code” situations (ACLS)
- Obtain & administering blood and/or blood products
- Administer chemotherapy
- Administer medications that induce sedation
- Take verbal or phone orders from a doctor, nurse practitioner, or other care provider
- Transcribe orders
- Witness consents, permits, or advanced directives

Students may administer narcotics/controlled substances based on the following guidelines:

- NSG-320CC – Students may administer oral (PO) and transdermal narcotics/controlled substances
- NSG-430CC, NSG-440CC and NSG-444CD/CE – Students may administer narcotics/controlled substances via all routes

In the event of any medication error or any failure to administer medications as prescribed or appropriately; including failure to properly handle/waster/dispose of narcotics/controlled substances, the student must notify the clinical faculty and complete all documentation required by the agency. The clinical faculty is obligated to report the incident to the unit or facility supervisor and the Pre-Licensure Director. The Pre-licensure Director may refer the incident to the Professional Practice Committee.

Failure to comply with this policy is a practice violation reportable to the Arizona State Board. Students found to be in violation of this policy will be immediately removed from the clinical setting and clinical rotation and may be interim suspended from the pre-licensure program pending an investigation by the Professional Practice Committee.

Mandatory Advisement for Pre-licensure Nursing Major Courses

Faculty members or College of Nursing Designee may request mandatory advisement or remediation sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the nursing program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

Required Remediation

Remediation is considered a professional and academic responsibility. All course/program requirements must be met in order for the College of Nursing & Health Care Professions to submit program completion documents to the State Board of Nursing in which a student intends to be licensed.

- Students approved through the re-entry process will be required to complete remediation in addition to retaking any failed course(s). Students will work with their faculty to complete the remediation plan. Students will fail any course in which the remediation plan was not completed, and be expelled from the program.

Lab/Clinical/Simulation/Didactic

- Students will be required to complete remediation. The following list provides examples, but is not limited
 - Medication Math
 - Unsuccessful performance of PBA
 - Unprofessional Conduct
 - Unsafe or inappropriate care of a patient
 - Unsafe or inappropriate skill in caring for a patient
 - Exam averages below the assigned benchmark
 - HESI exams (please see specifics below)

HESI Exams

All students will be required to take all versions of the HESI exams in the designated courses.

If two versions are assigned, all students will be required to complete HESI remediation based on their individual score. Remediation for the student’s version 1 score will be required to complete by the due date, which will be scheduled prior to taking version 2.

Students in NSG-432 & NSG-434 courses are exempt for completing remediation for these two courses only.

All tasks in the required remediation must be completed to obtain the points (e.g. partial points will not be awarded for partial completion of the remediation). If remediation is not completed, the student will receive 0 points for remediation

Lab, Simulation, and Clinical Safe Practice Guidelines

Students must know and practice safe guidelines at all time while in lab, simulation, or clinical. Failure to adhere to general guidelines can result in disciplinary action.

1. Students should report pregnancies, physical limitations, allergies (e.g. Latex), recent injuries, illnesses, surgeries, or communicable disease to their instructor as soon as possible so that necessary precautions may be taken that may affect your ability to meet the Essential Functions.
2. Written medical clearance from a health care provider as well as permission of the Directors of Lab or Clinical and course instructor(s) is required before students with aforementioned concern will be allowed to utilize the laboratory, simulation, or clinical areas.
3. Students are not permitted to be present in the lab, simulation, or clinical areas unless a nursing faculty member is present with them.
4. Standard precautions should be followed at all times when there is exposure or potential exposure to blood or body fluids.
5. Students are NOT to practice any invasive procedures on each other or persons outside of a GCU clinical experience that could result in blood or body fluid exposure and/or injury. Students are to practice injections or IV starts only on the mannequins provided.

6. No equipment or supplies are to be removed from the lab, simulation, or clinical areas.
7. Any supplies must be requested from lab staff before being taken out of the lab, clinical or simulation areas.
8. Any damage to the equipment or supplies should be reported immediately to the Lab staff.
9. Unused supplies are to be left in the practice area.
10. Students and Lab Faculty/Instructors are responsible for placing hypodermic needles and other “sharps” equipment into the red biohazard bins and wall-mounted containers.
11. Students must demonstrate safety precautions while utilizing needles during practice as instructed (e.g. never recap needles, engage safety feature on devices, dispose of “sharps” immediately).
12. Students must demonstrate proper body mechanics for moving, lifting, and transferring.
13. If an injury or exposure occurs during lab, simulation or clinical, the student must notify the faculty/instructor immediately. The procedure for exposure or injury will be followed as outlined in the Guidelines for Undergraduate Field Experiences Manual.
14. It is the responsibility of all those who use the lab or simulation areas to keep the equipment and space clean, particularly during and after use.

Pre-licensure Nursing Math Requirement

A medication math exam, given at all levels, and as assigned after new math content, must be passed per the policy prior to administering medications in the clinical setting.

Student Safe Practice

The College of Nursing and Health Care Professions’ priority is the education of future nurses and health care occupations in a safe environment for students, faculty, staff, and patients. Patient safety is of the utmost importance. In certain cases where a nursing student is engaged in behavior that is intentional, negligent, below program standards, inconsistent with nursing professional standards, or potentially or actually harmful to a patient, the Dean will report the incident to the Arizona Board of Nursing as soon as the incident is substantiated. Reporting is mandatory under the Nurse Practice Act for all states.

Examples of conduct or practice violations reportable to the Arizona Board of Nursing include:

- Information that a nurse or certificate holder may be mentally or physically unable to safely practice nursing or perform nursing related duties
- Conduct involving practicing beyond the scope of practice of the license or certificate. Examples include knowingly giving a medication not authorized by a treating provider, obtaining laboratory or other tests not authorized by a treating provider, unauthorized adjusting of dosage
- Conduct which leads to the dismissal for unsafe nursing practice or conduct or other unprofessional conduct
- Conduct that appears to be a contributing factor to high risk/harm to a patient and required medical intervention
- Conduct that appears to be a contributing factor to the death of a patient
- Conduct involving the misuse of alcohol or other chemical substances to the extent that nursing practice may be impaired or may be detrimentally impacted
- Actual or suspected drug diversion
- Pattern of failure to account for medications; failing to account for wastage of control drugs
- Falsification of medical or treatment records
- Pattern of inappropriate judgment or nursing skill
- Failing to assess or intervene on behalf of patient(s)

- Conduct involving sexual contact with a patient, patient family member or other dual relationships
- Conduct involving physical/verbal patient abuse
- Conduct involving misappropriation, theft or exploitation of a patient
- Practicing nursing without a valid nursing license
- Violation of a disciplinary sanction imposed on the nurse’s license by the board
- Conduct that deceives, defrauds or harms the public
- Criminal charges, felony and misdemeanor, which may affect public safety within ten days from when the charge(s) are filed
- Felony conviction(s) must be reported within ten days of the conviction
- Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report such practice to employment or licensing authorities.
- Failing to report to the Board a licensed nurse whose work history includes conduct, or pattern of conduct, that leads to or may lead to an adverse patient outcome.

Clinical Agency Requirements

GCU’s first priority is to use the health care providers that participate in clinical placements. However, when additional clinical experiences are needed, GCU may contract with health care providers external to the resolution process. In these cases:

Clinical agencies must:

- Meet the clinical outcomes of the course
- Serve the patient population that coincides with the intended population of the clinical experience
- Have population census that supports the assigned students to the clinical rotation
- Sign an affiliation agreement between GCU and the healthcare organization

Students participating in clinical rotations will be required to submit appropriate documentation to meet the clinical agency requirements which may include:

- Physical Health
- Mental Health
- Criminal Background Checks
- Substance Use Screens
- Functional Abilities
- Supervision of Clinical Activities

Essential Functions to Meet Clinical Requirements

The athletic training and nursing professions require significant physical, mental, and behavioral skills. The essential functions listed below describe what students must be able to do to meet the requirements of being an athletic trainer or nurse to ensure protection of patient safety (Reference Arizona Board of Nursing R4-19-201.I).

Individuals are required to navigate their assigned responsibilities independently.

Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services.

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Mobility	Ambulatory capability to sufficiently maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a patient/client. Ability to bend, squat, kneel, and twist.	<ul style="list-style-type: none"> The ability to propel wheelchairs, stretchers, etc. alone or with assistance as available
Motor Skills	Gross and fine motor abilities to provide safe and effective care and documentation.	<ul style="list-style-type: none"> Position clients Reach, manipulate and operate equipment, instruments and supplies Electronic documentation/keyboarding Lift, carry, push and pull (50 lbs. minimum without assistance) Perform CPR
Hearing	Auditory ability to monitor and assess, or document health needs.	<ul style="list-style-type: none"> Hears monitor alarms, emergency signals, auscultatory sounds, cries for help.
Visual	Visual ability sufficient for observations and assessment necessary in client care, accurate color discrimination.	<ul style="list-style-type: none"> Observes client responses Discriminate color changes Accurately reads measurements on client related equipment
Tactile	Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture.	<ul style="list-style-type: none"> Perform palpation Performs functions of physical examination and/or those related to therapeutic intervention
Math	Accurately calculate medication/solution dosages and any needed information specific to client care in a timely manner or under distress.	<ul style="list-style-type: none"> Determines correct dosage amounts for all routes of medication administration Calculates intake and output Able to convert measurements

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	<ul style="list-style-type: none"> Nonjudgmental behavior Respond to a variety of behaviors (anger, fear, hostility) in a calm manner Demonstrate a high level of patience and respect Establish rapport with clients and members of the healthcare team Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	<ul style="list-style-type: none"> Read, understand, write and speak English competently Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods Explain treatment procedures Initiate health teaching Document patient/client responses Validate responses/messages with others Use appropriate nonverbal communication Ability to perform a variety of technological skills

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	<ul style="list-style-type: none"> Identify cause-effect relationships in clinical situations Develop plans of care as required Identifies changes in client health status Handles multiple priorities in stressful situations
General Health/Emotional Stability	Ability to tolerate lengthy periods of physical activity as well as environmental stressors	<ul style="list-style-type: none"> Move quickly and/or continuously Tolerate long periods of standing and/or sitting as required Adapt to rotating shifts Work with chemicals and detergents Tolerate exposure to fumes and odors Work in areas that are closed and crowded Work in areas of potential physical violence Work with clients with communicable diseases or conditions Maintain focus and appropriate behavior Flexibility and ability to adjust to changing situation and uncertainty in clinical situations Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Further, using student and site supervisor feedback, GCU evaluates the effectiveness of all clinical agencies to offer direct care experiences that align to course learning objectives.

Facilities are assessed on their ability to provide:

- A safe environment for clinical learning
- Appropriate experience for level skill knowledge of students

- Appropriate interactions-communications between students and clients
- Direct access to medical records necessary to provide for learning experiences
- Opportunities for pre and post conferences

Students are assigned to clinical rotations based on their schedules and may not refuse the assignment. Please see Clinical & Lab Attendance and Participation Policy.

Nursing Licensure Examination

In order to be eligible to take the National Council of State Boards of Nursing Examination for Professional Licensure after graduation, students must have graduated from the Bachelor of Science in Nursing program. No exceptions are made to this policy. Students are responsible for applying to take the National Council License Examination – Registered Nurse (NCLEX-RN) exam for professional licensure through the State Board of Nursing.

The registered nurse licensing requirements are the exclusive responsibility of the State Board of Nursing (Arizona: 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, the College of Nursing and Health Care Professionals 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 and Health Care Professionals.

Professional Nurse Qualifications for Licensure

It is the student’s responsibility to monitor and review state board of nursing requirements in the state they desire to obtain licensure in.

General requirements consist of, but are not limited to:

- Satisfactory completion an approved/accredited nursing program.
- Felony convictions-Please review the state board of nursing in the state you are applying for licensure.

Nursing students are expected to be clear of any felony convictions at the time of admission into the College of Nursing & Health Care Professions and to remain free of felony convictions for the duration of the program. If the prospective student or student is charged with a felony, or undesignated offense either before admission or during the program, he/she must speak with the Dean immediately.

Student Input and Feedback

The College of Nursing and Health Care Professions provides students with both public and anonymous methods to offer input and feedback used to develop policies and procedures as well as evaluate faculty, nursing courses, clinical experiences, resources and the overall program.

Throughout each semester, College Administrators and staff are available to answer any questions related to the program using the following methods:

- Open Meetings with Deans and Administrators
- Classroom visits
- Emails
- Student Nurses’ Association Advocacy
- College Administrator appointments
- Exit Interviews

If students wish for a confidential opportunity to participate and provide feedback, students can submit responses through:

- End-of-Course Surveys (EOCS)

- End-of-Program Survey (EOPS)
- Alumni Survey
- Simulation and Lab Evaluation Form
- Clinical Instructor Survey
- Clinical Site/Facility Survey

No Rounding Policy

The GCU College of Nursing & Health Care Professions has adopted a No Rounding policy for all courses within the program. This policy states that all grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 89.99 will be entered as B and not a B+).

Testing Policy

Students are allowed 1.5 min per multiple choice question and 3 min per short answer and Med Math questions on exams.

Honor Code

All students will sign the following Honor Code Statement each time they take a test, either electronically or by paper and pencil.

“On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work.”

Guidelines for Administration of Exams in The Ground Testing Environment

Examinations will be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty.

1. Students may only have #2 lead pencils (no mechanical pencils), eraser, and a highlighter on their desk. Calculators and scratch paper will be provided by proctor, if needed for exam.
2. Everything brought into the room (backpacks, purses, cell phones, hats, snacks, water, etc.) must be placed at the front of the room at the student’s own risk.
3. Only head adornments of a medical or religious nature are permitted during examinations. Hats, hoodies, beanies, and/or other ornamental head coverings must be removed and left with other non-essential paraphernalia in the instructor-/proctor-designated locations
4. All cell phones must be turned off and placed in backpack (no cell phones on desk or in students’ pockets).
5. All watch devices with internet capability must be placed in the front of the room with the student’s belongings.
6. Faculty will be present during entire exam and actively monitoring student behaviors.
7. Students may not talk during the exams.
8. Students must keep their eyes on their own exam at all times.
9. Once the exam has begun students may not approach the instructor to ask questions or seek clarification.
10. Students may not leave the room and return once the exam has begun. Students must use restrooms prior to exam. In the event of a medical emergency, students may leave, but the allotted time will not change.
11. Students who arrive late will still be allowed to take the exam, but the stop time will remain the same.
12. Exams will be timed and collected when time is up.
13. Students may only access the HESI test site on the computer while taking an electronic exam. Students may not minimize the site, exit the site, or use chat during the exam.
14. After completing the examination, students will leave the classroom and not return until instructed by faculty once all students have finished the exam.
15. Students are required to be present and well prepared to take all examinations. Only students with excused absences will

be given the opportunity to take a make-up exam. An excused missed scheduled exam are considered when extreme circumstance have occurred. Extreme circumstances are considered, but not limited to:

- a. A communicable disease which can be transmitted to others.
- b. A car accident requiring immediate medical attention.
- c. Hospitalization
- d. Extended illness or injury

Students with unexcused absences will receive a zero. A determination of approving a make-up exam will be made after review of appropriate documentation and absence verification is completed through Student Disability Services. Make-up exam requests are reviewed on a case by case basis.

In order for the University to determine if a make-up exam will be granted, the student will be required to submit substantiating medical documentation that states specifically that the student is free to return to class/lab/clinical with no restrictions and have the ability to perform the essential functions as outlined in the UPH. The provider’s medical license number, appropriate official signature with facility contact information will be required for verification purposes This must be typed on an official letterhead. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the State Boards of Nursing. Students will be notified of the approval or denial of the exam make-up via email to their gcu.edu email address.

Students may make up no more than one exam per course. A make-up exam administered may be a different version of the exam. Students will be required to complete the make-up exam within 2 weeks from the date of return. A student who misses an exam anytime during the last two weeks of the semester, the college will determine the date when the exam must be taken

Students who are observed violating the above criteria will be asked to leave the exam, given no credit for the exam, and reported to the University Code of Conduct Committee.

Bodily Fluids Exposure and/or Injury During Field Experiences

Grand Canyon University acknowledges the inherent risks associated with working around or with patients and health care organizations, including a potential exposure to blood and body fluids. Once in a patient care setting, students will have access to and will be expected to utilize appropriate blood-borne pathogen barriers, proper sanitary precautions, and appropriate biohazard disposal equipment and procedures at each clinical site.

The following details student responsibilities in this area:

- You must have and maintain current health insurance and show verification of coverage each year while matriculated in the program.
- GCU and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
- If evaluation and treatment is required by the facility where students are completing clinical experiences, the student is responsible for all costs and associated follow up.
- In the event that students are injured or exposed to blood and body fluids, students will:
 - Immediately notify your clinical instructor or site supervisor
 - Wash the area immediately and thoroughly with soap and water.
 - Within 24 hours, follow-up with the students’ Primary Care Provider who will make a determination of immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.
 - Assume full responsibility for disease sequelae.

- Follow the policies of the agency (if any).
- Complete a student incident report with the supervising faculty or instructor who was present during incident. A copy of this report will be given to the College Administrator and placed in the student's file.

Refer to Guidelines for Undergraduate Field Experience Manual for procedural precautions post exposure.

Communicable Disease Policy

Students will be exposed to communicable diseases during field experiences. It is important for students to adhere to the required immunizations, safe clinical practice standards, and the Guidelines for Undergraduate Field Experience Manual.

Students may not participate in field experiences during the time they are affected by or suspect they have a communicable disease. A communicable disease is a health disorder that can be passed from one person to another. If students suspect they may have a communicable disease, an immediate visit to the student health center or healthcare provider for evaluation is required. If the evaluation shows possible communicable disease, students must remain out of contact with patients for the duration suggested by the healthcare provider. Students may not return to participation in field experiences until they have been re-evaluated by a healthcare provider and released with written verification of full release. You Students must contact the clinical preceptor and faculty upon suspicion and verification of the disease.

Examples of communicable diseases include, but are not limited to the following:

- AIDS
- Shingles (Herpes Zoster)
- Chickenpox
- Strep pharyngitis
- Measles
- Cholera
- Conjunctivitis
- Diphtheria
- Diarrhea- infectious
- Influenza
- Tetanus
- Impetigo
- Yellow Fever
- Hepatitis A, B or C
- Herpes Simplex
- Meningitis (bacterial)
- Mumps
- Pertussis (whooping cough)
- Rubella
- Shigellosis
- Streptococcal pneumonia
- Scabies
- Hand, foot, mouth syndrome
- Viral and acute hepatitis
- Herpes
- Lice (pediculosis)
- Lyme disease
- Escherichia coli (E coli)
- Tuberculosis
- Group A Strep
- Pinworms
- Ringworm
- COVID-19

Refer to Clinical Absence and Participation Policy.

Clinical & Lab Attendance and Participation Policy

Clinical, simulation and lab attendance is mandatory.

Clinical, simulation and lab make ups will only be considered once per semester in each clinical course or scheduled lab, under extreme circumstances, and approved by the Director of Pre-Licensure (or designee). Examples of extreme circumstances that could warrant a clinical or lab make up may include, but not limited to:

- a communicable disease which can be transmitted to patients, staff or other students
- a car accident requiring immediate medical attention
- hospitalization
- extended illness or injury

If a student is unable to attend clinical, simulation or a scheduled lab, the student will contact the following at least one (1) hour prior to the scheduled start of the event:

- Director of Pre-Licensure for clinical (or designee) and clinical faculty for a missed clinical experience
- Lab director and lab faculty for missed lab experience
- Director of Pre-Licensure for clinical (or designee) immersive simulation faculty for a missed immersive simulation experience

Please refer to the CONHCP Undergraduate Field Experience Manual for contact information for directors.

A determination of approving a make-up for the event will be made after review of appropriate documentation and absence verification is completed through Student Disability Services. Make-up request are reviewed on a case by case basis.

In order for the University to consider a Pre-licensure Clinical, Simulation or Lab Make-Up Request in cases of medical absence, the student will be required to submit substantiating medical documentation that states specifically that the student is free to return to the lab/clinical/simulation setting with no restrictions, and have the ability to perform the essential functions as outlined in the UPH. The provider's medical number, appropriate official signature with associate facility contact information will be required for verification purposes (an official letterhead is preferred). This will be required whether the student misses 1 clinical day, simulation, lab or consecutive days. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the State Boards of Nursing. Students will be notified of the approval or denial of the clinical, simulation, or lab make-up via email to their gcu.edu email address.

It is up to the University to determine how students will make up missed clinical hours or lab events if approved, but the primary method will be an additional clinical rotation or lab/simulation event. Secondly, if alternative clinical rotations cannot be arranged, the University may choose to use case studies to meet the clinical objectives.

Students must make-up missed lab, simulation, and clinical experiences and may not decline the make-up experience identified. Students may risk failing the course for nonattendance. Students must submit any associated assignments with the make-up to the Learning Management System classroom within the designated time frame given for completing the make-up work.

If a student absence does not meet the above criteria it is considered unexcused and could result in failing the course and referral to the Professional Practices Committee. Students will have to complete the clinical, lab, or simulation make-up

assignments in order to progress in their course and in the program.

Clinical, Lab, and Simulation Tardy Policy

Tardiness is defined as being greater than 5 minutes (>5 minutes) from the start of the clinical shift, simulation, or lab event.

Any anticipated tardiness within the 5 minutes timeframe must be reported to the faculty who will then notify the appropriate director.

If a student fails to “call-in” or notify the appropriate faculty and/or director, this will be considered as an “unexcused absence” which will result in failure of the course as per the Clinical & Lab and Participation policy.

Dependent on the clinical site, simulation, or lab event, a student who is tardy and/or has missed report may be requested to leave. In this situation, the student will not be able to complete the scheduled clinical, lab, or simulation day. As a result, this day will be considered an unexcused absence. The student may be required to complete a make-up. Refer to Clinical & Lab and Participation policy.

Consequences of being tardy three times within the same course or within the semester will be as follows:

Lab events:

First Tardy: Student will receive a warning.

Second Tardy: Student will be sent to Professional Practice Committee for the second late.

Third Tardy: Student will fail the lab or simulation on the third late.

Immersive Simulation events:

First Tardy: Student will be sent to Professional Practice Committee .

A clinical course that meets more than three times:

First Tardy: Student will receive a clinical warning.

Second Tardy: Student will be sent to Professional Practice Committee for the second late.

Third Tardy: Student will fail clinical on the third late.

A clinical course that meets three times or less:

First Tardy: Student will be sent to Professional Practice Committee for the first late.

Second Tardy: Student will fail clinical on the second late.

Clinical Competency Requirement

In each clinical course, critical competencies have been identified and highlighted on the Clinical Evaluation Tool (CET). These competencies have been identified as a core performance measures in specific levels. Students who score at a 1 (Does Not Meet) on any of these competencies at final evaluation will fail the clinical course. Please refer to your Clinical Evaluation Tool to review over critical competencies in each clinical course. This will be in effect for those student in the new curriculum version that rolled out January 2018.

Immersive Simulation Rules

The objective of Immersive Simulation is to allow students the opportunity to practice transferring knowledge into the right actions at the right time for the right reasons. Consequently, scenario experiences are designed to provide challenges in patient care and coordination to help students and faculty identify performance gaps for proactive mitigation.

It is critical to ensure the student’s sense of safety when they are purposefully put into stressful situations designed to demonstrate transfer of knowledge into actions, where errors may occur.

Observers may only be present under the following conditions:

- No more than two (2) per session with ten (10) students
- Introduced to students prior to start of simulation experience with role and expectations
- If as part of a tour, may only observe for a brief time from the control room, and not participate in debriefing segment with students.

Confidentiality:

Failure to maintain confidentiality may impair the effectiveness of Immersive Simulation-based training. Consequently the following levels of confidentiality are strictly observed and enforced for all educators, students, staff and observers:

- Must sign a Participation, Recording, and Confidentiality Agreement Form prior to participation in any Immersive Simulation session.
- Must retain strict confidentiality regarding any specific scenario details, performance of others, debriefing discussions, and/or experiences in real time or on media.
- May discuss only in very general term the personal technical and behavioral skills acquired during simulation training.

Video Recording:

- Scenario participation will be videotaped for use during the facilitated debriefing session immediately after the experience. Recordings of the scenario will be erased one month after the experience, unless, as per policy it will be used for specific education training, research, or viewing purpose.

Remediation:

If there is concern that the student may pose a hazard to self, patients, personnel, or organizational safety the faculty and student would participate in Required Remediation.

Psychological Safety:

To ensure psychological safety for students the faculty/facilitators will adhere to the following guidelines:

- Provide a prebrief prior to all simulation events. The prebrief will serve as an orientation session prior to the start of the simulation-based learning experience.
- The faculty/facilitator will be involved in the debriefing to manage any potential disruptive behaviors.
- If a student has an obvious or expressed emotional distress because of an event that occurred during simulation, the faculty/facilitator will have a one on one discussion with the student.

Universal Precautions, Personal Safety and Security:

Please refer to the Lab, Simulation, and Clinical Safe Practice Guidelines policy.

Participation Rules:

- Required orientation for each simulation event
- No cell phones, pagers, blue tooth or texting
- Professional dress code
- Maintain a clean, organized environment
- Treat the simulator as you would a real patient
- Treat the simulation environment as real
- Participate in “hands on” orientation
- Maintain strict confidentiality agreement
- Maintain professionalism

- Laugh and enjoy but not at the expense of others
- Leave all personal items at the door
- Role model positive attitude and behaviors
- Be open to peer review
- Be open to new experiences
- Be open to role flexibility
- Expect to make mistakes and learn thru them
- Engage and participate or you will be asked to leave
- Refer to Clinical & Lab Attendance and Participation Policy
- Accountable for all previous knowledge, skills, behaviors

Any participant who refuses to sign the confidentiality agreement will be dismissed prior to any simulation. Report of such dismissal will be forwarded to the Director of Pre-Licensure (or designee).

Students in violation shall be subject to student policies up to and including dismissal from the nursing program.

All participants will be held accountable to the ground rules. Violation of the ground rules is cause for dismissal from the experience. Report of such dismissal will be forwarded to the Director of Pre-Licensure (or designee).

Policy for Student Substance Screening

The practice of professionalism demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring students who work directly with patients to undergo screening for substances. A substance is identified as nicotine, alcohol, and any drug that impair judgment. Students must be free from impairing substances. Health care agencies and the CONHCP require substance screening of all students prior to their first clinical experience. In addition, students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive will not be able to enroll or continue in nursing courses for a minimum period of one year. Determinations will be made by the Professional Practice Committee. The College is required to report any positive screens, suspicion of substance impairment and/or refusal to the appropriate board.

This policy is designed to identify the procedures to be followed for testing.

Initial Urine Substance Screening

1. Students entering their first clinical course and new transfer students will receive a substance screen authorization form in order to complete a random urine screen. Students will have 24 hours to complete the random screen at one of the laboratory options provided. Students receiving an authorization form on a Friday will be required to complete the screen by the end-of-business hours on Monday.
2. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
3. The cost for all screening and medical review (if deemed necessary) is the students' responsibility.
4. A screen with questionable results will be sent by the lab for a medical review. Costs for review and retest will be the responsibility of the student.
5. A negative report is necessary to continue in the program of study in the CONHCP.
6. This screen need not be repeated as long as the student maintains continuous enrollment. Continuous enrollment is defined as enrollment in nursing classes during all consecutive semesters until graduation.

7. Students may be re-tested for cause or reasonable suspicion.

Substances Included in Urine Substance Screen

Amphetamines, Barbiturates, Benzodiazepines, Cannabinoids, Cocaine, Fentanyl, Meperidine, Methadone, Opiates, Oxycodone, Oxymorphone, Phencyclidine, Propoxyphene, Ethanol, Methaqualone

Screening For Cause or Reasonable Suspicion of Substance

The CONHCP may ask a student to submit to a substance screening at any time a faculty member or preceptor believes that the student may be under the influence of substances. This includes but is not limited to the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

1. Students will be asked to submit to an immediate substance screening test conducted at one of the laboratory options provided.
2. Students may also be given a substance screen authorization form and asked to immediately complete a urine substance screen at one of the laboratory options provided.
3. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
4. The costs for all screening and medical review (if deemed necessary) are the students' responsibility.
5. A screen with questionable results will be sent by the lab for a medical review by the company completing the substance screen. Costs for review and retest will be the responsibility of the student.
6. A negative report, excluding a positive nicotine result, is necessary to continue in the program of study in the CONHCP.

Follow-up Action: Positive Screen (For Cause or Initial Substance Screen)

1. Positive drug screens (including those medically prescribed) will be directed to the Professional Practice Committee for determination of sanctions.
2. A report will be filed with the State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.

*Please note certain clinical facilities include nicotine as part of their screening and will not allow students to rotate at their facility who test positive from nicotine or its by product, cotinine.

Follow-up Action For-Cause Negative Screen

1. Students whose substance screens are negative will meet with A Director of the program to discuss the perceptions of impaired behavior and the implications and steps to avoid similar situations in the future.
2. A review by the Medical Review Officer (MRO) by the company collecting the substance screen for documentation of any medical condition or treatment may be requested.
3. Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
4. A reasonable suspicion/cause substance screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
 - a. The student will meet with the Director of the program.
 - b. The student may be required to undergo, at the student's expense, an evaluation for substance use/prescription drug

use/impairment by a psychiatrist recommended by the State Board of Nursing.

- c. The student will follow other recommendations deemed necessary by the Director of the program.
- d. The student will be required to provide a negative substance screen prior to returning to clinical and be subject to periodic substance screens at the student's expense.
- e. More than one incident of a reasonable suspicion/cause substance screen that is positive; however, deemed negative by a medical review officer will be directed to the Professional Practice Committee. In this case the student will follow the positive substance screening guidelines.

Follow-up Action: Invalid Results

1. If substance screens have results that are "invalid", students will be required to complete hair follicle testing.
2. The cost of hair follicle screening (if deemed necessary) will be the students' responsibility.

Students Who Refuse Substance Screening

Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Director of the program. The student will remain out of the clinical area until an investigation has been done and a recommendation has been made by the Professional Practice Committee. Students who refuse screening may be subject to dismissal from the CONHCP.

Bachelor of Science in Nursing (Pre-Licensure)

Bachelor of Science in Athletic Training

Clinical Restriction Policy

Clinical restriction is the official means of restricting the student from any field experience when students have missing, expired, or insufficient immunizations or documentation requirements on file with the Office of Field Experience (OFE). You will be notified by the OFE 4 weeks before documentation is set to expire. Once documentation has expired, the OFE will notify your course faculty of your restriction status. At all times it is your responsibility to ensure that your health and safety documentation is up to date and current, and that all other program requirements have been met. Health and safety requirements are mandatory for all students where indicated in this manual.

Failure/Program Expulsion

If you fail to meet the course objectives, policies, and procedures outlined in the classroom and this manual, you may face failure or program expulsion. You must repeat any failed courses before moving on to the next course outlined in your program of study. A Code of Conduct form will be filed by the course faculty for any action that results in clinical failure. Field Experience/Clinical course failure may result in a failure of the co-requisite theory course at the judgment of the Course Faculty and Professional Standards Committee.

Examples of clinical failure, program expulsion, or Code of Conduct violation actions:

- Compromising GCU's relationship with any site
- Compromising safety in any form
- Plagiarism and ethical conduct resulting in Code of Conduct Violations

The student has the remainder of the course to earn a passing grade, which removes the student from clinical probation.

Bachelor of Science in Nursing (RN to BSN)

Students in the Bachelor of Science in Nursing (RN to BSN) program who want to transition into Grand Canyon University's Master of Science in Nursing (MSN) program may complete up to two graduate level courses as part of their upper division elective credits for the BSN degree completion. Eligible MSN programs are included on the Bachelor of Science in Nursing (RN to BSN) to Master of Science in Nursing (MSN) Fast-Track Request Form. To be eligible, students must:

1. Possess a 3.5 enrollment cumulative GPA at the time 33 of 36 RN to BSN program major credits are completed.
2. Complete the Bachelor of Science in Nursing (RN to BSN) to Master of Science in Nursing (MSN) Fast-Track Request Form.

Once approved, students must complete the Master of Science in Nursing (MSN) courses with a C or better. Grades earned will be calculated into the graduate GPA. Tuition for the MSN courses taken as electives will be charged at the graduate tuition rate and will be charged the Canyon Connect Fee at the graduate rate. It is recommended that students enroll into the MSN program within 180 days of completing their Bachelor of Science in Nursing (RN to BSN) program to guarantee transferability of credit hours earned toward the MSN program. After 180 days, students will be required to advance into the graduate program of study deemed current at that time

Bridge to Master of Science in Nursing

CPR Requirements

Students must be certified in CPR for Health Care Providers through the American Heart Association or American Red Cross and are required to maintain certification throughout the program. Graduate students may also obtain CPR certification for the Professional Rescuer from American Red Cross. Information as to the availability of courses may be obtained by calling either the American Heart Association, or American Red Cross. CPR for Bystanders or the community will not fulfill this requirement. CPR instruction teaches skill of airway management and external cardiac compression for the adult and pediatric victim.

Students who do not have a current CPR certification card will not be permitted to participate in clinical experiences. In addition, Graduate students need to meet the certification requirements of the respective agency in which they perform clinical.

College of Theology

The College of Theology's mission is to educate and equip students to communicate the gospel effectively, serve the church faithfully, and minister with integrity at home and abroad. Therefore, within the context of the College, significant attention is given to spiritual and professional formation so that students are biblically qualified for ministry upon graduation. The Bible teaches that ministers must be "above reproach" in private and in public because ministers lead God's people as they grow up into the fullness of Christ through the careful study and application of God's word. Simply stated, one whose life has not been transformed profoundly by the power of the gospel is hardly in a position to lead others in this way of life. Thus, preparation for ministry requires attention to the spiritual, and professional aspects of each student's training in addition to academic study.

Doctrinal, ethical, and covenantal alignment are vital to the health of the institution as the faculty and administration strive to fulfill the mission of developing godly leaders, ministers, and scholars. Evangelical unity with respect to doctrine and morality

represents a crucial basis for ministerial preparation just as it represents a crucial basis for gospel ministry. For these reasons, students in the College are asked to affirm the University's Doctrinal and Ethical Positions Statement, the COT Covenant, and standards for conduct that agree with those beliefs. In this way students affirm the basic tenets of the Christian faith and commitment to a lifestyle worthy of the Lord Jesus and worthy of the gospel ministry to which they have been called.

The University's foundational documents, the Covenant, and the dispositional and behavioral standards have not been created for purposes of legalistic compulsion or in a coercive spirit. Rather, they represent commitments and guidelines that have been developed for the purpose of living freely together in a community marked by faith, hope, and love. All students who enter into COT's covenantal community do so freely and they do so with full understanding that the community strives to cultivate the character of Christ daily. Indeed, in light of the unique call God has placed on their lives, the vast majority of ministerial students are motivated to conform to established standards and are grateful for the structure and accountability the community provides.

In most cases when students' dispositions or behaviors fail to align with the College's standards, COT's faculty and staff are able to correct gently and provide all necessary counsel. Indeed, gracious conversation and pastoral guidance should normally characterize the initial steps taken by faculty and staff to address impropriety. The College is committed to forming students in a loving and merciful way that is redemptive rather than punitive. Thus, in cases where minor dispositional or behavioral issues arise, direct student engagement by a member of the faculty or a representative of the College will be most appropriate. Further action will only be necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Faculty and staff should refer cases that involve major dispositional and behavioral issues in accord with established processes.

Dispositional and Behavioral Standards

As ministers of the gospel, theology students are expected to conform to dispositional and behavioral standards that are consistent with biblical teaching, sound doctrine, and the commitments they make at the start of their program. "Dispositions" refers to one's attitudinal inclinations, mental and emotional outlook, integrity, and character. Sincerely held dispositions lead to actions and patterns of conduct, which is to suggest that dispositions, at some level, contribute to behaviors.

COT has adopted the following dispositional and behavioral standards that align with the College's Covenant. Although these standards are not exhaustive, they represent the essential values and qualities that should characterize gospel ministers. Students are encouraged to acknowledge their struggles and shortcomings without fear and for the sake of working through challenges with the support and encouragement of the community. Students who disregard the standards or fail to demonstrate these dispositions and behaviors, however, may be subject to disciplinary action.

- **EMBRACE TRUTH:** Ministers of the gospel embrace the truth of Christ, and speak and act truthfully. This includes integrity with respect to the commitment to uphold doctrinal and ethical positions and behaviors consistent with those of the University within their academic work, within the GCU community, and in any internship or supervised ministry/field experience setting.
- **DISPLAY A HEART FOR GROWTH, TRANSFORMATION, AND LEARNING:** Ministers of the gospel have a heart for growth and transformation. They demonstrate humility and

pursue Christlikeness by taking correction, having a charitable spirit, and not thinking of themselves more highly than they ought. They do not hide sin but, rather, acknowledge it and learn from mistakes as they progress through their program of study. They demonstrate eagerness to learn and engage faithfully with their coursework, classmates, Scripture, scholarly research, faculty, and ministry supervisors.

- **AFFIRM THE VALUE OF PEOPLE:** Recognizing that all people are created in the image of God, ministers of the gospel treat people in ways that demonstrate their intrinsic value and dignity. Accordingly, ministers of the gospel reject discrimination and show the value of others in the way they interact with people of all races, nationalities, ages, genders, socio-economic levels, abilities, and faith traditions. These principles extend to all forms of communication.
- **DEMONSTRATE GRACE AND RESPECT:** Ministers of the gospel demonstrate grace and respect in their attitudes, actions, and words. They embody the fruit of the Spirit, speaking with kindness and patience, communicating respectfully in all situations. They avoid actions and speech that could show disrespect, a sharp tongue, harassment, prejudice, racism, sexism, vulgarity, foul language, or bullying. Students extend grace and charity at all points including discussions with others who differ with them on matters of doctrine and ethics. They strive for unity, which requires careful thought about doctrinal dialogue, genuine love for one another, and a resolve to be "quick to hear, slow to speak, [and] slow to anger" (James 1:19).
- **PROMOTE PEACE:** Ministers of the gospel seek to be peacemakers, approaching conflict with the goal of restoration and reconciliation. They follow biblical practices for conflict resolution, glorifying God by taking responsibility for their own contribution to a conflict and asking and offering forgiveness when needed. They bring peace and joy to their classrooms and congregations, avoiding words and actions that might bring discord, dissension, or destruction.
- **MAINTAIN SEXUAL PURITY:** Following the teaching of the Bible, ministers of the gospel maintain personal sexual purity, reserving sexual expression for a marriage relationship between one man and one woman. They refrain from the use of all pornographic materials and any explicit content that would grieve the Holy Spirit while demonstrating an openness to accountability, counsel, and prayer in areas of struggle and perceived powerlessness. They refrain from sexually charged language and behavior inside or outside the classroom.
- **AVOID EXCESS:** Ministers of the gospel avoid excess and abuse of any substances that could move them from a place of health to harm. Students embrace moderation in all things for the sake of safeguarding against idolatry and protecting their gospel witness.
- **SEEK FIRST GOD'S KINGDOM:** Ministers of the gospel pursue God's purposes for the world even when this requires abandoning the pursuit of their own selfish interests. They cultivate love, justice, beauty, grace, wisdom, and wholeness in their relationships and eschew worldly desires that result in consumerism, materialism, and the pursuit of fame and prestige.

Corrective Action Plan for Unacceptable Dispositions and Unprofessional Behavior

As a Christian community, the College of Theology and Grand Canyon Theological Seminary strive to be affirming and redemptive to students who are struggling and failing to exhibit these dispositions in their behaviors. The conduct that is unbecoming for a Christian leader or minister, however, may be referred through one of the following processes:

1. Dispositional alert from a faculty member, a ministry supervisor, or another GCU employee which is processed through the College of Theology's Covenantal Standards Committee (CSC). This committee will determine the disciplinary action to be taken on a case by case basis.
2. Code of conduct violation charge which is reported through the "Classroom Incident Report" and is handled through the Code of Conduct process of the University.

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Unbecoming dispositions and behavior, within the classroom or outside the classroom may result in an array of corrective actions taken by the CSC or recommendations for disciplinary actions made by the CSC to the Code of Conduct Committee including, but not limited to the following potential outcomes

1. A corrective dialog with the CSC or designee
2. A letter of reprimand
3. A required number of professional and/or pastoral counseling sessions
4. A series of coaching sessions
5. Recommendations to the Code of Conduct committee such as:
 - a. Removal from the class
 - b. Removal from the supervised ministry/field experience site
 - c. Failure of the course
 - d. Suspension
 - e. Expulsion from the program. In the case of expulsion, students will have the option of reapplying to the program after a two year hiatus at which time the student will make a case for his or her change in behavior and disposition such that the CSC would possibly allow them to return to the program

Any question of interpretation or application of the Dispositional and Behavioral Standards Policy will be referred to the Dean of the College of Theology or a designee for final determination.

These standards should not be applied in ways that foster discrimination and harassment. Students who experience gender or disability-based discrimination or harassment should seek the assistance of the Title IX or Section 504 Coordinator for investigation under the applicable grievance procedures.

Process Guidelines for COT Dispositional and Behavioral Standards

The following guidelines are intended to assist with the evaluation of and appropriate response to dispositional and behavioral issues. These guidelines should enable faculty and College representatives to accurately assess and prudently address situations in ways that are redemptive, fair, and commensurate with the type of misalignment in question.

Doctrinal and Ethical Alignment

COT faculty are encouraged to make key distinctions in their teaching and classroom interaction between doctrine that is

absolutely essential to the Christian faith and other teachings that, although important, are not fundamental to Christianity.

Essential doctrines are those core teachings that distinguish Christians from non-Christians and must be believed in order for one to be a genuine follower of the Lord Jesus. Denial of essential doctrine represents a grave matter.

Nonessential teachings are significant because they safeguard the integrity and health of essential doctrines and because they derive either directly or indirectly from the teaching of Scripture.

Examples include the form and meaning of baptism, the organization and governance of the church, qualifications for ministers, styles of worship music, and the timing of Christ's return in relation to other events of the last days. Christians frequently disagree about various nonessential teachings but disagreement about these doctrines does not amount to a denial of the faith.

Dispositional and Behavioral Alignment

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Minor Misalignment

Instances of minor misalignment should be dealt with redemptively rather than punitively to the extent possible. Such cases typically require forbearance and patience instead of formal discipline.

Major Misalignment

Instances of major misalignment should be dealt with redemptively, but disciplinary action may be necessary if the situation cannot be redeemed apart from formal action. Certain egregious situations may represent exceptions and may require immediate disciplinary action.

Essential Elements for COT & GCTS Students

- Behave in an appropriate and professional manner that fits the setting
- Act as a professional regarding:
 - Timeliness
 - Preparedness
- Maintain appropriate and professional relationships in all ministry environments
- Maintain appropriate hygiene and appropriate/professional dress for the setting or as fits the ministry occasion
- Communicate clearly and appropriately in the classroom setting as well as with peers, faculty, staff, and college administration
- Effectively communicate within the context of supervised ministry, internships, and practicum
- Complete all required components of supervised ministry, internships, and practicum
- Individuals are responsible for their own transportation to and from internship/supervised ministry/practicum

Essential Functions for COT & GCTS Students

A COT or GCTS student must:

- Possess the ability to effectively carry out service and teaching in diverse ministry contexts

- Provide appropriate leadership and service within a ministry context
- Develop professional and effective relationships with individuals, families, and diverse communities
- Comprehend content effectively and accurately when reading and studying.
- Effectively preach or teach within the context of a classroom or local church setting.

In addition to the aforementioned essential functions, a Bachelor of Arts in Worship Arts student must:

- Have the ability to meet all programmatic requirements
- Demonstrate musical ability during a required audition for the Worship Leadership emphasis. A student cannot enter this emphasis without the completion of this process.

*If a student requires an accommodation to meet the essential elements of any COT & GCTS programs they are required to go through the Accommodations process with the Student Disability Services office. Each request will be reviewed on case-by-case basis.

Bachelor of Arts in Worship Arts

Upon completion of 80 credit hours in the Bachelor of Arts in Worship Arts program, students should begin the internship application process. The Worship Arts Internship (WSA-429) should be completed during the final year of the program or the summer prior to the final year, but not prior to the completion of 80 credit hours in the program. No credit will be given for internships completed outside of the formal BAWA internship process which is guided by the Office of Field Experience. Direct all questions regarding this application process to the Office of Field Experience at COT.OFE@GCU.EDU.

Master Programmatic Progression Requirements

Colangelo College of Business

Master of Science in Accounting

Guidelines for Live Proctored Online Testing Within the Master of Science in Accounting program

Proctored Examinations will be scheduled and administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty. The following courses will include proctored exams: ACC-690 and ACC-691. If a student fails to register with ProctorU and the assigned exam is accessed without live proctoring, this will result in a zero grade for the applicable exam

1. Once registration of the exams have been submitted from the faculty, students will be responsible for scheduling the day and time of the assigned exam with the proctoring agency. The designated testing window will follow the assigned timeframe listed in the course syllabus.
2. The proctoring agency needs greater than 72 hours to schedule an exam to prevent an additional fee. If a student needs to reschedule within 72 hours, charges will apply to the student; rescheduled exams outside of 72 hours may not involve additional charges to the student. Exams must be scheduled within the assigned calendar week of the course.
3. Students who must reschedule their exam must notify the instructor no less than 4 hours prior to the start of their scheduled exam time to be considered excused and allow for exam reassignment. The reassignment date and time must still be scheduled within the calendar week of the course.
4. Rescheduling is limited to once per course.

5. The technology required will include downloading applicable ProctorU software. A Web Cam and speakers will need to be purchased if not included with computer. The software will require a browser extension that the student must install from the Chrome Web Store or the Firefox Add-ons site. ProctorU also requires the student to run (not install) an applet prior to each session. Specific directions will be provided by ProctorU.
6. Authentication will be verified by government issued photo ID.
7. The student needs to plan to take the exam in a quiet, private setting. The door to the testing room must remain closed at all times while testing is in process to ensure academic integrity.
8. If accommodations are needed, please contact GCU's Student Disability Services office or follow steps for accommodations outlined in the University Policy Handbook.
9. The only device permitted in the testing area/room is the computer. Items not permitted include: a. Bluetooth enabled devices b. Phones c. Watches d. Backpacks e. Purses f. Hats with the exception of head adornments of a medical or religious nature are permitted g. Jackets/Sweaters/Hooded Sweatshirts h. Snacks
10. Students will be asked to pan their camera and show the entire workspace and surroundings to the proctor. Students will be required to close down any other software prior to proceeding with the exam. Pockets must be turned out and demonstrated that they are empty.
11. Once authentication and securing of the environment has been completed, students will log into Gleim. The proctor will verify the account and the correct exam.
12. Students must keep their eyes on the exam at all times.
13. We encourage students to go to the restroom before the scheduled test to help ensure test security.
14. Students may not leave the room once the exam has begun. In the event that the student must leave, the exam will end and student will receive grade earned.
15. If IT issues occur and are unable to be resolved by the proctoring agency or GCU Tech Support during the designated test time, a working ticket needs to be obtained and submitted to the classroom. Faculty can then work with the student in reassigning the exam. • If student is unable to access Gleim the student will need to contact Gleim at 800.874.5346 ext. 212. • If student is unable to access ProctorU they will need to login to their ProctorU account and select Chat Now. • If student has a technical issue during exam, student is to work with the Proctor via the Chat Now button.
16. Once the exam is complete, the student will notify the proctor that the exam has been completed. The student can then log out.
17. Students who are observed violating any of the above criteria may be asked to stop the exam, given no credit for the exam, and will be reported to the course faculty. The college will review provided video from ProctorU to determine if a violation has occurred and will determine course of action, which may include referral to the Code of Conduct

Master of Science in Organizational Leadership and Entrepreneurship

Master of Science in Organizational Growth and Sales

The Master of Science in Organizational Leadership and Entrepreneurship and Master of Science in Organizational Growth and Sales programs have been retired:

Student wishing to return to the University will be unable to continue in this degree program and will need to submit a University appeal in order to determine the appropriate degree program. The students completed coursework will be reviewed

for possible course substitutions into our Master of Science in Leadership degree program. If the student does not wish to pursue the Master of Science in Leadership, they may pursue a different program of study, but will not be considered for course substitutions.

College of Education

All College of Education Graduate Programs

COE Graduate Certificates

Candidate Fingerprint Clearance

* Candidates beginning a new program of study on or after January 1, 2022 will follow the Fingerprint Clearance policy as outlined below. Also, please note that the following policy is subject to change as state requirements and policies change frequently. Therefore, please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance(s) for practicum/field experience, student teaching, internships, and certification requirements. Failure to maintain current and valid fingerprint clearance may lead to immediate expulsion from the program.

**As such, candidates may need to complete additional clearances for practicum/field experience, student teaching, and/or internship placements and/or for certification purposes based on their state's requirements. In addition, while candidates with charges on record may be enrolled in a GCU program, candidates will be responsible to check with their state's department of education regarding the charges and ability to obtain licensure in that state.

The College of Education's mission is driven by helping our candidates find their purpose and calling within education. Our conceptual framework supports candidates as they learn, lead and serve in their various schools and communities. In addition, we value the strong collaboration with our local districts and schools. The learning and safety of all learners, both college and PK-12 students, is priority for all field experiences in the College of Education. Therefore, the college must provide candidates who are background cleared and classroom ready in all aspects. To achieve this, each candidate is required to have and maintain current and valid fingerprint clearance for the duration of their program.

Prior to participation in any course that requires fingerprint clearance, candidates must provide their Field Experience Counselor with copies of current and valid fingerprint clearance(s) as outlined below. It is the candidate's responsibility to meet the state's requirements necessary for certification and employment.

Current fingerprint clearance: Fingerprint clearance documents submitted to the Field Experience Counselor that include an expiration date may only be approved if the date is still current and will need to be renewed at the time of expiration. If the fingerprint clearance document does not include an expiration date, the obtainment date of fingerprint clearance must be less than one year old at the time of submission and less than four years old throughout the duration of the program.

- If a candidate is out of attendance greater than 180 days and the expiration date on the fingerprint clearance on file has passed, the candidate will need to supply a new fingerprint clearance with an obtainment date that is less than one year old at the time of re-entry.

- **Valid fingerprint clearance:** Fingerprint clearance documents submitted to the Field Experience Counselor must be in alignment with the required documentation listed in the policy below. This includes, but is not limited to, submitting required

fingerprint clearance documentation that is free of any charges. If a candidate submits a fingerprint clearance showing charges (with the exception of a misdemeanor driving under the influence charge), the candidate's background may be subject to further review. While under review, the candidate may be denied admission or progression into courses requiring fingerprint clearance (ex. Courses containing practicum/field experience, student teaching, internships, etc.).

Required Fingerprint Clearance Documentation – Advanced Programs (Non-Licensure):

For those candidates that are enrolled into an advanced non-licensure program one of the following must be on file:

- Arizona Department of Public Safety Identify Verified Prints (IVP) Fingerprint Clearance Card or state-specific clearance
- Federal Background Check
- Current and valid teaching certificate

Required Fingerprint Clearance Documentation – Initial Teacher Licensure Programs and Bachelor of Science in Educational Studies

(Please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance and certification requirements):

For those candidates that are enrolled into an initial teacher licensure program one of the following must be on file:

An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card will be required for:

- Candidates located in Arizona, completing practicum/field experiences, student teaching, and/or internships or seeking certification in Arizona are required to obtain and submit AZ IVP FPC.
- Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.
- Candidates who have provided state mandated fingerprint clearance showing any types of charges (with the exception of a misdemeanor driving under the influence charge) – see Explanation of Charges section below.

An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card and a state-specific fingerprint clearance will be required for:

- Candidates located in states that require a state-mandated clearance and require certification through Arizona

State-Specific Clearance will be required for:

- Candidates located in states that require a state-mandated clearance

If none of the above applies, an FBI check will be required for:

- Candidates located in states where the state's mandated fingerprint clearance is not shareable with the University
- Candidates located in states that do not certify in Arizona and do not have a state-specific fingerprint clearance
- Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.

Practicum/Field Experiences

Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection.

Practicum/field experiences require the Teacher Candidate to spend a prescribed amount of time in real-life classroom settings in order to demonstrate competency with predetermined activities that are aligned to professional standards in the field of education. Teacher Candidates who are not in an active student status may not complete practicum/field experience hours in the field. Teacher Candidates must have current/valid fingerprint clearance on file with their Field Experience Counselor prior to starting any fingerprint clearance required course.

Early Childhood Education

Early Childhood Education and Early Childhood Special Education

Teacher Candidates enrolled in the Master of Education in Early Childhood Education or the Master of Education in Early Childhood Education and Early Childhood Special Education program, who are completing practicum/field experiences in Arizona, are required to submit a completed Student Information Release Form (SIRF) and proof of immunization and/or immunity from Tuberculosis (TB).

In addition to the practicum/field experience hours throughout their regular coursework, Teacher Candidates enrolled in the Master of Education in Early Childhood Education and Early Childhood Special Education have two additional 60-hour practicum courses (Practicum I: ECS-565 and Practicum II: ECS-567). Teacher Candidates are required to complete an Early Childhood/Early Childhood Special Education application 8 weeks prior to the start date and will receive placement assistance from their assigned Teacher Placement Counselor. Teacher Candidates are required to complete 60 hours for Practicum I (ECS-565) and 60 hours for Practicum II (ECS-567) for a total of 120 hours. Teacher Candidates are not permitted to take ECS-565 Practicum I and ECS-567 Practicum II concurrently.

Basic Skills and Content Area Exams

1. Teacher Candidates enrolled in an Initial Program – Leads to Initial Teacher Licensure Programs (IP/TL) beginning with the 2009-2010 Academic Catalog must pass their state-mandated basic skills and content area exams prior to applying for the clinical practice/student teaching experience. It is the Teacher Candidate's responsibility to determine what, if any, testing is necessary for their individual state. Teacher Candidates in the following programs may have the option to utilize scores from the GCU specific content exam in lieu of providing passing exam scores from their state-mandated exams for progression into clinical practice/student teaching:
 - a. Master of Education in Elementary Education
 - b. Master of Education in Special Education Mild to Moderate
 - c. Master of Education in Special Education Moderate to Severe
 - d. Master of Education in Elementary Education and Special Education
2. Teacher Candidates that certify through Arizona will be required to submit passing scores on the National Evaluation Series (NES), Arizona Educator Proficiency Assessment (AEPA) or equivalent exam as determined by the Arizona Department of Education's out of state exam reciprocity requirements prior to applying for the clinical practice/student teaching experience. . Teacher Candidates in the following programs may have the option to utilize scores from the GCU specific content exam in lieu of providing passing NES or AEPA exam scores in for progression into clinical practice/student teaching

- a. Master of Education in Elementary Education
 - b. Master of Education in Special Education Mild to Moderate
 - c. Master of Education in Special Education Moderate to Severe
 - d. Master of Education in Elementary Education and Special Education
3. If there is no content knowledge exam for the content area in which the Teacher Candidate is seeking certification, the Teacher Candidate will be required to submit an appeal to the College of Education demonstrating the content proficiency as guided by the state in which they are seeking certification.
 4. Score reports will be accepted only if the official score report documents a passing score ('pass' or 'passed').
 5. Teacher Candidates residing in states that do not have state-specific mandated basic and/or content exams for initial licensure and do not certify through Arizona may be waiver-eligible. Teacher Candidates should contact their assigned Field Experience Counselor (FEC) if they believe they qualify.

COE Clinical Practice Expectations and Academic Standards

The following clinical practice expectations for Teacher Candidates in the College of Education seek to address the common issues and responsibilities of Teacher Candidates who are out in schools and school districts in a field experience and clinical practice setting. The statements are designed to be reflective of the fundamental principles and values that are desired of a Teacher Candidate and his/her professional and personal conduct in the field experience and clinical setting. The conduct expectations clarify conduct unbecoming of a Teacher Candidate, and thus are subject to disciplinary action. By addressing these issues, we seek to respond to and clarify our expectations for all of our Teacher Candidates who are representing themselves and Grand Canyon University in their role and work with students, Cooperating Teachers, GCU Faculty Supervisors, and school communities.

Teacher Candidates in the College of Education represent GCU's value-based liberal arts institution. All Teacher Candidates who go out into the field are expected to abide by the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic, academic, and school community. Teacher Candidates 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 expectation that the Teacher Candidate:

- Gives appropriate attention to college and site placement work
- Attends class, exercises, and engagements as required by the college and school site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with Teacher Candidates, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with Teacher Candidates, faculty, staff, school placement personnel, and the community

- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Adheres to college dispositional expectations, policies, and standards of academic honesty
- Represents themselves solely in all matters related to Clinical Practice performance, evaluation, assessments, disciplinary action, etc.
- Dresses according to professional attire expectations which can be interpreted as:
 - Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses
 - Men: dress pants, button down shirts, polo shirts (with a collar), blazers
 - Dress not permitted: Anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes, jeans that are too loose fitting, ripped or faded. Teacher Candidates must also follow the dress code of teachers at the school site

Dispositional Expectations

- High Expectations- Educators should believe that all Teacher Candidates can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of Teacher Candidates and embrace the cultural diversity of the community.
- Fairness- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Curiosity- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- Honesty- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- Advocacy- Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development

Clinical Practice Expectation Violations

The following violations clarify conduct unbecoming of Teacher Candidates in the College of Education. Teacher Candidates are expected not to engage in such action while in a clinical setting at a school or school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which Teacher Candidates are subjected to disciplinary action

up to and including expulsion from the University. If teacher candidates are found eligible to continue with the program, Clinical Practice can only be repeated once.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
 - Admission or eligibility to Clinical Practice
 - Information regarding the site placement school, the district and/or personnel
 - Information regarding Teacher Candidates
 - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher, GCU Faculty Supervisor, faculty or staff
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the Teacher Candidates or the school community members

College of Education Professional Practice Committee (PPC) and Personal Improvement Plan (PIP)

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Candidates are guests at placement sites and must follow all site policies and

The expectations. In the case a candidate has an unsuccessful attempt at student teaching or educational administration internships the candidate may be reviewed by the College of Education's Professional Practices Committee (PPC). The COE's PPC reviews unsuccessful attempts (i.e., cancellation of confirmed placements, terminations, self-terminations and/or course failures) at student teaching and the educational administration internship determines all college-level remediation or sanctions, and/or recommendation for further university-level review. The College of Education's PPC reviews all documentation, including the candidate's response to the attempt, and will make a determination on the next steps regarding program progression.

Possible outcomes for candidates referred to the College of Education's PPC may include but are not limited to:

- Removal from the student teaching or educational administration internship course(s).
- Awarding a failing grade for the student teaching or educational administration internship course(s).
- Awarding the grade earned in the student teaching or educational administration internship course(s).
- Awarding a "W" (withdraw) grade in the student teaching or educational administration internship course(s).
- Successful completion of required college-level coaching.
- Successful completion of a Personal Improvement Plan (PIP).
- Replacement in a new student teaching placement site.*
- Replacement in a new student teaching placement site after the completion of a PIP.

- Referral to the University’s Code of Conduct Committee Office of Academic Compliance for further review.

An unsuccessful attempt at student teaching or the educational administration internship may have financial implications. It is the candidate’s responsibility to contact their assigned Student Services Counselor to discuss any financial matters as a result of an unsuccessful student teaching or educational administration internship attempt and/or future course repeat(s).

*Replacement at a new student teaching placement site is contingent upon several factors (e.g., placement site availability/approval, required remediation, etc.) and is not guaranteed

Personal Improvement Plan (PIP)

If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. The PIP is personalized one-on-one support to assist teacher candidates in their second attempt in the student teaching experience. Throughout the PIP, the Teacher Candidate will work with a College of Education faculty/staff member to reflect on and remediate any areas of opportunity and growth. Please refer to the College of Education Student Teaching Manual for additional information.

Eligibility for Student Teaching (Initial Program/Teacher Licensure Only)

1. Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
2. Pass the state-specified basic skills and content area exams or GCU specific content exam, if applicable for academic program, prior to applying for the clinical practice/student teaching experience.
3. Maintain a minimum GPA of a 2.8 (undergrad) or 3.0 (graduate) as required for clinical practice/student teaching.
4. Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor (SSC) is able to complete the required registration process.
5. Review program progression and academic eligibility with assigned SSC and/or Field Experience Counselor (FEC).
6. Possess a current/valid Fingerprint Clearance Card or background check. Teacher Candidates certifying through Arizona must have an Arizona Department of Public Safety IVP Fingerprint Clearance Card.

Clinical practice/student teaching may only be repeated once in the course of the Teacher Candidate’s time at Grand Canyon University.

If a Teacher Candidate has an unsuccessful clinical practice/student teaching attempt in an Institutional Recommendation (IR) program and then enrolls into another IR program, the Teacher Candidate will need to appeal to the College of Education to student teach for a second and final attempt.

Application for Student Teaching (Initial Program/Teacher Licensure Only)

In order to apply for clinical practice/student teaching, the Teacher Candidate must be meeting all clinical practice/student teaching eligibility requirements.

The [Student Teaching Application](#) is provided by the Teacher Candidate’s assigned Field Experience Counselor (FEC).

The Student Teaching Application deadlines are as follows:

Traditional (Ground) Students

Fall 2022 University Policy Handbook

- November 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- May 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

Non-Traditional (Online) Students

- February 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- August 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

No exceptions will be made to these deadlines.

Student Teaching (Initial Program/Teacher Licensure Only)

Student teaching is the capstone experience at the end of the initial teacher licensure program that provides candidates with the opportunity to demonstrate mastery of knowledge and skills in a classroom setting.

Teacher Candidates must meet all eligibility requirements prior to progressing into student teaching. Taken at the conclusion of all coursework, student teaching requires 15-16 consecutive weeks (dependent on Teacher Candidate’s program of study) of full day (Monday-Friday) placement with a COE approved Cooperating Teacher/Mentor. A Cooperating Teacher/Mentor must hold a current/valid certification in the area which aligns with the Teacher Candidate’s program of study, a Master degree or exceptional experience, have a minimum of three years teaching experience, full recommendation of the building principal/administrator and desire and ability to work cooperatively with the Teacher Candidate.

Student teaching full days consists of the following:

- Student Contact time: any instructional classroom time spent directly with students.
- Teacher Contract time: any function at the cooperating school site(s) that the contracted teacher is required to attend. This includes prep time and professional development.
- District holidays/inclement weather days are not to be counted.

Student teaching requires a full takeover for a minimum of 50% of the experience (i.e. 4 weeks of full take over for an 8-week course and 8 weeks for a 15/16-week course). During this time, Teacher Candidates will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others. Essential functions of the teaching profession include effectively leading the classroom and ensuring student learning. Refer to the College of Education Student Teaching Manual for additional information.

Student teaching is completed in the Fall or Spring semesters; and is required for an Institutional Recommendation (IR). Teacher Candidates looking to complete student teaching in the summer may contact their assigned FEC to discuss eligibility. Student teaching may only be repeated once in the course of the Teacher Candidate’s time at Grand Canyon University.

Student Teaching Placement Requirements (Initial Program/Teacher Licensure Only)

Student teaching must be completed in a brick-and-mortar school (Candidates requesting to complete student teaching in a virtual school setting must refer to their Teacher Placement Counselor. Requests to complete student teaching in a virtual setting are reviewed on a case-by-case basis and not guaranteed.). Student teaching must be completed in a public-school setting or a licensed/accredited nonpublic school setting. Teacher Candidate’s site placement must align with the Teacher Candidate’s program of study. Placement preferences will be

honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in the Teacher Candidate's best interest and the interest of other involved parties. Student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Teacher Candidates are guests at placement sites and must follow all site policies and expectations, including but not limited to FERPA, digital privacy/communication, social media, fingerprint clearance, etc. Refer to the College of Education Student Teaching Manual for additional information.

Paid Student Teaching (Initial Program/Teacher Licensure Only)

Student teaching is traditionally an unpaid experience. The College of Education does not solicit, source, or guarantee paid student teaching opportunities. It is the Teacher Candidate's responsibility to secure employment. Teacher Candidates may have the opportunity to student teach in the classroom(s) in which they are employed as the full-time teacher of record, paraprofessionals/teacher aides/substitutes if:

- the setting aligns with the setting required in the Teacher Candidate's program of study
- the Teacher Candidate has an appropriately certified mentor available at the school site
- the Teacher Candidate is able to fulfill all student teaching expectations, including the ability to have full take over for the minimum required time.

Teacher Candidates requesting to student teach in a paid position must complete additional documentation that requires written approval from the placement site administrator. Requests to student teach in a paid position are reviewed by the College on a case-by-case basis and are not guaranteed. Teacher Candidates should reach out to their assigned Field Experience Counselor or Teacher Placement Counselor for more information.

Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only)

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. (Other states may refer to this as a program verification form, college verification form, etc.) The IR confirms that a candidate has met all requirements, including successful clinical practice/student teaching or internship, for the program of study that has been approved by the Arizona State Board of Education. It is the candidate's responsibility to determine the specific requirements needed (i.e. professional knowledge exams, content knowledge exams, fingerprint clearance, etc.) to obtain a certificate in their intended state of certification. An Arizona IR is valid for one year from the date it is signed. Arizona IRs can be issued only within 45 days of a candidate's last course end date; otherwise, the candidate will need to apply for a transcript analysis to determine if certification criteria have been met.

All Teacher Candidates seeking an Institutional Recommendation for a teaching license in their intended state of licensure are responsible for determining state specific deadlines and requirements, and must complete the programmatic and state licensure requirements. These requirements may include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams, and successful completion of student teaching in an approved setting.

Certification through Non-Degree Courses (Initial Program/Non-Teacher Licensure Only)

Graduates from an Initial Program – Does Not Lead to Teacher Licensure (IP/Non-TL) programs who wish to return to GCU to complete certification coursework will enroll in student teaching courses through the non-degree division. As these learners do not qualify for an Institutional Recommendation they must be certified in Arizona through a course-by-course evaluation conducted by the certification division of the Arizona Department of Education. Learners will need to meet all Arizona certification requirements, including verification of fingerprint clearance, successful completion of student teaching, verification of passing scores on the AEPA or an equivalent exam as determined by the Arizona Department of Education's out of state exam reciprocity requirements, and successful completion of Arizona SEI requirements.

Master of Education in Educational Administration (Advanced Program for Principal Licensure (AP/PL))

Prior to the first internship course, students must submit a copy of one of their Valid Arizona Fingerprint Clearance Card or official results of Federal Background Clearance from their state Department of Public Safety agency to their Field Experience Counselor.

Eligibility for the Educational Administration (EAD) Internship

1. Learners must complete the following courses prior to starting their internship courses.
 - EAD-501, EAD-505, and EAD-510 must be successfully completed in order to enter into the first internship, EAD-519.
 - EAD-519, EAD-513, EAD-520, and EAD-523 must be successfully completed in order to enter into the second internship, EAD-529.
 - EAD-529, EAD-530, EAD-533, and EAD-536. Must be successfully completed in order to enter into the third and final internship, EAD-539.
 2. Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor is able to complete the required registration process.
 3. View program evaluations with assigned Student Services Counselor and/or Field Experience Counselor to discuss program progression and academic eligibility.
 4. Principal candidates not meeting the graduate GPA requirement of a 3.0 at the time of the final internship, EAD-539, must submit an appeal which will be reviewed by the College of Education.
 5. Possess a current Fingerprint Clearance Card or background check. Arizona residents must have an Arizona Department of Public Safety Fingerprint Clearance Card.
 6. The Internship may only be repeated once.
- Students unable to meet the eligibility requirements may transfer enrollment to the Master of Educational Leadership program of study.

Internship and Field Work Hours

Learners in the educational administration program will accumulate 270 internship and 90 field work hours, totaling 360 hours. Field work hours are accrued throughout the program and internship hours are accrued at the culmination of each of the three blocks in 90-hour increments. Internship hours are unpaid, require partial-time placement with an approved COE mentor administrator, and are required for an Institutional Recommendation (IR).

Institutional Recommendation

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. The IR confirms that a student has met all requirements, including successful student teaching or internship, for the program of study that has been approved by the Arizona State Board of Education. It is the student's responsibility to determine the professional knowledge and subject knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within one year of a student's graduation date; otherwise, the student will need to apply for a transcript analysis to determine if certification criteria have been met.

All College of Education principal candidates seeking an Institutional recommendation for principal license must complete the program requirements for their degree program, which include verification of the fingerprint clearance and successful completion of an internship component.

- Arizona residents will be required to successfully pass the Arizona Educator Proficiency Assessment (AEPA) principal licensure test.
- Principal candidates requiring Arizona principal certification in application for their local state licensure will need to successfully pass the principal AEPA licensure test.

Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

Master of Education in Early Childhood Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Early Childhood Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (8 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules
- Completion of the ARL Application Packet
 - Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)
 - Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp modules are completed]
 - Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Early Childhood Education and the Education of Young Children exams
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study)

Master of Education in Elementary Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Elementary Education (Nevada ARL) must submit to the Nevada Department of Education documentation of 18 credit hours of coursework (6 in each area) in Mathematics, English Language Arts and History, along with an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules
- Completion of the ARL Application Packet
 - Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)
 - Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp are completed]
 - Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Elementary Education: Multiple Subjects exam(s)
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study)

Master of Education in Secondary Humanities Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Secondary Humanities Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules
- Submit evidence of passing scores on the Praxis Secondary Education Content Area exam in either Language Arts, Art, Social Studies, or Music.
- Completion of the ARL Application Packet
 - Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)
 - Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp modules are completed]
 - Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Principles of Learning and Teaching (PLT): Grades 7-12 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

Master of Education in Secondary STEM Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Secondary STEM Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules
- Submit evidence of passing scores on the Praxis Secondary Education Content Area exam in either Biology, Physical Science, or Mathematics.
- Completion of the ARL Application Packet
 - Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)
 - Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp modules are completed]
 - Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Principles of Learning and Teaching (PLT): Grades 7-12 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

Master of Education in Special Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Special Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules
- Completion of the ARL Application Packet
 - Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)

- Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp modules are completed]
 - Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Special Education: Core Knowledge and Applications exam
- Submit evidence of passing scores on the Praxis Principles of Learning and Teaching (PLT): Grades K-6 exam OR the Principles of Learning and Teaching (PLT): 7-12 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

College of Humanities and Social Sciences

Master of Education in School Counseling

School counseling students are required to purchase a copy of "The ASCA National Model: A Framework for School Counseling Programs" at the beginning of the program, to inform them about data-informed comprehensive school counseling programs. School counseling students will be introduced to the resource in the first course (SCN-501).

At a designated time in the program of study, school counseling students will be required to download MApp, a free application, to access related American School Counseling Association (ASCA) resources.

Counseling Academic Unit

The academic unit consists of the Clinical Mental Health Counseling and School Counseling programs and articulates its purpose through mission statements, program objectives, and goals that focuses on best practices to equip counselors in training as change agents in a global society.

Counseling Academic Unit Mission Statement

The mission of the counseling academic unit is to prepare counselors-in-training with the knowledge, skills, and dispositional values to become competent global counselors and leaders.

Mission Statement

The mission of the Master of Education in School Counseling Program is to equip school counselors to implement data-driven comprehensive school counseling services informed by the American School Counselor Association (ASCA) National Model to support growth in academic achievement, career, and social-emotional development. GCU's School Counseling Program integrates faith and learning while fostering the development of school counselors as change agents advocating for models of school-based collaboration with school stakeholders. Future school counselors gain the knowledge and skills to promote equity and access for P-12 students to become contributing global citizens.

Program Objectives

SC Program objectives are designed so that learners will:

- **Counselor Identity and Ethics:** Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.
- **Diversity and Advocacy:** Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.
- **Human Growth and Development:** Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.
- **Counseling & Helping Relationships:** Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.
- **Group Counseling and Group Work:** Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients.
- **Research and Program Evaluation:** Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.
- **Career Development:** Facilitate college and career readiness standards to support the development of students in P-12 settings.
- **Testing and Assessment:** Utilize assessment methods, research, and program evaluation to appraise effectiveness of comprehensive school counseling programs using outcome data to inform future practice.
- **Specialty Area for SC:** Develop an educator and counselor identity that integrates the GCU Professional Dispositions of Learners and upholds ASCA professional and ethical standards as licensed/certified school counselors by acquiring the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs based on research and national standards

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of school counselors in training (SCITs). The Grand Canyon University Counseling Program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

- **High Expectations:** SCITs maintain the belief that all P-12 students can learn and succeed in their personal and academic endeavors. SCITs set and support realistic expectations for student success.
- **Respect for the Diversity of Others:** SCITs support individual learning and social needs of P-12 students while demonstrating appreciation for cultural diversity within the school environment and wider community.
- **Fairness:** SCITs promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including counseling, instruction, and assessment.
- **Professional Conduct:** SCITs demonstrate professionalism through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. SCITs exercise sound judgment, ethical behavior, and maintain

professional boundaries with others. SCITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.

- **Reflection:** SCITs recognize that intentional self-awareness and constructive feedback, combined with experience leads to professional growth. SCITs engage in critical examination of their professional practices, and seek continual improvement through supervision, collaboration, and professional development.
- **Curiosity:** SCITs are able to think innovatively and creatively, using critical thinking as a problem-solving approach. SCITs engage in ongoing professional development and learning while maintaining an open and inquiring mind.
- **Honesty:** SCITs model sound moral character by their words and actions. SCITs are forthright with others and uphold high standards of trust, stewardship, and integrity.
- **Compassion:** SCITs demonstrate professional unconditional positive regard and genuineness in their relationships with others while providing academic, career, social, and emotional support.
- **Advocacy:** SCITs aim to promote equity and access for all P-12 students. SCITs understand the impact of community involvement contributes to welfare and social justice for all school stakeholders.
- **Dedication:** SCITs are committed to the profession of counseling and education. SCITs maintain the role of lifelong learners who engage in ongoing professional development..

* School counselors in training (SCITs) refers to students in the school counseling program.

Practicum and Internship Requirements

- A valid fingerprint clearance card
- Maintain professional counseling liability insurance that covers 1 million per occurrence and 3 million aggregate in order to progress to the practicum and internship courses.

Practicum

The practicum courses have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum practicum hours required in their program of study. The practicum courses require that the students complete 100 practicum hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure/certification guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Internship I, II, III

Internships have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum internship hours required for each course in their program of study. Each internship course requires that the student complete 200 internship hours for a total of 600 hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not

permitted. Students are responsible for determining which licensure/certification guidelines, including additional internship hours, are applicable to and necessary for their individual state boards.

Written Endorsement/Institutional Recommendation

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. The IR confirms that a student has met all requirements, including successful completion of practicum and internships, for the program of study that has been approved by the Arizona State Board of Education. It is the student's responsibility to check with his or her local state licensure/certification agency for program applicability and certification/endorsement requirements. It's also the student's responsibility to determine the professional knowledge and subject knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within one year of a student's graduation date; otherwise, the student will need to apply for a transcript analysis to determine if certification criteria have been met.

Refer to the Graduate Counseling Field Experience Manual for more information.

Master of Science in Addiction Counseling

Master of Science in Christian Counseling

Master of Science in Christian Counseling of Substance Use and Addictive Disorders

Master of Science in Professional Counseling

Pre-Practicum Hours Requirement

Students are required to complete the minimum of 100 pre-practicum hours. Students who fail to meet the minimum amount of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program practicum hour requirement. Students may not complete additional hours to use in a future course. Students are responsible for determining which licensure guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Practicum Hours Requirement

Students are required to complete the minimum practicum hours required for each course in their program of study. Each practicum course requires that the student complete 150 practicum hours. Students who fail to meet the minimum amount of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Students are responsible for determining which licensure guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Counseling Student Professional Standards and Dismissal Policy

Student success is a priority for Grand Canyon University and the Counseling Program(s)*. Students are encouraged and required to follow the Grand Canyon University's academic progression policy and the adopted Ten Counseling Dispositions, the American Counseling Association's (ACA) ethical code and/or the National Association of Addictions Professionals (NAADAC) ethical code. Failure to meet course objectives, policies, counseling dispositions, procedures outlined in the courses, the

University Policy Handbook, and/or practicum/internship manual may result in failure, Professional Standards, or removal from program. Failure to meet the American Counseling Association Code of Ethics and/or the National Association for Addiction Professional's Code of Ethics may result in a warning, coaching, probation, suspension, or removal from the program. It is important that students maintain continuous growth and continuous clinical or counseling skill acquisition as they progress through the program of study. This policy and the dispositions are designed to meet the standards of the American Counseling Association.

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of counselors in training (CITs). The Grand Canyon University Counseling Program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

- **Psychological Fitness:** CITs strive to maintain holistic wellness across multiple domains of their mental, relational, and professional lives while focusing on interpersonal values that promote positive growth. CITs engage in activities that promote openness, self-awareness, and self-acceptance. CITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.
- **Self-Awareness:** CITs intentionally reflect on how their value systems influence their personal and professional relationships. CITs demonstrate authenticity in relation to themselves and others. CITs bracket personal beliefs and values when faced with ideas different from their own to avoid inflicting harm on others.
- **Cultural Diversity:** CITs demonstrate respect for and engage in honoring and embracing diversity and multiculturalism while supporting the dignity and worth of clients within their unique contexts. CITs do not support or engage in any act of discrimination against others while simultaneously acknowledging how their cultural identity impacts their relationships with others.
- **Acceptance:** CITs work to foster a nonjudgmental professional environment while embracing change and others as they are. CITs avoid value imposition, uphold ethical standards, and remain conscious of their own attitudes, beliefs, and behaviors while being sensitive, receptive, and considerate to those of their clients.
- **Empathy:** CITs demonstrate compassion, understanding, and clemency towards all persons while simultaneously avoiding infliction of harm. CITs honor the uniqueness of all individuals while promoting dignity and respect in an ongoing therapeutic effort. CITs reflect on their experiences while mindfully working to understand an individual's personal experience.
- **Genuineness:** CITs exhibit qualities of being honest in their interactions with others and in the behaviors they display. CITs have a sincere desire to better themselves when they experience incongruence between their beliefs, actions, and professional standards.
- **Flexibility:** CITs embrace ambiguity with an open-mind and have the courage to form innovative solutions when facing challenges. CITs are able to work with others in a way that is open and inviting to multiple points of view and diverse

cultural situations. CITs are open to shifting their perspective and embracing change.

- **Patience:** CITs respect autonomy of self and others while fostering growth. CITs encourage a relational environment that promotes respect, flexibility, and self-exploration. CITs model calmness within various contexts in a steadfast, fluid, and enduring manner.
- **Amiability:** CITs display humility, compassion, and kindness in their interactions with others. CITs portray unconditional positive regard even when they have differing views. CITs remain cordial and calm in multiple contexts and when presented with frustrating situations.
- **Professional Identity:** CITs demonstrate professional conduct through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. CITs maintain professional membership in counseling organizations and develop their understanding of self both personally and professionally while engaging in mentorship, supervision, and continuing education. CITs stay informed of current trends, research, and practices.

* Counselors in training (CITs) refers to students in licensure track counseling programs at the graduate level.

Professional Practices Committee

Students may be referred to the counseling program(s) Professional Practices Committee when students have failed to adhere to dispositional values, professional or ethical standards guided by the American Counseling Association (ACA) Code of Ethics, American School Counselor Association (ASCA) Ethical Standards for School Counselors, and/or the NAADAC Code of Ethics, in the classroom setting, field experience, or professional academic interactions.

Practicum/Internship evaluations are completed by both the instructor and site supervisor during the student's field experience. If a student receives a score of '1' on the formative or summative evaluation, they will automatically be referred to the PPC. Additionally, if a student receives a score of '2' or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC.

Referred students will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that students provide a written statement within the allowed timeframe. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision.

Possible Outcomes of the Professional Standards Meeting:

- **Warning and Mentoring:** If the Professional Practices Committee issues a recommendation for mentoring, the student will be notified within 72 hours with information about the assigned mentor and directions for contact. Mentoring will be provided by program faculty for up to four weeks. Mentoring. These activities are to enhance or strengthen the student's understanding of their profession and the ACA Code of Ethics

or ASCA Ethical Standards for School Counselors and to safeguard the counseling field as prescribed.

- **Failure of Assignment Grades and/or Courses:** The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with practice hours accumulated, not adhering to ethical codes, or removal from the field practice site.
- **Suspension from Clinical Practice:** Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the ACA Code of Ethics, ASCA Ethical Standards for School Counselors and/or the NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the student being reported to the applicable state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- **Program Removal:** The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

- a. If students are removed from a didactic or practicum course, as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Students may also be assigned a failing grade for the assignment(s), which may result in course failure. Students may be assigned a failing grade for the course despite actual end of course grade.
- b. Students may not participate in developmental action plans more than two times. Students who do not complete the correction action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
- c. The Professional Practices Committee may recommend students to attend therapeutic services at their own cost. As prescribed by the ACA, ASCA, and/or NAADAC standards of gatekeeping. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level penalties. Students may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.

*Counseling Programs includes all graduate counseling programs and associated emphasis.

**The term counselor is used to refer to counselors in training at the graduate level.

Developmental Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the ACA Code of Ethics,, ASCA Ethical Standards for School Counselors and/or NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

- Depending on the determination made by the Professional Practices Committee, students may be

administratively withdrawn from practicum courses, placed on a hold and asked to participate in a mandatory four-week mentoring session. If administratively withdrawn, students will be issued an “F” as a final grade. If students are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual practicum course, the practicum hours completed during this time will not be counted for that course.

- To resume practicum experiences, students must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period. Students will not earn credits or practicum hours for completing developmental action plans.
- If students are administratively withdrawn from a practicum course as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Adviser (SSA).
- The Developmental Action Plan (DAP) rubric serves as the evaluative component related to the student’s remediation. If a student receives a score of ‘1’ on the DAP rubric, they will automatically be referred back to the PPC for further decision. Additionally, if a student receives a score of ‘2’ or less in two or more categories from the DAP rubric, they will also be referred back to the PPC for further decision
- Students may not participate in developmental action plans more than twice. Students who do not successfully complete their developmental action plan will not be able to graduate with a counseling degree.

Ethical violations may result in the student being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the “Unprofessional Conduct Acknowledgement Form” located in the practicum manuals).

Essential Functions to Meet Clinical Requirements for Counseling Programs

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	<ul style="list-style-type: none"> • Nonjudgmental behavior • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Demonstrate a high level of patience and respect • Establish rapport with clients and members of the healthcare team • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	<ul style="list-style-type: none"> • Timeliness • Preparedness • Hygiene and professional dress
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	<ul style="list-style-type: none"> • Read, understand, write and speak the primary language of the site • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate mental health teaching • Document patient/client responses • Validate responses/messages with others • Use appropriate nonverbal communication • Ability to perform a variety of technological skills

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	<ul style="list-style-type: none"> Identify cause-effect relationships in clinical situations Develop plans of care as required Identifies changes in client mental health status Handles multiple priorities in stressful situations
General Health/Emotional Stability	Ability to tolerate environmental stressors	<ul style="list-style-type: none"> Tolerate long periods of standing and/or sitting as required Maintain focus and appropriate behavior Flexibility and ability to adjust to changing situation and uncertainty in clinical situations Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Further, using student and site supervisor feedback, GCU evaluates the effectiveness of all clinical agencies to offer direct care experiences that align to course learning objectives.

Facilities are assessed on their ability to provide:

- A safe environment for clinical learning
- Appropriate experience for level skill knowledge of students
- Appropriate interactions-communications between students and clients
- Direct access to medical records necessary to provide for learning experiences
- Opportunities for pre and post conferences

Master of Science in Clinical Mental Health Counseling

Counseling Academic Unit

The academic unit consists of the Clinical Mental Health Counseling and School Counseling programs and articulates its purpose through mission statements, program objectives, and goals that focuses on best practices to equip counselors in training as change agents in a global society.

Counseling Academic Unit Mission Statement

The mission of the counseling academic unit is to prepare counselors-in-training with the knowledge, skills, and dispositional values to become competent global counselors and leaders.

Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling Program is to cultivate ethical, professional counselors to effectively assess, diagnose, treat, and empower culturally diverse populations. This program fosters faith and learning throughout the curriculum to integrate models of human growth and development and evidence-based practices. Graduate students gain comprehensive knowledge and insight to become competent global professional counselors and leaders.

Program Objectives

CMHC Program objectives are designed so that learners will:

- Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.
- Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.
- Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.
- Counseling & Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.
- Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients.
- Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.
- Career Development: Attain the knowledge that prepares them to demonstrate skills in vocational counseling and the relationship between roles in career, life, school, and mental health.
- Assessment & Testing: Demonstrate and apply skills that adequately and consistently use assessments for diagnostic and intervention planning purposes.
- Specialty Area for CMHC: Demonstrate knowledge and skills in conducting intake interviews, mental status exam, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management, contextual factors, and competence in clinical mental health fieldwork.

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of counselors in training (CITs). The Grand Canyon University Counseling Program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

- Psychological Fitness: CITs strive to maintain holistic wellness across multiple domains of their mental, relational, and professional lives while focusing on interpersonal values that promote positive growth. CITs engage in activities that

promote openness, self-awareness, and self-acceptance. CITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.

- **Self-Awareness:** CITs intentionally reflect on how their value systems influence their personal and professional relationships. CITs demonstrate authenticity in relation to themselves and others. CITs bracket personal beliefs and values when faced with ideas different from their own to avoid inflicting harm on others.
- **Cultural Diversity:** CITs demonstrate respect for and engage in honoring and embracing diversity and multiculturalism while supporting the dignity and worth of clients within their unique contexts. CITs do not support or engage in any act of discrimination against others while simultaneously acknowledging how their cultural identity impacts their relationships with others.
- **Acceptance:** CITs work to foster a nonjudgmental professional environment while embracing change and others as they are. CITs avoid value imposition, uphold ethical standards, and remain conscious of their own attitudes, beliefs, and behaviors while being sensitive, receptive, and considerate to those of their clients.
- **Empathy:** CITs demonstrate compassion, understanding, and clemency towards all persons while simultaneously avoiding infliction of harm. CITs honor the uniqueness of all individuals while promoting dignity and respect in an ongoing therapeutic effort. CITs reflect on their experiences while mindfully working to understand an individual's personal experience.
- **Genuineness:** CITs exhibit qualities of being honest in their interactions with others and in the behaviors they display. CITs have a sincere desire to better themselves when they experience incongruence between their beliefs, actions, and professional standards.
- **Flexibility:** CITs embrace ambiguity with an open-mind and have the courage to form innovative solutions when facing challenges. CITs are able to work with others in a way that is open and inviting to multiple points of view and diverse cultural situations. CITs are open to shifting their perspective and embracing change.
- **Patience:** CITs respect autonomy of self and others while fostering growth. CITs encourage a relational environment that promotes respect, flexibility, and self-exploration. CITs model calmness within various contexts in a steadfast, fluid, and enduring manner.
- **Amiability:** CITs display humility, compassion, and kindness in their interactions with others. CITs portray unconditional positive regard even when they have differing views. CITs remain cordial and calm in multiple contexts and when presented with frustrating situations.
- **Professional Identity:** CITs demonstrate professional conduct through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. CITs maintain professional membership in counseling organizations and develop their understanding of self both personally and professionally while engaging in mentorship, supervision, and continuing education. CITs stay informed of current trends, research, and practices.

* Counselors in training (CITs) refers to students in licensure track counseling programs at the graduate level.

Practicum and Internship Requirements

Maintain professional counseling liability insurance that covers 1 million per occurrence and 3 million aggregate in order to progress to the practicum and internship courses. Refer to the

Graduate Counseling Field Experience Manual for more information.

Practicum Requirements

The practicum courses have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum practicum hours required in their program of study. The practicum courses require that the students complete 100 practicum hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Internship Requirements

Internships have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum internship hours required for each course in their program of study. Each internship course requires that the student complete 300 internship hours for a total of 600 hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure guidelines, including additional internship hours, are applicable to and necessary for their individual state boards.

Written Endorsement

Written endorsements are issued for counseling programs that lead to initial licensure in Arizona. The written endorsement confirms that a student has met all requirements, including successful completion of practicum and internships, for the program of study that has been approved by the Arizona State Board of Education. It's the student's responsibility to check with his or her local state licensure/certification agency for program applicability and certification/endorsement requirements. Also, it's the student's responsibility to determine the professional knowledge and subject knowledge exams that must be taken to obtain a license.

Professional Practices Committee

Students may be referred to the counseling program(s) Professional Practices Committee when students have failed to adhere to dispositional values, professional or ethical standards guided by the American Counseling Association (ACA) Code of Ethics, American School Counselor Association (ASCA) Ethical Standards for School Counselors, and/or the NAADAC Code of Ethics, in the classroom setting, field experience, or professional academic interactions. Practicum/Internship evaluations are completed by both the instructor and site supervisor during the student's field experience. If a student receives a score of '1' on the formative or summative evaluation, they will automatically be referred to the PPC. Additionally, if a student receives a score of '2' or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC. Referred students will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the

Professional Practices Committee. It is recommended that students provide a written statement within the allowed timeframe. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision. Possible Outcomes of the Professional Standards Meeting.

- **Warning and Mentoring:** If the Professional Practices Committee issues a recommendation for mentoring, the student will be notified within 72 hours with information about the assigned mentor and directions for contact. Mentoring will be provided by program faculty for up to four weeks. mentoring. These activities are to enhance or strengthen the student's understanding of their profession and the ACA Code of Ethics or ASCA Ethical Standards for School Counselors and to safeguard the counseling field as prescribed.
- **Failure of Assignment Grades and/or Courses:** The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with practice hours accumulated, not adhering to ethical codes, or removal from the field practice site.
- **Suspension from Clinical Practice: Developmental Action Plan (DAP) for unprofessional behavior and conduct,** as defined by the ACA Code of Ethics, ASCA Ethical Standards for School Counselors and/or the NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the student being reported to the applicable state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- **Program Removal:** The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

- a) If students are removed from a didactic or practicum course, as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Students may also be assigned a failing grade for the assignment(s), which may result in course failure. Students may be assigned a failing grade for the course despite actual end of course grade.
- b) Students may not participate in developmental action plans more than two times. Students who do not complete the correction action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
- c) The Professional Practices Committee may recommend students to attend therapeutic services at their own cost. As

prescribed by the ACA, ASCA, and/or NAADAC standards of gatekeeping. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level penalties. Students may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.

*Counseling Programs includes all graduate counseling programs and associated emphasis.

**The term counselor is used to refer to counselors in training at the graduate level.

Developmental Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the ACA Code of Ethics,, ASCA Ethical Standards for School Counselors and/or NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

- Depending on the determination made by the Professional Practices Committee, students may be administratively withdrawn from practicum courses, placed on a hold and asked to participate in a mandatory four-week mentoring session. If administratively withdrawn, students will be issued an "F" as a final grade. If students are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual practicum course, the practicum hours completed during this time will not be counted for that course.
- To resume practicum experiences, students must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period. Students will not earn credits or practicum hours for completing developmental action plans.
- If students are administratively withdrawn from a practicum course as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Adviser Counselor (SSASC).
- The Developmental Action Plan (DAP) rubric serves as the evaluative component related to the student's remediation. If a student receives a score of '1' on the DAP rubric, they will automatically be referred back to the PPC for further decision. Additionally, if a student receives a score of '2' or less in two or more categories from the DAP rubric, they will also be referred back to the PPC for further decision.
- Students may not participate in developmental action plans more than twice. Students who do not successfully complete their developmental action plan will not be able to graduate with a counseling degree. Ethical violations may result in the student being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

Essential Functions to Meet Clinical Requirements for Counseling Programs

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services.

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	<ul style="list-style-type: none"> • Nonjudgmental behavior • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Demonstrate a high level of patience and respect • Establish rapport with clients and members of the healthcare team • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	<ul style="list-style-type: none"> • Timeliness • Preparedness • Hygiene and professional dress
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	<ul style="list-style-type: none"> • Read, understand, write and speak the primary language of the site • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate mental health teaching • Document patient/client responses • Validate responses/messages with others • Use appropriate nonverbal communication • Ability to perform a variety of technological skills

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	<ul style="list-style-type: none"> • Identify cause-effect relationships in clinical situations • Develop plans of care as required • Identifies changes in client mental health status • Handles multiple priorities in stressful situations
General Health/Emotional Stability	Ability to tolerate environmental stressors	<ul style="list-style-type: none"> • Tolerate long periods of standing and/or sitting as required • Maintain focus and appropriate behavior • Flexibility and ability to adjust to changing situation and uncertainty in clinical situations • Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Master of Social Work

Field Education Hours Requirement

Students are required to complete the minimum field education hours required for each Field Experience course in their program of study. Each course requires that the student complete 240 internship hours. Students who fail to meet the minimum amount of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Students are responsible for determining licensing guidelines applicable to their individual state licensing boards.

Social Work Student Professional Standards and Dismissal Policy

Student success is a priority for Grand Canyon University and the Social Work Program. Students are encouraged and required to follow Grand Canyon University's academic progression policy, the adopted Social Work Dispositions and the National Association of Social Workers (NASW) ethical code. Failure to meet course objectives, policies, social work dispositions, procedures outlined in the courses, the University Policy Handbook, and/or field experience manual may result in failure, Professional Standards, or removal from program. Failure to meet the National Association of Social Workers Code of Ethics may result in a warning, coaching, probation, suspension, or removal from the program. It is important that students maintain

continuous growth and continuous social work skill acquisition as they progress through the program of study. This policy and the dispositions are designed to meet the standards of the National Association of Social Workers.

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct. The Grand Canyon University Social Work Program's dispositions adhere to the university's mission statement, as well as to the established social work profession code of ethics. The Grand Canyon University Social Work Program has adopted the following dispositions for its students derived from the National Association of Social Workers (NASW) Code of Ethics. Although these dispositions are not all inclusive, they do represent values and qualities that are warranted by social work students. Students who fail to adhere to or demonstrate such dispositions may be subject to disciplinary actions.

12 Social Work Dispositions based on the NASW Ethical Values, Principles, and Standards of Social Work Practice

1. Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

2. Value: Social Justice

Ethical Principle: Social workers' challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

3. Value: Dignity and Worth of a Person

Ethical Principle: Social workers respect the inherent dignity and worth of a person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

4. Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

5. Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

6. Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

7. Standard: Social Workers' Ethical Responsibilities to Clients

Commitment to clients, self-determination, informed consent, competence, cultural awareness and social diversity, conflicts of interest, privacy and confidentiality, access to records, sexual relationships, physical contact, sexual harassment, derogatory language, payment for services, clients who lack decision making capacity, interruption of services, referral services, termination of services.

8. Standard: Social Workers' Ethical Responsibilities to Colleagues

Respect, confidentiality, interdisciplinary collaboration, disputes involving colleagues, consultation, sexual relationships, sexual harassment, impairment of colleagues, incompetence of colleagues, unethical conduct of colleagues.

9. Standard: Social Workers' Ethical Responsibilities to Practice Settings

Supervision and consultation, education and training, performance evaluation, client records, billing, client transfer, administration, continuing education and staff developments, commitments to employers, labor management disputes.

10. Standard: Social Workers' Ethical Responsibilities as Professionals

Competence, discrimination, private conduct, dishonesty, fraud and deception, impairment, misrepresentation, solicitations, acknowledging credit.

11. Standard: Social Workers' Ethical Responsibilities to the Social Work Profession

Integrity of the profession, evaluation and research.

12. Standard: Social Workers' Ethical Responsibilities to the Broader Society

Social welfare, public participation, public emergencies, social and political action.

Professional Practices Committee

Students may be referred to the Social Work program Professional Practices Committee when students have failed to adhere to dispositional values or professional or ethical standards guided by the NASW Code of Ethics, in the classroom setting, field experience, or professional academic interactions. Students may also be referred to the committee when students fail to adhere to the university standards or display social work skills deficits. Classroom instructors (FTF, OUTF and/or Adjunct), Field Liaisons, Office of Field Experience staff, and program administrators may file referrals to the committee for review. Referrals are sent to College of Humanities and Social Sciences for processing.

Referred students will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is

recommended that students provide a written statement within the allowed timeframe. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision.

Possible Outcomes of the Professional Standards Meeting:

- **Warning and Mentoring:** If the Professional Practices Committee issues a recommendation for mentoring, the student will be notified within 72 hours with information about the assigned mentor and directions for contact. Mentoring will be provided by program faculty for up to four weeks. These activities are to enhance or strengthen the student's understanding of their profession and the NASW Code of Ethics and to safeguard the social work field as prescribed
- **Failure of Assignment Grades and/or Courses:** The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with field experience hours accumulated, not adhering to ethical codes, or removal from the field experience site.
- **Suspension from Field Placement: Developmental Action Plan (DAP) for unprofessional behavior and conduct,** as defined by the NASW Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the student being reported to the applicable state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- **Program Removal:** The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

- a. If students are removed from a didactic or field experience course, as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Students may also be assigned a failing grade for the assignment(s), which may result in course failure. Students may be assigned a failing grade for the course despite actual end of course grade.
- b. Students may not participate in developmental action plans more than two times. Students who do not complete the correction/developmental action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
- c. The Professional Practices Committee may recommend students to attend therapeutic services at their own expense. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level

actions. Students may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.

Developmental Action Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the NASW Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

Depending on the determination made by the Professional Practices Committee, students may be administratively withdrawn from Field Instruction courses and asked to participate in mandatory four-week mentoring sessions. If administratively withdrawn, students will be issued an "F" as a final grade. If students are terminated from their field instruction site due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual field experience course, the field hours completed during this time will not be counted for that course.

- To resume field experiences, students must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period. Students will not earn credits or field hours for completing developmental action plans.
- If students are administratively withdrawn from a field experience course as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Adviser (SSA).
- Students may not participate in developmental action plans more than twice. Students who do not successfully complete their developmental action plan will not be able to graduate with a social work degree.

Ethical violations may result in the student being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the Field Experience Manual).

Essential Functions to Meet Field Experience Requirements for Social Work Programs:

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	<ul style="list-style-type: none"> • Nonjudgmental behavior • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Demonstrate a high level of patience and respect • Establish rapport with clients and members of the healthcare team • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	<ul style="list-style-type: none"> • Timeliness • Preparedness • Hygiene and professional dress
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	<ul style="list-style-type: none"> • Read, understand, write and speak the primary language of the site • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate mental health teaching • Document patient/client responses • Validate responses/messages with others • Use appropriate nonverbal communication • Ability to perform a variety of technological skills

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	<ul style="list-style-type: none"> • Identify cause-effect relationships in clinical situations • Develop plans of care as required • Identifies changes in client mental health status • Handles multiple priorities in stressful situations
General Health/Emotional Stability	Ability to tolerate environmental stressors	<ul style="list-style-type: none"> • Tolerate long periods of standing and/or sitting as required • Maintain focus and appropriate behavior • Flexibility and ability to adjust to changing situation and uncertainty in clinical situations • Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Further, using student and Field Instructor's feedback, GCU evaluates the effectiveness of all clinicalfield experience placement agencies to offer direct carepractice experiences that align to course learning objectives.

Facilities are assessed on their ability to provide:

- A safe environment for field experience learning
- Appropriate experience for level of skill and knowledge of students
- Appropriate interactions-communications between students and clients
- Direct access to resources and records necessary to provide for learning experiences
- Effective and adequate supervision time provided by the Field Instructor

Changing Program of Study to Master of Science in Clinical Mental Health Counseling:

The College of Humanities and Social Sciences (CHSS) offers multiple degree programs that share coursework and course content within the Counseling discipline. Because of this, the below language outlines the University policy on program changes into the Master of Science in Clinical Mental Health Counseling (and all emphases) and Master of Education in School Counseling degree programs from the other Counseling programs offered by CHSS.

Changing Program of Study to Master of Science in Clinical Mental Health Counseling (all emphases) or Master of Education in School Counseling from current Programs:

Student in the Master of Science in Addiction Counseling or the Master of Science in Christian Counseling of Substance Use and Addictive Disorders will be permitted to transfer to the above listed programs unless they have completed PCN-509 or PCN-527 within their program of study. The following courses from the Master of Science in Addiction Counseling or the Master of Science in Christian Counseling of Substance Use and Addictive Disorders may apply to the new program of study as applicable to the new program: PCN-501, PCN-505, PCN-500, PCN-520*.

Changing Program of Study to Master of Science in Clinical Mental Health Counseling (all emphases) or Master of Education in School Counseling from retired Programs:

Students in the Master of Science in Professional Counseling (all emphases) or the Master of Science in Christian Counseling (no Emphasis) will be permitted to transfer to the above listed programs at any point during their program, but only the following courses will apply to the program they transfer into: PCN-501, PCN-505, PCN-500, PCN-520*. Students will be required to take all additional coursework within their new program of study.

*Please be advised that PCN-520 will only apply to the new program of study if it was completed with Grand Canyon University after November 1, 2016.

Changing Program of Study to Master of Science in Clinical Mental Health Counseling (all emphases) or Master of Education in School Counseling after completion of Grand Canyon University Counseling Programs:

Students who have academically completed a Graduate level Counseling program at Grand Canyon University are not permitted to enter the Master of Science in Clinical Mental Health Counseling or the Master of Education in School Counseling degree program at Grand Canyon University.

College of Nursing and Health Care Professions

All CONHCP Nursing Graduate Programs

Professional Standards

The [American Nursing Association \(ANA\) Code of Ethics statement](#) serves as the guiding principle for the nursing profession. The Associate Dean of Graduate Programs in the College of Nursing and Healthcare Professions, together with the respective APRN program director and faculty, will determine the consequences for graduate nursing students who violate these standards. Graduate nursing students must adhere to the [Code of Conduct and Academic Standards](#) section of the University Policy Handbook.

The University carries Medical Professional Liability Insurance on all students. The coverage is \$2,000,000 each incident or occurrence and \$4,000,000 in the aggregate through the following company:

Parker Smith & Feek, Inc.
Bellevue (425-709-3600)
2233 112th Avenue NE
Bellevue, WA 98004
Certificate number: MFL019309

If candidates are charged with a felony or misdemeanor while in the program, even if charges are not verified, they are obligated to report this to their Field Experience Counselor. Failure to do so may lead to immediate termination from the program.

Chain of Command

In the healthcare field, it is the expectation that healthcare workers will use the chain of command to bring issues to the appropriate leader's attention. For example: This is especially important when CONHCP nursing students question things like medication type and dosage. In order to prepare students for the requirements of health care employers, the College leadership expect students to use the Chain of Command for raising similar issues in all healthcare programs.

Therefore, students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their SSC. Finally, if the issue needs further attention, the SSC will notify the Director or Program Lead. Further concerns should be taken to the Assistant/Associate Dean over the student's program.

If after this process is exhausted, the student can pursue the [University Appeals Procedures](#).

Professional Practices Committee

The College of Nursing & Health Care Professions Professional Practices Committee serves as the central sanctioning body for the application of College-level penalties in all cases involving student violations of the CONHCP clinical and lab policies, the Student Professional Dispositions, as well as the Nursing Professional Standards.

Student Professional Dispositions

One important aspect of the student experience is the fulfillment of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support student development and have clear expectations in these areas CONHCP lists the following key dispositions. Failure to demonstrate these dispositions through behaviors at any point in the program may jeopardize students' continuation in the program. Students are expected to monitor their development of these professional dispositions, beginning now and continuing throughout their career. The ability to reflect on personal growth, strengths, and challenges is a central characteristic of effective people working in health care. These disposition statements do not replace the University Code of Conduct.

Communication Skills

1. Demonstrate appropriate, professional, respectful verbal communication
2. Demonstrate appropriate, professional, respectful written communication
3. Demonstrate a disposition toward inquiry and problem solving
4. Work collaboratively with students, faculty, and professionals
5. Demonstrate consistently positive attitudes toward learning and/or teaching
6. Accept responsibility for decisions and actions
7. Establish and maintain mutually respectful interactions
8. Demonstrate understanding of university/program organizational chart by communicating "need to know information" to individuals according to the chain of command

Work Ethic

1. Demonstrate regular attendance
2. Demonstrate punctuality
3. Complete work in a timely manner
4. Demonstrate organizational skills
5. Know and observe all pertinent policies and procedures
6. Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

1. Demonstrate a commitment to work with clients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
2. Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
3. Treat everyone fairly, equitably, and respectfully
4. Accept constructive criticism and adjusts performance accordingly
5. Express and demonstrate interest in and enthusiasm for teaching/learning
6. Adapt to new and diverse teaching/learning situations
7. Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
8. Maintain confidentiality about all student, client, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
9. Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information
10. Respect the points of view of others
11. Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
12. Project an appropriate professional appearance in professional settings
13. Project an appropriate professional and respectful demeanor
14. Be open to leadership and opportunities for growth
15. Understand and practice professional ethical standards
16. Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
17. Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
18. Acts overall in a manner that furthers the interests of others (enlightened self-interest): Enlightened self-interest refers to the understanding and trust that what a person does to enhance another's quality of life enhances one's own quality of life to a similar degree. More simply put, it is the idea that "what goes around comes around"
19. Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding your clinical experiences or documents contained in a client record.

Procedure for Processing Alleged Violations of the CONHCP Professional Dispositions

The College of Nursing and Health Care Professions may take disciplinary action against a student who violates the Professional Dispositions. Violations will be reported by GCU instructors, GCU staff, or third parties affiliated with GCU. GCU faculty and staff are required to notify students that an incident report will be submitted to the Professional Practice Committee. Reports are forwarded to the Professional Practices Committee Administrator upon discovery of the incident.

The Administrator then reviews the report, as well as any history of prior offenses. The Administrator then notifies the student if the College of Nursing and Health Care Professions intends to take further action as a result of the particular report or as a result of the history of offenses. If further action is recommended, the Professional Practices Committee will determine whether the alleged violation has been substantiated and which College-level penalty to apply.

Students who are charged with a violation of the Professional Practices are afforded an opportunity to be heard before a College-level penalty is applied. Students at risk for College-level sanctions will be:

- Contacted by the Professional Practice Committee Administrator
- Offered the opportunity to present documentation and speak on their own behalf to the Professional Practice Committee.
- Present information by submitting a written statement and/or participating via teleconference.

Students are not required to participate or submit information.

Students who wish to participate or present information must adhere to the following:

- Submit all documentation within the timeframe specified in the notification.
- If the student does not respond within seven days of being contacted by the Professional Practice Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee.
- All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal Committee meetings.
- Students are not entitled to representation by any third party, personal representative, or attorney in the College disciplinary process.

College-level Penalties

The Professional Practice Committee has the ability to issue College-level penalties. In making its determination, the Committee considers the severity of the offense, as well as the student's history within the College of Nursing and Health Care Professions.

Program Warning

Some clinical violations may require students to complete a Student Success Plan, to outline required changes in behavior or practice. Students will be assigned an appropriate college administrator or faculty to complete mandatory meetings during the semester to update the student's progress toward achieving the required goals. Students who fail to meet these requirements will be referred back to the Professional Practice Committee for potential additional sanctions.

Sanctions requiring a student success plan include:

- Dress Code Violation
- Failure to Follow Directives by Faculty, Clinician, Preceptor, Office of Field Experience, or Staff Unprepared For Clinical
- Unprofessional Communication or Behavior
- Greater than 1:1 Preceptor to Student Ratio without notifying CONHCP.

Program Probation

Program Probation is a sanction imposed by the Professional Practice Committee. Clinical Program Probation is assigned to a student that commits infractions determined to be high risk where additional monitoring is needed. Clinical Program Probation may be removed within a semester, or may cross over multiple semesters based on the severity. An automatic 10% clinical grade reduction applies for any course in which an undergraduate student was sanctioned with Clinical Program Probation. A graduate student placed on clinical probation will result in a 10% reduction of professionalism points in the classroom. Faculty and Clinicians, in current and future terms, overseeing students on

clinical probation will be notified of the infraction and remediation requirements. These infractions include but are not limited to

- Unsafe clinical practice
- Failing to complete the Student Success Plan Requirements
- Repeat Clinical Lab, Simulation Tardy
- Unexcused Clinical, Lab, Simulation Absence
- HIPAA Violation
- Performing skills or interventions before successfully completing a Performance Based Assessment
- Displaying hostility or using confrontational words or body language
- Clinical, Lab, or Simulation abandonment (without permission)
- Acting Independently Within the Scope of a Nurse

Program Probation Procedure

The following steps will occur if the student is being placed on program probation.

5. The student will receive the sanction of Clinical Program Probation from the Professional Practices Committee through email and postal mail. This letter will outline the requirements the student must complete during their probation.
6. A copy of the letter will be placed in the student's file.
7. The student's progress will be reassessed at the end of the term to determine if the student will be removed from clinical probation. Students that do not complete the requirements will be referred to the University Code of Conduct Committee for potential suspension or expulsion from the program and/or the University.
8. The student must be removed from probation in order to meet program and graduation requirements.

University Code of Conduct Referral

Some behaviors are so egregious that significant sanctions will apply. These infractions will be submitted to the Code of Conduct Committee for potential University sanctions such as suspension and/or expulsion. Please see the Code of Conduct and Academic Standards policy for more information.

Infractions that require Code of Conduct reporting include:

- Academic Plagiarism
- Clinical Practice Fraud or Forgery
- Academic Cheating
- Jeopardizing a Clinical Partnership
- Failure to Report a Felony or Misdemeanor

In addition to the sanctions a student may face from the Code of Conduct Committee of the University, the most significant infractions require the University to report the incident or behavior to the State Boards of Nursing by statute.

The priority of the College of Nursing and Health Care Professions is the education of future health care professionals in a safe environment for students, faculty, staff, and patients. Patient safety is of the utmost importance. In certain cases where a student is engaged in behavior that is intentionally harmful, negligent, below program standards, or inconsistent with nursing or athletic training professional standards, whether potentially or actually harmful to a patient, the Dean or designee will report the incident to the respective regulatory board as soon as the incident is substantiated. Reporting is mandatory under State Nurse Practice Acts and the Athletic Training Practice Act (ARS 32-4158). The following documents guide the professional practice of athletic training and define the skills appropriate for students at the baccalaureate level.

- Arizona State Law ([Chapter 41 – Athletic Trainers](#))
- The Board of Certification's (BOC's) [Standard of Professional Practice](#)
- [NATA Educational Competencies](#) (5th Edition)
- [NATA Code of Ethics](#)

All students enrolled in a clinical program are required to participate in formal instruction on skills related to their respective discipline (nursing / athletic training) before practicing any skill on patients. All skills must be done under the direct supervision of a clinical preceptor / instructor.

Students may be placed on clinical suspension, per the Dean or designee, during the investigation.

Infractions that require State Boards of Nursing notification by licensed or unlicensed students include, but not limited to:

- Information that a nurse or certificate holder may be mentally or physically unable to safely practice nursing or perform nursing related duties
- Conduct which leads to the dismissal for unsafe nursing practice or conduct or other unprofessional conduct
- Conduct that appears to be a contributing factor to high risk/harm to a patient and required medical intervention
- Conduct that appears to be a contributing factor to the death of a patient
- Conduct involving the misuse of alcohol or other chemical substances to the extent that nursing practice may be impaired or may be detrimentally impacted
- Actual or suspected drug diversion
- Pattern of failure to account for medications; failing to account for wastage of control drugs
- Falsification of medical or treatment records
- Pattern of inappropriate judgment or nursing skill
- Failing to assess or intervene on behalf of patient(s)
- Conduct involving sexual contact with a patient, patient family member or other dual relationships
- Conduct involving physical/verbal patient abuse
- Conduct involving misappropriation, theft or exploitation of a patient
- Practicing nursing without a valid nursing license
- Conduct that deceives, defrauds or harms the public
- Criminal charges, felony and misdemeanor, which may affect public safety within ten days from when the charge(s) are filed
- Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report such practice to employment or licensing authorities.

Infractions that require State Boards of Nursing notification by licensed students only include:

- Conduct involving practicing beyond the scope of practice of the license or certificate. Examples include knowingly giving a medication not authorized by a treating provider, obtaining laboratory or other tests not authorized by a treating provider, unauthorized adjusting of dosage
- Violation of a disciplinary sanction imposed on the nurse's license by the board
- Felony conviction(s) must be reported within ten days of the conviction

Failing to report to the Board a licensed nurse whose work history includes conduct, or pattern of conduct, that leads to or may lead to an adverse patient outcome.

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

Students who have been accepted into the nursing program may remain in the program if they adhere to the following criteria:

1. Maintain continuous enrollment for the duration of their program.
2. Advanced Practice students must take and successfully complete Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment. The content of these courses is assessed in the 3P examination. The 3 P exam is given in the Advanced Health Assessment course. Students must earn a minimum of 67% on the 3P exam to progress in their respective programs. (Advanced Practice Education Associates [APEA] research suggests a correlation between clinical readiness and scores above 67%.) If a passing score is not achieved on the first attempt, students will be given one additional attempt to remediate and successfully pass the 3P exam. The second attempt occurs in the next course of the APRN program (ANP-635, Health Promotion and Maintenance and On-Campus Experience I or FNP-630, Health Promotion and On-Campus Experience I).
2. Students who earn one non-passing (W, F) grade will be administratively withdrawn from the program. Students who are administratively withdrawn or take a leave of absence have the option to complete a Request for Reinstatement, which is discussed within the University Appeal Procedures section of the University Policy Handbook.
3. Students need to follow the requirements listed in the Guidelines for Graduate Field Experience Manual. If not followed, students may have a registration hold place on their student accounts.
4. Students must possess self-coverage Professional Nursing Liability Insurance. The coverage is a minimum of \$1 million per event/\$3 million total coverage. Proof of insurance must be submitted upon request by the Office of Field Experience.

Re-Entry to all APRN programs:

Any student who exits the APRN program prematurely and/or earns one non-passing (W/F) grade for any reason must reapply to obtain another seat in the program. Re-entry will be based on the number of seats available each term. The number of available seats may differ every term.

Reasons for withdraw may include, but are not limited to:

1. Student withdrew from one or more enrolled nursing courses.
2. Student receives a failure in one or more enrolled nursing courses.
3. Student has been administratively withdrawn from a nursing course.
4. Student required a medical withdrawal.
5. Student required a military deployment withdrawal.
6. Student submitted a Leave of Absence Form (LOA).
7. Student took a break in attendance without an approved Leave of Absence Form (LOA)

Students must maintain GPA of 3.0 or above to be considered for re-entry.

Re-entry to the APRN programs is not guaranteed. Students must contact their Student Service Counselor to submit a request for re-entry. Students are eligible for one re-entry throughout the duration of the program. Re-entry is only valid 1 year from date of approval. Students are also subject to the Program of Study, Course Availability, and Cancellation Policy.

Subsequent break in attendance, failure or withdrawal from any course after initial reinstatement makes a student ineligible for additional re-entry opportunities. Students will have to choose another

Any Advanced Practice Registered Nurse (APRN) student who exits the program prematurely must reapply for re-entry into the program. If the withdraw or LOA took place greater than 12 months and the student completed advanced pathophysiology, advanced pharmacology and advanced assessment, reentry will be considered upon the completion and successful passing of the APEA 3P predictor exam, which according to their scale indicates clinical readiness at a score of >67%. Students must also successfully pass the advanced head to toe health assessment with a score of >85%. Students will be allowed two attempts to pass each assessment. Students who do not successfully pass the required 3P predictor exam and health assessment after two attempts will no longer be allowed to progress in any APRN program. Students can transfer to a non-APRN program. All students will be responsible for all testing and assessment fees.

Guidelines for Live Proctored Online Testing Within the APRN Programs

Proctored Examinations will be scheduled and administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty. The following courses will include proctored exams: NUR-631, NUR-635, NUR-634, FNP-630, FNP-652, FNP-654, FNP-690, ANP-635, ANP-650, ANP-652, and ANP-654.

If a student Fails to register with ProctorU and the assigned exam is accessed without live proctoring, this will result in failure of the course.

1. Once registration of the exams have been submitted from the faculty, students will be responsible for scheduling the day and time of the assigned exam with the proctoring agency. The designated testing window will follow the assigned timeframe listed in the course syllabus.
2. The proctoring agency needs greater than 72 hours to reschedule an exam to prevent an additional fee. If a student needs to reschedule within 72 hours, charges will apply to the student; rescheduled exams outside of 72 hours may not involve additional charges to the student. Exams must be scheduled within the assigned calendar week of the course.
3. Students who must reschedule their exam must notify the instructor no less than 4 hours prior to the start of their scheduled exam time to be considered excused and allow for exam reassignment. The reassignment date and time must still be scheduled within the calendar week of the course.
4. Rescheduling is limited to no more than 2 times per exam.
5. The technology required will include downloading ProctorU Auto and ProctorU Live+ software. A Web Cam and speakers will need to be purchased if not included with computer. The software will require a browser extension that the student must install from the Chrome Web Store or the Firefox Add-ons site. ProctorU also requires the student to run (not install) a Log Me In Rescue applet prior to each session. Specific directions will be available in the course syllabus.
6. Authentication will be verified by government issued photo ID and a Knowledge Base Verification (KBV) quiz. If student

cannot answer the questions or a KBV quiz cannot be generated, a second form of photo ID will be required.

7. The student needs to plan to take the exam in a quiet, private setting. The door to the testing room must remain closed at all times while testing is in process to ensure academic integrity.
8. If accommodations are needed, please contact GCU's Student Disability Services office or follow steps for accommodations outlined in the University Policy Handbook.
9. The only device permitted in the testing area/room is the computer. Items not permitted include:
 - a. Pencils, pens
 - b. Paper
 - c. Bluetooth enabled devices
 - d. Phones
 - e. Watches
 - f. Backpacks
 - g. Purses
 - h. Hats with the exception of head adornments of a medical or religious nature are permitted
 - i. Jackets/Sweaters/Hooded Sweatshirts
 - j. Snacks
 - k. Water
10. Students will be asked to pan their camera and show the entire workspace and surroundings to the proctor. Students will be required to close down any other software prior to proceeding with the exam. Pockets must be turned out and demonstrated that they are empty.
11. Once authentication and securing of the environment has been completed, students will log into the LMS. The proctor will verify the account and the correct exam.
12. Students must keep their eyes on the exam at all times.
13. We encourage students to go to the restroom before the scheduled test to help ensure test security.
14. Students may not leave the room once the exam has begun. In the event that the student must leave, the exam will end and student will receive grade earned. Video of exam will be sent to the college for review to determine best course of action. If able to reschedule the exam, the student will only be allowed the remaining time of what was originally scheduled.
15. If IT issues occur and are unable to be resolved by the proctoring agency or GCU Tech Support during the designated test time, a working ticket needs to be obtained and submitted to the classroom. Faculty can then work with the student in reassigning the exam.
 - If student is unable to access the LMS student will need to contact GCU Tech Support at 602-639-7200.
 - If student is unable to access ProctorU they will need to login to their ProctorU account and select Chat Now.
 - If student has a technical issue during exam, student is to work with the Proctor via the Chat Now button.
16. Once the exam is complete, the student will notify the proctor that the exam has been completed. The student can then log out.
17. Students who are observed violating any of the above criteria may be asked to stop the exam, given no credit for the exam, and will be reported to the course faculty. The college will review provided video from ProctorU to determine if a violation has occurred and will determine course of action, which may include referral to the Code of Conduct.

Graduate Simulation Rules

The objective of Graduate Simulation is to allow students the opportunity to practice transferring knowledge into the right actions at the right time for the right reasons. Consequently, scenario experiences are designed to provide challenges in patient care and coordination to help students and faculty identify

performance gaps for proactive mitigation. It is critical to ensure the student's sense of safety when they are purposefully put into stressful situations designed to demonstrate transfer of knowledge into actions, where errors may occur.

- Observers may only be present under the following conditions:
 - No more than two (2) per session with ten (10) students
 - Introduced to students prior to start of simulation experience with role and expectations
 - If as part of a tour, may only observe for a brief time from the control room, and not participate in debriefing segment with students.
- Confidentiality: Failure to maintain confidentiality may impair the effectiveness of Simulation-based training. Consequently the following levels of confidentiality are strictly observed and enforced for all educators, students, staff and observers:
 - Must sign a confidentiality agreement form prior to participation in any simulation session. Must retain strict confidentiality regarding any specific scenario details and/or experiences in real time or on media.
 - May discuss only in very general term the personal technical and behavioral skills acquired during simulation training.
- Remediation: If there is concern that the student may pose a hazard to self, patients, personnel, or organizational safety the faculty and student would participate in Required Remediation.
- Participation Rules:
 - Cellphones only to be used as a reference for medical apps as needed
 - Professional dress code
 - Maintain a clean, organized environment
 - Treat the simulation environment as real
 - Participate in "hands on" orientation
 - Maintain strict confidentiality agreement
 - Maintain professionalism
 - Laugh and enjoy but not at the expense of others
 - Leave all personal items at the door
 - Role model positive attitude and behaviors
 - Be open to peer review • Be open to new experiences
 - Be open to role flexibility • Expect to make mistakes and learn thru them
 - Engage and participate or you will be asked to leave •
 - Accountable for all previous knowledge, skills, behaviors

Any participant who refuses to sign the confidentiality agreement will be dismissed prior to any simulation. Report of such dismissal will be forwarded to the Assistant Dean and Professional Standards Committee. Students in violation shall be subject to student policies up to and including dismissal from the graduate nursing program. All participants will be held accountable to the ground rules. Violation of the ground rules is cause for dismissal from the experience. Report of such dismissal will be forwarded to the Assistant Dean and Professional Practice Committee.

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

Graduate Clinical Requirements

Prior to registration for clinical courses, the student must meet the following requirements:

1. Submit a Student Clinical Placement Application prior to the start of each clinical course to the Office of Field Experience. The Office of Field Experience will give priority to assigning clinical placements to those students who have submitted the

application and all required documentation by the appropriate deadline.

2. Submit the following documents to the Office of Field Experience. Students are required to maintain these documents in order to continue in the clinical setting each semester.
 - Evidence of Professional Nursing Liability Insurance \$1 million per event and \$3 million total coverage
 - Evidence of Health Insurance
 - Health/Safety Requirements as described in the Guidelines for Graduate Field Experience Manual
 - It is the responsibility of the student to identify clinical placements and preceptors. Should a student have difficulty securing a site, the Office of Field Experience will provide assistance to secure a placement on the student's behalf. Priority will be given to those students who have submitted the application and all required documentation by the appropriate deadline.
 - Submit a Student Clinical Placement Application: Students must submit a minimum of three qualified preceptors with valid contact information and who have committed to being a preceptor 6 months prior to the start of each clinical course. GCU follows the definition of a qualified preceptor in the Arizona Rules of the State Board of Nursing (R4-19-502). Students will not be permitted to begin clinical courses and will be unregistered until the site and the preceptor is fully approved by the Office of Field Experience within the College of Nursing and Health Care Professions. The Office of Field Experience will make every attempt to use a student preferred preceptor/site. If that is not possible, the student may need to withdraw, retake the course, and all associated clinical hours will be lost and need to be repeated the following term. Students will be responsible for all costs associated with any repeat courses. Out of respect for those providers that have agreed to precept students at their clinical site, students that have accepted a clinical placement provided by the Office of Field Experience must complete all hours associated with that placement. Failure to do so will result in referral to the Professional Practice Committee and may impact future placement opportunities being extended. Students may deny placements provided by the Office of Field Experience should they desire to self-place for a rotation. If an offered placement was declined or not accepted within 24 hours, students must provide their own placement for that clinical rotation by deadline
 - Health and Safety Documentation: Students are expected to have current health and safety documents, including immunization records, on file with the Office of Field Experience (OFE) 8 weeks prior to any clinical course. Insufficient, expired or missing documentation may result in clinical restriction. It is the student's responsibility to ensure that health and safety documents are up to date and current, and that all other program requirements have been met. Health and safety requirements are mandated by the clinical sites in which a student may be placed. Therefore, GCU cannot make exceptions to waive any health and safety requirement for any reason including religious, medical, personal, etc. Students that refuse to provide appropriate health and safety documentation will be responsible to find and secure their own clinical placement experiences that meet the appropriate standards. Students must communicate with the OFE prior to reaching out to any clinical site, as there may be pre-established procedures to be followed for that facility. Students must provide documentation from the clinical

site (owner, director, CEO) stating that they approve the student to do clinical hours within their facility without documentation of these health and safety requirements. Documentation will be verified by the OFE prior to each rotation. In addition, application requirements could include additional background checks, special forms or immunizations and on-line module training as described in the Graduate Field Experience Manual. Expired documents must be re-submitted in order to continue in the clinical.

- Students must be able to start clinical hours within the first two weeks of each clinical course. When students do not fulfill the above requirements and are unable to start clinical hours, students will be required to withdraw, apply for re-entry, and retake the course. Students will be responsible for all costs associated with any withdrawn/repeat courses.
- In a case where a preceptor is unable to fulfill their requirements, the Office of Field Experience will make every attempt to assist the student in finding alternative placement to complete the hours. If this is not possible, the student may need to withdraw, retake the course, and all associated clinical hours will be lost and need to be repeated the following term. Students will be responsible for all costs associated with any repeat courses.
- Every attempt will be made to arrange this in the student's geographical area. Students must be willing to travel to any site in their state at their own expense to complete the clinical requirements.
- Students must notify the Office of Field Experience of a change of address immediately as this may impact clinical placement. A student who moves to a state in which the program is not offered will not be able to complete the program.

In addition to the student requirements above, GCU must receive all components of the preceptor requirements prior to the start of the clinical course. Students may be requested by the Office of Field Experience to reach out to the preceptor to facilitate receipt of these documents.

Out of respect for those providers that have agreed to precept students at their clinical site, students that have accepted a clinical placement provided by the Office of Field Experience must complete all hours associated with that placement. Failure to do so will result in referral to the Professional Practice Committee and may impact future placement opportunities being extended.

Students may deny placements provided by the Office of Field Experience should they desire to self-place for a rotation. If an offered placement was declined or not accepted within 24 hours, students must provide their own placement for that clinical rotation by deadline

On-Campus Experience Attendance Policy

Advanced Practice Registered Nurse (APRN) students are required to attend both scheduled On-Campus Experiences and successfully complete all requirements including, but not limited to, skills practice, skills check-off and lecture.

Required attendance:

- Must be physically present each day.
- Must participate each day from scheduled start to finish time.

Failure to attend any portion of the On-Campus Experience will result in an automatic course failure. Students will be required to repeat the course and the On-Campus Experience associated with the course to progress in their program of study.

All On-Campus Experiences must be fulfilled as a graduation requirement.

Master of Public Health

Master of Science in Nursing

Post-Master of Science in Nursing Certificate

No Rounding Policy

The GCU College of Nursing & Health Care Professions has adopted a No Rounding policy for all courses within the program. This policy states that all grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 89.99 will be entered as B and not a B+).

Testing Policy

Students are allowed 1.3 min per question and 3 min per short answer and math questions on exams.

Honor Code

All students will sign the following Honor Code Statement each time they take a test, either electronically or by paper and pencil.

“On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work.”

The Ground Testing Environment

Examinations will be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty.

1. Students may only have a pencil and piece of blank scratch paper issued by the proctor at their desk or computer.
2. Everything brought into the room (backpacks, purses, phones, PDAs, hats, snacks, water, etc.) must be placed at the front of the room at the student's own risk.
3. All phones must be turned off.
4. Students may only use calculators and paper provided by GCU.
5. Faculty will actively monitor all students during examinations.
6. Students will be issued a piece of colored cardstock to use as a cover sheet while taking paper exams.
7. Talking is not allowed during the exam.
8. Each student's eyes must be on their own exam at all times.
9. Once the exam has begun students cannot approach faculty to ask questions or seek clarification about the exam.
10. Students cannot leave the room and return once the exam has begun.
11. Students may only access the test site on the computer while taking an electronic exam. Students may not minimize the site, exit the site, or use chat during the exam.
12. After completing the examination, students will leave the classroom and not return until instructed by faculty once all students have finished the exam.
13. Students are encouraged to be present and well prepared to take all examinations. Consequences for being absent may include being given a different version of the exam. Only students with excused absences will be given the opportunity to take a make-up exam. Students must notify the instructor no less than 30 minutes prior to the start of the exam for the absence to be considered excused. Students may make up no more than one exam per course.
14. Students who are observed violating the above criteria will be asked to leave the exam, given no credit for the exam, and reported to the University Code of Conduct Committee.

Policy for Student Substance Screening

The practice of professionalism demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring students who work directly with patients to undergo screening for substances. A substance is identified as nicotine, alcohol, and any drug that impair judgment. Students must be free from impairing substances. Health care agencies and the CONHCP require substance screening of all students prior to their first clinical experience. In addition, students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive will not be able to enroll or continue in nursing courses for a minimum period of one year. Determinations will be made by the Professional Practice Committee. The College is required to report any positive screens, suspicion of substance impairment and/or refusal to the appropriate board.

This policy is designed to identify the procedures to be followed for testing.

Initial Urine Substance Screening

1. Students entering their first clinical course and new transfer students will receive a substance screen authorization form in order to complete a random urine screen. Students will have 24 hours to complete the random screen at one of the laboratory options provided. Students receiving an authorization form on a Friday will be required to complete the screen by the end-of-business hours on Monday.
2. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
3. The cost for all screening and medical review (if deemed necessary) is the students' responsibility.
4. A screen with questionable results will be sent by the lab for a medical review. Costs for review and retest will be the responsibility of the student.
5. A negative report is necessary to continue in the program of study in the CONHCP.
6. This screen need not be repeated as long as the student maintains continuous enrollment. Continuous enrollment is defined as enrollment in nursing classes during all consecutive semesters until graduation.
7. Students may be re-tested for cause or reasonable suspicion.

Substances Included in Urine Substance Screen

Amphetamines, Barbiturates, Benzodiazepines, Cannabinoids, Cocaine metabolite, Cotinine (tobacco/nicotine), Fentanyl, Meperidine, Methadone, Opiates, Oxycodone, Phencyclidine, Propoxyphene

*Please note certain clinical facilities include nicotine as part of their screening and will not allow students to rotate at their facility who test positive from nicotine or its byproduct, cotinine.

Screening For Cause or Reasonable Suspicion of Substance

The CONHCP may ask a student to submit to a substance screening at any time a faculty member or preceptor believes that the student may be under the influence of substances. This includes but is not limited to the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

1. Students will be asked to submit to an immediate substance screening test conducted at one of the laboratory options provided.
2. Students may also be given a substance screen authorization form and asked to immediately complete a urine substance screen at one of the laboratory options provided.
3. Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
4. The costs for all screening and medical review (if deemed necessary) are the students' responsibility.
5. A screen with questionable results will be sent by the lab for a medical review by the company completing the substance screen. Costs for review and retest will be the responsibility of the student.
6. A negative report, excluding a positive nicotine result, is necessary to continue in the program of study in the CONHCP.

Follow-up Action: Positive Screen (For Cause or Initial Substance Screen)

1. Positive drug screens (including those medically prescribed) will be directed to the Professional Practice Committee for determination of sanctions.
2. A report will be filed with the State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.

*Please note certain clinical facilities include nicotine as part of their screening and will not allow students to rotate at their facility who test positive from nicotine or its by product, cotinine.

Follow-up Action For-Cause Negative Screen

1. Students whose substance screens are negative will meet with A Director of the program to discuss the perceptions of impaired behavior and the implications and steps to avoid similar situations in the future.
2. A review by the Medical Review Officer (MRO) by the company collecting the substance screen for documentation of any medical condition or treatment may be requested.
3. Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
4. A reasonable suspicion/cause substance screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
 - a. The student will meet with the Director of the program.
 - b. The student may be required to undergo, at the student's expense, an evaluation for substance use/prescription drug use/impairment by a psychiatrist recommended by the State Board of Nursing.
 - c. The student will follow other recommendations deemed necessary by the Director of the program.
 - d. The student will be required to provide a negative substance screen prior to returning to clinical and be subject to periodic substance screens at the student's expense.
 - e. More than one incident of a reasonable suspicion/cause substance screen that is positive; however, deemed negative by a medical review officer will be directed to the Professional Practice Committee. In this case the student will follow the positive substance screening guidelines.

Students Who Refuse Substance Screening

Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Director of the program. The student will remain out of the clinical area

until an investigation has been done and a recommendation has been made by the Professional Practice Committee. Students who refuse screening may be subject to dismissal from the CONHCP.

Bodily Fluids Exposure and/or Injury During Field Experiences

Grand Canyon University acknowledges the inherent risks associated with working around or with patients and health care organizations, including a potential exposure to blood and body fluids. Once in a patient care setting, you will have access to and are expected to utilize appropriate blood-borne pathogen barriers, proper sanitary precautions, and appropriate biohazard disposal equipment and procedures at each clinical site.

The following policy outlines your responsibilities in this area:

- Follow the policies of the agency (if any)
- You must have and maintain current health insurance and show verification of coverage each year while matriculated in the program.
- GCU and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
- Complete a Nursing Program Incident Report (available from CONHCP) to be filled out by the student and the preceptor. A copy of this report will be given to the program lead, Assistant/Associate Dean and then placed in the student's file.
- Financial responsibility for testing and recommended care following an exposure rests solely with the student. This could include testing, evaluation, treatment, and counseling.
 - Report the incident to the clinical preceptor/clinical faculty/supervisor.

Refer to Guidelines for Graduate Field Experience Manual for procedural precautions post exposure.

Communicable Disease Policy

You may not participate in field experiences during the time you are affected by or suspect you have a communicable disease. A communicable disease is a health disorder that can be passed from one person to another. If suspected of communicable disease, you must immediately visit the student health center or personal physician for evaluation. If the evaluation shows possible communicable disease, you must remain out of contact with patients for the duration suggested by the physician. You may not return to participation in field experiences until you have been re-evaluated by a physician, nurse practitioner, or physician assistant and released with written verification from the medical provider. You must contact the clinical preceptor and faculty upon suspicion and verification of the disease.

Clinical & Lab Attendance and Participation Policy Effective Fall 2017

Clinical and lab attendance is mandatory.

Clinical and lab make ups will only be considered once per semester in each clinical course or scheduled lab, under extreme circumstances, and approved by the Director of Pre-Licensure (or designee). Examples of extreme circumstances that could warrant a clinical or lab make up may include:

- a communicable disease which can be transmitted to patients, staff or other students
- a car accident requiring immediate medical attention
- hospitalization

If a student is unable to attend clinical or a scheduled lab, the student will contact the following:

- Director of Pre-Licensure, clinical faculty, and didactic faculty for a missed clinical experience

- Lab director and didactic faculty for missed lab / instructional simulation experience
- Director of Pre-Licensure and didactic faculty for a missed immersive simulation experience

The student must notify the above faculty and/or staff at least one (1) hour prior to the scheduled start of the event. Students must then complete the Pre-licensure Clinical/Lab Make-Up Request Form within 24 hours from the time of notification to determine if a make-up clinical experience or lab will be approved. Students can access the Pre-licensure Clinical/Lab Make-Up Request Form at <http://www.gcumedia.com/lms-resources/student-success-center/v2.1/#/resource/college/CoNHCP>.

In order for the University to consider a Pre-licensure Clinical or Lab Make-Up Request in cases of medical absence, the student will be required to submit substantiating medical documentation that states: “the student may return to class, lab, and clinical with no health or safety restrictions” from a medical provider and written on a prescription, or letterhead, that clearly reflects the provider’s medical number. This will be required whether the student misses 1 clinical day or lab or consecutive clinical days or labs. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the Board. Students will be notified of the approval or denial of the clinical or lab make-up via mail and email to their gcu.edu email address.

It is up to the University to determine how students will make up missed clinical hours or lab events if approved, but the primary method will be an additional clinical rotation or lab event. Secondly, if alternative clinical rotations cannot be arranged, the University may choose to use lab and case studies to meet the clinical objectives.

Students must make-up missed lab and clinical experiences and may not decline the make-up experience identified. Students may risk failing the course for nonattendance. Students must submit any associated assignments with the make-up to the Learning Management System classroom within 48 hours of completing the make-up for grading.

If a student absence does not meet the above criteria it is considered unexcused. Students will lose all points for the associated lab but will have to complete the lab in order to progress in their course and in the program.

Students who must miss clinical or lab due to extended illness are encouraged to contact the Student Disability Office.

Students who must miss clinical due to extended illness are encouraged to contact the Student Disability Office.

1:1 Student/Preceptor Ratio

All APRN students are required to maintain a 1:1 ratio in the clinical setting with their preceptor.

Policy Violation:

- Student will be notified by the program lead and referred to the [Professional Practice Committee](#).
- All clinical hours completed on the day of the violation will be lost, which will require the student to complete additional clinical hours within 30 days, to meet the minimum course requirement.

Clinical Absence Policy

Failure to complete the minimum clinical requirements will result in failure of that clinical course.

All absences are to be reported to the preceptor in a timely manner via email, text, or phone.

If a student is unable to attend clinical, the student must:

1. Contact, by phone or in person, the course faculty, at least one (1) hour prior to the scheduled clinical time.
2. Notify by phone the designated client or clinical agency, at least one (1) hour prior to the scheduled clinical time.
3. At the discretion of the faculty member, submit a release signed by a health care provider to return to clinical.

Clinical Tardy Policy

Clinical tardiness is defined as being late at the beginning of a clinical. Any anticipated tardiness is to be reported to the appropriate course faculty and preceptor.

Consequences of being tardy three times within the same course are:

First Occurrence: Student will receive a clinical warning.

Second Occurrence: Student will be placed on clinical probation for the second late.

Third Occurrence: Student will fail clinical on the third late.

Clinical Restriction Policy

Clinical restriction is the official means of restricting the student from any field experience when students have missing, expired, or insufficient immunizations or documentation requirements on file with the Office of Field Experience (OFE). You will be notified by the OFE 4 weeks before documentation is set to expire. Once documentation has expired, the OFE will notify your course faculty of your restriction status. At all times it is your responsibility to ensure that your health and safety documentation is up to date and current, and that all other program requirements have been met. Health and safety requirements are mandatory for all students where indicated in this manual.

Failure/Program Expulsion

If you fail to meet the course objectives, policies, and procedures outlined in the classroom and this manual, you may face failure or program expulsion. You must repeat any failed courses before moving on to the next course outlined in your program of study. A Code of Conduct form will be filed by the course faculty for any action that results in clinical failure. Field Experience/Clinical course failure may result in a failure of the co-requisite theory course at the judgment of the Course Faculty and Professional Standards Committee.

Examples of clinical failure, program expulsion, or Code of Conduct violation actions:

- Compromising GCU’s relationship with any site
- Compromising safety in any form
- Plagiarism and ethical conduct resulting in Code of Conduct Violations

College of Theology

The College of Theology’s mission is to educate and equip students to communicate the gospel effectively, serve the church faithfully, and minister with integrity at home and abroad. Therefore, within the context of the College, significant attention is given to spiritual and professional formation so that students are biblically qualified for ministry upon graduation. The Bible teaches that ministers must be “above reproach” in private and in public because ministers lead God’s people as they grow up into the fullness of Christ through the careful study and application of God’s word. Simply stated, one whose life has not been transformed profoundly by the power of the gospel is hardly in a position to lead others in this way of life. Thus, preparation for

ministry requires attention to the spiritual, and professional aspects of each student's training in addition to academic study.

Doctrinal, ethical, and covenantal alignment are vital to the health of the institution as the faculty and administration strive to fulfill the mission of developing godly leaders, ministers, and scholars. Evangelical unity with respect to doctrine and morality represents a crucial basis for ministerial preparation just as it represents a crucial basis for gospel ministry. For these reasons, students in the College are asked to affirm the University's Doctrinal and Ethical Positions Statement, the COT Covenant, and standards for conduct that agree with those beliefs. In this way students affirm the basic tenets of the Christian faith and commitment to a lifestyle worthy of the Lord Jesus and worthy of the gospel ministry to which they have been called.

The University's foundational documents, the Covenant, and the dispositional and behavioral standards have not been created for purposes of legalistic compulsion or in a coercive spirit. Rather, they represent commitments and guidelines that have been developed for the purpose of living freely together in a community marked by faith, hope, and love. All students who enter into COT's covenantal community do so freely and they do so with full understanding that the community strives to cultivate the character of Christ daily. Indeed, in light of the unique call God has placed on their lives, the vast majority of ministerial students are motivated to conform to established standards and are grateful for the structure and accountability the community provides.

In most cases when students' dispositions or behaviors fail to align with the College's standards, COT's faculty and staff are able to correct gently and provide all necessary counsel. Indeed, gracious conversation and pastoral guidance should normally characterize the initial steps taken by faculty and staff to address impropriety. The College is committed to forming students in a loving and merciful way that is redemptive rather than punitive. Thus, in cases where minor dispositional or behavioral issues arise, direct student engagement by a member of the faculty or a representative of the College will be most appropriate. Further action will only be necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Faculty and staff should refer cases that involve major dispositional and behavioral issues in accord with established processes.

Dispositional and Behavioral Standards

As ministers of the gospel, theology students are expected to conform to dispositional and behavioral standards that are consistent with biblical teaching, sound doctrine, and the commitments they make at the start of their program. "Dispositions" refers to one's attitudinal inclinations, mental and emotional outlook, integrity, and character. Sincerely held dispositions lead to actions and patterns of conduct, which is to suggest that dispositions, at some level, contribute to behaviors.

COT has adopted the following dispositional and behavioral standards that align with the College's Covenant. Although these standards are not exhaustive, they represent the essential values and qualities that should characterize gospel ministers. Students are encouraged to acknowledge their struggles and shortcomings without fear and for the sake of working through challenges with the support and encouragement of the community. Students who disregard the standards or fail to demonstrate these dispositions and behaviors, however, may be subject to disciplinary action.

- **EMBRACE TRUTH:** Ministers of the gospel embrace the truth of Christ, and speak and act truthfully. This includes integrity with respect to the commitment to uphold doctrinal and ethical

positions and behaviors consistent with those of the University within their academic work, within the GCU community, and in any internship or supervised ministry/field experience setting.

- **DISPLAY A HEART FOR GROWTH, TRANSFORMATION, AND LEARNING:** Ministers of the gospel have a heart for growth and transformation. They demonstrate humility and pursue Christlikeness by taking correction, having a charitable spirit, and not thinking of themselves more highly than they ought. They do not hide sin but, rather, acknowledge it and learn from mistakes as they progress through their program of study. They demonstrate eagerness to learn and engage faithfully with their coursework, classmates, Scripture, scholarly research, faculty, and ministry supervisors.
- **AFFIRM THE VALUE OF PEOPLE:** Recognizing that all people are created in the image of God, ministers of the gospel treat people in ways that demonstrate their intrinsic value and dignity. Accordingly, ministers of the gospel reject discrimination and show the value of others in the way they interact with people of all races, nationalities, ages, genders, socio-economic levels, abilities, and faith traditions. These principles extend to all forms of communication.
- **DEMONSTRATE GRACE AND RESPECT:** Ministers of the gospel demonstrate grace and respect in their attitudes, actions, and words. They embody the fruit of the Spirit, speaking with kindness and patience, communicating respectfully in all situations. They avoid actions and speech that could show disrespect, a sharp tongue, harassment, prejudice, racism, sexism, vulgarity, foul language, or bullying. Students extend grace and charity at all points including discussions with others who differ with them on matters of doctrine and ethics. They strive for unity, which requires careful thought about doctrinal dialogue, genuine love for one another, and a resolve to be "quick to hear, slow to speak, [and] slow to anger" (James 1:19).
- **PROMOTE PEACE:** Ministers of the gospel seek to be peacemakers, approaching conflict with the goal of restoration and reconciliation. They follow biblical practices for conflict resolution, glorifying God by taking responsibility for their own contribution to a conflict, and asking and offering forgiveness when needed. They bring peace and joy to their classrooms and congregations, avoiding words and actions that might bring discord, dissension, or destruction.
- **MAINTAIN SEXUAL PURITY:** Following the teaching of the Bible, ministers of the gospel maintain personal sexual purity, reserving sexual expression for a marriage relationship between one man and one woman. They refrain from the use of all pornographic materials and any explicit content that would grieve the Holy Spirit while demonstrating an openness to accountability, counsel, and prayer in areas of struggle and perceived powerlessness. They refrain from sexually charged language and behavior inside or outside the classroom.
- **AVOID EXCESS:** Ministers of the gospel avoid excess and abuse of any substances that could move them from a place of health to harm. Students embrace moderation in all things for the sake of safeguarding against idolatry and protecting their gospel witness.
- **SEEK FIRST GOD'S KINGDOM:** Ministers of the gospel pursue God's purposes for the world even when this requires abandoning the pursuit of their own selfish interests. They cultivate love, justice, beauty, grace, wisdom, and wholeness in their relationships and eschew worldly desires that result in consumerism, materialism, and the pursuit of fame and prestige.

Corrective Action Plan for Unacceptable Dispositions and Unprofessional Behavior

As a Christian community, the College of Theology and Grand Canyon Theological Seminary strive to be affirming and redemptive to students who are struggling and failing to exhibit these dispositions in their behaviors. The conduct that is unbecoming for a Christian leader or minister, however, may be referred through one of the following processes:

1. Dispositional alert from a faculty member, a ministry supervisor, or another GCU employee which is processed through the College of Theology's Covenantal Standards Committee (CSC). This committee will determine the disciplinary action to be taken on a case by case basis.
2. Code of conduct violation charge which is reported through the "Classroom Incident Report" and is handled through the Code of Conduct process of the University.

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Unbecoming dispositions and behavior, within the classroom or outside the classroom may result in an array of corrective actions taken by the CSC or recommendations for disciplinary actions made by the CSC to the Code of Conduct Committee including, but not limited to the following potential outcomes

1. A corrective dialog with the CSC or designee
2. A letter of reprimand
3. A required number of professional and/or pastoral counseling sessions
4. A series of coaching sessions
5. Recommendations to the Code of Conduct committee such as:
 - a. Removal from the class
 - b. Removal from the supervised ministry/field experience site
 - c. Failure of the course
 - d. Suspension
 - e. Expulsion from the program. In the case of expulsion, students will have the option of reapplying to the program after a two year hiatus at which time the student will make a case for his or her change in behavior and disposition such that the CSC would possibly allow them to return to the program

Any question of interpretation or application of the Dispositional and Behavioral Standards Policy will be referred to the Dean of the College of Theology or a designee for final determination.

These standards should not be applied in ways that foster discrimination and harassment. Students who experience gender or disability-based discrimination or harassment should seek the assistance of the Title IX or Section 504 Coordinator for investigation under the applicable grievance procedures.

Process Guidelines for COT Dispositional and Behavioral Standards

The following guidelines are intended to assist with the evaluation of and appropriate response to dispositional and behavioral issues. These guidelines should enable faculty and College representatives to accurately assess and prudently address situations in ways that are redemptive, fair, and commensurate with the type of misalignment in question.

Doctrinal and Ethical Alignment

COT faculty are encouraged to make key distinctions in their teaching and classroom interaction between doctrine that is absolutely essential to the Christian faith and other teachings that, although important, are not fundamental to Christianity.

Essential doctrines are those core teachings that distinguish Christians from non-Christians and must be believed in order for one to be a genuine follower of the Lord Jesus. Denial of essential doctrine represents a grave matter.

Nonessential teachings are significant because they safeguard the integrity and health of essential doctrines and because they derive either directly or indirectly from the teaching of Scripture. Examples include the form and meaning of baptism, the organization and governance of the church, qualifications for ministers, styles of worship music, and the timing of Christ's return in relation to other events of the last days. Christians frequently disagree about various nonessential teachings but disagreement about these doctrines does not amount to a denial of the faith.

Dispositional and Behavioral Alignment

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Minor Misalignment

Instances of minor misalignment should be dealt with redemptively rather than punitively to the extent possible. Such cases typically require forbearance and patience instead of formal discipline.

Major Misalignment

Instances of major misalignment should be dealt with redemptively, but disciplinary action may be necessary if the situation cannot be redeemed apart from formal action. Certain egregious situations may represent exceptions and may require immediate disciplinary action.

Essential Elements for COT & GCTS Students

- Behave in an appropriate and professional manner that fits the setting
- Act as a professional regarding:
 - Timeliness
 - Preparedness
- Maintain appropriate and professional relationships in all ministry environments
- Maintain appropriate hygiene and appropriate/professional dress for the setting or as fits the ministry occasion

- Communicate clearly and appropriately in the classroom setting as well as with peers, faculty, staff, and college administration
- Effectively communicate within the context of supervised ministry, internships, and practicum
- Complete all required components of supervised ministry, internships, and practicum
- Individuals are responsible for their own transportation to and from internship/supervised ministry/practicum

Essential Functions for COT & GCTS Students

A COT or GCTS student must:

- Possess the ability to effectively carry out service and teaching in diverse ministry contexts
- Provide appropriate leadership and service within a ministry context
- Develop professional and effective relationships with individuals, families, and diverse communities
- Comprehend content effectively and accurately when reading and studying.
- Effectively preach or teach within the context of a classroom or local church setting.

In addition to the aforementioned essential functions, a Bachelor of Arts in Worship Arts student must:

- Have the ability to meet all programmatic requirements
- Demonstrate musical ability during a required audition for the Worship Leadership emphasis. A student cannot enter this emphasis without the completion of this process.

*If a student requires an accommodation to meet the essential elements of any COT & GCTS programs they are required to go through the Accommodations process with the Student Disability Services office. Each request will be reviewed on case-by-case basis.

Doctoral Programmatic Progression Requirements

College of Doctoral Studies

Doctoral learners who have completed a minimum of one dissertation course, but who are struggling with completion of the dissertation requirement for graduation, may choose to transfer to a corresponding alternate degree program, as follows:

- Move to the Education Specialist Degree:
 - EdD in Organizational Leadership with an Emphasis in K-12 Leadership
 - EdD in Organizational Leadership with an Emphasis in Instructional Leadership
 - EdD in Organizational Leadership with an Emphasis in Effective Schools
- Move to the Master of Science in Leadership degree:
 - EdD in Organizational Leadership
 - EdD in Organizational Leadership with an Emphasis in Organizational Development
 - EdD in Organizational Leadership with an Emphasis in Healthcare Administration
 - EdD in Organizational Leadership with an Emphasis in Christian Ministry
 - EdD in Organizational Leadership with an Emphasis in Special Education
 - EdD in Organizational Leadership with an Emphasis in Higher Education Leadership

- Move to the Master of Business Administration
 - Doctor of Business Administration with an Emphasis in Management
- Move to the Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology
 - PhD in General Psychology with an Emphasis in Industrial and Organizational Psychology
- Move to the Master of Science in Psychology with an Emphasis in General Psychology
 - PhD in General Psychology with an Emphasis in Cognition and Instruction
 - PhD in General Psychology with an Emphasis in Performance Psychology
 - PhD in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology

Learners who transfer should consult with their SSAs to see which courses carry over to the new degree and which courses do not. Learners are responsible for meeting all graduation requirements of the new degree after approved course equivalencies and substitutions are applied. Once the learner completes the alternate degree, then they are unable to return to that doctoral program for completion.

Doctoral Dispositions:

It is important for the doctoral learner and dissertation chair to establish a clear understanding of the expectations of working together, how each will communicate with the other, and how they will establish a timeline for completion of dissertation milestone steps (see below). Additionally, it is important that the learner model the doctoral dispositions that exemplify a practicing scholar and researcher. As an independent scholar, a doctoral learner should be modeling the dispositions in their interactions with their committee, the college, and support staff. The Doctoral Dispositions state that doctoral learners at GCU:

- Are dedicated Scholar-Practitioners, passionate about their field, who become leaders in the disciplines and communities they serve
- Commit to producing scholarly research, which is ethical and academically honest
- Are self-directed, able to self-motivate toward their continued pursuit of knowledge and are responsible for their own learning
- Engage in reflective scholarly practice, asking questions of both self and others
- Communicate effectively and professionally, both verbally and in writing, with peers, faculty, and college staff.
- Assume accountability for the quality and academic integrity of their own scholarship and research agenda.
- Are receptive to the feedback, analysis, and constructive critique offered during coursework and the iterative research process from faculty committee members and academic quality reviewers.
- Understand that as part of the iterative review process, revisions can be requested on any dissertation product at all phases of the dissertation journey.
- Demonstrate how to design, execute, and present independent, academically rigorous research, that adds to the body of knowledge within their discipline

Continuous Enrollment

Learners need to remain continuously enrolled in order to access guidance from their chairs and University resources throughout

the dissertation process. There are three academic reasons for a Leave of Absence (LOA):

- After the learner has completed External AQR Review for the Proposal and is planning on submitting for a full IRB review or requires a site authorization/external IRB that is taking longer than thirty (30) days, he/she can take an LOA until the review is completed.
- Learners who are using a longitudinal design for data collection that will require more than two months may take an LOA for a specified amount of time based on their approved methodology.
- After the learners have completed the Form and Format review of their dissertation, they do not need to maintain active enrollment as they complete the final steps of the process.

Learners should reference the Leave of Absence – Nontraditional policy for additional information.

All standard policies regarding LOAs apply. Learners looking to take a Leave of Absence for academic or other reasons should work closely with their SSA. Chairs and committee members are under no obligation to work with a learner who is on an LOA. Once a learner is reenrolled, the chair and committee members will return to following the Committee Roles and Expectations document. If Learners are Inactive longer than three months for reasons other than the exceptions listed above, the University may need to assign them a different chair when they return.

Doctoral Program Time Limit

Students in the Doctor of Business Administration, Doctor of Education in Organizational Leadership, and Doctor of Philosophy in General Psychology programs have a limit of seven calendar years to successfully complete the course of study and dissertation as determined by their original enrollment date in the degree program. Changing emphases does not change this date, but changing programs (i.e. from Ph.D. to Ed.D) does. This limit is in effect regardless of whether the learner is active or inactive. Learners approaching the limit may submit a formal appeal through a Student Services Counselor requesting a one year extension; however, the extension is not guaranteed. Including any extensions, the time required to complete the doctorate may not exceed a maximum of nine calendar years from the start of program.

Residency Attendance Policy

Doctoral Learners that are required to attend residencies as part of their program of study for their degree programs and who do not attend residency during the first 24 credit hours of their program will be not be allowed to register for further coursework until the first residency requirement is fulfilled.

Additionally, any learner who has not fulfilled their second residency requirement by completion of 42 credit hours will not be allowed to register for further coursework until the second residency requirement is fulfilled.

All residency requirements must be fulfilled as a graduation requirement.

The only exceptions to this attendance policy will be for medical or other unforeseen extenuating circumstances and then only at the recommendation of the appeals process. Any learner who is granted an appeal to postpone residency will be expected to attend the next available residency to fulfill this attendance requirement.

Essential Elements

The Residency experience within the Doctoral programs is set up as an intensive and immersive conference style interaction. Learners are in the midst of the most difficult educational process

in academia. The dynamic nature of the Residency experience creates an environment of support and guidance as well as the advantage of scholarly dialogue. It connects Learners directly with resources to help them establish the essential scaffolding of research content. In the week-long conferences, Learners have access to faculty/program chairs, college leadership, Peer Reviewers, Research Librarians, Residency Coordinators, Peers and Alumni of the Doctoral Programs. Learners will have the opportunity to get immediate feedback from experts in this process, while presenting ideas and working collaboratively with others on the same journey. This critical milestone on the path to the dissertation and overall completion of the program is considered an essential element making attendance mandatory.

In order to help ensure Learner progression and to provide them with the tools to complete critical components of each program, Residency is required two times within the Doctoral programs.

The desired outcome of Residency I is to articulate and develop the 10 Strategic Points, which is the corner stone of the research process.

The primary goal of Residency II is to focus the prospectus and move forward to the Dissertation itself.

Learners may be required to participate in an additional residency experience if they have not met specific milestones.

Policy on Clinical Research Studies

The programs in the College of Doctoral Studies at Grand Canyon University do not lead, in and of themselves, to clinical licensure and therefore do not support dissertation research that is clinically oriented. Clinical research typically involves interactions with research participants who are classified as former or current patients diagnosed with either a physical condition and/or who have previously been diagnosed with a mental disorder per the Diagnostic and Statistical Manual of Mental Disorders, (DSM-V). Clinical research also includes use of diagnostic clinical materials and instruments, and/or acquisition of personal health information or data. As such, clinically oriented research studies by doctoral students in Ed.D, DBA, DHA, and Ph.D programs is restricted with the following possible exceptions:

1. Research involving archival data which is publicly available;
2. Research by licensed or credentialed professionals that directly deal with diagnosed individuals;
3. Research by licensed or credentialed professionals working with federally protected classes of research participants per Health and Human Services, Office of Human Subjects Research Protections.

If a doctoral learner is proposing a clinically oriented research study that falls under these exceptions, s/he must obtain written approval prior to prospectus acceptance in dissertation course xxx-955. The final authority for authorizing research that may be considered clinical is the chair of the degree program in which the learner is enrolled

Dissertation Process and Progression

Learners in the DIS process beginning with the program appropriate dissertation start course are taking ownership of their dissertation journey and setting their own schedule and goals. Learners need to follow the dissertation process and policy set in the Grand Canyon University Dissertation Milestone Guide and the Learner Expectations Checklist, accessible by all learners via the DC Network. Supporting this process are the various University resources that are available to them.

The table in [Appendix A](#) shows the eight review levels required for dissertation approval. Each review level is iterative and the

documents must meet the standards set for that document based on GCU criteria and generally accepted standards of scholarly work for doctoral research across disciplines. Learners should use this table to set target completion dates for the major milestones and levels of review. Then track and adjust their plan (if necessary) according to the actual completion dates.

The Peer Review process for Level 2 proposal review emulates the peer-review process used to review and approve academic papers for publication. There are a total of three review cycles in the Proposal Peer Review Process. At the onset of the Level 2 review process, the Academic Quality Reviewer may return the document to the learner as not ready to review if the document is missing essential elements or improperly prepared. The learner must receive proposal approval within the three subsequent full review attempts.

Failure to obtain approval or conditional approval on the third and final AQR will prevent the learner from progressing further in the doctoral program. Learners then have two options available to them. The first is to transfer to a different program as described above. The second is to work on the proposal, attempting one final time to address all outstanding items, and use the Doctoral Academic Appeal option under University Appeal Procedures later in this handbook to appeal for one final review

Doctor of Nursing Practice (DNP)

Learners in the Direct Practice Improvement (DPI) Project process beginning with DNP-955, DPI Project: Part I, are taking ownership of their direct practice improvement project journey and setting their own schedule and goals. Learners need to follow the DPI Project process and policy set in the Grand Canyon University DPI Project Milestone Guide and the Learner Expectations Checklist, accessible by all learners via the DC Network. Supporting this process are the various University resources that are available to them. Learners need to remain continuously enrolled in order to access guidance from their chairs and University resources throughout the DPI Project process.

Any learner who exits the DNP program during a DPI project course, longer than 180 days, for any reason, must complete a Request for Re-Entry prior to gaining re-entry into the program. Mentor/content expert, site and project concept will need to accompany the Request for Re-Entry for College review. Additional site clearance and mentor approval may be required through the Office of Field Experience prior to re-entry.

Learners looking to take a Leave of Absence (LOA) for academic or other reasons should work closely with their Student Services Counselor (SSC). Chairpersons and committee members are under no obligation to work with a learner who is on a LOA. Once a learner returns, the chairperson and committee members will resume following the Committee Roles and Expectations. The learner might also be assigned a new chairperson and/or committee members if the previously assigned chairperson or committee members are unavailable once the learner returns.

Learners in the Doctor of Nursing Practice programs have a limit of seven calendar years to successfully complete the course of study and DPI Project as determined by their original enrollment date in the degree program. This limit is in effect regardless of whether the learner is active or inactive. Learners approaching the limit may submit a formal appeal through a Student Services Counselor requesting a one year extension; however, the extension is not guaranteed. Including any extensions, the time required to complete the doctorate may not exceed a maximum of nine calendar years from the start of program.

Practice Immersion Requirements

Prior to progression for practice immersion courses, the learner must meet the requirements set forth in the Program Handbook. All DNP learners will need to secure a mentor and clinical site through the Office of Field Experience to complete their practice immersion hours prior to starting DNP-815A. Learners will not progress to DNP-815A until all mentor and project/clinical site documents have been approved by the Office of Field Experience and the college. A letter grade is only awarded upon successful completion of all required deliverables, including those submissions designed to facilitate, evaluate, and document the project-related practice experiences and prescribed practice immersion hours outlined in the program. Learners who fail to complete and submit all deliverables regardless of point allocation may receive a failing grade.

Immersion hours are prescribed and must be followed to ensure learners' success and timely graduation.

Course	Minimum Indirect Immersion Hours	Minimum Direct Immersion Hours	Maximum Indirect Immersion Hours	Maximum Direct Immersion Hours
DNP-815A	25	25	50	50
DNP-840A	25	25	50	50
DNP-830A	25	25	50	50
DNP-955A	50	75	100	125
DNP-960A	50	75	100	125
DNP-965A	50	50	100	125

Should a learner inappropriately log hours and/or not achieve the minimum immersion hours to pass a course, the learner will be required to repeat the course.

It is the learner's responsibility to ensure they have planned for and achieved the required 1,000 post-baccalaureate hours required to graduate. For students who do not have an advanced practice degree, please see Appendix C for how hours must be achieved.

DPI Project Process and Progression

In DNP-955 (DNP-955A) Learners are required to submit their DPI Proposal in the designated format to Academic Quality Review 1 (AQR-1) by 1159 pm Arizona time in the designated dropbox according to the syllabus. Failure to submit on time will result in zero points for the assignment and subsequent course failure.

In DNP-960 (DNP-960A) a complete IRB package submission is required by 1159 pm Arizona time in the designated dropbox according to the syllabus. Failure to submit a complete IRB package on time according to the syllabus will result in zero points for the assignment and subsequent course failure.

In DNP-965 (DNP-965A), Learners are required to submit their final manuscript in the designated format to Academic Quality Review 2 (AQR-2) AQR through the classroom drop box by 1159 pm Arizona time in the designated dropbox according to the

syllabus. Failure to submit on time will result in zero points for the assignment and subsequent course failure.

In DNP-965 (DNP-965A) Learners will submit the full manuscript by 1159 pm Arizona time in the designated dropbox according to the syllabus for department review by the DNP program reviewer or designee. Failure to complete 100% of any iterative process during the DNP project courses may result in failure of that course. Failure to obtain an approval or conditional approval by the second submission to the department will prevent the learner from progressing to Dean Review. Learners then have two options available to them. The first is to enroll in an extension course to continue working with a chair. The second is to work on the proposal, attempting one final time to address all outstanding items, and use the DNP Doctoral Academic Appeal option under University Appeal Procedures later in this handbook to appeal for one final review.

If a learner is required to take an extension course for any reason, the learner will be required to email DNPLSP@gcu.edu to schedule a meeting with the DNP Team so a Learner Success Plan (LSP) can be created. Once the LSP is created and agreed upon, it will be sent to the learner, the Chair, the Program Manager, and the SSC and the student may then be registered for the extension course. Learners may not be permitted into an extension course without completing the LSP process.

Re-Entry

If a DNP Learner is out of attendance for more than 180 days in DNP-815 or DNP-815A the learner must ensure clearance is still standing for their site and that there is no change with the approved mentor with the Office of Field Experience.

If the DNP learner goes out of attendance for more than 180 days after attempting or completing DNP-840, DNP-840A, DNP-955, DNP-955A, DNP-960, DNP-960A, DNP-965, DNP-965A, or any DNP extension course a hold will be placed on the schedule and the learner will need to seek re-entry into their DNP program of study.

Re-entry to the DNP programs is not guaranteed. Students must contact their Student Service Counselor to submit a request for re-entry. Re-entry is only approved for the term documented in the re-entry notification. Students are also subject to the Program of Study, Course Availability, and Cancellation Policy.

Students who have been dismissed from the University due to a lack of academic progress or Code of Conduct violations will follow the appeals process and submit a Request for Reinstatement.

Online Classroom Participation

Introduction

Online classroom discussion is a vital learning activity that enhances writing, critical thinking, and scholarly development. These skills establish the foundation for self-reflection and unbiased consideration of other perspectives that enhances the long-term development of the doctoral learner.

The successful doctoral learner engages faculty and colleagues in substantive conversations by reflecting on others' perspectives while articulating their own views. More importantly, doctoral learners demonstrate the disposition to critically and reflectively consider new information, facts, and perspectives in the enhancement of their own knowledge and development. Online classroom conversations offer the learner an opportunity to dig deep into new subjects, read from a variety of new sources, and form scholarly arguments for evidence-based practice.

To emulate a real-world scholarly, doctoral conversation, the doctoral learner will participate in the classroom discussion

forum. The classroom discussion has two components: the learner's original response to the discussion question/prompt and the learner's ongoing participation and contribution to the discussion. Each component is graded separately.

Initial Post to Discussion Questions/Prompts

The doctoral learner is required to post an initial substantive response to Discussion Question/Prompt 1 by day 3 of the topic and Discussion Question/Prompt 2 by day 5 of the topic. To be considered substantive, an initial post should average 350-400 words in length and include a minimum of two current (within 5 years) scholarly, peer-reviewed references from the course materials or other scholarly materials published in the last 5 years. The initial post should be in the author's own words and exclude direct quotations from source materials. All posts should represent evidence-based practice.

Ongoing Contribution to Class Discussion

In addition to the initial responses posted by days 3 and day 5 of the topic, the doctoral learner must also contribute to the discussion by posting one substantive participation post on 3 different days of the week. A total of five posts are required each week (two initial and three ongoing contributions).

Substantive Participation Posts

Full participation in the discussion is a key component of the learning experience. It enriches group interaction and enhances the doctoral learning environment.

To be considered substantive, a participation post should average 150+ words in length and include scholarly, peer-reviewed references from the course materials or other scholarly materials published in the last 5 years. The participation post should be in the author's own words and exclude direct quotations from source materials. All posts should represent evidence-based practice.

Ensure that the post is more than just restating or reporting what someone else has stated. The doctoral learner should demonstrate the application, synthesis, and/or reflection of knowledge such that the learner enhances the meaning of the material. Contributing to the discussion should promote an exciting, vibrant, shared learning community that accomplishes two or more of the following:

- Expands on a classmate's comments in a value-adding, topic-related way
- Promotes a collaborative, supportive doctoral community
- Advances the dialogue through follow-up questions

"One-liners," off-topic posts, vague statements, unsupported opinions, and inadequate explanations or posts do not meet the substantive participation requirements listed above.

Repeating Courses and Discussion Questions

While a learner is allowed to re-submit an assignment from a previously withdrawn or failed course, discussions post are not to be repeated. Discussion posts cannot be repeated from one course to another. They must be re-written.

Summary

Participation in the class discussion provides the doctoral learner an unparalleled opportunity to collaborate scholarly with your peers in an insightful, forward-thinking manner. Upon graduation, stating opinions without basis or foundation will be challenged, as it is expected that doctorally prepared individuals offer broad perspectives and insight based on the thoughtful and reflective understanding of their discipline rather than mere personal opinions.

Chain of Command

In the healthcare field, it is the expectation that healthcare workers will use the chain of command to bring issues to the appropriate leader's attention. For example: This is especially important when CONHCP nursing students question things like medication type and dosage. In order to prepare students for the requirements of health care employers, the College leadership expect students to use the Chain of Command for raising similar issues in all healthcare programs.

Therefore, students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their SSC. Finally, if the issue needs further attention, the SSC will notify the Director or Program Lead. Further concerns should be taken to the Assistant/Associate Dean over the student's program.

If the student's concern is regarding something unrelated to CONHCP courses, the student should consult with their counselor, and if needed the Student Services Manager.

If after this process is exhausted, the student can pursue the [University Appeals Procedures](#).

Failure to follow this process will result in the loss of points in the learner's Professionalism Assignment week 8 of the course of occurrence.

DNP Project Seminar Requirement

The DNP Project Seminar (DPS) is set up as an immersive webinar-style interaction. Learners are preparing to enter the DNP project courses which is the most difficult educational part of the program. The dynamic nature of the DPS experience creates an environment of support and guidance as well as the advantage of scholarly dialogue with their fellow cohort and faculty. It connects learners directly with resources to help them ensure they have the required documents and meet the requirements to enter into the project courses. The DPS takes up to seven hours depending on the number of learners registered, including lunch and breaks. Learners will have the opportunity to get immediate feedback from experts in this process while presenting ideas and working collaboratively with others on the same journey. The DPS is essential to learner success in project courses. The desired outcome is to ensure learners are prepared when arriving at the project courses. Progression into the project courses is dependent upon the successful completion of the DPS.

Doctor of Philosophy in Counselor Education and Supervision

Mission Statement

The mission of the Counselor Education and Supervision Doctor of Philosophy (PhD) program aims to prepare current counselors to become counselor educators, advanced practitioners, and counseling supervisors. Grand Canyon University's program offers learners a rigorous curriculum designed to strengthen their counseling knowledge and skills through didactic and experiential training in research, scholarship, leadership and advocacy in and out of the classroom. To facilitate these outcomes, faculty and learners engage in learning experiences that support them in developing:

- Collaborative relationships with faculty and other professionals in the field of counseling that will enhance their expertise in an area or areas of professional identity and functioning
- Knowledge and skills in designing, conducting and reporting on research and scholarship that makes a significant impact on the field and the lives of others

- Leadership skills in counselor education, supervision, advanced clinical practice, research and scholarship, and social justice action

Practicum Hours Requirement

Learners are required to complete the minimum of 100 practicum hours. Learners who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program practicum hour requirement. Learners may not complete additional hours to use in a future course.

Internship Hours Requirement

Learners are required to complete the minimum internship hours required for each course in their program of study. Each internship course requires that the learners complete 200 hours. Learners who fail to meet the minimum number of hours required per course will receive a failing grade and either will have to retake the course or enroll in an extension course depending upon the number of remaining hours. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Learners may not complete additional hours to use in a future course.

Counseling Learner Professional Standards and Dismissal Policy

Learner success is a priority for Grand Canyon University and the Counselor Education and Supervision Program. Learners are encouraged and required to follow the Grand Canyon University's academic progression policy and the adopted six Counseling Dispositions, the American Counseling Association's (ACA) ethical code and/or applicable specialized code of ethics. Failure to meet course objectives, policies, counseling dispositions, procedures outlined in the courses, the University Policy Handbook, and/or practicum/internship manual may result in failure, Professional Standards, or removal from program. Failure to meet the American Counseling Association Code of Ethics and/or applicable specialized code of ethics may result in a warning, coaching, probation, suspension, or removal from the program. It is important that learners maintain continuous growth and continuous skill acquisition as they progress through the program of study. This policy and the dispositions are designed to meet the standards of the American Counseling Association.

Dispositional Expectations

Learners enrolled in the Ph.D. in Counselor Education and Supervision Program at Grand Canyon University are preparing for a leadership career that requires the highest standards of practice, research, scholarship and community advocacy. Therefore, appropriate behavior should be evident in all communications (e.g., verbal, written in discussion forums, emails) with other learners, GCU staff and faculty, site Practicum and Internship Personnel, and of course clients. Failure to demonstrate professionally sound behavior could jeopardize the learner's status in the program.

Specifically, the Counselor Education and Supervision program faculty expects learners enrolled in the Ph.D. in Counselor Education and Supervision Program to demonstrate the following professional and scholarly dispositions:

1. Professionalism – As evidenced in behavior and comportment that reflect the values and attitudes of the Counseling Profession

- a) Professional Identity – Counselors adhere to regulatory state boards and nationally recognized codes of ethics. Counselors practice only within their scope and competencies. They seek to utilize best practices and empirically supported treatments. Counselors stay current with the counseling profession through seeking continuing education and by supporting counseling associations.
 - b) Ethics – Application of ethical concepts and awareness of legal issues regarding professional and academic activities with individuals, groups, organizations and research. Commit to producing scholarly research, which is ethical and academically honest
 - c) Accountability – For the quality and academic integrity of their own scholarship and research agenda
2. Individual and Cultural Diversity – Counseling is an interpersonal profession in which counselor leaders are provided with a level of influence upon their domains of practice. Therefore, it is essential that they are not impaired by intrapersonal or interpersonal liabilities. Counselors respect, engage, honor and embrace diversity and awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics. One that supports the worth, dignity, potential and uniqueness of people within their social and cultural context. It remains the primary responsibility of the faculty to protect the public, the student body, and the profession.
- a) Self-Awareness – Counselors are aware of their personal moral, ethical and value systems and provide counseling services with objectivity, justice, fidelity, veracity and benevolence. Counselors are acutely aware of their personal limitations in providing services and are willing to refer clients to another provider when necessary.
 - b) Psychological Fitness, Emotional Stability and Self-Control - Demonstrates appropriate self-monitoring and control of emotions and behavior, displays maturity and independence by following appropriate protocol when seeking solutions to problems
 - c) Motivated to Learn and Grow/Initiative - Demonstrates engagement in learning and development of his or her counseling, pedagogical, supervisory, advocacy and research competencies
3. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.
- a) Empowerment – Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision
 - b) Systems Change – Promotes change to enhance the functioning of individuals, families, groups, communities and society at-large.
4. Scholar Practitioners: Passionate about their field, who become leaders in the discipline and the communities they serve
- a) Self-directed – Are able to self-motivate toward their continued pursuit of knowledge and are responsible for their own learning.
 - b) Receptive – Are receptive to feedback, analysis, and constructive critique from peers and faculty with their scholarly community. Learners who convey the attitude that they are not teachable are not suited for doctoral education.
 - c) Scholarly Practice – Engagement and asking questions of both self and others as well as being able to community effectively and professionally with peers, faculty, and college staff.
5. Experiential Application: The notion of practicing, in a real world context, skills emanating from knowledge acquired.
- a) Aware of evidence-based practice – Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications integrated with clinical expertise, and client preferences
 - b) Knowledge of Measurement and Psychometrics – Selects assessment measures with attention to issues of reliability and validity. Demonstrates knowledge of measurement across domains of functioning and practice settings
6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
- a) Scientific Foundation of Professional Counseling - Demonstrates understanding of counseling as an applied behavioral science
 - b) Scientific Foundation of Professional Practice – Understands the development of evidence-based practice in counseling. Cites scientific literature to support an argument when appropriate. Evaluates scholarly literature on a practice-related topic as needed
 - c) Demonstration – Design, execute and present independent, academically rigorous research that adds to the body of knowledge within their discipline.

Professional Practices Committee

Learners may be referred to the CDS Professional Practices Committee when learners have failed to adhere to dispositional values, professional or ethical standards guided by the American Counseling Association (ACA) Code of Ethics and/or applicable specialized code of ethics, in the classroom setting, field experience, or professional academic interactions.

Practicum/Internship evaluations are completed by both the instructor and site supervisor during the learner’s field experience. If a learner receives a score of ‘1’ on the formative or summative evaluation, they will automatically be referred to the PPC. Additionally, if a learner receives a score of ‘2’ or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC.

Referred learners will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that learners provide a written statement within the allowed timeframe. If the learner does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the learner forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the learner, will be reviewed by the Professional Practices Committee during their formal committee meetings. Learners are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the learner about the committee’s decision.

Possible Outcomes of the Professional Standards Meeting:

- Warning and Mentoring: If the Professional Practices Committee issues a recommendation for mentoring, the learner will be notified within 72 hours with information about the assigned mentor and directions for contact. Mentoring will be provided by program faculty for up to four weeks of mentoring. These activities are to enhance or strengthen the

learner's understanding of their profession and the ACA Code of Ethics and to safeguard the counseling field as prescribed.

- Failure of Assignment Grades and/or Courses: The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with practice hours accumulated, not adhering to ethical codes, or removal from the field practice site.
- Suspension from Clinical Practice: Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the ACA Code of Ethics and/or applicable specialized code of ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the learner being reported to the applicable state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- Program Removal: The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the learner's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

- a. If learners are removed from a didactic or practicum course, as part of a developmental action plan, they may need to retake the course at their own expense. Learners are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Learners may also be assigned a failing grade for the assignment(s), which may result in course failure. Learners may be assigned a failing grade for the course despite actual end of course grade.
- b. Learners may not participate in developmental action plans more than two times. Learners who do not complete the correction action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
- c. The Professional Practices Committee may recommend learners to attend therapeutic services at their own cost. As prescribed by the ACA and/or applicable specialized standards of gatekeeping. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level penalties. Learners may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.

Developmental Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the ACA Code of Ethics and/or applicable specialized code of ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

- Depending on the determination made by the Professional Practices Committee, learners may be administratively withdrawn from practicum or internship courses, placed on a hold and asked to participate in a mandatory four-week mentoring session. If administratively withdrawn, learners will be issued an "F" as a final grade. If learners are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual

practicum or internship course, the practicum hours completed during this time will not be counted for that course.

- To resume practicum experiences, learners must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period. Learners will not earn credits or practicum hours for completing developmental action plans.
- If learners are administratively withdrawn from a practicum or internship course as part of a developmental action plan, they may need to retake the course at their own expense. Learners are encouraged to discuss any financial or other concerns with a Learner Services Adviser (SSA).
- The Developmental Action Plan (DAP) rubric serves as the evaluative component related to the learner's remediation. If a learner receives a score of '1' on the DAP rubric, they will automatically be referred back to the PPC for further decision. Additionally, if a learner receives a score of '2' or less in two or more categories from the DAP rubric, they will also be referred back to the PPC for further decision.
- Learners may not participate in developmental action plans more than twice. Learners who do not successfully complete their developmental action plan will not be able to graduate with a counseling degree.
- Ethical violations may result in the learner being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

Essential Functions to Meet Requirements for Counselor Education and Supervision Program

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/Interpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	<ul style="list-style-type: none"> • Nonjudgmental behavior • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Demonstrate a high level of patience and respect • Establish rapport with clients and members of the healthcare team • Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	<ul style="list-style-type: none"> • Timeliness • Preparedness • Hygiene and professional dress
Communication & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	<ul style="list-style-type: none"> • Read, understand, write and speak the primary language of the site • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate mental health teaching • Document patient/client responses • Validate responses/messages with others • Use appropriate nonverbal communication • Ability to perform a variety of technological skills

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Problem Solving/Critical Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	<ul style="list-style-type: none"> • Identify cause-effect relationships in clinical situations • Develop plans of care as required • Identifies changes in client mental health status • Handles multiple priorities in stressful situations
General Health/Emotional Stability	Ability to tolerate environmental stressors	<ul style="list-style-type: none"> • Tolerate long periods of standing and/or sitting as required • Maintain focus and appropriate behavior • Flexibility and ability to adjust to changing situation and uncertainty in clinical situations • Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Professional Development

To successfully complete the Ph.D. in Counselor Education and Supervision program at Grand Canyon University and be eligible for graduation, a student must be able demonstrate proficiency in five areas:

1. Attainment of scholastic competency in all coursework as evaluated through the assessment of CES standards, presentation and acceptance of the Candidacy e-Portfolio, the Dissertation defense, and by maintaining an overall GPA of 3.0.
2. Acquisition of, and ability to apply advanced counseling, teaching, supervision and leadership skills with a diverse population and to a standard acceptable by CES Core faculty and the learner's doctoral committee. These skills are evaluated throughout the Ph.D. Program and ultimately by successful defense of the Candidacy e-Portfolio.
3. Demonstration of emotional and mental stability and maturity in interaction with others, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others, and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and other learners; including both verbal and written communications.
4. Adherence to the Professional Identity and Standards as outlined by the American Counseling Association's Code of Ethics, Association of Counselor Educators and Supervisor

standards and the CES Doctoral Dispositions. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students; including both verbal and written communications.

5. Demonstration of the ability to work within the worldview of diverse clients and integrate faith and spirituality into counseling where appropriate in an ethically competent and culturally sensitive manner.

Candidacy e-Portfolio

From the start of their program, doctoral learners work on their Candidacy e-Portfolio and plan to have it completed after the following program milestones: Core Courses, Practicum, and Internship. This capstone activity requires students to present an overview of their professional development, as counselor educators to their Doctoral Committee and CES Core Faculty. CES learners will not be able to enroll in PCE-955 until their e-Portfolio has been accepted. The Candidacy e-Portfolio reflects the student's proficiency in the Ph.D. in Counselor Education and Supervision Program Learning Objectives, readiness for the rigors of Dissertation Research, and solidity as a counselor-leader.

Doctor of Philosophy in General Psychology (Ph.D.)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Non-Degree Programmatic Progression Requirements

HS Dual Enrollment

Each fall, continuing high school students must maintain a 3.0 GCU enrollment cumulative GPA, as well as the required high school GPA, in order to continue in the HS Dual Enrollment program. Students who fail to meet the 3.0 GCU enrollment cumulative GPA in the fall semester will not be able to participate in the spring semester of the same academic year. Students may enroll in no more than two online courses at a time.

Blind Review Process for Previous Arrests or Criminal Records

Previous arrests or a criminal record may prevent students from being placed at training sites, obtaining licensure, registration, certifications, or employment in the field, or otherwise compromise the ability to complete admission or programmatic requirements. In the academic context, Grand Canyon University convenes a blind review panel to review a student's criminal history when there is reasonable concern that the student may not meet such requirements. In these cases, all demographic identifiers related to the criminal record are removed and the review panel evaluates the criminal conduct as it relates to potential licensure, field placement, or other programmatic requirements. If the panel determines that the student should not be cleared for continuation in the program, the student will have the option to enroll in a non-clinical or non-licensure program. This includes the College of Theology, for which admission may be denied based on criminal history that does not align with the College's Covenantal Standards. Admission denial through the blind review process cannot be appealed.

Additionally, approval to continue does not guarantee the student's placement, as sites may conduct their own background checks and determine that a student's criminal history disallows placement in their setting. Similarly, Grand Canyon University cannot determine whether an individual's criminal history will prevent future licensure. Licensing authorities may conduct their own criminal background checks and ultimately deny a student's professional licensure based on past criminal conduct

Code of Conduct and Academic Standards

Student Code of Conduct

Grand Canyon University endeavors 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 expectations that the student

- Gives appropriate attention to college level work
- Attends class, exercises, and engagements as required
- Acknowledges and accepts the responsibility of honorable adherence to the University's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with fellow students, faculty, and staff
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with fellow students, faculty, and staff
- Upholds confidentiality and respect for personal or professional information communicated in the classroom
- Adheres to University policies and standards of academic honesty

Conduct Violations

The following is a non-exhaustive list of actions that are considered student conduct violations, for which students are subjected to disciplinary action up to and including expulsion from the University:

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the University, or other official University documents.
- Communicating or behaving in any form that disrupts or interferes with the educational process or any institutional function
- Behaving in any manner that creates a disruption, or a hostile or offensive educational environment for a student, faculty member, or staff member
- Failing to adhere to college dispositional expectations, policies and standards, as referred to the Code of Conduct Committee by college Professional Practices Committees.

- Failing to comply promptly with any reasonable directive from a faculty member or University official
- Failing to cooperate with officials in a University investigation
- Possessing, using, distributing, or being under the influence of alcohol or illegal drugs while on University property or as part of any University activity
- Permitting anyone, with the exception of authorized persons, access to one's classroom, to attend class in one's stead, or to attend class for another
- Sharing one's password or using someone else's password for any University system or network
- Using any University system, network, or other IT resources to upload, download, or otherwise share and/or distribute any copyrighted music, video, software, written works, or other materials without the written consent of the copyrighted owner.
- Recording of any kind in the classroom (or wherever academic instruction occurs), including the use of any audio or video technology, unless provided with prior written permission from the faculty member or an approved accommodation by Student Disability Services.
- Recording of any meetings on campus, including the use of audio or video technology, between or amongst faculty, staff, students, community members, or authorized visitors, without the prior knowledge and consent of all meeting participants or where the audio or video recordings is likely to cause injury or distress.
- No student or person, individually or on behalf of such individual, business, or organization of any kind, whether for-profit or not-for-profit, is permitted to solicit, market, offer goods or services, or operate on behalf of such organization in any way on the University's campus without the prior written consent of the University's President or Provost. In addition, no student or person, individually or on behalf of any business or organization of any kind, whether for-profit or not-for-profit, may use the University's name, marks, seal, logos or other identifying symbols, or its resources, without the prior written consent of the University's President or Provost.

Campus Violence and Substance Abuse Prevention

Grand Canyon University is committed to creating a safe educational atmosphere and providing an appropriate learning environment for the University community. Therefore, the University prohibits and will take immediate action, up to and including expulsion, against the following:

- Threatening statements, behaviors, or acts of violence against students, faculty, and staff
- Acting in a manner which can be interpreted as physical assault or abuse
- Threatening to harm or endanger the safety of others.
- Behaving or acting in a manner which carries the potential for violence or acts of aggression, as interpreted by a reasonable person

Possessing a weapon on campus:

Weapons, as defined by GCU's Weapons-Free Campus Policy, and hazardous materials are not allowed on campus. Students possessing weapons on campus are in violation of GCU's Weapons-Free Campus Policy.

Students possessing a firearm on campus are subject to immediate expulsion from the University, and the expulsion is not subject to appeal. Law Enforcement Officers, on or off duty, are exempt from this provision.

Selling/Distribution of Illegal and Unprescribed Drugs:

In addition to legal consequences which may result from the involvement of law enforcement, this policy applies to students found to be selling, distributing, or possessing an amount determined to be for more than personal use of illegal or prohibited substances, or paraphernalia indicative of selling/distribution. This includes but is not limited to the intent or ability to distribute.

Illegal drugs are defined as any controlled substance banned by the State of Arizona and/or the United States Federal Government. In addition to these banned controlled substances, GCU also prohibits the possession and distribution of synthetic marijuana products/ substitutes such as "Spice", "K2" or "Potpourri"; "Bath Salts"; prescription medication not prescribed to the possessor and synthetic substances categorized as a drug by law enforcement. Drug paraphernalia is described as any equipment, product or material that is modified or used for making, consuming, using or concealing drugs. This includes but is not limited to the use or possession of a Hookah pipe, glass smoking pipe or items altered to assist in the making, using or concealing drugs including the scent of drugs.

Academic Integrity Violations

As indicated in the Code of Conduct, all students 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. The following examples include, but are not limited to, academic integrity violations for which students may be subjected to disciplinary action:

- Cheating, attempting to cheat, or assisting others to cheat, including dishonest activity or unauthorized use of any resource or materials in any academic exercise
- Fabricating, falsifying, forging, altering, or inventing information that applies, but is not limited to, academic coursework, any academic exercise or academic activity
- Plagiarizing, intentionally or unintentionally, the words, works, or ideas of others without proper citation or acknowledgement and representing them as one's own in any academic exercise. Paraphrasing sources which do not represent the student's original words or ideas without proper citation or acknowledgement
- Presenting work that has been prepared by someone other than the student, including the purchase and sharing of work
- Submitting work that has been prepared and used for a different course, wholly or in part, and without appropriate citation of the original work and prior approval of faculty
- Using materials not authorized by the faculty member to complete an assignment, or completion of an assignment by someone other than the student, including, but not limited to, providing/receiving exam answers, using faculty materials, answer keys, or solution manuals
- Collaborating in an unsanctioned manner - Students must work individually on homework, assignments, and other assigned coursework, unless collaboration has been expressly permitted by the instructor. Students who do collaborate without express permission of their instructor must inform the instructor of the nature of their collaboration
- Violating copyright laws and regulations.
- Violating the University's policies and regulations pertaining to the use and propriety nature of the Grand Canyon University curriculum, network, networking facilities, computer use, or platform access
- Selling or providing papers, essays, discussion questions, assignments, or any part of the University curriculum, to other

students, online term paper clearinghouses, or other commercial websites.

Procedure for Processing Alleged Violations of the Student Code of Conduct

The University may take disciplinary action against a student who violates the University's Code of Conduct. Depending on where the incident occurs, violations will be reported on the Classroom Incident Report (classroom-related incidents), the Residence Life Incident Report form (for campus housing issues), or the Security Incident Report (for general campus incidents) (collectively the "Reports"). Reports submitted for specific actions, as recommended by college Professional Practices Committees, are forwarded for processing only and are not subject to the procedures outlined in this section.

Reports are forwarded to the Office of Academic Compliance upon discovery of the incident. Additionally, faculty are required to notify students that an incident report will be submitted to the Office of Academic Compliance. The Office of Academic Compliance then reviews the report, as well as any history of prior offenses. 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. If further action is recommended, the Code of Conduct Committee will determine whether the alleged violation has been substantiated and which University-level penalty to apply.

Students who are charged with a violation of the Student Code of Conduct are afforded an opportunity to be heard before a University-level penalty is applied. Students at risk for University-level sanctions will be contacted by the Office of Academic Compliance and offered the opportunity to present documentation and speak on their own behalf to the Code of Conduct Committee, which includes the Dean (or designee) of the appropriate College. Those at risk for University-level sanctions are offered three ways in which they may present refutation information to the Code of Conduct Committee: 1) Written statement; 2) Phone conference, and 3) In-person meeting (may be conducted virtually.) A camera is required for virtual participation. Students are responsible for any expenses incurred).

Students are not required to present information to the Code of Conduct Committee. If the student does not respond within seven days of being contacted by the Office of Academic Compliance, the student forfeits his/her right to participate in the process and a determination will be made by the Code of Conduct Committee. In order to preserve the safety of the University community, the University reserves the right to expedite the seven-day notification period in order to address egregious or emergency issues. In cases where the notification period is expedited, a student still maintains full opportunity to respond and participate in the process.

Students are not entitled to representation by any third party, personal representative, or attorney in the University disciplinary process.

In-Course Penalties

The instructor determines the penalty for academic dishonesty that occurs during the course, as it relates to the outcome of the course for the student. 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 limited credit for a specific assignment or paper

- Awarding no credit for a specific assignment or paper
- An instructor may not prevent a student from attending or completing a course, as this would be a University-level decision. However, the professor can recommend such action to the Code of Conduct Committee in the Classroom Incident Report.

University Penalties

The Code of Conduct Committee determines all University-level penalties. In making its determination, the Committee considers the severity of the offense, as well as the student's history at the University. A University-level penalty may include, but is not limited to:

- Applying an official disciplinary warning to the student record (which may result in further penalties for additional occurrences)
- Assigning a failing grade for the assignment(s)
- Assigning a failing grade for the course
- Removing a student from class
- Stipulating suspension for 15-weeks
- Stipulating expulsion for two years
- Revoking academic credit or degree

The recommendation for academic suspension, academic expulsion, and the revocation of academic credit or degree must be approved by the Assistant Vice President of Academic Compliance or a designee. Upon conclusion of a required separation period, students who are suspended or expelled from the University for a code of conduct violation may apply for reinstatement by submitting a formal appeal through a Student Services Counselor; however, re-admittance is not guaranteed.

The preceding sections notwithstanding, the University President, Provost, Registrar, or their designee, have the authority and sole discretion to carry out an immediate administrative action on behalf of the University, up through and including expulsion, when a student's continued enrollment constitutes a significant risk to members of the University community, or to the orderly functioning of the University. Removals from the University under this provision are not subject to appeal.

Grand Canyon University requires the use of plagiarism detection software, by which student work is monitored for plagiarism. The University retains all student work submitted to the plagiarism detection database.

The University reserves the right to review all courses for any purpose at any time. If unreported / undiscovered academic dishonesty is found through course examination, the University may engage in a thorough investigation of all coursework the student completed at GCU. Upon completion of the investigation, if the University believes academic dishonesty has occurred, a report will be submitted to the Office of Academic Compliance for disciplinary action by the Code of Conduct Committee.

Internal Review Policy

We expect our students, prospective and current, to be ethical and honest members of the University community and beyond. Fraudulent behavior, or attempting to commit fraud, will not be tolerated. Such fraudulent activity includes, but is not limited to:

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the University, document used to apply for financial aid, or other official University documents, including the misuse of documents, records, accounts, identification, or financial instruments.

- The inability or unwillingness of a student or prospective student to demonstrate academic intent or verify eligibility or identity.
 - Acting on behalf of another student and/or allowing someone to act on one's behalf without approved documentation on file.
- GCU complies with the recommendation of the Department of Education, Office of Inspector General (OIG) to have a system in place for detecting and monitoring for fraud. Therefore, individuals or groups suspected of violating these provisions will be selected for Internal Review, required to comply, and complete the review process. Such students may be placed on hold and unregistered from future courses, which may prevent any type of funding to be disbursed until cleared through the Internal Review process. Those deemed ineligible for admission may be permanently denied admittance, or dismissed from the University, by the Registrar or designee. Students administratively withdrawn through these provisions are processed separately from the Code of Conduct procedures. Students may be responsible for any balances or charges incurred.

If Grand Canyon University suspects fraud has occurred in connection with a student's application for federal student financial assistance, the individual will be referred to the Office of Inspector General of the US Department of education.

Title IX and Non-Discrimination Policy

Definitions

- *Complainant* means an individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity.
- *Day* means a business day when the University is in normal operation.
- *Education program or activity* means locations, events, or circumstances where Grand Canyon University exercises substantial control over both the Respondent and the context in which the sexual harassment or discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by the University.
- *Formal Grievance Process* means either the Title IX Hearing Process or the Discriminatory Harassment Administrative Resolution Process.
- *Hearing Board/Decision-Maker(s)* refers to those who have decision-making and sanctioning authority within the University's Formal Grievance process.
- *Notice* means that an employee, student, or third-party informs the Title IX Coordinator of the alleged occurrence of harassing, discriminatory, and/or retaliatory conduct.
- *Parties* include the Complainant(s) and Respondent(s), collectively.
- *Remedies* are post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to the University's educational program.
- *Respondent* means an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity.
- *Resolution* means the result of an informal or Formal Grievance Process.
- *Sanction* means a consequence imposed by the University on a Respondent who is found to have violated this policy.

- *Sexual Harassment* is the umbrella category including the offenses of sexual harassment, sexual assault, stalking, and dating violence and domestic violence.
- *Title IX Coordinator* is the official designated by Grand Canyon University to ensure compliance with Title IX and the University's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.
- *Title IX Pool* refers to the Title IX Coordinator, any Deputy or Assistant Deputy Coordinators, investigators, hearing board chairs, and any member of the Hearing Board Pool.

Notice of Non-Discrimination

Grand Canyon University, while reserving its lawful rights where appropriate to take actions designed to ensure and promote the Christian principles that sustain its mission and heritage, prohibits unlawful discrimination, including any form of harassment and/or retaliation, on the basis of age, disability, national origin, race, color, religion, sex, pregnancy, veteran status, or any other classification protected by applicable law, in its employment, admissions policies, educational programs, or activities. It is the purpose of the University to pursue the very highest and academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith. This policy also complies with the Title IX requirements related to non-discrimination.

Applicable Scope

Grand Canyon University adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. This policy covers nondiscrimination in both employment and access to educational opportunities. Sometimes, discrimination involves exclusion from activities, such as admission, athletics, or employment. Other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, can encompass not accommodating pregnancy and pregnancy-related conditions, sexual harassment, sexual assault, stalking, sexual exploitation, dating violence or domestic violence.

Therefore, any member of the University community whose acts deny, deprive, or limit the educational or employment or residential and/or social access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes listed above is in violation of the University Title IX and Non-Discrimination Policy. When brought to the attention of the University, any such discrimination will be promptly and fairly addressed and remedied according to the appropriate grievance process described below.

The Title IX Hearing Process procedures apply **only** to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) involving students, staff, administrator, or faculty members. Complaints of other protected class harassment or discrimination are resolved through the Discriminatory Harassment Administrative Resolution Process. The Discriminatory Harassment Administrative Resolution Process can also apply to sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) when jurisdiction does not fall within the Title IX Hearing Process, as determined by the Title IX Coordinator.

Title IX Coordinator

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Shanna Milonas, MBA
Title IX and 504 Coordinator
Assistant Vice President of Academic Compliance
3300 W. Camelback Rd. Phoenix, AZ 85017
(602) 639-5900
Email: TitleIX@gcu.edu
Web: www.gcu.edu/titleix

The Title IX and 504 Coordinator oversees implementation of the University's policy on equal opportunity, harassment, and nondiscrimination. The Title IX Coordinator has the primary responsibility for coordinating University's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. The Title IX Coordinator oversees all resolutions under this policy and these procedures. The Title IX Coordinator manages the Title IX Pool and acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Pool are vetted and trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents, generally. Concerns of bias or a potential conflict of interest by any other Title IX Pool member should be raised with the Title IX Coordinator.

Deputy Title IX Coordinator

Kelsey Cross, MBA
3300 W. Camelback Road
Phoenix, AZ 85017
602-639-5900
TitleIX@gcu.edu

The Deputy Title IX Coordinator reports to the Title IX Coordinator to assist with day-to-day leadership, coordination and oversight of the University Title IX program and assists with assuring institutional compliance with Title IX. The Deputy Title IX Coordinator assists the Title IX Coordinator by playing a lead role in monitoring and implementing Title IX compliance measures in accordance with applicable laws, regulations, and University policies.

Assistant Deputy Title IX Coordinators

The University has also designated Assistant Deputy Title IX Coordinators who may assist the Title IX/Deputy Coordinator with implementing and monitoring appropriate policies, procedures, training programs, best practices, and other items related to compliance with Title IX. Assistant Deputy Title IX Coordinators ensure potential Title IX issues are immediately reported to the Title IX/Deputy Title IX Coordinator.

For Students:
Tim Griffin, Ed.D
Dean of Students
3300 W. Camelback Road
Phoenix, AZ 85017
602-639-6647
Tim.Griffin@gcu.edu

For Athletics:
Jamie Boggs
Deputy Director of Athletics
Senior Women's Administrator

3300 W. Camelback Road
Phoenix, AZ 85017
602-639-6611
Jamie.Boggs@gcu.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

For complaints involving employees: Equal Employment Opportunity Commission (EEOC)

Forms of Prohibited Discrimination and Harassment

The sections below describe specific forms harassment that are prohibited under this policy. All offense definitions encompass actual and/or attempted offenses.

Disability Discrimination and Accommodation

GCU fully complies with the Americans With Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws and regulations pertaining to individuals with disabilities. Shanna Milonas has been designated as the 504 Coordinator responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

Any participants, beneficiaries, applicants, or employees, including students, staff, faculty, and visitors who believes they have been subjected to discrimination on the basis of disability (or is unsatisfied with accommodations provided by the University) may file a grievance. The University has mechanisms in place to resolve concerns about disability discrimination, denial of access to services, accommodations required by law, or an auxiliary aid they believe they should have received ("disability-related issues"), such as:

- Disagreements regarding a requested service, accommodation, modification of a University practice or requirement, or denial of a request
- Inaccessibility of a program or activity
- Violation of privacy in the context of a disability

GCU encourages students and campus visitors with concerns about a disability-related issue to first discuss the matter with the Student Disability Services (SDS) Office, who will attempt to facilitate a resolution. The SDS Office can be reached at disabilityoffice@gcu.edu or 602-639-6342. In order to receive accommodations, students must complete the Steps to Accommodations, as outlined in the University Policy Handbook.

Employees and applicants for employment should first contact the HR Service Center regarding disability-related issues at hr@gcu.edu or 602-639-6549. In order to receive accommodations, an employee must complete the process outlined in the Employee Handbook.

Grievances related to disability status and/or accommodations will be addressed using the Informal Resolution Process or the Discriminatory Harassment Administrative Resolution Process.

Discriminatory Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. When discriminatory harassment rises to the level of creating a hostile environment, complaints will be addressed using the Informal Resolution Process or the Discriminatory Harassment Administrative Resolution Process.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities. This discriminatory effect results from harassing verbal, written, graphic, or physical conduct that is severe or pervasive and objectively offensive. If harassment creates a hostile environment, GCU will take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Discriminatory harassment, based on a protected class, creates a hostile environment when the behavior is sufficiently serious to deny or limit one's ability to participate in or benefit from the recipient's education programs and activities or interferes with an employee's ability to perform their job. Racial and national origin is a specific form of discriminatory harassment which can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially-motivated physical threats, attacks, or other hateful conduct.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature and not based on a protected status, by referring the complaint to an alternatively appropriate process.

Sexual Harassment

Sexual Harassment is a specific form of discriminatory harassment and an unlawful discriminatory practice. Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex of those involved. Sexual Harassment, as an umbrella category, includes the offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex that satisfies one or more of the following:

1. **Quid Pro Quo:**

An employee of the University conditions the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct; and/or

2. **Sexual Harassment:**

Unwelcome conduct, determined by a reasonable person, to be so severe, and pervasive, and, objectively offensive, that it effectively denies a person equal access to the University's education program or activity. Unwelcomeness is subjective and determined by the Complainant (except when the Complainant is below the age of consent). Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances.

3. **Sexual assault, defined as:**

- a. **Sex Offenses, Forcible:** Any sexual act directed against another person, without the consent of the Complainant, including instances in which the Complainant is incapable of giving consent.
 - b. **Forcible Rape:** Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the Complainant.
 - c. **Forcible Sodomy:** Oral or anal sexual intercourse with another person that is forcibly committed, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - d. **Sexual Assault with an Object:** The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person, forcibly, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - e. **Forcible Fondling:** The touching of the private body parts of another person (buttocks, groin, breasts), for the purpose of sexual gratification, forcibly, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - f. **Sex Offenses, Non-forcible:**
 - i. **Incest:** Non-forcible sexual intercourse, between persons who are related to each other, within the degrees wherein marriage is prohibited by Arizona law.
 - ii. **Statutory Rape:** Non-forcible sexual intercourse, with a person who is under the statutory age of consent of Arizona.
4. **Dating Violence, defined as:** Violence, on the basis of sex, committed by a person, who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
- a. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

5. **Domestic Violence, defined as:** Violence, on the basis of sex, committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, or by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Arizona, or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Arizona. To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

6. Stalking, defined as: Engaging in a course of conduct, on the basis of sex, directed at a specific person, that would cause a reasonable person to fear for the person's safety, or the safety of others; or suffer substantial emotional distress. For the purposes of this definition, course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property. Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Consensual Relationships

Consensual sexual conduct between GCU employees and students or prospective students is strictly prohibited due to the unequal power inherent in their interactions. Certain exceptions to this prohibition may apply to unique situations, including employees and students who are spouses; employees and students who may have already been involved in a sexual relationship prior to the time they were hired or became a student.

The University reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

Force, Coercion, Consent, and Incapacitation

As used in the offenses outlined in this policy, the following definitions and understandings apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent.

- Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.
- Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Consent: Knowing, voluntary, clear permission, either by affirmative words or actions, to engage in sexual activity.

- Silence does not necessarily constitute consent.
- Valid consent requires clear words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied.
- Clear communication from the outset is strongly encouraged. If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter.
- Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity.

- Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease.
- Consent to some sexual contact (such as kissing or fondling) cannot imply consent for other sexual activity (such as intercourse). A current or previous intimate relationship does not sufficiently constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the University to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

Incapacitation: A state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why, or how" of their sexual interaction). Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

- A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs.
- This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

The Respondent is in violation of this policy if they knew, or should have known, the Complainant to be physically or mentally incapacitated. "Should have known" is an objective, reasonable person standard which assumes that a reasonable person is both sober and exercising sound judgment. The Respondent's use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.

Other Civil Rights Offenses

In addition to the forms of sexual harassment described above, which fall within the coverage of Title IX, the University additionally prohibits the following offenses as forms of discrimination outside of Title IX when the act is based upon the Complainant's actual or perceived membership in a protected class. Conduct that does not otherwise constitute Title IX sexual harassment under this policy will be addressed using the Informal Resolution Process or the Discriminatory Harassment Administrative Resolution Process.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that does not otherwise constitute sexual harassment under this policy. Examples of Sexual Exploitation include, but are not limited to:
 - Sexual voyeurism
 - Invasion of sexual privacy.
 - Taking pictures, video, or audio recording of another in a sexual act, or in any other
 - sexually-related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity, or exceeding the boundaries of consent, including the making or posting of revenge pornography
 - Prostituting another person

- Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or a sexually-transmitted disease (STD) or infection (STI), without informing the other person of the infection
- Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity
- Misappropriation of another person's identity on apps, websites, or other venues designed for dating or sexual connections
- Forcing a person to take an action against that person's will by threatening to show, post, or share information, video, audio, or an image that depicts the person's nudity or sexual activity
- Knowingly soliciting a minor for sexual activity
- Engaging in sex trafficking
- Creation, possession, or dissemination of child pornography
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in
- another;
- Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to
- any person within the University's community, when related to the admission, initiation, joining, or any other group-affiliation activity;
- Bullying, defined as: Repeated and/or severe, aggressive behavior, likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities, including disparate treatment.

Violation of any other University policies may constitute a Civil Rights Offense when a violation is motivated by actual or perceived membership in a protected class, and the result is a discriminatory limitation or denial of employment or educational access, benefits, or opportunities.

Sanctions for the above-listed Civil Rights Offenses range from reprimand through expulsion/termination.

Mandated Reporting

Except for those who are designated as Confidential Resources, all employees, including GCU Partner Employees, are Mandated Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment. Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third-party. If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter will result in immediate referral to the Title IX Coordinator, who will take action.

Failure of a Mandated Reporter, as described above in this section, to report an incident of harassment or discrimination of which they become aware is a violation of this policy and can be subject to disciplinary.

Federal Timely Warning Obligations

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery

Act, Grand Canyon University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

Confidential Resources

Confidentiality refers to confidential employees in the context of laws that protect certain relationships, including medical and clinical care providers, mental health providers, and counselors (and those who provide administrative services related to the provision of those services). If a Complainant would like the details of an incident to be kept confidential, the Complainant may speak with:

- On-campus licensed professional counselors and staff
- On-campus health service providers and staff

Privacy

Every effort is made to preserve the privacy of reports. The University will not share the identity of any individual who has made a report or complaint of harassment, discrimination, or retaliation; any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, or any witness, except as permitted or required by applicable laws. For the purposes of FERPA, the University reserves the right to determine which University officials have a legitimate educational interest about incidents that fall within this policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

Jurisdiction

All notice/complaints are evaluated to determine whether the conduct occurred in the context of GCU's employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity. Jurisdiction applies to all University educational programs and activities, to conduct that takes place on campus or on property owned or controlled by the University, and at University-sponsored events. Jurisdiction may also be taken when the effects of off-campus misconduct effectively deprive someone of access to the University's educational program or activities. Off-campus and/or online conduct will be evaluated by the Title IX Coordinator to determine whether the conduct affects a substantial University interest.

The Respondent must be a member of the University community for its policies to apply. When the Respondent is not a member of the University's community, supportive measures, remedies, and resources, including barring the Respondent from University property and/or events, may be accessible to the Complainant by contacting the Title IX Coordinator.

This policy includes online and cyber manifestations of any of the prohibited behaviors, when those behaviors occur in, or have an effect on, the University's education program and activities, or use University networks, technology, or equipment. While the University may not control websites, social media, and other venues in which harassing communications are made, when such communications are reported to University, it may engage in a variety of means to address and mitigate the effects, including referral to an alternatively appropriate process when the behavior may have an effect on the University's education program and activities.

Promptness

All allegations are acted upon promptly upon receipt of notice or a formal complaint. Complaints can take 60-90 business days to resolve, typically. Exceptions and extenuating circumstances can cause a resolution to take longer, but the University will avoid all undue delays within its control. Any time the general timeframes for resolution will be delayed, the University will provide written notice to the parties of the delay, the cause of the delay, and an estimate of the anticipated additional time that will be needed as a result of the delay.

Supportive Measures

The Title IX Coordinator promptly makes supportive measures available to the parties upon receiving notice or a complaint. Supportive measures are non-disciplinary individualized services offered as appropriate and reasonably available, to the parties to restore or preserve access to the University's education program or activity. This includes measures designed to protect the safety of all parties or the University's educational environment, and/or deter harassment, discrimination, and/or retaliation.

The Complainant will be made aware of the ability to file a formal complaint with the University either at that time or in the future. The Title IX Coordinator works with the Complainant to ensure that their wishes are taken into account with respect to the supportive measures that are planned and implemented. The University maintains the privacy of the supportive measures, to the extent practicable. Supportive measures will be applied in a manner that ensures as minimal an academic impact on the parties as possible and in a way that does not unreasonably burden either party.

- These actions may include, but are not limited to:
- Referral to counseling, medical, and/or other healthcare services
- Referral to community-based service providers
- Education to the community or community subgroup(s)
- Altering campus housing assignment(s)
- Altering work arrangements for employees or student-employees
- Safety planning
- Providing campus safety escorts
- Implementing contact limitations (no contact orders) between the parties
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Trespass, Persona Non Grata (PNG), or Be-On-the-Lookout (BOLO) orders
- Timely warnings
- Class schedule modifications, withdrawals, or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the Title IX Coordinator

Violations of no contact orders will be referred to the University Code of Conduct process for students, or the Corrective Action Process for employees.

Disabilities Accommodations in the Resolution Process

Grand Canyon University will provide reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the resolution process. Accommodations can be requested by students

contacting Student Disability Services Office, or employees contacting Human Resources, who will review the request with the Title IX Coordinator to determine which accommodations are appropriate and necessary for full participation in the process.

Emergency Removal

The University can act to remove a Respondent entirely or partially from its education program or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student, individual, or the community justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the Threat Assessment Team.

When an emergency removal is imposed, the Respondent will be given notice of the action and the opportunity to be heard by meeting with the Title IX Coordinator and Threat Assessment Team prior to the removal being imposed, or as soon thereafter as reasonably possible, to demonstrate why the removal should not be implemented or should be modified. This meeting is not a hearing on the merits of the allegation(s), but rather is intended to determine whether the emergency removal is appropriate. The meeting must be requested within three days of notice or objections to the emergency removal will be deemed waived. A Respondent may be accompanied by an Advisor of their choice for the meeting. A Complainant will be permitted to submit a written statement outlining any concerns with the Respondent's request to amend or overturn the emergency removal.

The Title IX Coordinator and Threat Assessment Team have sole discretion to implement or overturn an emergency removal and determine the conditions and duration. Violation of an emergency removal is grounds for discipline, up to and including expulsion or termination. The least restrictive emergency actions possible, in light of the circumstances and safety concerns, will be implemented. These actions include, but are not limited to: removing a student from campus housing, placing an employee on administrative leave, restricting access to or use of facilities, permitting alternative coursework options, allowing a student to withdraw or take grades of incomplete, and suspending a student's participation in extracurricular activities, student employment, student organizational leadership, or intercollegiate/intramural athletics.

There is no appeal process for emergency removal decisions.

Ensuring Impartiality

Any individual materially involved in the administration of the resolution process may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, the affected role will be reassigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with Dr. Jennifer Lech, Executive Vice President of Academic Affairs.

Grand Canyon University operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable standard of proof.

Time Limits on Reporting

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has

passed, the ability to investigate, respond, and provide remedies may be limited or impossible. Acting on notice/complaints significantly impacted by the passage of time is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

Amnesty for Involved Parties and Witnesses

The University strongly encourages students to report instances of sex-based discrimination, sexual harassment, and sexual misconduct involving students. Therefore, parties or witnesses who are students, and who provide information about sex-based discrimination, sexual harassment, sexual misconduct, dating violence, domestic violence, or stalking involving students will not be disciplined by the University for any violation of the University's drug or alcohol possession or consumption policies in which they might have engaged in connection with the reported incident. Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution.

False Allegations and Evidence

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately misleading an official conducting an investigation can be subject to discipline under the University's Code of Conduct policy. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation.

Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy. Alleged retaliation should be reported immediately to the Title IX Coordinator/504 Coordinator for prompt investigation. Grand Canyon University will take appropriate steps to protect individuals concerned they may be subjected to retaliation.

No member of the University community may take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Notice/Complaints of Discrimination, Harassment, and/or Retaliation

Notice or complaints of discrimination, harassment, and/or retaliation may be made by filing a complaint with, or giving verbal notice to, the Title IX Coordinator. A report may be made at any time (including during non-business hours) via telephone, email, or mail. Reports may also be made to any mandatory reporter, which will ultimately be referred to the Title IX Coordinator for further processing. Upon receipt of a complaint or notice of an alleged policy violation, the Title IX Coordinator

initiates a prompt initial assessment, resulting in at least one of the following responses:

1. Offering supportive measures because the Complainant does not want to proceed formally; and/or
2. An informal resolution; and/or
3. A Formal Grievance Process including an investigation resulting in a hearing or administrative resolution (requires a formal complaint to be filed with the Title IX Coordinator).

A Formal Complaint refers to a document filed/signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that the University investigate the allegation(s).

The investigation and grievance process will determine whether the Policy has been violated. If so, the University will promptly implement effective remedies designed to ensure that it is not deliberately indifferent to harassment or discrimination, their potential recurrence, or their effects.

When a Complainant Does Not Wish to Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law. The Title IX Coordinator has ultimate discretion over whether the University proceeds when the Complainant does not wish to do so. The University may be compelled to act on alleged employee misconduct irrespective of a Complainant's wishes.

The Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment that demonstrates a compelling risk to health and/or safety that requires the University to pursue formal action to protect the community. A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence.

The Title IX Coordinator must also consider the effect that non-participation by the Complainant may have on the availability of evidence and the University's ability to pursue a Formal Grievance Process fairly and effectively. When the University proceeds, the Complainant may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow the University to honor that request, the Title IX Coordinator will offer informal resolution options, supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action. If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint later.

Initial Assessment

Following intake, receipt of notice, or a complaint of an alleged violation of the Title IX and Non-Discrimination Policy, the Title IX Coordinator engages in an initial assessment, which is typically completed in one to five business days. The steps in an initial assessment can include, but are not limited to:

- The Title IX Coordinator reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator works with the Complainant to ensure they are aware of the right to have an Advisor.

- The Title IX Coordinator works with the Complainant to determine whether the Complainant prefers a supportive response or an Administrative Resolution.
 - If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. A formal grievance process is not initiated, though the Complainant can elect to initiate it later, if desired.
 - If an Informal Resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for informal resolution and may seek to determine if the Respondent is also willing to engage in Informal Resolution.
 - If a formal grievance process is preferred, the Title IX Coordinator first determines if the misconduct alleged falls within the scope of Title IX:
 - If the alleged misconduct falls within the scope of Title IX, the Title IX Coordinator will initiate a formal investigation and the Title IX Hearing Process.
 - If the alleged misconduct does not fall within the scope of Title IX, the Title IX Coordinator will “dismiss” that aspect of the complaint, if any, and refer the matter to a formal investigation and the Discriminatory Harassment Administrative Resolution Process.
 - For both formal resolution processes, the Title IX Coordinator will direct the investigation to address an incident, and/or a pattern of alleged misconduct, and/or a culture/climate issue, based on the nature of the complaint.
- In many cases, the Title IX Coordinator may determine that a Violence Risk Assessment should be conducted by the Threat Assessment Team as part of the initial assessment.

Dismissal (Mandatory and Discretionary)

The University must dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the formal complaint would not constitute sexual harassment as defined in the Policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University, and/or the University does not have control of the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a formal complaint, a Complainant is not participating in or attempting to participate in the education program or activity of the University.

The University may dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. This dismissal decision is appealable by any party under the procedures for appeal below. A Complainant who decides to withdraw a complaint may later request to reinstate it.

Steps in the Investigation Process

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary. All parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence, and to fully review and respond to all evidence on the record.

During an investigation, the Investigator(s) typically engage in the following steps (this list is not exhaustive, and the steps may not be taken in this order):

- In coordination with campus partners, initiate or assist with any necessary supportive measures.
- Commence a thorough, reliable, and impartial investigation. This includes interviews with all relevant parties and witnesses, and the collection of evidence.
- Allow parties to review and verify summaries from their interview(s).
- Provide parties the opportunity to present witnesses and evidence for review.
- Allow parties the opportunity to submit questions they would like asked of the other party, as well as any witnesses.
- Write a comprehensive investigation report, fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Provide status updates to the parties throughout the investigation.
- For the Title IX Hearing Process, prior to the conclusion of the investigation, provide the parties a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence. The parties may elect to waive the full ten days.
- Incorporate relevant elements of the parties’ responses into the final investigation report, including any additional relevant evidence, any necessary revisions, and finalize the report.

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the investigation or resolution process. If the Respondent indicates an intent to accept responsibility for all the alleged misconduct, the process will be paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria outlined in this policy. If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator implements the accepted finding that the Respondent is in violation of University policy and implements agreed-upon sanctions and/or remedies, in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution. When the parties cannot agree on all terms of resolution, the process will resume at the same point where it was paused.

Delays in the Investigation Process and Interactions with Law Enforcement

The University may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include, but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for

language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions. Parties will be notified in writing regarding the reasoning for any delays and the anticipated duration. The investigation and resolution process will resume as soon as feasible. University action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

Counterclaims

Upon receipt of a counterclaim, the Title IX Coordinator will assess whether the allegations in the counterclaim are made in good faith or for retaliatory purposes. Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below but may occur after resolution of the underlying initial allegation. Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this policy.

Role and Participation of Witnesses in the Investigation

All witnesses, including employees, are expected to cooperate with and participate in the investigation and resolution process. Failure to cooperate with and/or participate in the investigation or resolution process constitutes a violation of policy and may warrant discipline.

While in-person interviews for parties and all potential witnesses are ideal, circumstances may require individuals to be interviewed remotely. The University will take appropriate steps to reasonably ensure the security/privacy of remote interviews. Witnesses may also provide written statements in lieu of interviews or choose to respond to written questions, if deemed appropriate by the Investigator(s), though not preferred.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may select whomever they wish to serve as their Advisor, from inside or outside of the University community, as long as the Advisor is eligible and available.

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s).

Advisor's Role

The parties may be accompanied by their Advisor in all meetings and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith. The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the resolution process. Advisors may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Sharing Information with the Advisor

The University expects that the Parties will wish to share documentation and evidence related to the allegations with their advisors. The University provides a consent form that authorizes such sharing. The Parties must complete this form before the University is able to share records with an advisor. Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with 3rd Parties, disclosed publicly, or used for purposes not explicitly authorized by the University. The University will restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by the University's privacy expectations. The University will not comply with requests that all communication be made through a Party's Advisor.

Expectations of an Advisor

The University generally expects an Advisor to adjust their schedule to allow them to attend investigation meetings when planned, but may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay. The University may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of any meeting or hearing (or as soon as possible if a more expeditious meeting is necessary or desired). The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured.

Advisors in Title IX Hearings/University-Appointed Advisor

Title IX regulations require cross-examination during a hearing to be conducted by the parties' Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have an Advisor for a hearing, the University will appoint a trained Advisor for the limited purpose of conducting any cross-examination. The University cannot guarantee equal Advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney.

A party may reject this appointment and choose their own Advisor, but they may not proceed without an Advisor. If the party's Advisor will not conduct cross-examination, the University will appoint an Advisor who will do so, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Decision-maker(s) during the hearing.

An Advisor may not be called as a witness at a hearing to testify to what their advisee has told them during their role as an Advisor unless the party being advised consents to that information being shared. It is otherwise considered off-limits, and an Advisor who is an institutional employee is temporarily alleviated from mandated reporter responsibilities related to their interaction with their advisee during the resolution process.

Advisor Violations of University Policy

Any Advisor who oversteps their role as defined by this policy will be warned only once. If the Advisor continues to disrupt or

otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

All Advisors are subject to the same University policies and procedures, whether they are attorneys or not. Advisors are expected to advise their advisees without disrupting proceedings. The Advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or other Decision-maker(s) except during cross-examination in a Title IX hearing proceeding

Recording of Interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If Investigator(s) elect to audio and/or video record interviews, all involved parties will be made aware of audio and/or video recording.

Informal Resolution Process

If either party wishes to initiate an Informal Resolution, they must notify the Title IX Coordinator. If the alleged misconduct falls within the scope of Title IX, a Complainant will be required to submit a formal complaint prior to proceeding with an Informal Resolution. Informal Resolution can include three different approaches:

- When the parties agree to resolve the matter informally, in a manner agreeable to all parties;
- When the Respondent accepts responsibility for violating policy, and desires to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter informally by providing supportive measures to remedy the situation.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process. The University will obtain voluntary, written confirmation that all parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the parties to participate in Informal Resolution.

The Title IX Coordinator may look to the following factors to assess whether Informal Resolution is appropriate:

- The parties' amenability to Informal Resolution;
- Likelihood of potential resolution, taking into account any power dynamics between the parties;
- The parties' motivation to participate;
- Civility of the parties;
- Cleared violence risk assessment/ongoing risk analysis;
- Disciplinary history;
- Whether an emergency removal is needed;
- Complaint complexity;
- Rationality of the parties;

The ultimate determination of whether Informal Resolution is available or successful is to be made by the Title IX Coordinator. The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution agreement may result in an appropriate response, including disciplinary actions. Results of complaints resolved by Informal Resolution are not appealable.

Formal Resolution Process

Resolution process Pool

The resolution process relies on a pool of administrators ("the Pool") to carry out the process. The Pool members receive annual training; the materials used to train members of the Pool are publicly posted here: www.gcu.edu/titleix.

Pool Member Roles

Members of the Pool can serve in the following roles, at the direction of the Title IX Coordinator:

- To act as an Advisor to the parties
- To serve in a facilitation role in informal resolution
- To serve as a hearing Chair or facilitator (process administrator, no decision-making role)
- To serve as a Decision-maker regarding the complaint
- To serve as an Appeal Decision-maker

Pool Member Appointment

The Title IX Coordinator appoints the Pool, which acts with independence and impartiality. While members of the Pool are typically trained in a variety of skill sets and can rotate amongst the different roles listed above in different cases, the University can also designate permanent roles for individuals in the Pool, using others as substitutes or to provide greater depth of experience when necessary. This process of role assignment may be the result of particular skills, aptitudes, or talents identified in members of the Pool that make them best suited to particular roles.

Withdrawal or Resignation While Charges are Pending

Should a Respondent (student or employee) withdraw/resign during the resolution process, the University will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment or discrimination, and/or retaliation. The following stipulations will also apply:

Students: Should a student decide to not participate in the resolution process, the process proceeds to a reasonable resolution absent their participation. Should a student Respondent permanently withdraw from the University, the resolution process ends, as there is no disciplinary jurisdiction over the withdrawn student.

If a student Respondent permanently withdraws while the process is pending, they are ineligible to return to the University, and the Offices of Academic Records and Academic Compliance will be notified that they cannot be readmitted. They may also be barred from University property and/or events. If the student Respondent takes a leave of absence for a specified period of time, the resolution process may continue remotely, and that student is not permitted to return active enrollment unless the investigation is concluded and all sanctions have been satisfied.

Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends, as the University no longer has disciplinary jurisdiction over the resigned employee. The employee who resigns with unresolved allegations pending is not eligible for rehire with the University.

Title IX Hearing Process

The Title IX Hearing Process, as described below, applies only to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) involving students, staff, administrator, or faculty

members which fall within the scope of Title IX and do not meet the criteria for dismissal. If any component of the allegation meets these criteria, the Title IX Hearing Process will be utilized in lieu of the Discriminatory Harassment Administrative Resolution Process.

Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the “NOIA”) to the Respondent upon commencement of the Formal Grievance Process.

The NOIA will include:

- A meaningful summary of all of allegations,
- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- Information on the ability for each party to have an Advisor of their choosing,
- Details on how the party may request disability accommodations during the interview process,
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have.

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

Evidentiary Considerations

The formal resolution process does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant’s prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant’s prior sexual behavior with respect to the Respondent and are offered to prove consent.

Referral for Hearing

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing. The hearing cannot be less than ten (10) business days from the conclusion of the investigation –when the final investigation report is transmitted to the parties and the Decision-maker–unless all parties and the Decision-maker agree to an expedited timeline. The Title IX Coordinator will select an appropriate Chair, and Decision-makers from the Pool.

Hearing Board Composition

The Title IX Coordinator designates a three-member panel from the Pool. One of the three members will be appointed as Chair by the Title IX Coordinator. The Chair serves to facilitate the hearing and decision-making process. The Hearing Board will not have had any previous involvement with the investigation.

Notice of Hearing

Notice of the hearing will be provided to the parties (at least 10 days in advance). The notice will contain:

- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.

- The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities.
- Any technology that will be used to facilitate the hearing.
- Information about the option for the live hearing to occur with the parties located in separate rooms using technology that enables the Decision-maker(s) and parties to see and hear a party or witness answering questions. Such a request must be raised with the Title IX Coordinator at least five (5) business days prior to the hearing.
- A list of all those who will attend the hearing, along with an invitation to object to any Decision-maker based on demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
- A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party’s or witness’s testimony and any statements given prior to the hearing will not be considered by the Decision-maker(s). For compelling reasons, hearing may be rescheduled.
- Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.
- A copy of all the materials provided to the Decision-maker(s) about the matter, unless they have been provided already.
- An invitation to each party to submit to the Chair an impact statement pre-hearing that the Decision-maker will review during any sanction determination.
- An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.

Alternative Hearing Participation Options

If a party or parties prefer not to attend or cannot attend the hearing in person, the party should request alternative arrangements from the Title IX Coordinator at least five (5) business days prior to the hearing.

The Title IX Coordinator can arrange to use technology to allow remote testimony without compromising the fairness of the hearing. Remote options may also be needed for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX

know at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

Pre-Hearing Preparation

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or have proffered a written statement or answered written questions, unless all parties and the Chair assent to the witness’s participation in the hearing. The same holds for any evidence that is first offered at the hearing. If the parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair will delay the hearing and instruct that the investigation needs to be re-opened to consider that evidence.

The parties will be given a list of the names of the Decision-maker(s) at least five (5) business days in advance of the hearing. All objections to any Decision-maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than three days prior to the hearing. Decision-makers will only be

removed if the Title IX Coordinator concludes that their bias or conflict of interest precludes an impartial hearing of the allegation(s).

The Decision-maker(s) will receive the investigative materials at least five (5) business days in advance of the hearing. Any Decision-maker who cannot make an objective determination must recuse themselves from the proceedings. If a Decision-maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

Hearing Procedures

Participants at the hearing will include the Chair, the Board members, the Investigator(s) who conducted the investigation, the parties, Advisors to the parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations or assistive services.

The Chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf. The Chair will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker(s) and the parties and will then be excused.

Joint Hearings

In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly. However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

The Order of the Hearing – Introductions and Explanation of Procedure

The Chair explains the procedures and introduces the participants. The Chair then conducts the hearing according to the hearing script. At the hearing, recording, witness logistics, party logistics, curation of documents, separation of the parties, and other administrative elements of the hearing process are managed by the Title IX Coordinator.

Investigator Presents the Final Investigation Report

The Investigator(s) will then present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Decision-maker(s) and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker(s) should ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

Testimony and Questioning

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The parties/witnesses will submit to questioning by the Decision-maker(s) and then by the parties through their Advisors (“cross-examination”).

All questions are subject to a relevance determination by the Chair. The Advisor will pose the proposed question orally, electronically, or in writing, the proceeding will pause to allow the Chair to consider it, and the Chair will determine whether the question will be permitted, disallowed, or rephrased.

The Chair will then state their decision on the question for the record and advise the party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Chair has final say on all questions and determinations of relevance, subject to any appeal. The Chair may ask advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the advisors on relevance once the Chair has ruled on a question.

Cross-Examination and Inferences

Any party or witness may choose not to offer evidence and/or answer questions at the hearing, either because they do not attend the hearing, or because they attend but refuse to participate in some or all questioning. The Decision-maker(s) can only rely on whatever relevant evidence is available through the investigation and hearing in making the ultimate determination of responsibility. The Decision-maker(s) may not draw any inference solely from a party’s or witness’s absence from the hearing or refusal to submit to cross-examination or answer other questions.

Recording Hearings

Hearings (but not deliberations) are recorded by the University for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The Decision-maker(s), the parties, their Advisors, and appropriate administrators of the University will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

Deliberation, Decision-making, and Standard of Proof

The Decision-maker(s) will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question. A majority vote is required to determine the finding. The preponderance of the evidence standard of proof is used.

The parties may each submit a written impact statement prior to the hearing for the consideration of the Decision-maker(s) at the sanction stage of the process when a determination of responsibility is reached. When there is a finding of responsibility on one or more of the allegations, the Decision-maker(s) may then consider the submitted party impact statements and any pertinent conduct history in determining appropriate sanction(s).

The Chair will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions. This report must be submitted to the Title IX Coordinator within two (2) business days of the end of deliberations.

Discriminatory Harassment Administrative Resolution Process

The Discriminatory Harassment Administrative Resolution Process, as described below, applies to all allegations of harassment or discrimination based on protected class status, involving students, staff, faculty members, or third-parties, that are not eligible for resolution under the Title IX Hearing Process. At any point during the initial assessment or formal investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Notice of Investigation

If the Administrative Resolution Process is initiated, the Title IX Coordinator will provide written notification of the investigation to the parties, as applicable, at an appropriate time during the investigation. Notification will include a meaningful summary of the allegations made in writing. The notification will include the policies allegedly violated, if known at the time. The policies allegedly violated can be modified, in writing, as the investigation progresses, and details become clearer.

Investigation and Resolution

The investigation will commence in accordance with the process described in the preceding "Steps in the Investigation Process." Upon conclusion of the investigation, the Title IX Coordinator appoints a three-member decision-maker panel from the Pool members to review the investigative materials and all responses. The appointed decision-makers will conduct a thorough review and evaluate the totality of circumstances based on the preponderance of the evidence within 10 business days.

Sanctions

Upon determination of a finding of responsibility in either the Title IX Hearing Process or Discriminatory Harassment Administrative Resolution Process, the following factors are considered when determining a sanction/responsive action, which may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker(s)

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested. The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken, or sanctions imposed by external authorities.

A. Student Sanctions

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- **Required Counseling:** A mandate to meet with and engage in either University-sponsored or external counseling to better comprehend the misconduct and its effects.
- **Probation:** A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions if the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
- **Suspension:** Termination of student status for a defined period and/or until specific criteria are met. After the suspension period is observed, a student is eligible to apply for reinstatement, although reinstatement is not guaranteed.
- **Expulsion:** Termination of student status and revocation of rights to be on campus for any reason or to attend University-sponsored events, for a period of two years. After the expulsion period is observed, a student is eligible to apply for reinstatement, although reinstatement is not guaranteed.
- **Denial of Commencement Participation:** The University may deny or restrict a student participation in commencement activities.
- **Organizational Sanctions:** Deactivation, loss of recognition, loss of some or all privileges for a specified period.
- **Other Actions:** In addition to or in place of the above sanctions, the University may assign any other sanctions as deemed appropriate.

B. Employee Sanctions

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include disciplinary action, up to and including termination.

Notice of Outcome

Upon conclusion of either the Title IX Hearing Process or Discriminatory Harassment Administrative Resolution Process, the Title IX Coordinator, in conjunction with the decision-making body as appropriate, will prepare the Notice of Outcome, including the finding for each alleged policy violation, the rationale supporting the essential findings, and any sanction(s). The Notice of Outcome will typically be issued within three business days; the Notice of Outcome will be delivered to the parties simultaneously. The determination may be appealed by either party, therefore, the Notice of Outcome includes the grounds on which the parties may appeal and the steps to request an appeal.

Appeals

All requests for appeal consideration must be submitted in writing to the Title IX Coordinator within 5 business days of the delivery of the Notice of Outcome. Any party may appeal the findings only under the grounds described below.

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc).
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

- The sanctions imposed fall outside the range of sanctions the University has designated for this offense.

Appeals will be reviewed as follows:

Grievance Process Type	Appeal Decision-Maker
Title IX Hearing Board Process	Three-member panel chosen from the pool, who were not previously involved in the resolution process.
Discriminatory Harassment Administrative Resolution Process	Three-member panel to include the Title IX Coordinator and two pool members previously uninvolved in the resolution process.
Disability Discrimination and Accommodation	Three-member panel to include the 504 Coordinator, Director of Student Disability Services, and a pool member previously uninvolved in the resolution process.

Upon receipt of an appeal, the appropriate decision-maker(s) will review the request to determine if it meets the grounds for appeal. If the appeal does not meet the established criteria, the request will be denied and the parties will be notified in writing of the denial and the rationale. If the request does meet the established appeal criteria, the decision-maker(s) will be provided all the documentation and materials used to make the initial determination. Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of documentation or record of the investigation pertinent to the grounds for appeal.

The appeal decision-maker(s) will typically issue the determination within 5 business days of receipt of the accepted appeal. A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each ground for appeal and rationale for each decision.

Appeal Considerations

- Any sanctions imposed as a result of the hearing are postponed during the appeal process. Supportive measures may be reinstated.
- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeal decision-makers have the authority to apply any administrative resolution necessary based on the merits of an approved appeal, up to and including overturning a decision or sanction, fully or in part.
- In cases where new evidence is presented which warrants further review, the appeal timeframe may be extended. The parties will be notified of any such delays.
- An appeal decision is the final determination of the University.

Failure to Comply with Sanctions

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in a referral to the University’s Code of Conduct for students for additional sanction(s)/action(s), including expulsion.

Employees will be referred to Human Resources for further corrective action up to and including termination.

Multicultural, Diversity, and Inclusion Policy

Grand Canyon University is committed to policies that promote inclusiveness, social justice, and respect for all. It is expected that all students demonstrate mutual respect and courtesy to one another, faculty, staff and administration. Grand Canyon University also affirms that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength. Further, Grand Canyon University acknowledges its on-going responsibility to foster fairness and respect, to create and maintain a positive working and learning environment and to promote anti-racism. The Multicultural, Diversity, and Inclusion Office is responsible for formally administering this policy and does not cover conduct prohibited by the University’s Title IX and Non-Discrimination Policy.

Definitions

Bias - Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

Cultural Appropriation - The adoption or misuse of icons, rituals, aesthetic standards, and behavior from one culture or subculture by another. It is generally applied when the subject culture is a minority culture or somehow subordinate in social, political, economic, or military status to appropriating culture. This “appropriation” often occurs without any real understanding of why the original culture took part in these activities, often converting culturally significant artifacts, practices, and beliefs into “meaningless” pop-culture or giving them a significance that is entirely different/less nuanced than they would originally have had.

Ethnic - Of or related to a particular race, nationality, language, religion, or cultural heritage. “Ethnic” in the context of the U.S. has also come to represent concepts, characteristics, or cultural values and norms that are not typical of white/European ancestry persons.

Intolerant conduct - lack of tolerance; unwillingness or refusal to tolerate or respect opinions or beliefs contrary to oneself. unwillingness or refusal to tolerate or respect persons of a different social group, especially members of a minority group

Race - A grouping of human beings based on a shared geographic dispersion, shared history, nationality, ethnicity, or genealogical lineage. Race is also defined as a grouping of human beings determined by distinct physical characteristics genetically transmitted.

Racism - Racism can be understood as individual and institutional practices and policies based on the belief that a particular race is superior to others. This often deprives specific individuals and groups of certain civil liberties, rights, and resources, hindering social, educational, and political advancement opportunities.

Violations

The University makes every effort to address statements, actions, or behaviors reflecting bias, prejudice, or intolerance from prospective and current students, faculty, and staff. Intolerant conduct can be physical, verbal, visual, or communicated orally, in writing, or electronically. Therefore, the Multicultural, Diversity and Inclusion Office will review and may act on reports of behavior or communication based on bias, prejudice, or

intolerance that impacts the learning environment or causes a disruption to the University community, which do not violate the University's Title IX and Non-Discrimination Policy. Examples of conduct that may be considered intolerant include, but are not limited to:

- Bullying or intimidating behavior or words.
- Degrading a person or group based on a racial or ethnic characteristic.
- Communication that includes prejudicial words, graphics, or slurs regarding a protected class.
- Suggested or actual violence by one's self or encouraging others to commit violence against a protected class.
- Cultural misappropriation by taking, using, or showing disrespect toward another's culture by using items in an inappropriate manner or shows a lack of understanding of the culture.

This policy includes online and cyber manifestations of any of the prohibited behaviors. While the University may not control websites, social media, and other venues in which this behavior may occur, when such communications are reported to University, it may engage in a variety of means to address and mitigate the effects, including referral to an alternatively appropriate process.

Procedure for Processing Alleged Violations of the Multicultural, Diversity, and Inclusion Policy

Upon submission of a complaint alleging racial or ethnic intolerance, the University's Institutional Access and Compliance Office first reviews the report to determine if the reported conduct creates a hostile environment that unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities. Complaints that meet these criteria are reviewed under the University's Title IX and Non-discrimination Policy. If the complaint does not rise to the level of creating a hostile environment, the complaint is referred to the Multicultural, Diversity, and Inclusion Office for further review and processing. Depending on the status of the person being reported, concerns will be addressed differently.

1. Faculty and Staff

The Employee Handbook and applicable employment law apply to issues regarding staff and faculty. Therefore, the manager and Human Resources will be included in the discussion regarding intolerant conduct by faculty or staff, including the investigation and any determination of sanction. The Multicultural, Diversity and Inclusion Office will document the actions taken, and keep its own records while Human Resources and the manager also keeps the records for which they are responsible.

2. Prospective Students

Reports concerning prospective students will be first reviewed by the Equity Office, in conjunction with the Registrar, to determine whether the behavior precludes them from being a part of the GCU community. Depending on the severity of the behavior, the prospective student may be deemed ineligible for admission and notified by the Office of Academic Records. Reports concerning prospective students who are approved to continue with the admission process will be referred to the Multicultural, Diversity, and Inclusion Office for further processing.

3. Students

All reports concerning students, regardless of modality, will be reviewed by the Multicultural, Diversity, and Inclusion Office. However, the resources and/or sanctions may be different.

4. Alumni

The University has determined that it has no jurisdiction over alumni's behavior after completing their degree. Therefore, this policy will not be applied to any complaint regarding a graduated student. A hold will be placed on the alumni's education record to have any reported incidents reviewed by the Multicultural, Diversity and Inclusion Office prior to re-enrollment, should the alumni attempt to return to pursue another degree.

The Multicultural, Diversity, and Inclusion Office reviews each complaint to determine the severity and implications of the behavior demonstrated by the reported student, as well as any history of prior offenses. If the Multicultural, Diversity and Inclusion Office intends to take further action as a result of the report, students are notified of their opportunity to be heard, present information, and speak on their own behalf to the Multicultural, Diversity and Inclusion Office. Students are not required to present information, however, if the student does not respond within seven days of being contacted by the Multicultural, Diversity and Inclusion Office, the student forfeits the right to participate in the process and a determination will be made by the Multicultural, Diversity and Inclusion Office, based on a preponderance of the evidence. If the behavior is substantiated, the Multicultural, Diversity, and Inclusion Office will apply an appropriate penalty.

Students are not entitled to representation by any third party, personal representative, or attorney in the process.

Penalties

The University first believes in restorative justice. Sanction and restorative outcomes preserve individual and institutional integrity and whenever possible and appropriate, seek to help an individual to learn from their mistakes, repair harms, and regain their standing in the community. If the case is more severe, higher level sanctions will be levied which may include termination for faculty and staff, and referral to the University's Code of Conduct Committee for students.

1. Faculty and Staff,

For validated reports the sanctions for faculty and staff will follow the Grand Canyon University Employee Handbook and applicable employment laws.

2. Students

When determining sanction(s) the institution will consider the individual's present demeanor; past conduct record(s); the nature of the offense; the severity of any damage, disruption, injury, or harm resulting there from; character statement; and other factors may be considered.

Possible sanctions include, but are not limited to:

- Deferred or Denied Admission
- Non-Disciplinary Behavioral Notice
- Disciplinary Behavioral Warning
- Apology
- Mentoring
- Mediation
- Educational Program
- Community Services
- Restitution (fines/fees)
- University Probation

If the case is extreme, or the student displays a pattern of behavior, the Multicultural, Diversity and Inclusion Office will refer the issue to the University Threat Assessment Team or Code of Conduct Committee with a recommendation for suspension or expulsion.

University Appeal Procedures

The process described herein relates only to the formal University-level procedure for student appeals, including academic and financial issues. In some cases, a student may appeal a financially or academically related University policy or decision, including tuition, fees, a Code of Conduct or an Academic Dishonesty charge when extreme extenuating circumstances merit, and where supporting documentation exists. The appeal process is designed to offer the student multiple opportunities to be heard, as illustrated in the table below. Students should be aware that appeals in which policy or process was not followed, in which extenuating circumstances are not existent, are unlikely to be approved. Additionally, in order to provide students with as many options as possible for resolving issues, University departments may attempt to address student concerns through an informal issue resolution process which is separate from the formal University-level appeal procedure. Students may request to escalate their appeal to the University Appeal process at any time; any decision made at the University-level will supersede all previous proposed resolutions.

Students must initiate the appeal by contacting their Student Services Counselor. The appeal must be completed and submitted by the student, in accordance with FERPA guidelines. The Student Services Counselor will gather the information and route to the appropriate parties at the university. All supporting documentation should clearly and explicitly describe the appeal (including the actual policy being appealed), demonstrating he or she attempted in good faith to resolve the issues with the involved parties. Students are strongly encouraged to discuss the intended appeal with a Student Services Counselor prior to submission.

The student may escalate the appeal to the second level by submitting another request via their Student Services Counselor. Not liking the first level decision is not justification for filing a second appeal. A second appeal decision requires additional documentation to justify a re-submission of the issue. The second level of appeal decision is the final decision of the University.

The following include the different appeal definitions:

- **End-of-course grades:** Faculty are responsible for issuing earned grades. The University supports this assessment made by the faculty based on student performance throughout the course, and overturning a grade is unlikely and only if miscalculation occurred. A student cannot appeal final grades earned unless the student has ample evidence that the grade earned was indeed miscalculated. GCU does not condone rounding grades, and therefore that is not considered miscalculation. To file a grade appeal, students must provide ample documentation indicating where the grade was miscalculated, as well as evidence the faculty and student communicated about the alleged miscalculation of the overall course grade, or the appeal will be rejected. 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 appeal with the University for a grade/score on an individual assignment while the course is in progress.
- **Reinstatement Admission Appeals:** Students who have been dismissed from the University due to a lack of academic progress or Code of Code of Conduct violations have the option to submit a Request for Reinstatement. Students may apply for reinstatement by submitting a Request for Reinstatement, describing the circumstances that led to the dismissal, and what remediation has taken place to prevent future recurrence. For both academic and disciplinary

dismissal, reinstatement is not guaranteed. Students may or may not be granted re-admittance based on a variety of factors.

- For academic reinstatements, the University will review the student's academic record, including what progress was previously made, to determine whether satisfactory academic progress can be attained through completion of an Academic Plan. Reinstated students are required to complete the Academic Plan as specified. Failure to do so will result in expulsion.
- For disciplinary reinstatements, the University will review factors including, but not limited to, the student's academic record, history of offenses, the egregiousness of any conduct violations, and compliance with any conditions imposed as part of the sanction.
- **Code of Conduct:** Depending on the severity and origination of a Code of Conduct violation, a student may be subject to consequences of violating the Student Code of Conduct up to, and including, expulsion. A Code of Conduct violation that is also a violation of state or federal law will be turned over to the appropriate authorities for action and is not under the jurisdiction of the University.

Because students are afforded the opportunity to participate and present documentation during the Code of Conduct process, appeals for University-level sanctions will only be accepted on the basis of the following:

- Procedural error or omission
- New evidence that was unknown or not available during the original hearing.

To appeal a University-level sanction, students must provide ample documentation indicating how the appeal meets the criteria outlined above.

- **A published policy:** Students who have issues with a particular policy may in some cases appeal the policy. However, the following is a list of reasons, albeit a non-exhaustive list, for which a dispute of a published policy is not acceptable, and for which relief (tuition and fees) will not be granted:
 - Disputes arising out of a student's lack of knowledge or understanding of a stated policy
 - A student's reliance upon verbal statements which conflict with the University's written policies, regardless of the source of the verbal communication
 - A student's actions when the student failed to investigate, understand, or consider the financial ramifications of that action / decision
 - A student's failure to regularly review University communications, whether via telephone, mail, or e-mail
 - Illness or death of a person who is not a member of the student's immediate family
 - Disputes arising because of technological issues that are not in direct control of the University

For any appeal where documentation is required but not submitted, the appeal will be returned to the Student Services Counselor as incomplete, and will not be accepted for review. Documentation includes, but is not limited to, email communication, evidence showing attempts to resolve grade appeal issues with faculty, or evidence which supports specific details relating to the claim. Additional documentation may be requested by the University at any time.

Below is a list of specific policies that are not appealable, and for which appeals will be rejected:

- Graduation Requirements including requirements for academic recognition
- Residency requirement
- Upper division credit requirement

- Non-transferrable courses
- Course overload requirements
- Continuing Education Credits for certificates that do not meet the criteria outlined for GCU Approved Certificates
- Statuses as a result of Satisfactory Academic Progress (Warning/Probation/Suspension/Expulsion)
- GPA Progression statuses
- Dismissal for not meeting the terms of Accepted with Specifications requirements.
- Grade appeals where the student has not provided evidence that it meets the terms of the end-of-course grades policy
- Exceeding the maximum number of course repeat attempts
- Expulsions issued for possessing a firearm on campus
- Appeals for University-level Code of Conduct sanctions where the student has not provided evidence that it meets the terms of the Code of Conduct appeal definition.
- Immediate administrative actions carried out by the University President, Provost, Registrar, or designee
- Admission denial through the Blind Review Process for Previous Arrests or Criminal Records

Reason for Appeal	1st Appeal Level	2nd Appeal Level
University Appeals		
End-of-course grades	Program chair or equivalent in the appropriate college	Dean of the appropriate college or designee
Policies	Appeals Decision Board or appropriate department head	Executive Vice President of Academic Affairs or designee
Admission Appeals	Dean of the appropriate college or designee	Executive Director of Office of Academic Records or designee
A doctoral academic appeal	Dean of College of Doctoral Studies	Executive Vice President of Academic Affairs or designee
A DNP doctoral academic appeal	Dean of College of Nursing and Healthcare Professions or designee	Executive Vice President of Academic Affairs or designee
Athletics	Executive Senior Associate Athletic Director	Vice President of Athletics
Parking	Parking Committee	Director of Campus Development
Conduct Appeals		
Conduct sanctions up to and including suspension	Dean of the appropriate college or designee	Assistant Vice President of Academic Compliance or designee

Reason for Appeal	1st Appeal Level	2nd Appeal Level
Conduct sanction of expulsion	Assistant Vice President of Academic Compliance or designee	Executive Vice President of Academic Affairs or designee
Title IX admission appeals	Title IX Coordinator or designee	Title IX Appeal Board or designee
Behavioral Intervention Team	Behavioral Intervention Team or designee	Threat Assessment Team
Threat Assessment Team	Threat Assessment Team or designee	Provost or designee

If the student complaint cannot be resolved after exhausting the Institution’s appeal 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>

Any Utah resident student enrolled at the location in Utah who has a complaint can file a complaint with the Utah Division of Consumer protection at any time. Utah residents enrolled in online programs should follow the appeals process outlined in University Appeal Procedures.

The Utah Division of Consumer Protection
 160 East 300 South, 2nd Floor
 P.O. Box 146704
 Salt Lake City, Utah 84114-6704
dcp.utah.gov
 OR by fax to: (801) 530-6001

Students can also file a complaint with our accrediting agency, the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, using their Complaint Procedures.

<https://www.hlcommission.org/Student-Resources/complaints.html>

SARA Grievance Process

Grand Canyon University is a SARA participating institution. The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions in relation to non-instructional complaints. Instructional complaints, such as grade grievances, are not reviewed by the Council and should not be submitted for review. Distance education students who reside in SARA states (see list of SARA states at www.nc-sara.org), may file a non-instructional complaint with the Arizona SARA council. However, non-instructional complaints may only be filed with SARA after student’s have first utilized GCU’s appeals process and the Arizona State Board for Private Postsecondary Education’s complaint process. Non-instructional complaints may be submitted to AZ-SARA via <http://azsara.arizona.edu/complaint-process>.

Appeal Timelines

Appeals for both academic and non-academic concerns must be filed no later than five weeks after grades are posted for the course involving the appealed issue. Appeals received after this deadline will not be considered. If the student chooses to dispute the first appeal decision, the second appeal must be filed with the University within five weeks after the notification of the first appeal decision is issued.

The University makes every effort to come to a decision and notify the student within 15 business days of receipt of the appeal. However, in some cases the investigative process may lengthen this timeframe.

Appeal Communication

Appeal decisions are communicated to the student through postal letter. Any questions regarding the appeal must be communicated to the assigned Student Services Counselor.

Textbooks

Some courses are digitally enabled where students are charged the Canyon Connect fee to access the eBook in their Learning Management System. Other courses that may require a print textbook will direct students to purchase the print copy at the campus bookstore. For questions on print textbooks, contact 1-877-866-8917.

Grading System

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 F) is earned are included in the calculation of the GPA. The semester credits 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 credits in which a letter grade (A through F) 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. A degree will never post prior to the final course end date.

Please note that course assignments are thoughtfully planned and allocated specific relative values to demonstrate the achievement of student learning outcomes. Consequently, the University does not permit the rounding of assignment or course grades or the issuing of extra-credit points. For example, 92.99 is an A- on the Undergraduate Grading Scale.

Undergraduate GPA

Undergraduate students must earn a minimum grade point average of 2.0 to meet the minimum GPA graduation requirement. Undergraduate students must earn a grade of C in courses in their majors and minors. To review all graduation requirements, please visit the [Undergraduate Graduation Requirements](#) section.

Undergraduate Grading Scale

The 100-point grading scale is the standard for all GCU undergraduate courses, although point scales may differ by college or program. Previous grading scales are presented on the University's official transcript. 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	GPA Value	Point Scale		Interpretation of Level of Performance
		COE, COFAP, CONHCP (Non-Nursing), COT, CHSS, CSET, CCOB	CONHCP (Nursing)	
A	4.0	93-100	95-100	Superior; outstanding scholarship
A-	3.7	90-92	92-94	
B+	3.3	87-89	90-91	Above average; good work
B	3.0	83-86	87-89	Average standard performance
B-	2.7	80-82	84-86	
C+	2.3	77-79	80-83	
C	2.0	70-76	76-79	Average standard performance
D	1.0	60-69	72-75	Below standard
F	0.0	<60	<72	Failure
I	NA	NA	NA	Course work is Incomplete
W	NA	NA	NA	Authorized withdrawal; No Credit
MW	NA	NA	NA	Mandatory Withdrawal
AW	NA	NA	NA	Academic Withdrawal
DW	NA	NA	NA	Deployment Withdrawal
CR	NA	NA	NA	Campus Only: Credit given, but No Grade or GPA Value
S	NA	NA	NA	Campus Only: Satisfactory Completion of Non-Credit Course
U	NA	NA	NA	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course

Letter Grade	GPA Value	Point Scale		Interpretation of Level of Performance
		COE, COFAP, CONHCP (Non-Nursing), COT, CHSS, CSET, CCOB	CONHCP (Nursing)	
NR	NA	NA	NA	Grade status not reported by instructor
IP	NA	NA	NA	Course currently in progress

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.

Graduate Grading Scale

The 100-point grading scale is the standard for all GCU graduate courses, although point scales may differ by college or program. In graduate courses, students will be evaluated by the grading scale shown below. Previous grading scales are presented on the University's official transcript. If a graduate student earns a grade of F, he or she will be required to repeat the course and bring up the grade in order to continue in the program. 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	GPA Value	Point Scale		Interpretation of Level of Performance
		COE, COFAP, CONHCP (Non-Nursing), COT, CHSS, CSET, CCOB	CDS, CONHCP (Nursing)	
A	4.0	93-100	97-100	Superior; outstanding scholarship
A-	3.7	90-92	93-96	
B+	3.3	87-89	89-92	Above average; good work
B	3.0	83-86	85-88	Average standard performance
B-	2.7	80-82	81-84	Below Standard
C+	2.3	77-79	78-80	
C	2.0	70-76	76-77	
F	0.0	<70	<76	Failure

Letter Grade	GPA Value	Point Scale		Interpretation of Level of Performance
		COE, COFAP, CONHCP (Non-Nursing), COT, CHSS, CSET, CCOB	CDS, CONHCP (Nursing)	
I	NA	NA	NA	Course work is incomplete
W	NA	NA	NA	Authorized withdrawal; no credit
CR	NA	NA	NA	Campus Only: Credit given, but no grade or GPA value
S	NA	NA	NA	Campus Only: Satisfactory completion of non-credit course
U	NA	NA	NA	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
MW	NA	NA	NA	Mandatory Withdrawal
AW	NA	NA	NA	Academic Withdrawal
DW	NA	NA	NA	Deployment Withdrawal
NR	NA	NA	NA	Grade status not reported by instructor
IP	NA	NA	NA	Course currently in progress

Incomplete Grades

Students become eligible to request an incomplete grade if the following requirements have been met during the last week of the course:

- They are experiencing a physical and/or extreme circumstance that prevent them from completing the assignments by the scheduled end of the course;
- They are passing the course at the last week of the class;
- They have no outstanding Incompletes; and
- Their 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.
- Even if the student is eligible for an Incomplete, the decision to grant the Incomplete contract lies solely with the instructor.

If the instructor grants an incomplete, the following must happen:

- By the end of the course, the instructor and the student must complete the Incomplete Contract Form, which is created by the instructor and lists all eligible assignments to be completed by the student and the deadline date(s).
- When submitting final grades for the course, the instructor must enter a grade of “I” and send a copy of the Incomplete Contract Form to the Office of Academic Records.
- The student must submit all assignments within three weeks of the last day of the course.
- 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 grade. 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.

Auditing Courses

Students are not permitted to audit Grand Canyon University courses.

Repeat Policy

When a course has been repeated, the credit used in computing the grade point average is the grade and credit hours earned the last time the repeated course was taken. Students who maximize the number of attempts for repeating a required course may not be able to complete their program.

Repeating Non-Passing Courses

A grade of D or lower earned at Grand Canyon University may be replaced in an undergraduate student’s GPA when the identical course or course equivalent is retaken. Undergraduate students must repeat any program-specific Prerequisite courses completed in which a grade of less than C was earned. A grade of C or lower 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 attempt the same course up to three times. Attempts include any course with an issued grade, including withdrawn courses. All attempted courses will be documented on the official transcript, but the repeat grade will be the grade of record regardless if it is higher or lower on the grading scale.

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, which may consist of varying content depending on the timeframe it was offered.

For Nursing Pre-Licensure pre-requisite retake policy, please see Baccalaureate Programmatic Progression Requirements for the Bachelor of Science in Nursing (Pre-Licensure) section of the University Policy Handbook.

Repeating Passing Courses

Undergraduate students have the option to repeat any undergraduate general education course where a non-failing grade was earned. The grade earned at Grand Canyon University may be replaced in an undergraduate student’s GPA when the identical general education course or equivalent course is retaken. Students have one attempt to retake the same non-failing general education course. This option can only be used for a total of two non-failing general education courses throughout their academic

career at Grand Canyon University. All attempts will need approval by submitting a formal University Appeal through an Student Services Counselor. Students may be financially responsible for the tuition of the course. All attempted courses will be documented on the official transcript, but the repeat grade will be the grade of record regardless if it is higher or lower on the grading scale.

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, which may consist of varying content depending on the timeframe it was offered.

For Nursing Pre-Licensure pre-requisite retake policy, please see Baccalaureate Programmatic Progression Requirements for the Bachelor of Science in Nursing (Pre-Licensure) section of the University Policy Handbook.

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 University investigation of a grade dispute appeal 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 Academic Records.

Academic Honors

Dean’s and President’s List

GPA’s for all undergraduate students’ completing 12 semester credits are calculated to determine eligibility for these honors. Students whose enrollment cumulative GPA is 3.5 or above qualify for the Dean’s List. Students whose enrollment cumulative GPA is 3.8 or above qualify for the President’s List. Student’s receiving the Dean’s and President’s honors will be notified by letter, at each 12-credit review.

Special Study Courses

Certain course numbers have been reserved for special study courses that departments of the University wish to approve. This fall into four categories: independent study, practicum, internship, and student teaching. To register for a special study course, students must obtain and complete appropriate forms with their Student Services Counselor. Once approved by the college, these forms are submitted to the Office of Academic Records where they are reviewed to determine student eligibility. A Special Study Request Form must be submitted no later than the last day of the regular registration period.

Independent Study

Independent Study courses may only be used when a student exhausted alternative courses, especially in the case of degree completion. Independent study courses are restricted to a case-by-case need that must be approved by the instructor, College Dean, and the Provost. A syllabus must be included.

Practicum

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 2.0 GPA and approval is required from the College Dean and/or Department Chair or designee(s). Practicum courses are restricted to the lock-step programs of study in the online modality.

Guidelines for University Internship

Grand Canyon University offers two types of internship opportunities: programmatic internships and non-clinical, elective internships.

- Programmatic internships are encompassed within required courses in the students' program of study and are administered by the College that houses the specific program.
- Elective internships are administered by the College of Humanities and Social Sciences.

Some internships require a student to have a certain GPA and meet additional agency-specific requirements (eg. fingerprinting or background check, CPR certification, vaccinations, site-specific training etc.).

Students must meet with a SSC to review their eligibility to participate in an elective internship and meet the following requirements:

- Undergraduate Students may earn up to 12 elective credits and must have completed one semester at Grand Canyon University.
- Graduate students can use internships to meet credit deficiencies from transfer credit up to the total number of credits required in their program.
- International students must obtain approval from the Designated School Official.
- Elective internships cannot be clinical in nature, and the University will not sign any document that indicates such.

Students may request to have their current employer evaluated for consideration as an internship assignment. If current employer is selected, the internship opportunity must show evidence of new skills outside of current position. All students, once selected, need to complete the Internship Registration packet in the student portal.

Students must be registered in an Elective Internship Course (i.e. UNV 401, UNV 410, UNV 430, UNV 601) within the add/drop period. Students are required to complete a minimum of 45 hours of documented site-based work for each academic credit earned and participate in the online classroom. In no case will academic credit be granted for work completed prior to the start date of the internship course.

Student Teaching

Student teaching provides students with the opportunity to demonstrate mastery of knowledge and skills in a live classroom setting. College of Education requires full-time placement of student teachers for 15-16 weeks, dependent upon student's program of study, in classrooms associated with their major

area(s) of interest under the direct supervision of a certified educator. During this time, 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. Students must complete all associated student teaching paperwork and approvals, prior to commencing student teaching activities. Students with missing approvals on forms needed may be removed from student teaching. Student teaching may only be repeated once.

Official Enrollment Status Change and Withdrawal

The implications of discontinuing course registration differ greatly during various points. The academic and financial consequences of the specific types of enrollment status changes are outlined below.

Change of Classification

Traditional Undergraduate students who want to become a Nontraditional (Online) Undergraduate student, or vice versa, need to contact their Student Services Counselor for approval. The Student Services Counselor will assign a new Student Services Counselor to the student.

Change of Start Date

Graduate and undergraduate students who have not begun their initial start date at GCU may decide to change their start date by contacting their University Counselor. Students should be aware of the University [Course Tuition Refund Policy](#), when considering changing their start date after the commencement and attendance in their first course.

Course Drop

When students seek to remain active in school, yet reduce the number of credits for which they are registered, the option to drop a course may be available. Students must contact their Student Services Counselor to process a course drop.

Different course drop deadlines apply to courses of varying lengths. Students who drop a course prior to the allowable deadline will earn a grade of W for the course. If students discontinue their course enrollment beyond the allowable timelines, they will receive zeroes for all missing assignments, and will earn a final course grade of A through F that is commensurate with the accumulated total for all course work.

Course Length	Course Drop, W – Grade Deadline
1-2 Weeks	Not permissible after course start
3-13 Weeks	Prior to the last 2 weeks of the course
14-16 Weeks	Prior to the last 4 weeks of the course

Cohort and Residency Classrooms also have Class Presence requirements that are separate from this policy. See Class Presence: Cohort Classrooms and/or Class Presence Residency Classrooms for more information.

Before dropping a course, students are strongly advised to speak with their Student Services Counselor to understand the academic and financial ramifications associated with dropping a course. The [Course Tuition Refund Policy](#) in the Financial Services section of the University Policy Handbook outlines the refund schedule for dropped courses. Students who delay exercising the

course-drop option until after the deadline retain financial responsibility. Students are responsible for all non-refundable charges.

Add/Drop

If students drop and add courses there may be additional tuition charges depending on the timing of the drop/add action, and the length of the instructional period of the course that is being dropped or added.

Traditional Campus Students

All students may add courses after the semester has begun, but the scheduling may differ based on the length of the instructional period.

- Students enrolled in 15-week courses may add additional 15-week courses to their schedule through the second week of the semester. Students are responsible for any additional tuition charges that may be incurred as a result of adding credits based on the change. A student who is enrolled in 15-week courses, who desires to drop a 15-week course after the second week of the semester (outside the refund period) and add another course that has not yet started will be responsible for tuition charges if the number of registered credits, including the dropped course, exceeds 18.
- Students enrolled in 7-week and 8-week may add additional courses in their current 15-week semester only if the course has not yet begun, they have been actively enrolled from the beginning of the semester, and are responsible for any additional tuition charges based on the change.
- Students who unregister from a course may be eligible for a portion of their refund based on total registered credits remaining.

Before dropping a course, students are strongly advised to speak with their Student Services Counselor to understand the academic and financial ramifications associated with dropping a course. The [Course Tuition Refund Policy](#) in the Financial Services section of the University Policy Handbook outlines the refund schedule for dropped courses.

Registration Discontinuance

Students who choose to drop from courses after they have already begun participation in the courses must request to discontinue by contacting their Student Services Counselor. Students will be dropped from all current and future scheduled courses and will be considered inactive for the period discussed with their Student Services Counselor.

Although the discontinuation of registration places students in an inactive status for the requested time, students retain their admitted status within the University and should remain in contact with a Student Services Counselor. If the student is out of attendance for more than 180 days, the student will have to enroll in a program in the current Academic Catalog. Students are still subject to the [Course Tuition Refund Policy](#) and the [Course Drop Policy](#).

Students are strongly advised to speak with their Student Services Counselor to understand the academic and financial ramifications associated with dropping a course.

University Official Withdrawal

In the event that students choose to discontinue their enrollment at GCU, they must officially withdraw from the University. Students in this situation lose all of the rights and privileges associated with being GCU students, including maintaining

enrollment in their Program of Study (POS). To officially withdraw from the University, students must submit a University Official Withdrawal Form to the Office of Academic Records via the GCU Student Portal. When submitting the University Official Withdrawal Form, students will be asked to identify the reason for withdrawing from the University. If students notify their Student Services Counselor of their intent to withdraw from the University but do not complete the Official Withdrawal form, Student Services Counselors will notify the Office of Academic Records of the Official Withdrawal. Students may also be withdrawn from the University through the Unofficial Withdrawal policy.

Students are still subject to the Course Tuition [Refund Policy](#) and the grading policy listed above in [Course Drop Policy](#). Before withdrawing from the University, students are strongly advised to speak with a Student Services Counselor to understand the academic and financial ramifications associated with dropping a course.

All Financial Aid students are required to complete Exit Counseling for any federal loans borrowed while in attendance at Grand Canyon University. This is in accordance with the Department of Education requirements and students should contact their Student Services Counselor for further information on how to complete the Exit Counseling.

Officially withdrawn students must reapply for admission to the University if they decide to return, and enroll in the most current POS.

Semester Official Withdrawal

Traditional Campus Students

Traditional campus students, who choose to discontinue their enrollment at GCU for the current semester enrolled, must complete a Semester Official Withdrawal Form, which can be obtained through their Student Services Counselor. Students are subject to the [Course Tuition Refund Policy](#) and the grading policy listed above in [Course Drop Policy](#).

Military Deployment

In support of U.S. military students, the University offers special circumstance withdrawals for students who find themselves deployed without computer access or experience other circumstances that will make it impossible to complete coursework within the prescribed time frame due to temporary assignments when accompanied with official documentation. Active Duty, Reservists, and National Guard students that are currently enrolled in a degree program will be placed on a deployed status for the duration of deployment. Students will receive a tuition credit to their GCU account for the course(s) from which the University withdraws the student. A DW grade (Deployment Withdrawal) will appear on the student transcript for each class the University approves for withdraw with the expectation that students will re-take the affected courses upon re-entrance.

Students seeking this option must submit a completed GCU Deployment Form prior to deployment to be eligible, including submission of official military deployment orders to their Student Services Counselor. It is also the student's responsibility to inform the instructor of the situation. The student assumes responsibility of a course if they post into the classroom after the deployment date indicated on the soldier's Orders.

Students out of attendance for greater than 14 days may have a recalculation of financial aid completed, which may result in a balance on the student's account (if student is using Title IV).

Grand Canyon University will defer collections of tuition and fees while in a deployed status.

Eligibility:

- The student must have been attending the course and completing the assignments up to the point of the deployment request.
- The student's circumstances must involve a military commitment.
- Students who determine their need for a deployment withdrawal must submit the GCU Deployment form prior to any scheduled departure date.
- Students must submit official documentation to confirm deployment and/or circumstance (official orders, letter from Commander, etc.).
- Students using Financial Aid must also complete a Deferment Form.
- Official documentation submitted by the student must confirm that the dates of the deployment and/or special circumstance coincide with the time frame of the course.

Students who are on Temporary Duty or No-Notice deployment and wish to remain in the course, must provide their instructor and their SSC with a letter from the Commander of the servicemembers unit and/or Deployment Orders if they will be absent from a scheduled course day in order to be considered for an excused absence. In the event the student withdraws from the course without presenting documentation demonstrating deployment, the student will be withdrawn with a grade of W. If the student later provides the University with the necessary deployment paperwork, the W will be changed to DW, reflecting a Deployment Withdrawal. If warranted, DW grades will be honored at any time during the course and are exempt from all other course drop deadlines.

Unofficial University Withdrawal

There are two types of unofficial university withdrawals. The first is administrative withdrawal and the second is the 14-day rule.

Administrative Withdrawal

The University reserves the right to administratively withdraw a student for the following reasons:

- Students who do not attend any of their registered classes within the first week of the course may be administratively withdrawn from all classes, current and future.
- Students who have not returned to the University in 6 months and have not provided any notification of their absence

Students withdrawn through the provisions below are processed separately from the Code of Conduct Procedures.

- Students deemed ineligible for admission as a result of the Internal Review process.
- Failing to comply with the Internal Review process

14-day Rule

An unofficial withdrawal occurs when a student has stopped attending courses for a period of 14 consecutive days or more but has not communicated a desire to officially withdraw from the University.

Student Records

Family Educational Rights and Privacy Act (FERPA)

Grand Canyon University annually 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 Academic Records.

These rights are as follows:

- 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 Office of Academic Records. The University will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request an amendment of education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the Office of Academic Records and 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.
- The right to consent to disclosure 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, personnel, and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or appeal 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.
- 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, 20202-5920

Grand Canyon University has designated certain information in the education records as directory information for the purposes of the Family Educational Rights and Privacy Act (FERPA). Students are required to complete a Student Information Release Form (SIRF), submitted to the Office of Academic Records, to

control release of such information with respect to student records. The SIRF authorizes a 3rd party to receive designated records as requested by the student, however, it does not authorize GCU to have discussions about it, or any portion of the student's education record, or for the authorized person to take action on the account. Designated 3rd parties are expected to abide by University policy; the University reserves the right to discontinue communication if the 3rd party fails to follow policy guidelines or otherwise demonstrate an inability to communicate properly with the University or its representatives. The SIRF information is sent out to students annually. It is the responsibility of students to notify the Office of Academic Records if they would like to make any changes to their SIRF information.

Although GCU recognizes some information as directory, GCU's practice is not to release most directory components unless the University determines a need to do so (for example, police request). Some directory information will be released when it comes to athletes, or other student activities, such as theatre productions, regardless if a student opts out. Students wishing to opt out of ALL directory information disclosure must send their request to the following email address: directoryoptout@gcu.edu.

If choosing to opt out students must provide their student ID, and or, reply from their GCU email address.

- Student name
- Address
- Personal email address
- Phone number
- 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
- Photographs

European Union – General Data Protection Regulation (GDPR)

The GDPR is a privacy regulation that provides certain rights and protections to EU natural persons surrounding their personal data and how we as an organization process that personal data. These rights apply to you only if you are an EU natural person. We consider the processing of your EU Personal Data in connection with your student application process to be necessary for us to take steps with a view to creating a contractual relationship with you. GCU may use your personal data to respond to your questions, provide you specific courses, services, projects, programs and/or services you select to satisfy our contractual obligations to you. You have the right: to ask us for access to, rectification or erasure of your information; to restrict processing (pending correction or deletion); to object to communications or direct marketing; and to ask for the transfer of your information electronically to a third party (data portability). Some of these rights are not automatic, and we reserve the right to discuss with you why we might not comply with a request from you to exercise them. If you wish to exercise any of your rights regarding your EU Personal Data, please email gdpr@gcu.edu. You may also file a complaint concerning your EU Personal Data Processing with the applicable EU Supervisory Authority

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) provides federal protections for personal health information and gives patients an array of rights with respect to that information. At the same time, it permits the disclosure of personal health information needed for patient care and other important purposes. The rule specifies a series of administrative, physical and technical safeguards for covered entities to use to assure the confidentiality, integrity and availability of electronic protected health information.

Student Services Departments using health records to make decisions in regard to a student's education program will safeguard these records according to FERPA provisions.

Student Access

Mobility

Individuals who reside upon and/or visit the GCU campus are responsible for their own mobility. If assistance is needed, a golf cart ride may be available based on a disability issue; however, arrangements need to be made at least 48 hours prior to the visit and are offered as a courtesy service only. Rides are based on availability of campus resources.

For disability accommodations, please contact 602-639-6342.

Recreational Transportation

To maintain the integrity of the classroom and promote a safe environment, items used for recreational transportation will not be permitted indoors. Storage racks are available outside classroom buildings for personal use, but individuals are responsible for securing their items properly. The University is not responsible for the loss, theft or damage of a device. Recreational transportation items include, but are not limited to: skateboards, inline skates, kickstand scooters, and bicycles.

Student Disability Services

Grand Canyon University (GCU) seeks to serve all of its students equally. This plan is established in order to provide all students with equal access to GCU's programs, systems and facilities.

In order to receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services. To allow the University sufficient time for processing, requests should be submitted no later than two (2) weeks (10 working days) prior to the start of the course. All approved accommodation requests turned in after the course has begun will be in place as of the date the form and documentation was received by Student Disability Services. Accommodations will not be retroactive. Processing of accommodations begins after both the request form and the appropriate documentation information is received.

Students are required to complete a new accommodation request form annually based on their original approval date. Documentation for permanent disabilities will remain on file with Student Disability Services. Students that are approved for Temporary services will be asked to provide additional documentation to extend services. (Please see Temporary Accommodations Policy for more information). Students are required to notify Student Disability Services of any schedule changes that may occur during their program of study, in order to ensure that their accommodations are applied or adjusted accordingly. Students that withdraw from the University or have

been suspended will need to contact Student Disability Services upon their return in order to re-establish their accommodations. Please note that the University cannot provide accommodations that are not requested.

Steps to Accommodations:

1. Complete the [Accommodation Request Form](#)
2. Supporting documentation is required for all students requesting accommodations through Student Disability Services. The documentation must be from a medical provider (such as a doctor, psychologist, psychiatrist, etc.) or from testing services (such as Wechsler Adult Intelligence Scale and other tests). The documentation should be on letterhead from the provider or service company. The documentation is kept on file in Student Disability Services for verification purposes.
3. Turn in a copy of the above items via one of the options listed below:
4. Fax - 602.589.2652 (All documents must contain the student's name and be addressed: Attn: Disabilities Coordinator)
5. Email - disabilityoffice@gc.edu please put the students name in the subject line of the email (last, first)
6. Hand Delivery - Take requests to the Kaibab building through the Ground Advisement Team and ask for Student Disability Services.

The student is required to provide documentation that demonstrates credible assurance of a disability issue. The documentation should directly support the student's request for accommodations. The documentation must be from a medical provider (such as a doctor, psychologist, psychiatrist, etc.) or from testing services (such as Wechsler Adult Intelligence Scale and other tests). The documentation must state the specific disability and show cause for why a student's disability significantly limits their ability to complete their educational goals at GCU. The documentation should include a summary of the student's functional limitations in order for the University to determine the appropriate accommodations. The documentation is kept on file in Student Disability Services for verification purposes.

The documentation should be typed with the appropriate official signature and contact information for the associated facility for verification purposes (on official letterhead is preferred). We do NOT accept documentation that is handwritten or submitted on a prescription note. These documents are scanned into a protected part of your permanent record and therefore, must be legible and clear. Documentation can be submitted to Student Disability Services either by fax to 602-589-2652, by email to disabilityoffice@gc.edu or they can be hand delivered to Student Disability Services at the Main Campus in Phoenix, Arizona.

Once documentation is received it will be reviewed. If the documentation provided does not meet the University's requirements it will not be accepted as the official documentation. Students will receive notice and will be asked to provide alternative supporting documentation. The documentation is kept on file in Student Disability Services for verification purposes. Students requesting additional accommodations after their initial approval may be asked to provide additional documentation.

Temporary Accommodation Policy

GCU understands that circumstances out of a student's control may occur while attending classes at the University. Temporary accommodations may be granted to students who experience an unexpected or unavoidable major medical issue such as major surgery, hospitalization, or pregnancy. Temporary

accommodations may be put in place until the end of a student's current course. Depending on the supporting documentation provided, an accommodation can be extended to six months.

For consideration, to receive temporary accommodations through the University, students will utilize the Steps to Accommodations process as outlined in the University Policy Handbook. The first step is to submit an Accommodation Request Form, and the second step is to provide supporting documentation. It is important to review the documentation criteria for guidance regarding what documentation to provide. Documentation is required for all students requesting accommodations through the University. It is important to note that the University cannot provide accommodations that are not requested. Additionally, in general, accommodations cannot be applied retroactively.

Service Animals and Assistive Animals Policy

For the purpose of this policy, the term "accommodation animal" refers to "service animals," "emotional support animal", "assistive animals" and "necessary assistance animals" as defined by the Americans with Disabilities Act, Fair Housing Act, and other applicable laws.

Any resident student wanting an accommodation animal to live in Grand Canyon University Housing must complete the Steps to Accommodations process. Their request needs to include an explanation of the disability-related need for the animal, the types of tasks, if any; the animal is trained to perform, as well as a description of the animal, including type and the animal's name. Students who obtain approval to have an accommodation animal in University housing will be required to sign and abide by the Resident Responsibilities.

Grand Canyon University will accept, consider and make best efforts to fulfill the request for reasonable accommodations in University housing at any time. However, if the accommodation request is made after July 1st (for Fall semester) or after December 1st (for Spring semester), GCU cannot guarantee that they will be able to meet the individual's housing accommodation needs during the scheduled term of occupancy. All housing is based on availability.

The University limits this accommodation to one animal per dwelling unit in order to ensure the safety of the animals that reside on the GCU campus. With the exception of a trained service dog, the animal should not be in residence unless/until the request is approved. Please note that the approval of a request is animal-specific and is not transferable to another or different animal.

Service Animal:

Per the ADA 2010 Revised Requirements, service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. If the animal is a trained service dog trained to perform service tasks, then the student's Request for Accommodations must answer two questions:

- (1) Is this a service animal that is required because of a disability?
- (2) What work or tasks has the animal been trained to perform?

Therapy/Emotional Support Animals:

If the animal is not a dog, or the animal (even if a dog) is not trained to perform service tasks but is an emotional support animal, then the student needs to request a Housing Accommodation for the assistive animal through the Student Disability Services office. In this case, the student's Request must answer these two questions:

(1) Does the student (asking to live with the animal) have a disability — i.e., a physical or mental impairment that substantially limits one or more major life activities?

(2) Does the resident making the request have a disability-related need for an assistance animal?

When the disability and/or disability-related need for the animal are not readily apparent, the student will be required to also provide supporting documentation in the form of a letter from their qualified licensed provider documenting the disability and/or disability-related need for the animal as part of their ongoing care plan. Note: As outlined in the U.S. Department of Housing and Urban Development's 2020 guidance, "Some websites sell certificates, registrations, and licensing documents for assistance animals to anyone who answers certain questions or participates in a short interview and pays a fee" and these types of documents are not acceptable as supporting documentation. This type of documentation may not provide sufficient information for approval of the student's request. The appropriate medical provider should be familiar with the individual's disability and the necessity for the accommodation as part of an individualized ongoing care plan and outlining the following:

- a. Verification of the disability the animal is supporting, and
- b. How the animal serves as an accommodation for the verified disability, and
- c. How the need for the animal relates to the ability of the student to use and enjoy the living arrangements available through the University, and
- d. The type of animal(s) for which the reasonable accommodation is sought, and
- e. The letter is subject to the Documentation Criteria as outlined in the Steps to Accommodations.

Emotional Support Animals are prescribed for a specific individual as part of their ongoing care plan. Just like any prescription this is meant for the specific individual and cannot be shared by multiple people. Therefore, an Emotional Support animal can only be approved for one (1) student and the approval is not transferable to other individuals. Anyone seeking an Emotional Support Animal must go through the Steps to Accommodations process.

Please note that Therapy/Emotional Support animals are restricted to the residence area where the student resides only. They cannot go to class or to other communal areas of the University including the Library, the Arena, sports fields, the Rec Center, Canyon Activity Center (CAC), Campus Fitness Centers, Thunder Alley, Classroom buildings, Pool area, etc. Emotional Support Animals can accompany their owner at eateries with outdoor seating, but pursuant to FDA Food Code: 6-501.115, they may not be seated inside, or go inside of eateries on campus.

It is strongly recommended that if a student needs short term care for their animal, they make off campus arrangements. The approved animal is restricted to the student's specific dwelling and assigned space. Due to building access rules and roommates' rights to the space, having someone come in to care for your animal not always feasible. GCU staff and fellow students (including roommates) shall not be required to provide care or feeding for any approved animal.

GCU Sponsored Travel

Individuals with approved Emotional Support Animals are not allowed to bring the ESA's with them on any GCU sponsored travel. GCU sponsored travel is for University related competition or business purposes. Since the ESA designation limits the animal to an individual's dwelling under HUD, the

animal would be restricted from accompanying the individual while traveling and would have no access to the business/competition related event.

Service Dogs are permitted to travel with their owner as they provide a specific service as outlined in the Department of Justice guidance.

If traveling without your animal is an issue, please connect with Student Disability Services to explore other alternative accommodations.

Guidelines for Approved Assistive Animals Living on the Grand Canyon University Campus

The following guidelines apply to all approved disability-related accommodation animals and their students who live in GCU Housing.

Animal Behavior

1. An Exception to the Residential Pet Policy is granted for accommodation animals provided that their behavior, noise, odor and waste do not exceed reasonable standards and that these factors do not create unreasonable disruptions for students, faculty or staff.
2. Dangerous, poisonous, and/or illegal animals are not permitted.
3. The approved accommodation animal must be contained within the private residential area (room, suite, apartment, or enclosed balcony) at all times. If the Owner is going to be absent from their assigned dwelling, it is the sole responsibility of the Owner to ensure the animal is secured (crated, kenneled, or confined) and safely contained in an appropriately sized enclosure. When being transported outside the private residential area, the animal must be in a carrier or controlled by leash or harness at all times (City of Phoenix Code 8-14).
4. In accordance with behavior expectations, assistive animals must remain on the ground (have 4 paws on the floor) or be carried by their owner, unless completing specific tasks to aid handler.

Animal Health and Well-Being

1. Accommodation animals must be fully and completely vaccinated per Maricopa County standards for their species and have a clean bill of health to maintain the animal's health and prevent contagious diseases. Documentation of appropriate vaccinations are due at the time the Request. Grand Canyon University reserves the right to request updated vaccination verification during the animal's residency.

All animals must have a clean bill of health from a qualified veterinarian professional in order to live in GCU Housing.

2. Animals that live on GCU's campus fall under the licensure and health requirements for Maricopa County. Proof of compliance with those rules and regulations is part of the documentation required for approval of an assistive animal. Please visit the following link for more information: <http://www.maricopa.gov/pets/>

3. All accommodation animals that reside on the GCU campus are required to have the appropriate GCU issued identification cards. Service Dogs that accompany non-residential students to class or other GCU events are welcomed to obtain a GCU issued identification card as well, but are not required to do so.

Animal Cleanliness

Residents are responsible for properly containing and disposing of all animal waste, including but not limited to:

1. Indoor animal waste, such as cat litter, must be placed in a sturdy plastic bag and tied securely before being disposed of in

outside trash dumpsters. Litter boxes should be placed on mats so that feces and urine are not tracked onto carpeted surfaces.

For example, litter boxes should be in an agreed upon spot within the student's assigned dwelling.

2. Outdoor animal waste, such as dog feces, must be immediately retrieved by resident, placed in a plastic bag and securely tied before being disposed of in outside trash dumpsters.
3. With respect to common areas, the University reserves the right to designate specific sites indoors/outdoors for elimination of animal waste and to prohibit (even if there is immediate clean up afterwards) animal waste in any other common area. Animals are not permitted to use the synthetic turf (fake grass), including some living area courtyards. The event lawn in front of the arena, NCAA facilities or practice fields, or Club Sports fields are prohibited.

The University utilizes a third party vendor for identification of improperly disposed of animal waste. (Please see DNA Registry Disclosure for additional details.)

Animal Cruelty and Neglect

In accordance with AR13-2910 (Cruelty to Animals; Interference with Working or Service Animals), the University outlines the following. The Owner is required to ensure the animal is well cared for at all times. Evidence of any individual (not limited to the owner) inflicting mistreatment, neglect, abuse, or threatening to harm the animal may result in University disciplinary action for the responsible individual and/or potential removal of the animal. The University will report any animal abuse or neglect to the appropriate authorities, in addition to applicable disciplinary actions under the Student Code of Conduct or the appropriate respective Human Resources process.

Removal of Assistance Animal

Grand Canyon University may require the individual to remove the animal from University Housing if:

1. The animal or owner violates the standards for behavior and cleanliness as outlined in this policy and in the Resident Responsibilities.
2. The animal poses a direct threat to the health or safety of others or causes substantial property damage to University property or the property of others.
3. The animal or its presence creates an unmanageable disturbance or interference with the University community.
4. The animal does not have official approval from the Student Disability Services office to be in University Housing or on the University campus.

Removal of an animal from University property will be reviewed on a case by case basis.

Denied Requests

Requests for an assistive animal as a disability-related accommodation may be denied if granting the request would constitute an undue financial or administrative burden, or would fundamentally alter the nature of the housing option. In addition, animal accommodation requests may be denied if:

1. The specific assistance animal in question poses a direct threat to the health or safety of others that cannot be reduced or eliminated by another reasonable accommodation, or
2. The specific assistance animal in question would cause substantial physical damage to the property of others that cannot be reduced or eliminated by another reasonable accommodation. Breed, size, and weight limitations are not applicable to an assistance animal, or
3. If the individual is unwilling to accept an alternative housing placement option offered based on availability or if there are

not available housing options to meet the accommodation request.

Grand Canyon University will review each Emotional Support Animal request on a case by case basis. The University may also consider if the animal's presence would force another individual from individual housing (e.g. severe allergies, fear of the animal).

Unapproved Animals

Having any animal on the GCU Campus prior to official approval may result in immediate removal of the animal from Campus property, until official approval, and may be subject to:

1. Community Service Hours
2. Monetary fines
3. Code of Conduct referral

Resident Responsibilities

1. The student is responsible for assuring that the accommodation animal does not interfere with the routine activities of their fellow resident students or cause unreasonable difficulties for student, faculty or staff. Residential community living requires respect for the needs of residents with allergies and those who may fear animals.
2. The student is financially responsible for all consequences caused by the actions of the accommodation animal, including bodily injury or property damage which may necessitate replacement or repair of damaged furniture, carpet, drapes, or wall covering, etc. If an accommodation animal causes substantial physical damage to the property of others that cannot be reduced or eliminated by reasonable accommodation, the animal may be excluded from living in the residence.
3. The University shall have the right to bill the student's account for unmet obligations arising for damage caused by an accommodation animal.)
4. The student's place of residence may be inspected for fleas, ticks or other pests once per semester or as needed. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a university-approved pest control service.
5. The student must notify Student Disability Services in writing if the accommodation animal is no longer needed as an accommodation or is no longer in residence within 48 hours. By removing the animal from residence, the student is in-turn declining their previously approved accommodation to have the animal on campus.
6. Even if the student previously obtained permission for an accommodation animal, the student must file a new request for accommodations if s/he wishes to bring in a new/different accommodation animal in substitution of the previous accommodation animal.
7. The University has the ability to relocate resident and accommodation animal as necessary provided the new site is consistent with the terms of the current contractual agreement.
8. All roommates or suitemates of the student are provided a copy of the Service Animal/Assistive Animal Policy. All students assigned to any University housing unit have equal right to the space. In the event that one or more roommates or suitemates do not consent to be housed with the animal, either the student and animal, or the non-approving roommates or suitemates if they volunteer, may have housing reassigned to a more suitable location as determined by the Student Disability Services and Housing.
9. Student agrees to continue to abide by all other residential policies. An exception to a policy that otherwise prohibits

having an animal does not constitute an exception to any other policy.

10. Any violation of the above rules will be reviewed through the University's Code of Conduct and the resident will be afforded all rights of due process and appeal as outlined in that process.

DNA Registry Disclosure

As part of the University's efforts to ensure responsible animal ownership and community standards for all students, the University utilizes a third party vendor. The third party vendor is a company that specializes in DNA registry for waste management.

All dogs residing in University housing are required to complete the DNA registration upon their approval. In order to provide a DNA sample, the owner will be provided a DNA collection kit, which will be used to check swab the dog's mouth in the SDS office with SDS staff present. The SDS Office will then provide the materials collected to the dog registration company. The registry will be kept by Student Disability Services and only used for the purpose of identifying the perpetrator of animal waste on GCU property that is not appropriately disposed of. Failure to provide a swipe sample may result in a referral to Code of Conduct for failure to comply with a reasonable University directive.

The University pays for the registration, set up costs of the animal in the vendor's registration system, and testing of collected animal waste. Waste matching to any approved animals on campus will result in specific owners being subject to all clean-up costs, a referral to Code of Conduct and a \$200 fine for failure to properly dispose of waste on campus. Owners will be provided with the test result for any positive match.

The University reserves the right to request Service Dogs that accompany commuter students or staff to campus to register their dogs if a waste problem is identified in a nonresidential area of campus

Student Driver Waiver

Students are required to acknowledge the statement below within the Student Driver Waiver document in their Student Portal.

Students may participate in both mandatory and voluntary off-site events (including classes, internships, externships, clinicals, training, student teaching, volunteer work, school events, etc). Students driving in a personal motor vehicle will be personally responsible for their travel to and from off-site events. Students waive, release, and discharge any and all claims against GCU for damages for death, personal injury, or property damage to students or others that may arise as a result of operating a motor vehicle while traveling to and from any off-site events.

University Technology Requirements

Students and faculty participating in Online and Traditional Web-Enhanced courses must have access to the following minimum hardware and software. Some programs of study at Grand Canyon University require additional technology requirements, which can be found under the Programmatic Technology Requirements section.

*We are working on optimizing our online learning system for mobile devices. Until this optimization is complete, some functions may not be fully available and system navigation may appear different on your mobile device than on your computer.

Some error messages may intermittently appear about your mobile browser not being supported.

**Please note that most mobile devices, including tablets, smart phones and PDA devices, as well as many eBook reader devices, do not support eBook (PDF) files with embedded digital right management (DRM) restrictions that require connecting to a live server for authentication.

	Microsoft Windows PC Minimum
Operating System	Windows 8.1 or Windows 10
Processor Speed	Intel i5 equivalent or better
CPU Memory	8 GB or more
Internet Connection	Cable Broadband or DSL
Internet Browser	Current version: <ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Microsoft Edge
Internet Browser Configuration	<ul style="list-style-type: none"> • Pop-Up Blocking Disabled • JavaScript Enabled • AJAX Enabled
Java Runtime Environment	1.6.0 or higher
Hard Disk Space	256 GB Free
Audio Card	24-bit or better
A/V	Built-in or external Webcam, Speakers, microphone.
Software	<ul style="list-style-type: none"> • Office 365 (Word, Excel, PowerPoint, and more) • Adobe Acrobat Reader 11 or newer • An up to date anti-virus software

	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave, or Catalina
Processor Speed	Intel i5 equivalent or better
CPU Memory	8GB or more
Internet Connection	Cable Broadband or DSL
Internet Browser	Current version: <ul style="list-style-type: none"> • Safari 9 • Mozilla Firefox • Google Chrome
Internet Browser Configuration	<ul style="list-style-type: none"> • Pop-Up Blocking Disabled • JavaScript Enabled • AJAX Enabled
Java Runtime Environment	1.6.0 or higher
Hard Disk Space	256 GB Free

	Apple Macintosh Minimum
Audio Card	24-bit or better
A/V	Built-in or external Webcam, Speakers, microphone.
Software	<ul style="list-style-type: none"> Office 365 (Word, Excel, PowerPoint, and more) Adobe Acrobat Reader 11 or newer An up to date anti-virus software

Computers and Software

The Department of Information Technology Services provides computing services at GCU. Students have free access to computers on the GCU campus. The GCU Library is outfitted with new Chromeboxes offering Internet access. Each student has an individual login that includes secured space on a server for the storage of personal files. In addition to the library Chromeboxes, wireless access is available for students with laptops.

Library Hours: <https://library.gcu.edu/>

Contact Information

1-800-800-9776

Location

GCU Library, Student Union

The Data Base (Computer Repair Bar)

The Data Base offers free computer repair to current GCU students and faculty. Services available: Computer clean-ups, virus removal, software installation, limited hardware repair, and password resets for student/faculty portal and email.

Hours of Operation

Monday – Friday: 8:00am – 8:00pm
 Saturday: 8:00am – 5:00PM
 Sunday: 12:00pm – 6:00pm

Contact Information

(602) 639-7700

helpdesk@gcu.edu

Location

2nd floor of Student Union

GCU Accessibility Standards

Grand Canyon University is committed to providing accessible website content and functionality. “Accessible” means that regardless of any visual impairment, an individual is able to independently access and utilize GCU’s websites to obtain information and services offered by the University. It is GCU’s goal that all students, faculty and staff are able to use the same web services with equivalent ease of use.

In order to achieve this goal, GCU has adopted the following standards for new web development:

- GCU websites will be designed and developed to be compatible with screen reader software.
- All website functionality will be accessible through keyboard commands.
- Site navigation will be arranged so that a user can progress logically from start to finish through the site content.
- Web sites will be designed to permit screen readers to skip repetitive navigation menus.

- Frames will be titled with text to allow navigation and identification.
- Data tables will include identified row and column headers.
- Multimedia elements will have text alternatives provided.
- Descriptive text elements will be included for all non-text elements of the page that relate to the page content and functions.
- Alt tags will be included for pages that contain images.
- All videos will be closed-captioned and a descriptive text transcript will be made available for blind users.
- All audio content will include transcripts.
- All form controls must be labeled.
- Elements that expand / collapse must be labeled to announce change to the screen reader.
- If a timed response is required, the user must be alerted and given a method to request more time.
- All elements must be visible in high contrast mode (Windows).
- Any information conveyed by color will also be available without the use of color.
- All pages will be understandable without their associated style sheet.
- All elements will be designed to avoid causing a screen flicker in the frequency range of 2Hz to 55Hz, inclusive. If a video is unable to meet these standards due to content, a warning label will be included.
- GCU will use tools provided by W3C to scan new websites and attempt to resolve accessibility suggestions before the website is made available.

In addition to the above standards, GCU offers Technical Support for individuals to work in a one-on-one basis to assist with navigation of a GCU website. Individuals requiring assistance can contact Technical Support or Student Disability Services for assistance.

Programmatic Technology Requirements

Students and faculty participating in the programs below must have access to the following minimum computer hardware and software.

Colangelo College of Business

Bachelor of Science in Business Analytics, Bachelor of Science in Applied Business Analytics, Bachelor of Science in Business Information Systems, Bachelor of Science in Applied Business Information Systems, Master of Science in Business Analytics

In addition to the University Technology Requirements for general education course software requirements, students must have access to the following computer hardware and software minimum requirements:

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 or Windows 10
CPU Speed	Intel Core i7 with 4 cores, min. 2.8GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Drive Storage	512GB HD, upgradable later to 1 TB

Laptop	Microsoft Windows PC Minimum
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI
Software (Free)	<ul style="list-style-type: none"> • Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Don Ho Notepad++ editor
Service Plan (optional)	3-4 years including accidental damage (recommended)

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1
CPU Speed	Intel Core i7 Extreme with 6 cores 2.6 GHz
RAM memory	16GB
Hard Drive Storage	512GB SSD for back-ups
Screen	16" Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Built-in AV	Built-in AV
Service Plan (optional)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave, or Catalina
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Drive Storage	512GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	<ul style="list-style-type: none"> • Microsoft Windows 10 through Parallels (via Microsoft Imagine) or Bootcamp • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Bare Bones TextWrangler editor
Service Plan (optional)	3-4 years Apple Care+ (recommended)

Laptop	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave or Catalina
CPU Speed	Intel Core i7 Quad-core 2.2 GHz
RAM memory	16GB
Hard Drive Storage	512GB for back ups
Screen	15" Retina Display
Built-in AV	Webcam, Speakers
Service Plan (optional)	3-4 years Apple Care+

Bachelor of Arts in Digital Film (Nontraditional Only)

Digital Film majors must have access to the following computer hardware and software:

	All Students
Software – Screenwriting Students	<ul style="list-style-type: none"> • Final Draft • Celtix • Fade In
Software - Production	<ul style="list-style-type: none"> • Subscription to the Adobe Creative Cloud, paid monthly by the student, to include Adobe Premier, After Effects, Audition. • DaVinci Resolve 16 (free or paid version)
Camera & Tripod	All Digital Film Majors are required to have a camera and a tripod. The camera must be able to manually adjust the aperture, shutter speed, frame rate, white balance, and ISO/Gain. Two models we recommend are listed here. Only one 18-55 lens is required. DSLR cameras that take video are recommended as well as Prosumer level video camera like (Canon C100, Sony FS100, or Blackmagic Cinema Camera).
Lighting	Lighting needs are practical lamps and foam core bounce cards.

College of Arts and Media

Bachelor of Arts in Advertising and Public Relations with an Emphasis in Advertising Design

Advertising and Public Relations with an Emphasis in Advertising Design majors must have access to the following computer hardware and software:

	All Students
Software	<ul style="list-style-type: none"> • Subscription to Adobe Creative cloud - Paid monthly by student • Microsoft Office (free to students)
Peripherals	<ul style="list-style-type: none"> • Mouse • Graphics Tablet (Wacom Intuos, size choice is up to the student)(optional)

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 (64-bit) minimum: build:1803 recommended build:1809 or later
CPU Speed	Intel 7 th generation or newer or AMD equivalent
RAM memory	16GB for HD Media; 32GB or more for 4k media
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	16" Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Wireless	Wi-Fi, Bluetooth
Networking	Firewire, USB3.0, HDMI
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	macOS v10.13 or later
CPU Speed	Intel 7 th generation or newer – Or AMD Equivalent
RAM memory	32GB or 16 GB with capability to expand later to 32GB (2Ghz speed)
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	15" Retina Display
Wireless	Wi-Fi, Bluetooth
Networking	Thunderbolt, USB 3.0, HDMI
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Arts in Digital Film (Nontraditional Only)

Digital Film majors must have access to the following computer hardware and software:

	All Students
Software – Screenwriting Students	<ul style="list-style-type: none"> Final Draft Celtix Fade In
Software - Production	<ul style="list-style-type: none"> Subscription to the Adobe Creative Cloud, paid monthly by the student, to include Adobe Premier, After Effects, Audition. DaVinci Resolve 16 (free or paid version)

	All Students
Camera & Tripod	All Digital Film Majors are required to have a camera and a tripod. The camera must be able to manually adjust the aperture, shutter speed, frame rate, white balance, and ISO/Gain. Two models we recommend are listed here. Only one 18-55 lens is required. DSLR cameras that take video are recommended as well as Prosumer level video camera like (Canon C100, Sony FS100, or Blackmagic Cinema Camera).
Lighting	Lighting needs are practical lamps and foam core bounce cards.

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 (64-bit) minimum: build:1803 recommended build:1809 or later
CPU Speed	Intel 7 th generation or newer or AMD equivalent
RAM memory	16GB for HD Media; 32GB or more for 4k media
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	16" Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Wireless	Wi-Fi, Bluetooth
Networking	Firewire, USB3.0, HDMI
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	macOS v10.13 or later
CPU Speed	Intel 7 th generation or newer – Or AMD Equivalent
RAM memory	32GB or 16 GB with capability to expand later to 32GB (2Ghz speed)
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	15" Retina Display
Wireless	Wi-Fi, Bluetooth
Networking	Thunderbolt, USB 3.0, HDMI
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Arts in Digital Design

Bachelor of Arts in Advertising and Graphic Design

Bachelor of Arts in Social Media

All Digital Design majors with an emphasis in Web Design or Animation and Advertising and Graphic Design majors must have access to the following computer hardware and software:

	All Students	
Software – Web Emphases Advertising and Graphics	<ul style="list-style-type: none"> Active subscription to Adobe Creative cloud - Paid monthly by the student Basecamp – Free project management software FIGMA – Free prototyping software Web Domain and Hosting service – Identified in class After Effects plug-ins – Identified in class 	
Software – Animation Students	<ul style="list-style-type: none"> Active subscription to Adobe Creative cloud, paid monthly by the student Basecamp – Free project management software Maya Student download – Free for students for 3 years. Access in 3D class (http://www.autodesk.com/education/free-software/maya) Additional Maya plug-ins – Identified in class AfterEffects plug-ins – Identified in class 	
Software & Peripherals – Social Media	<ul style="list-style-type: none"> Active subscription to Adobe Creative cloud - Paid monthly by the student Basecamp – Free project management software Additional software, primarily phone apps, will be identified in class Students must have a current smartphone with a camera. If purchased within the past 3 years, it will be sufficient A cell-phone gimbal will be required, but identified within the first DSM course. A variety of cell phone apps will be required throughout the degree. Additional cell-phone lenses and tools will be introduced throughout the degree program of study. 	
Peripherals	<ul style="list-style-type: none"> 3 Button Mouse Back-up drive, either cloud or plug-in Graphics tablet such as Wacom or iPad are optional 	
Camera & Tripod	Design students should have a camera. They are required if you take the photography classes. The camera must be able to manually adjust the aperture, shutter speed, frame rate, white balance and ISO/Gain. DSLR cameras that take video are recommended.	
	Cannon	Nikon
	EOS Rebel T3i or equivalent	Nikon D3200, D3300 or equivalent

	All Students
Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 (64-bit) minimum: build:1803 recommended build:1809 or later
CPU Speed	Intel 7 th generation or newer – Or AMD equivalent
RAM memory	16GB minimum 64GB preferred
Hard Drive Storage	1TB or more
Graphics Card	NVIDIA GeForce GT or GTX
Screen	15” minimum 1920x1080 or greater
Wireless	Wi-Fi, Bluetooth
Networking	Firewire, USB3.0, HDMI
Built-in AV	Webcam, Speakers
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years including accidental damage

	Apple Macintosh Minimum
Laptop	
Operating System	macOS v10.13 or later
CPU Speed	*Most recently available – Newer models will have Apple M1 chips. Minimum: Intel Core i7 2.3Ghz
RAM memory	16GB preferred
Hard Drive Storage	1TB
Graphics Card	Apple M1 integrated graphics
Screen	13.3” minimum 2560x1600
Wireless	Wi-Fi, Bluetooth
Networking	Thunderbolt, USB 3.0, HDMI
Built-in AV	Webcam, Speakers
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years Apple Care+

Bachelor of Arts in Music

Bachelor of Arts in Music Education

Bachelor of Arts in Music and Bachelor of Arts in Music Education majors, all emphases, must have access to the following computer hardware and software. Please note, in order to be successful in their coursework, access to these minimums is essential. Additionally, a laptop is required, as the computer will be utilized within the classroom for completion of curriculum:

All Students – Microsoft Windows PC	
Operating System	8.1 (64 bit), or Windows 10 (64 bit). (Windows 10 is recommended).
Processor	Intel i5 processor or equivalent/better.
CPU memory	4GB (8GB+ recommended) of RAM or more
Wireless	Wi-Fi enabled
Hard Drive Storage	256 GB+ free
Screen	<ul style="list-style-type: none"> • 1280x800 display
Graphics Card	<ul style="list-style-type: none"> • Integrated, 24-bit or better
AV	Built-in or external Webcam, speakers, microphone
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)
Software	<ul style="list-style-type: none"> • Finale • Microsoft Office 365 (Word, Excel, Powerpoint) • Windows Media player 12 or newer • Adobe Acrobat reader 11 or newer • Up to date anti-virus software • Focusrite Interface Drivers (free) Auralia/Musion 6 (integrated into course fee)
Service Plan (optional)	3-4 years including accidental damage. Available at time of purchase from computer manufacturer.

All Students – Apple Macintosh	
Operating System	macOS: High Sierra, Mojave, or Catalina
Processor	Intel i5 processor or better.
CPU memory	8 GB or more
Wireless	Wi-Fi enabled
Hard Drive Storage	256 GB+ free
Screen	<ul style="list-style-type: none"> • 1280x800 display
Graphics Card	<ul style="list-style-type: none"> • Integrated, 24-bit or better
AV	Built-in or external Webcam, speakers, microphone
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)

All Students – Apple Macintosh	
Software	<ul style="list-style-type: none"> • Finale • Ableton Live • Focusrite interface Drivers (Free) • Auralia/Musion 6 (integrated in course fee) • Microsoft Office 365 (Word, Excel, PowerPoint) • Adobe Acrobat Reader 11 or newer • An updated anti-virus software
Service Plan (optional)	3-4 years Apple Care +

College of Humanities and Social Sciences

Bachelor of Arts in Professional Writing for New Media

Professional Writing for New Media majors must have access to the following computer hardware and software:

All Students	
Software	<ul style="list-style-type: none"> • Subscription to Adobe Creative cloud - Paid monthly by student • Microsoft Office (free to students)
Peripherals	<ul style="list-style-type: none"> • Mouse • Graphics Tablet (Wacom Intuos, size choice is up to the student)(optional)

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1
CPU Speed	Intel Core i7 Extreme with 6 cores 2.6 GHz
RAM memory	16GB
Hard Drive Storage	512GB SSD for back-ups
Screen	16” Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Built-in AV	Built-in AV
Service Plan (optional)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave or Catalina
CPU Speed	Intel Core i7 Quad-core 2.2 GHz
RAM memory	16GB
Hard Drive Storage	512GB for back ups
Screen	15” Retina Display
Built-in AV	Webcam, Speakers
Service Plan (optional)	3-4 years Apple Care+

College of Nursing and Health Care Professions

In addition to the University technology requirements, students enrolled in the APRN programs must have access to a laptop.

GCU Pre-licensure BSN program requires all students in the clinical portion of the program to own a laptop computer. Chromebooks are not recommended. The minimum hard and software requirements will follow the University Technology Requirements policy in the University Policy Handbook.

Students will be required to perform all necessary updates to their devices prior to any testing event.

	APRN Students
Software	<ul style="list-style-type: none"> ProctorU Auto ProctorU Live+ Log Me In Rescue
Hardware	Laptop <ul style="list-style-type: none"> Microsoft Windows 8.1 or later. Or <ul style="list-style-type: none"> Apple macOS High Sierra, Mojave, or Catalina
Audio Visual	<ul style="list-style-type: none"> Webcam, Speakers

College of Science, Engineering, and Technology

All Engineering Programs

Laptop	Microsoft Windows PC 15" Minimum
Operating System	Windows 10 Professional or Academic Edition (Home Edition is not supported)
CPU/Processor Speed	Intel Core i7 or i9 or AMD Ryzen 5, 7 or 9 (ARM processors are not supported)
RAM Memory	16GB with capability to expand later to 32GB
Hard Disk	Solid State Drive 512 GB or larger
Networking	Wi-Fi (802.11AC), Ethernet
Graphics Card	Discrete Graphics: Nvidia GeForce; Nvidia Quadro preferred
Peripherals	Wireless Mouse
Service Plan (recommended)	4 years including accidental damage

Laptop	Macbook Pro 15" Minimum
Operating System	Latest version of MacOS*
CPU/Processor Speed	Intel Core i7 or i9 (Apple M series not supported)
RAM memory	16GB with capability to expand later to 32GB
Hard Disk	512GB or larger
Networking	Wi-Fi (802.11AC), Ethernet Adaptor (USB-C to Gigabit Ethernet)
Graphics Card	Discrete Graphics: Radeon Pro

Laptop	Macbook Pro 15" Minimum
Peripherals	Wireless Mouse
Service Plan (recommended)	Apple Care +

Required Software

Biomedical Engineering | Mechanical Engineering | Engineering | Engineering with an Emphasis in Robotics | Engineering with an Emphasis in Project Management | Mechanical Engineering Technology

- Matlab/Simulink, SolidWorks and Labview/Multisim.

Electrical Engineering | Electrical Engineering Technology

- Matlab/Simulink, Labview/Multisim, PSPICE, OrCad and Visual Studio

Bachelor of Science in Computer Science

All Computer Science majors must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, 2.8 GHz
RAM memory	16GB or greater (2 GHz speed)
Hard Disk Storage	512GB HD or SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI
Software (Free)	<ul style="list-style-type: none"> Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Don Ho Notepad++ editor Jetbrains CLion Cygwin Larus QT-SPIM RStudio and FOAS RStudio Desktop Open Source Edition Lexxmark WinFlex-Bison (required in last semester)
Software (Additional Charge)	<ul style="list-style-type: none"> None
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS

Laptop (No Tablets)	Microsoft Windows PC Minimum
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater (2 GHz speed)
Hard Disk Storage	512GB GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	<ul style="list-style-type: none"> • Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Bare Bones TextWrangler editor • GNU Bison-Unix (required in last semester) • JetBrains CLion • GNU Flex-Unix (required in last semester) • Larus QT-SPIM • RStudio and FOAS RStudio Desktop Open Source Edition • Apple Xcode
Software (Additional Charge)	<ul style="list-style-type: none"> • None
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Science in Cybersecurity

Master of Science in Cybersecurity

All Cybersecurity majors must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB HD or SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI
Software (Free)	<ul style="list-style-type: none"> • VMware Workstation • Media Computation Jython Environment for students • Kali Linux • NMAP Nmap and Zenmap • Cisco Packet Tracer • WIRESHARK Wireshark network protocol analyzer

Laptop (No Tablets)	Microsoft Windows PC Minimum
Software (Additional Charge)	<ul style="list-style-type: none"> • Amazon Web Service
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	<ul style="list-style-type: none"> • VMware Fusion • Media Computation Jython Environment for students • Kali Linux • NMAP Nmap and Zenmap • Cisco Packet Tracer • WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	<ul style="list-style-type: none"> • Amazon Web Services

Bachelor of Science in Information Technology

Bachelor of Science in Applied Technology

All Information Technology majors must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB HD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI

Laptop (No Tablets)	Microsoft Windows PC Minimum
Software (Free)	<ul style="list-style-type: none"> VMware Workstation Media Computation Jython Environment for Students Kali Linux NMAP Nmap and Zenmap Cisco Packet Tracer WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	<ul style="list-style-type: none"> Amazon Web Services
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	<ul style="list-style-type: none"> VMware Fusion Media Computation Jython Environment for Students Kali Linux NMAP Nmap and Zenmap Cisco Packet Tracer WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	<ul style="list-style-type: none"> Amazon Web Services
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Science in Software Development

All majors in the Bachelor of Science in Software Development program must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or later
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz

Laptop (No Tablets)	Microsoft Windows PC Minimum
RAM memory	16GB with capability to expand later to 32GB (2Ghz speed)
Hard Disk Storage	512GB HD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB3.0, HDMI
Software (Free)	<ul style="list-style-type: none"> Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Don Ho Notepad++ editor
Software (Additional Charge)	<ul style="list-style-type: none"> Amazon Web Services Web Hosting (e.g. Bluehost, HostGator, etc.)
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	<ul style="list-style-type: none"> Microsoft Windows 10 through Parallels (via Microsoft Imagine) or Bootcamp Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Bare Bones TextWrangler Editor
Software (Additional Charge)	<ul style="list-style-type: none"> Amazon Web Services Web Hosting (e.g. Bluehost, Host Gator, etc.)
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Science in Software Engineering

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB or greater (2 Ghz speed)
Hard Disk Storage	512GB SSD or higher
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth, Webcam/Mic
Peripherals	Adaptors/Cables for USB3.0, HDMI
Software (Free)	<ul style="list-style-type: none"> • Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Eclipse (Latest Version) • Don Ho Notepad++ editor • Intel Quartus Prime Software
Software (Additional Charge)	<ul style="list-style-type: none"> • Amazon Web Services • Web Hosting (e.g. Bluehost, HostGator, etc.)
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	macOS High Sierra, Mojave, Catalina
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor/Cables for USB 3.0 and HDMI
Software (Free)	<ul style="list-style-type: none"> • Visual Studio via Microsoft Imagine (Instructor will advise students the version required) • Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) • Bare Bones TextWrangler Editor • Antivirus+ malware protection • Single-Board Computer (details will be provided in relevant courses)
Embedded Systems Hardware (Additional Charge)	<ul style="list-style-type: none"> • Terasic DE10-Standard Development Kit with Cyclone V SoC FPGA • Edimax N150 Wi-Fi Nano USB Adapter • 16GB SD card

Master of Science in Data Science

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 Professional or Academic Edition (not Home Edition), with an Ubuntu Linux Partition (or dual boot or virtual machine)
CPU/Processor Speed	Intel Core i7 with 4 cores 3.3 GHz or higher
RAM memory	16GB with capability to expand later to 32GB
Hard Drive Storage	1TB SSD (preferred) or 512GB SSD
Wireless	Wi-Fi, Bluetooth
Built-in AV	Webcam, Speakers, built-in microphone
Software	<ul style="list-style-type: none"> • Linux to make computer dual boot for Windows and Linux • Microsoft Word, Excel, and PowerPoint • Python 3.6 or Later • NumPy • PyCharm • R, R. Studio • Scikit-Learn, Matplotlib, Pandas • NLTK, Tensorflow • Dplyr, Data.table, DataTables • Ggplot2, Ggvis, Gbm • Ploty, RandomForest, Xgboost • markdown, kintr, shiny • Antivirus + malware protection
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	macOS High Sierra, Mojave, Catalina
CPU/Processor Speed	Intel Core i7 Quad-core 3.3 GHz or higher
RAM memory	32GB (if available) or 16GB
Hard Drive Storage	1TB SSD (preferred) or 512GB SSD
Wireless	Wi-Fi, Bluetooth
Built-in AV	Webcam, Speakers

Laptop (No Tablets)	Microsoft Windows PC Minimum
Software	<ul style="list-style-type: none"> • Linux to make computer dual boot for Windows and Linux • Microsoft Word, Excel, and PowerPoint • Python 3.6 or Later • NumPy • PyCharm • R, R Studio • Scikit-Learn, Matplotlib, Pandas • NLTK, Tensorflow • Dplyr, Data.table, DataTables • Ggplot2, Ggvis, Gbm • Ploty, RandomForest, Xgboost • markdown, kintr, shiny • Antivirus + malware protection
Service Plan (recommended)	3-4 years including accidental damage

Master of Science in Computer Science

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 Professional or Academic Edition (not Home Edition), with an Ubuntu Linux Partition (or dual boot or virtual machine)
CPU/Processor Speed	Intel Core i7 with 4 cores 3.3 GHz or higher
RAM memory	32GB or 16GB with capability to expand later to 32GB
Hard Drive Storage	512GB SSD or higher
Wireless	Wi-Fi, Bluetooth
Built-in AV	Webcam, Speakers, built-in microphone
Software	<ul style="list-style-type: none"> • Linux to make computer dual boot for Windows and Linux • Microsoft Word, Excel, and PowerPoint • Microsoft Visual Studio • Eclipse Oxygen (or newer) • C Compiler • PyCharm • R, R Studio • Python 3.6 or higher • Frame Works: Open MP, MPI • Antivirus + malware protection • Single-Board Computer (details will be provided in relevant courses)
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	macOS High Sierra, Mojave, Catalina
CPU/Processor Speed	Intel Core i7 Quad-core 3.3 GHz or higher

Laptop (No Tablets)	Microsoft Windows PC Minimum
RAM memory	16GB or higher
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Wireless	Wi-Fi_33, Bluetooth
Built-in AV	Webcam, Speakers
Software	<ul style="list-style-type: none"> • Choose 1 of 2 Options: Install Windows to make computer dual-boot MAC OS/Windows (FREE via BootCAMP) Install virtualization software (VMware, Parallels, VirtualBox, etc.) and install Windows 10 OS on top • Microsoft Word, Excel, and PowerPoint • Microsoft Visual Studio (on Windows) • Eclipse Oxygen (or newer) • C Compiler • PyCharm • R, R Studio • Python • Frame Works: Open MP, MPI, CUDA • Antivirus + malware protection • Single-Board Computer (details will be provided in relevant courses)
Service Plan (recommended)	3-4 years Apple Care+

College of Theology

Bachelor of Arts in Worship Arts with an Emphasis in Digital Media

All majors in the Bachelor of Worship Arts with an emphasis in Digital Design program are required to have a PC or Mac laptop computer and the appropriate software. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Production	<ul style="list-style-type: none"> • Finale or any DAW (Digital Audio Workstation) • Vectorworks • Subscription to Adobe Creative cloud • Will be required by instructor for purchase in semester-long increments during particular courses
Peripherals	<ul style="list-style-type: none"> • Mouse • External storage – 16 GB USB drive

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core 2 Duo 2.0GHz processor or better
RAM memory	4 GB minimum, 8 GB (or more) recommended

Laptop	Microsoft Windows PC Minimum
Hard Drive Storage	8 GB - 16 GB hard drive space recommended
Software	<ul style="list-style-type: none"> • Finale or any DAW (Digital Audio Workstation) • Vectorworks • Adobe Creative Cloud <ul style="list-style-type: none"> ○ Will be required by instructor for purchase in semester-long increments during particular courses
Ports	2 available USB port
Service Plan (recommended)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core 2 Duo 2.0 GHz processor or better
RAM memory	8 GB RAM Required
Hard Drive Storage	8GB - 16 GB hard drive space
Software	<ul style="list-style-type: none"> • Finale, Garageband, or any DAW (Digital Audio Workstation) • Vectorworks • Adobe Creative Cloud <ul style="list-style-type: none"> ○ Will be required by instructor for purchase in semester-long increments during particular courses
Ports	2 available USB port
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry

All majors in the Bachelor of Worship Arts with an emphasis in Worship Ministry program are required to have PC or Mac laptop computer and the appropriate software. Please note that in order to be successful within this program, meeting these technological requirements will be vital. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Worship Ministry	<ul style="list-style-type: none"> • Finale • Auralia and Musition Cloud Software – (Paid Subscription – Specified courses only) • Noteflight Learn Software – (Paid Subscription – Specified courses only) • Focusrite Interface Drivers – (Free)
Peripherals	<ul style="list-style-type: none"> • Mouse • External storage – 16 GB USB drive

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 (64 bit), or Windows 10 (64 bit). (Windows 10 is recommended)
Processor	Intel i5 processor, or equivalent/better.
CPU memory (RAM)	4GB (8GB+ recommended)
Hard Drive Storage	256GB+
Screen	1280x800 display
Graphics Card	Integrated
Sound Card	Integrated
Wireless	Wi-Fi enabled
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)
Service Plan (optional)	3-4 years including accidental damage. Available at time of purchase from computer manufacturer

Laptop	Apple Macintosh Minimum
Operating System	Latest macOS
Processor	Intel i5 processor, or equivalent/better
CPU memory (RAM)	4GB (8GB+ recommended)
Hard Drive Storage	256GB+
Screen	<ul style="list-style-type: none"> • 1280x800 display
Graphics Card	Integrated
Sound Card	Integrated
Wireless	Wi-Fi enabled
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Arts in Worship Arts with an Emphasis in Media and Production

All majors in the Bachelor of Worship Arts with an emphasis in Media and Production program are required to have a PC or Mac laptop computer and the appropriate software. Please note that in order to be successful within this program, meeting these technological requirements will be vital. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Media Production	<ul style="list-style-type: none"> • Finale • SketchUp – (Free) • iLok Smart Key • DaVinci Resolve – (Free) • Planning Center Online – (Free) • SongSelect – (Free) • Focusrite Interface Drivers – (Free)
Peripherals	<ul style="list-style-type: none"> • Mouse • External storage – 16 GB USB drive

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 (64 bit), or Windows 10 (64 bit). (Windows 10 is recommended)
Processor	Intel i5 processor, or equivalent/better.
CPU memory (RAM)	8GB (16GB+ recommended)
Hard Drive Storage	500GB+
Screen	1280x800 display (1920x1080 or larger recommended)
Graphics Card	NVIDIA GeForce® GTX 970 / AMD Radeon™ R9 290 / Intel® HD Graphics 5000 equivalent or greater; Current public GPU driver—a recent driver is required
Sound Card	Sound card compatible with ASIO protocol or Microsoft Windows Driver Model
Wireless	Wi-Fi, Bluetooth
Connectivity	Firewire, USB3.0, VGA, and HDMI (adapters OK)
Service Plan (optional)	3-4 years including accidental damage. Available at time of purchase from computer manufacturer

Bachelor of Arts in Worship Arts with an Emphasis in Worship Production

All majors in the Bachelor of Worship Arts with an emphasis in Worship Production program are required to have a PC or Mac laptop computer and the appropriate software. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Media Production	<ul style="list-style-type: none"> • Subscription to Adobe Creative cloud • Finale
Peripherals	<ul style="list-style-type: none"> • Mouse • External storage – 16 GB USB drive

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 or Windows 10 (recommended)
CPU Speed	Intel Core 2 Duo 2.0GHz processor or better
RAM memory	4 GB minimum, 8 GB (or more) recommended
Hard Drive Storage	8 GB - 16 GB hard drive space recommended
Software	<ul style="list-style-type: none"> • Finale or any DAW (Digital Audio Workstation) • Vectorworks • Adobe Creative Cloud <ul style="list-style-type: none"> ○ Will be required by instructor for purchase in semester long increments during particular courses
Ports	2 available USB port
Service Plan (recommended)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core 2 Duo 2.0 GHz processor or better
RAM memory	8 GB RAM Required
Hard Drive Storage	8GB - 16 GB hard drive space
Software	<ul style="list-style-type: none"> • Finale, Garageband or any DAW (Digital Audio Workstation) • Vectorworks • Adobe Creative Cloud <ul style="list-style-type: none"> ○ Will be required by instructor for purchase in semester long increments during particular courses
Ports	2 available USB port
Service Plan (recommended)	3-4 years Apple Care+

All Graduate Programs

All Undergraduate Christian Studies Programs

All graduate and undergraduate Christian Studies students in the College of Theology are required to have a PC or Mac computer, a viable internet connection, and the appropriate hardware and software for required use of BONGO at various points within each program of study. When selecting a computer, students may choose from a variety of makes, models, and accessories provided that the computer meets the following technical specifications:

	All Students
BONGO	https://bongolearn.zendesk.com/hc/en-us/articles/360003760493-Basic-System-Requirements-

All Students	
Software	<p>Computers must have a current version of Adobe Flash. Students should visit http://get.adobe.com/flashplayer/ to check their Flash version and update if needed.</p> <p>If a student is using a Mac, check Flash settings to ensure Flash is allowed to work. All new Mac computers are defaulted to restrict Flash so one must change the settings before BONGO will work. Follow the steps on the Flash Tutorial for Mac article for help with Mac settings.</p> <p>If video editing is necessary to reduce the size or trim the starting or ending point, students may elect to use a standard program like Microsoft Movie Maker or iMovie. These programs should be on most computers or can be added easily.</p>
Other Hardware	<p>Students must have a webcam and microphone available with their computers. Most computers have 'built in' webcams and mics, and if not they can be purchased at minimal cost and added to a computer. Review current computer documentation to find the system settings for mic level and control of the webcam.</p> <p>Students may also use an external video camera or smart phone to record video for some assignment types. If using an external video camera, students need to be familiar with its record function and process for moving the video files from the camera to the computer for upload. Recording in medium to low quality settings is preferred. High definition video is not required and will only increase the size of the file and require further editing.</p>

which is broadly interpreted to cover just about any expression of an idea. Text (including e-mail and Web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

Students may "use" all or part of a copyrighted work only if (a) they have the copyright owner's permission (in writing—either e-mail or letter), or (b) they qualify for a legal defense (the most common defense is called "fair use"). "Use" of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work.

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the University's networks or other computer resources may create liability for the University as well as the computer user. Accordingly, repeat infringers are subject to the appropriate disciplinary review procedures as set forth in the disciplinary policies for students, faculty or staff. Violations of law may also be referred for criminal or civil prosecution.

The University has a legal duty to ensure that official Web sites, official e-mail, and other official communications and expressions do not violate the intellectual property rights of third parties. The most common intellectual property rights found on the Internet involve copyright and trademark/service marks.

"Official" Web sites and communications include those that are funded or otherwise sponsored by the University for a University purpose, or which are created by an employee or agent of the University who is acting within the authorized scope of employment or agency on behalf of the University (e.g., posting Canyon Connect on the web for educational use of enrolled students).

Removal of official University content, especially Canyon Connect, can be harmful to academic freedom, to teaching effectiveness, and to the University's educational mission. Therefore, faculty and staff are encouraged to secure copyright permission, a license, or a legal basis for use of someone else's intellectual property, before using the material.

Procedures

A Notice and Counter Notice for material that may infringe on Intellectual Property Rights:

Notice: A copyright owner, or person acting for the owner, must provide the University's designated agent, the Chief General Council, with written notice that information residing on the University's computer systems or networks is an infringement of the copyright. The notice requirement also applies to information in system cache and to information location tools (e.g., hypertext links) that infringe copyright.

If a person working for the University has independent knowledge of a copyright violation on a University computer system or network, the University may have a duty to remove the infringing material. This is true even if there is no "notice" from the copyright owner and this person should report the violation to the General Council as soon as possible.

The University has "notice" of possible infringement when a third party advises a University official that there is an infringement, or when it appears to a University official that material is likely to be infringing based on the circumstances (e.g., copies of

Intellectual Property Rights

The Digital Millennium Copyright Act (DMCA) amends federal copyright law to provide certain liability protections for online service providers, when their computer systems or networks carry materials that violate (infringe) copyright law. To qualify for liability protection, the University is required to have a policy under which the computer accounts of users will be terminated if they repeatedly infringe the copyrighted works of others.

The objectives of this policy are to minimize liability while also providing support for the activities of students, faculty, and staff. In the context of copyright and other intellectual property, this means that the Chief Information Officer should be advised as soon as possible of any suspected infringement. The Chief Information Officer will work with the University content provider to establish any defenses. However, if there is inadequate information to provide a defense, or it appears that no defense exists, the best route to minimize University damages will be prompt removal of the allegedly infringing material.

Policy Statement

Compliance with federal copyright law is expected of all students, faculty, and staff at Grand Canyon University. "Copyright" is legal protection for creative intellectual works,

nationally syndicated cartoons appear on a University Web site without any statement of copyright permission).

When the University has notice of a possible intellectual property infringement in official University-provided content, it will in good faith:

- Attempt to establish who truly owns the copyright (or other intellectual property) through consultation with the author of the University content and the party claiming ownership.
- Attempt to determine if any legal defense (e.g., "fair use") exists to allow the material to be used by the University.
- Attempt to negotiate a permission or settlement if it appears that the content is infringing or if it appears that settlement is preferable to litigating an unclear claim. If permission or settlement is not feasible and it appears that the material is infringing, the University will promptly remove the material and the designated agent will notify the computer user and the person who complained of infringement.
- When copyright ownership is clear and sharing of the copyrighted material on the University's network appears to violate the law, the University will take appropriate, interim actions to discontinue sharing of the copyrighted materials on the University's network.
- Determine if any disciplinary action is appropriate against the person who posted infringing content. In the case of repeated infringement or bad faith infringement, disciplinary action may include suspension or termination of computing privileges, disciplinary review, termination of employment, and/or legal action.

Network Use

To assure reliable operation of the Grand Canyon University computer network in a manner compliant with all applicable federal, state, and local laws and regulations, the Information Technology Services department enforces each of the policies listed below. All network users must agree to abide by these policies. Use of the network or any portion thereof for any purpose implies such consent.

Network Goals and Priorities

The Grand Canyon University Information Technology Services department operates and maintains the computer network for the purpose of facilitating the timely transfer of digital information relevant to and essential for the research and educational activities of Grand Canyon University. In particular, the network is intended to enable information transfer among students, faculty, staff and administrators as necessary to observe the following goals:

- To facilitate student and faculty research;
- To enable access to published literature relevant to teaching and research efforts at Grand Canyon University;
- To allow the receipt and transmission of electronic mail both within the campus and between the campus and off-campus institutions and individuals; and
- To provide access to Internet-based information resources of value to teaching and research efforts at Grand Canyon University.

For all students, faculty, and administrators of Grand Canyon University Information Technology Services, all networking activities not directly related to one of the above goals are considered to be of secondary importance and should not impede or interfere with activities which serve the stated goals of the network.

Media Licensing and Compliance with Copyright Protection Legislation

It is strictly forbidden for any student of Grand Canyon University to engage in any illegal activity while on Grand Canyon University property or during performance of coursework or any other duties related to their involvement with the University. Because unauthorized copying of software is a form of theft and theft is illegal, the illegal copying or "pirating" of software, music, videos, or other media is forbidden by Grand Canyon University policy.

Software Purchase and Installation

To fully comply with Grand Canyon University policy governing software copyright protection, each registered network user must agree that (s)he will not install or use any software that is not legally purchased and registered.

Copyrighted Materials and Usage of Peer-to-Peer and Other File Sharing Systems

Grand Canyon University strictly forbids the sharing and distribution of copyrighted digital materials, including music, movies, photos, etc. Peer-to-Peer File-sharing software including, but not limited to LimeWire, BitTorrent, and Kazaa shall not be activated on any computer that is attached to any GCU network without express written permission from the Information Security. The University shall monitor its networks for indications of such file sharing systems and refer all violations for disciplinary action.

Discipline and Consequences of Policy Violation

If there is discovery of illegally installed software or inappropriate possession, use, or sharing of copyrighted materials, the user may be subject to disciplinary action which may include but is not limited to the loss of network access privileges, suspension, dismissal, and/or criminal prosecution. The individual involved shall be held responsible to fully reimburse the Grand Canyon University for all losses resulting from such discovery.

Installation and Detachment of Network Devices

No device may be connected to the network without authorization of the network manager for the Information Technology Services department. This includes hardware or software, routers, printers, modems, servers, wireless access points and new computers. Violation of this policy that results in network crashes, or other downtime, may result in loss of network privileges.

Computer Virus Protection

All computers connected to the Grand Canyon University Network will be required to have anti-virus software installed and providing active protection. The software must be configured to check for updates on a daily basis. Upon request, the Information Technology Services department will provide students legal sources for free and/or low cost anti-virus software that meets these requirements.

User-Caused Network Service Interruptions

Any user who repeatedly causes service interruptions in any network segment, either through knowingly or unknowingly performing disruptive procedures, introducing viruses, or by attempting procedures for which the user is unqualified, can lose the privilege of access to the network. It is incumbent upon the individual user to use reasonable care to make sure that his/her

computer is free of computer viruses that may infect other network computers before each attachment to the network. In cases of malicious vandalism of the network and/or tampering with other user files, the perpetrator may be financially liable for all damages, subject to disciplinary action, and can be subject to criminal prosecution.

Hacking

It is expressly forbidden to make any attempt to defeat any security system in operation on the network. It is also forbidden to reconfigure any common use machine without the express authorization of the network manager responsible for supporting that machine. No computer attached to the network may be used for any illegal activities, including attempts to penetrate the security of other networks. Any user who knowingly or negligently attempts to defeat security may be subject to disciplinary action including but not limited to loss of network access.

Desktop Support

Desktop support is defined as the support required to keep a desktop personal computer up and running. This includes the installation, set-up and trouble-shooting of desktop hardware including hard drives, computer cards, monitors, modems, printers, memory upgrades, etc.

University Information Technology Services does not provide desktop support to students.

Software Support

Students will not receive software support from the Grand Canyon University Information Technology Services department.

Network Access and Support

The Grand Canyon University Information Technology Services department will provide support for student computers to connect to the University network and access the Internet.

The Grand Canyon University Information Technology Services department assumes no responsibility for the loss of any data that resides on student owned computers.

Student computers must have a network interface card (NIC) or wireless network adapter in order to connect to the GCU network.

Students are required to be present when a representative from the Information Technology Services department is working on a student owned computer.

Warranties

It is a recommendation that students maintain manufacturer warranties for the computer and any software installed.

Intellectual Property Policy and Student Works

As a creative community of teachers, artists, scientists, and scholars, Grand Canyon University (“Grand Canyon University” or “GCU” or “Institution”) is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Intellectual Property Policy (“Policy”) is provided to protect the interests of those who create as well as the interests of Grand Canyon University itself, which supports this creative and scholarly work.

The objective of Grand Canyon University’s Intellectual Property Policy is to promote creative enterprise and to commercialize

innovations that contribute to social prosperity. GCU recognizes that fostering a culture of innovation and entrepreneurship – building collaborations with industry – will provide greater opportunities for our students and faculty. These policies are designed to make GCU a preferred partner for collaborative research and development. They also recognize that clear ownership and protection of Intellectual Property is imperative for its optimal utilization. GCU will endeavor to lower the barrier to agreements with industry through commercialization-friendly Intellectual Property terms.

Aligning with GCU’s overall mission to provide an academically challenging, values-based curriculum for its students as future leaders, GCU’s policy on Sponsored Work is aimed at encouraging collaboration with industry experts to afford the greatest educational opportunities for our students while mutually benefitting the Sponsor. GCU’s top priority is our students and their success and not deriving a revenue stream from Intellectual Property generated at the University or as a result of Sponsored Work. In short, GCU’s principle is to create mutually beneficial collaborations for the development of an improved workforce. Accordingly, GCU’s policy on ownership of Intellectual Property developed as a result of Sponsored Research is not only progressive but also distinct from that of other universities.

This Policy expresses Grand Canyon University’s policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of Grand Canyon University – faculty, staff, students, visiting artists, visiting scholars, industry partners or other participants enrolled, employed, or affiliated with Grand Canyon University. This Policy governs the ownership and usage of and rights in Intellectual Property in all circumstances, unless Grand Canyon University has modified it through a separate written agreement. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between Grand Canyon University and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit “fair use” as defined by U.S. laws.

Definitions (if applicable)

The following terms are used throughout the Policy and are defined as follows:

- a. Copyright - Copyright means the intangible property rights granted for a limited period of time for an original work of authorship fixed in any tangible form of expression or medium. Copyright provides the owner with a bundle of exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly, and to perform the work publicly (if relevant).
- b. Commissioned Work - Commissioned Work means any Work (as defined in paragraph II.L.) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph II.D.) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract, in Institutional Employees’ free time and without the use of Institutional Resources (as defined in paragraph II. E.).
- c. Independent Academic Effort or Creative Activity - Independent Academic Effort or Creative Activity means the inquiry, investigation, research, or creative activity that is carried out by faculty, staff, Institutional Employees, and

- Students (as defined in paragraph II.J.) working without any use of Institutional Resources (as defined in paragraph II.E.), that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff, Institutional Employees, or Students without the direct assignment, supervision, or involvement of the Institution or any person acting in their capacity as an Institutional Employee.
- d. Institutional Employee - Institutional Employee means any full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, fellow, full-time or part-time staff member, or Student who is employed by the Institution or who is working under an Institution contract, either express or implied.
- e. Institutional Resources – Institutional Resources means any use of Institution equipment, facilities, property, working time, personnel, materials, funding, or other financial support including, without limitation, resources commonly provided to Institutional Employees, such as offices, library facilities, artistic facilities, laboratory facilities, and everyday telephone, computer, computer network support, and monetary expenditures.
- f. Intellectual Property – Intellectual Property means any intellectual and industrial property and other similar proprietary rights arising anywhere in the world, including all of the following and similar intangible property and related proprietary rights, interests and protections, however arising, pursuant to the laws of any jurisdiction: (i) trademarks, service marks, trade names, brand names, logos, trade dress, and other proprietary indicia of goods and services, whether registered or unregistered, and all registrations and applications for registration of such trademarks, including intent-to-use applications, all issuances, extensions and renewals of such registrations and applications, and the goodwill connected with the use of, and symbolized by, any of the foregoing; (ii) internet domain names, whether or not trademarks, registered in any top-level domain by any authorized private registrar or Governmental Authority, and any brand names, user names or other identifiers for social media or networking websites; (iii) original works of authorship fixed in any tangible form of expression or medium, whether or not published, including all educational training materials, books, musical and other recordings, compositions, lyrics, software, audio/video content, illustrations and photographs, advertising and promotional content, website content, and all other copyrights (whether registered or unregistered), all registrations and applications for registration of such copyrights, and all issuances, extensions, and renewals of such registrations and applications for any of the foregoing; (iv) any rights of publicity including rights in a name, image, and/or likeness; (v) confidential information, designs, devices, technology, know-how, source code, research and development, inventions, methods, processes, compositions, and other trade secrets, whether or not copyrightable or patentable; (vi) patented and patentable designs and inventions, all design, plant, and utility patents, letters patent, utility models, pending patent applications and provisional applications, and all issuances, divisions, continuations, continuations-in-part, reissues, extensions, reexaminations, and renewals of such patents and applications; and (vii) all rights to sue, recover, and retain damages, costs, and attorneys' fees for past, present, and future infringement and any other rights relating to any of the foregoing.
- g. Patent - Patent means the grant which gives the owner of the Patent a right to exclude others from making, using, or selling the claimed invention for a set period of time.
- h. Sponsored Work - Sponsored Work means any Work (as defined in paragraph II.L.) that is produced or created under an agreement between the Institution and a sponsor which provides the sponsor (or in certain instances, the Institution) with ownership and/or usage rights, whether wholly or jointly, to the Work and Intellectual Property produced under the agreement. Sponsored Works do not include Works created through Independent Academic Effort or Creative Activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.
- i. Sponsor – Sponsor means those industry partners that have entered into an agreement with the Institution to collaborate, oversee, and/or develop a Sponsored Work.
- j. Student - Student means any regularly registered, full- or part-time, undergraduate or graduate student at the Institution, including students attending the Institution in exchange programs or through special grants, fellowships, or programs.
- k. Trademark and Service Mark - Trademark and Service Mark means any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party's goods or services from those of others.
- l. Work - Work means any of the items identified in Sections (i), (iii), (v) and (vi) of the definition of Intellectual Property in paragraph II.F.
- m. Work Made for Hire - Work Made for Hire means any Work prepared by an Institutional Employee within the scope of his or her employment or any Work specially ordered or commissioned by Grand Canyon University for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the Work shall be considered a work made for hire.

Student Works

As a general rule, all Intellectual Property created or developed by a Student whether through Independent Academic Effort or Creative Activity or by use of Institutional Resources, will be owned by the Student (“Student Intellectual Property”).

1. This general rule is subject to the following exceptions, and the following shall not constitute Student Intellectual Property:
 - a. Intellectual Property developed as a Sponsored Work.
 - b. Intellectual Property developed under a grant which imposes rules or restrictions requiring that Grand Canyon University, the government, and/or a third party hold ownership rights, in whole or in part, to the Intellectual Property.
 - c. Intellectual Property developed by Students who are hired by GCU to carry out specific tasks from which such Intellectual Property results; such Intellectual Property constitutes Work Made for Hire, and therefore, Students retain no rights of ownership in whole or in part to such Intellectual Property or to the Student's contribution to such Work Made for Hire.
2. All Students grant to GCU a royalty-free, worldwide, perpetual, irrevocable, sublicensable and transferable license

to use, record, reproduce, distribute, modify, create derivative works of, publish, display, broadcast, perform, and otherwise duplicate Student Intellectual Property (excluding any such Student Intellectual Property created or developed by a Student through Independent Academic Effort or Creative Act) for use by GCU in connection with educational, research, clinical, promotional, commercial, noncommercial, public relations, and marketing campaigns, and any other use that GCU deems necessary. Students will receive no compensation at any time for use by GCU of the Intellectual Property.

3. All Students agree to participate in any promotional, commercial, public relations or other marketing campaigns of any nature related to Student's Intellectual Property when requested by GCU.

Sponsored Works

As a general rule, Intellectual Property developed as a Sponsored Work shall be owned by the Sponsor; provided, however that the Sponsor will be responsible for the patent process, and GCU shall be afforded reasonable windfall and license rights as set forth herein.

1. **Patent Filing.** The Sponsor shall be responsible for filing patent applications for such Intellectual Property at Sponsor's expense. Patent expenses include the cost of patent filing, prosecution, and maintenance in the United States and any foreign country in which the patent application is filed, or any patent is issued. If Sponsor decides to abandon the patent application or any issued patent, it shall inform GCU at least thirty (30) days prior to any office action deadline such that GCU might complete the patent process or maintain the patent at its own expense, if it so desires. If GCU elects to complete the patent process or maintain the patent, GCU shall receive, and Sponsor shall take all steps necessary to transfer to GCU, full ownership of such patent application, issued patent and any resulting Intellectual Property.
2. **Windfall Rights.** Any separate written agreement between the Institution and a Sponsor for the development or commercialization of a Sponsored Work shall include a reasonable windfall provision whereby, in the event of commercialization of the Intellectual Property by a Sponsor, GCU may receive a royalty. The terms of such a provision, such as the windfall threshold, royalty amount, and payment terms, will be determined on a case-by-case basis. All royalties received by GCU will be divided equally between GCU and GCU's Scholarship Foundation. GCU reserves the right to revoke or otherwise withdraw such allocated royalties from GCU's Scholarship Foundation at any time at its discretion.
3. **License Rights.** Any separate written agreement between the Institution and a Sponsor for the development or commercialization of a Sponsored Work shall include a license or licenses granting to GCU the royalty-free, worldwide, perpetual, irrevocable, and transferrable rights to: (i) publish such Intellectual Property, its role in the development of such Intellectual Property, and the relationship between GCU and the Sponsor for educational, promotional, commercial, noncommercial, public relations, and marketing campaigns; (ii) use such Intellectual Property for research, clinical and education purposes; and (iii) use such Intellectual Property in subsequent sponsored research projects at GCU.
4. For Sponsored Work of Students only, any separate written agreement between GCU and a Sponsor shall include a

provision whereby Sponsor agrees to make a reasonable effort in conjunction with GCU to employ Student(s) upon graduation at Sponsor's institution whenever feasible.

5. **Grant-Funded Work.** As an exception to this general rule, Intellectual Property developed as a Sponsored Work under a grant is subject to the rules or restrictions imposed by the granting organization which may require Grand Canyon University, the government and/or a third party to hold ownership rights, in whole or in part, to the Intellectual Property.

Grants

Intellectual Property developed under a grant may impose rules or restrictions requiring that Grand Canyon University, the government and/or a third party hold ownership rights, in whole or in part, to the Intellectual Property. Sponsor and/or Student will retain ownership rights in the Intellectual Property to the extent permitted under the applicable grant rules and the terms of this Policy. The distribution of grant funding shall be subject to grant requirements and will be disbursed accordingly.

Revenue Sharing

As a general rule, absent a written agreement, GCU does not share revenue derived from GCU owned Intellectual Property with the creator of such Intellectual Property. GCU is, however, committed to recognizing the special efforts of GCU students and/or employees participating in certain research and design activities and in those circumstances, GCU will share revenue with the creator(s) (and all other contributing individual(s), if applicable) per the terms of a separate, written agreement.

Additional Policy Provisions

1. The rights of Grand Canyon University to a royalty-free, perpetual, irrevocable, sublicensable, transferable, worldwide license (exclusive or non-exclusive, as Grand Canyon University deems necessary), to use and reproduce copyrighted materials for educational, research, clinical, non-commercial and promotional purposes shall be included in any agreement with a non-Institution sponsor.
2. If any Intellectual Property is developed jointly by Grand Canyon University and a non-Institution party, the parties' respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a separate written agreement.
3. Students working on a project governed by an existing written agreement to which Grand Canyon University is a party are bound by all terms of that agreement.

Institution's Marks

Intellectual Property comprised of, or associated with, Grand Canyon University's Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the "GCU Marks") belongs exclusively to Grand Canyon University and/or its affiliates. This Policy is designed to protect the reputation of Grand Canyon University and its affiliates, and to prevent the illegal or unapproved use of the GCU Marks.

The GCU Marks shall not be used without the prior, written authorization of the appropriate authorities of Grand Canyon University. No products or services may be marked, offered, sold, promoted, or distributed with or under the GCU Marks without Grand Canyon University's prior written permission and compliance with the licensing policies of Grand Canyon University. All requests for use of the GCU Marks must be submitted in writing to an officer designated by the Institution.

Notwithstanding the foregoing, faculty, staff, Institutional Employees, and Students may identify their status or professional affiliation with Grand Canyon University as appropriate. However, any use of the GCU Marks in this regard must avoid any confusing, misleading, or false impression of affiliation with, or sponsorship or endorsement by, Grand Canyon University.

Reservation of Rights

Grand Canyon University reserves the right at any time in its sole discretion to modify and/or make changes to this Policy. Grand Canyon University agrees, however, that it will endeavor to notify the Grand Canyon University community of its intention to make modifications and/or changes to the Policy prior to their enactment.

Effective Date

This Policy supersedes any preexisting Institution policy on intellectual property and will remain in effect until modified or revoked by Grand Canyon University. This Policy will be binding on all parties who create Intellectual Property before or after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with Grand Canyon University changes or terminates. By continuing one's relationship with Grand Canyon University, one agrees to these changes.

To review GCU's Intellectual Property Policy in its entirety, students may contact their Student Services Counselor.

Responsible Conduct of Research for Sponsored Research

Overview

Grand Canyon University (University) is committed to providing its faculty, staff, and students with the training needed to ensure a safe and productive research environment. This Responsible Conduct of Research (RCR) Policy (the "Policy") is intended to comply with the requirements of the National Science Foundation's (NSF) implementation of the requirements of Section 7009 of the American Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act (42 U.S.C. 1862o-1), the National Institutes of Health (NIH) requirements found in NOT-OD-10-019, and the U.S. Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA) program's RCR training requirements. This training must be completed prior to receiving the research funding. This Policy may be applicable to others conducting research at the University.

Scope

This Policy applies to all investigators, staff, and students (undergraduates and graduates) involved in projects funded by the NSF, the NIH, and the USDA. While this Policy applies specifically to individuals involved in projects funded by the agencies named above, all University individuals (faculty, research staff, students, and research administrators) conducting or proposing to conduct research, scholarly, or creative activities through the University are expected to complete training relevant to the research activity. When conducting research involving Humans or Animals, guidelines for submitting protocols to the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC), respectively, must be followed.

Definitions

- a. Collaborative Institutional Training Initiative (CITI) is a web-based online training program used by the University to provide basic training in the responsible conduct of research.
- b. Investigator includes the principal investigator (PI), project director (PD), co-principal investigators (co-PIs), and any other person who is responsible for the design, conduct, or reporting of research or educational activities funded or proposed for funding by an external agency.
- c. Institutional Animal Care and Use Committee oversees the University's animal care and use program and is responsible for reviewing and approving all activities utilizing vertebrate animals for research, teaching, and testing, ensuring compliance with federal animal welfare regulations, inspecting animal facilities and investigator laboratories, investigating animal concerns, and overseeing training and educational programs.
- d. Institutional Review Board is responsible for the protection the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the University. The IRB is charged with the responsibility of reviewing, prior to its initiation, all research (whether funded or not) involving human participants.
- e. Research is the careful study of a given subject, field, or problem, undertaken to discover facts or principles.
- f. Responsible Conduct of Research (RCR), as defined by the NIH, is "the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research".
- g. Sponsored Project/Sponsored Research is an activity that is sponsored, or funded, by an external organization, such as a federal, state, or private organization or agency.

Policy

All members of the University research community are expected to adhere to the highest ethical and professional standards as they pursue scholarship and research activities. It is the policy of the University that all investigators, staff, graduate, and undergraduate students who receive support from the NSF, NIH, or USDA, whether through wages or a stipend, are required to complete training in the Responsible Conduct of Research (RCR). External consultants and subcontractors participating on a sponsored project funded by these agencies are also required to complete the training.

Investigators involved in the University's research enterprise must complete RCR training for all grant-funded research, regardless of how their research is funded. RCR training is required for staff with pre-and post-award functions of sponsored projects in the Office for Research and Innovation. The training must be completed prior to receipt of the research funding.

The University encourages all students, faculty, and research-related staff that are involved in research projects to complete RCR training.

Students and trainees engaged in sponsored research at the undergraduate or graduate level will receive instruction in ethical considerations and decision making in the responsible conduct of research that is appropriate for their disciplines and stage of research education and curricula. It is the responsibility of the Investigator to ensure that all students and trainees are informed of this requirement and that it has been met.

Basic RCR training is offered by the University through the Collaborative Institutional Training Initiative CITI. To meet NIH, NSF, and USDA requirements, Investigators are required to include substantial face-to-face instruction in the responsible conduct of research to their students/trainees.

The Office for Research and Innovation (ORI) is responsible for ensuring the implementation of RCR training for principal investigators, co-investigators, research and assistants involved in sponsored projects. ORI will maintain records of completed RCR training for investigators with funded projects.

Procedure

Office for Research and Innovation

The ORI is responsible for overseeing the University's overall compliance to this Policy. ORI will maintain documentation of completion of RCR by University Investigators, to include faculty, research staff, and undergraduate/graduate students involved in sponsored projects. ORI will provide information about RCR training to faculty, staff, and students who are involved in scientific and empirical research, and guidance with regard to RCR requirements/issues.

The Office for Contracts and Grants (OCG) will ensure that an up-to-date record of RCR training for each Investigator (PI) or co-PI of a research grant application is on file before a grant application is submitted to the NSF, NIH, or USDA, or other sponsor, as required.

Investigator

All University investigators involved in sponsored research must complete required online training modules provided by the CITI program prior to the distribution of the research funds. When conducting research involving Humans or Animals, guidelines for submitting protocols to the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) must be followed.

Investigators funded by an NSF project in which undergraduate or graduate receive support are responsible to the sponsor and the University for ensuring that students/trainees are aware of and fulfill the NSF RCR training requirement.

Staff

University staff who are involved in the administration and/or conduct must complete the online training modules defined by their job responsibilities or research role, required by the ORI provided by the CITI program. This includes training related to

the acquisition and/or reporting of data. This online training should be completed within six (6) weeks of beginning the research or research-related activities.

Students

1. All students/trainees receiving NSF, NIH, or USDA support at the University shall complete RCR training as follows:
 - a. Completion of University approved CITI RCR Modules. Contact the ORI for modules that meet the appropriate agency requirements.
 - b. Formal and/or informal instruction guided by the Investigator, as documented in a submitted training plan. The training plan must include the activities to be completed, the dates of expected completion, and be signed by the Investigator and the student.
 - c. For research involving human or animal subjects, any training activities required by the University IRB or IACUC, respectively.
2. When the required training activities are complete, the required documentation should be submitted to ORI by the Investigator.
3. The completed RCR Modules and Training Plan should be submitted to the ORI prior to any payment/stipend support being provided to the student

Forms

Agreement to Provide and Monitor Responsible Conduct of Research (RCR) Training for NIH

Agreement to Provide and Monitor Responsible Conduct of Research (RCR) Training for NSF

Student/Trainee Responsible Conduct of Research Training Plan

References

US Department of Health and Human Services, Office of Research Integrity (<https://ori.hhs.gov/ori-introduction-responsible-conduct-research>)

Update on the Requirement for Instruction in the Responsible Conduct of Research (<https://grants.nih.gov/grants/guide/notice-files/NOT-OD-10-019.html>)

US Department of Agriculture, National Institute of Food and Agriculture, Responsible and Ethical Conduct of Research (<https://nifa.usda.gov/responsible-and-ethical-conduct-research>)

National Science Foundation America COMPETES Act RECR Training Requirements (<https://www.nsf.gov/bfa/dias/policy/rcr.jsp>)

Financial Services

The financial information presented in this Handbook was current when published. Many of the policies, interest rates, limitations, etc., are set by organizations (private or governmental), which may change after this Handbook is published. We strongly urge students to confirm all such information with the student's Student Services Counselor before making financial decisions or commitments.

Payment Policy

Method of Payment

The University offers students the option of one or more of the following methods of payment:

- Cash Payment Options
- Direct Bill
- Financial Aid

Students choose primary and secondary methods of payment upon completing the application for admission. Students are expected to clear their account balances using the specified methods of payment, unless other arrangements are approved. Upon clearing their account, students may contact their Student Services Counselor to arrange different methods of payment for future courses.

Cash Payment Options

Cash

For the protection of Grand Canyon University students and employees, cash payments are only accepted in the Advisement Center with a Student Services Counselor. Students should not send cash through the mail.

Check

The University accepts personal checks, traveler's checks, bank money orders, and cashier's checks. When paying by check, students must include their full name and GCU Student ID on the face of the check. Remit payments to the Accounting Department at P.O. Box 11590, Phoenix, AZ 85061-1590. A service fee of \$25.00 is charged for each check returned by a bank for any reason. The University may refuse future payments by check for individuals whose payment is returned by a bank.

Charge

The University accepts Visa, MasterCard, Discover and American Express. All credit card payments are subject to authorization by the issuing bank. If authorization is denied, payments cannot be processed. Credit card payments can be made online via the Student Portal at <http://gcuportal.gcu.edu/>. The Portal displays student balances by payment period. Enter payment information and submit. An e-mail will be sent to the GCU e-mail address with confirmation of payment received.

Monthly Installment Plan

The Tuition Payment Plan enables students to spread tuition payments across an agreed upon timeframe. Participation requires a non-refundable \$25.00 enrollment fee and advanced approval by their Student Services Counselor. Students who fail to meet the requirements of the payment plan may be prohibited from participating in future payment plans. For additional information, students may contact their Student Services Counselor.

Direct Bill Payment Options

Corporate

Students may have employers that pay school tuition directly to GCU which is different from Deferred Payment. In this situation,

the Employer will create an account with GCU, and the GCU Accounting Office will send a billing statement directly to the Employer. This payment relationship bypasses the students; however, students must have their employer complete a Direct Bill Voucher, and submit with their application. Students should contact their assigned Student Services Counselor with questions. In addition, students must pay any balance that Employers do not cover or on which Employers default by selecting an alternative payment option before the end of each payment period.

Military and Veteran

In order to support those who are currently serving and their spouses or those who have served in the United States military, Grand Canyon University offers a special military and veteran scholarships for some programs and modalities. Consideration is given to students who can provide the following supporting documentation which must be presented in advance of the term to receive the scholarship:

- Military Transcripts;
- Copy of DD-214 (Release or Discharge from Active Duty);
- Letter from Commanding Officer;
- VA Letter Certifying Military Service;
- Benefit Documentation (TA form, COE, VA form 1905);
- Copy of Military Orders;
- Leave and Earnings Statement (LES); and
- Copy of Military Personal Record.

There are numerous education benefits from the Veterans Administration and the Department of Defense based upon military status at the time of separation from the service, as well as, for active duty military personnel. Students may utilize Veterans' Administration educational benefits at GCU such as Post-9/11 GI Bill® (Chapter 33) Montgomery GI Bill® (Chapter 30), Montgomery GI Bill® Select Reserve (Chapter 1606), Survivors and Dependents' Educational Assistance DEA (Chapter 35), Tuition Assistance (Top-Up), and Vocational Readiness and Employment (Chapter 31). In addition, Active Duty Military may qualify for Military Tuition Assistance.

GCU is approved for the education and training of Veterans under the provisions of title 10 and 38, United States Code including the Post 9/11 GI Bill®. Due to the delay in processing of VA benefit applications and claims for benefits, upon Registration, any person who is eligible for and has provided proof of application for Veterans Administration education benefits (Chapter 33) or VRE benefits (Chapter 31) will receive a deferment of payment of covered tuition and fees, with no interest charge or other penalties until the claim has been processed by the Veterans Administration and payment has been received by the University. Online and Cohort students must enter into a signed Tuition Deferral Agreement.

Grand Canyon University will continue to seek payment for noncovered expenses which include but are not limited to:

- Housing and Meal Plans
- Application Fees
- Parking Fees
- Schedule Change Fees

- Other Fees not eligible under VA Benefits

In addition, if the VA determines the student is not eligible for federal VA education or employment benefits or it is determined that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

International Student Payment

Students attending GCU as F-1 visa holders are required to make payment of school tuition, fees and housing in full 30 days prior to the start date of each semester. Delays in satisfying payment may prevent students from attending classes and jeopardize their F-1 status. If international students anticipate payment issues for the following semester, they must consult with the International Students Office immediately.

As noted under the admission policy, Grand Canyon University reserves the right to require a \$6,000 refundable deposit from applicants before an I-20 will be issued. A refund will be granted only if the visa is denied and evidence of denial is provided to the International Students Office.

Financial Payment Options

Students may use financial aid to fund their education. Refer to the [Financial Aid](#) section for information on applying for aid and the types of aid available.

Payment Deadlines

Tuition and fees are assessed to students as follows: Online (Nontraditional) students are assessed at the time of attendance and Ground (Traditional Campus) students are assessed on the start date of the term. All cash payment options must be paid in full by the start date of the course or term, unless other payment arrangements have been agreed to. Students are able to view their outstanding balance and account activity as well as initiate a credit card payment by logging on to their student portal. Any financial related questions should be directed to the student's assigned Student Services Counselor.

All direct-bill payment options must be paid in full within 30 days of invoicing unless other terms are agreed to with the vendor. Balance notices will be generated and sent to the responsible third party on Day 10 of the course after all rosters have been confirmed.

Accounts that remain delinquent past 30 days are subject to collection efforts that may include credit reporting and placement of the account with a third party collection agency. Accounts that are placed with a third party collection agency will be assessed the associated collection fees. It is the sole responsibility of the students to adhere to payment deadlines of their tuition and fees, regardless of the method of payment or contract with their employer.

Late Payment Fee

Traditional Campus Students

Traditional campus students are required to establish payment arrangements prior to the first day of the semester and to fulfill those payment arrangements, as scheduled, on a monthly basis. Students who do not fulfill the established terms of payment, by failing to submit required financial documents or making full payment as scheduled, will be assessed a monthly fee of \$25.00 until the account is current.

Additionally, students who do not pay their balance in full prior to the term's completion may be removed from future university classes, residential housing, and/or have their Meal Plan access restricted, depending on the reason for the balance.

Schedule Change Fee

Traditional Campus Students

Traditional campus students are permitted to change their schedule up to 14 calendar days prior to the semester's start date without financial penalty. Students who make schedule changes within two weeks of the course start are subject to a \$25 Schedule Change Fee. Once the term has started the Schedule Change Fee increases to \$50. Schedule changes include exchanging courses, adding or dropping courses, or transferring to another section of the same course.

The schedule change fee will be waived for students adjusting schedules based on institutional initiated changes. Schedule changes stemming from participating in a GCU club or activity will be evaluated and verified with the Club/Activity Owner.

Failure to Pay

Failure to pay the balance does not cancel registration or responsibility for tuition and fee charges or related taxes. Non-attendance does not cancel registration or responsibility for tuition and fee charges or related taxes. All cash and direct-bill payment options must be received in full by their due date or a Finance hold will be placed on the student's account on day 30 of the payment period.

** The only exception to this rule includes CASH-paying students who are making regular and consistent payments through Tuition Payment Plans or students with a Deferred Payment Voucher. These students will not incur holds on their accounts.

A Finance Hold will prohibit any future class registration as well as prohibit the purchase and distribution of any official Grand Canyon University transcripts or diploma. Any students who have a hold placed on their account will be subject to Grand Canyon University's Collection Policy.

Failure to comply with the stated policies of the University may result in an administrative withdrawal from classes and/or submission to an outside collection agency, with the student assuming all additional costs.

Student Bankruptcies

Upon notification that a student has filed a bankruptcy petition, the University will immediately cease any collection efforts on the student's account, including removing any Collection Hold that had been issued.

In addition, the University will immediately place a Bankruptcy Hold on the student's account. The purpose of a Bankruptcy Hold is to identify a student with a pending bankruptcy petition. A Bankruptcy Hold allows the University to:

- Release the student's transcript upon receipt of an Official Transcript Request Form and Fee, if applicable.
- Allow the student continued enrollment and attendance in current course(s).

Students that file a bankruptcy petition will have their files referred to the University's legal department for processing. Students in this situation may continue to attend their current classes without interruption, but must prepay for future enrollment.

Course Tuition Refund

The University will refund tuition according to the following policy. Refer to the [Official Enrollment Status Change](#) section of the University Policy Handbook for a complete explanation of the University's Withdrawal Policy.

Nontraditional Students

Nontraditional students include students who are enrolled in a degree seeking program of study, taking single course(s) and/or students enrolled in Continuing Education (CTE) coursework.

Students who drop/withdraw from a course/all courses are eligible for the following refund:

Before Week 1.....	100% tuition refund
During Week 1	75% tuition refund
During or after Week 2.....	No refund

Traditional Campus Students

Students who drop/withdraw from a course/all courses within the 15-week semester at the ground campus in Phoenix, Arizona, are eligible for the following refund. The refund policy is based on the start date of the semester regardless of where the course falls within the semester.

Before Week 1.....	100% tuition refund
During Week 1	90% tuition refund
During Week 2	75% tuition refund
During Week 3	50% tuition refund
During or after Week 4	No refund

Course Fee Refunds

Nontraditional Students

All fees, including materials fees, are non-refundable after the start of a course.

Traditional Campus Students

With the exception of course-related fees and student insurance, which are non-refundable after the start of class, all instructional and ground campus-related fees are refundable during Week 1. After Week 1, all fees are non-refundable.

Military Refund Policy

The Department of Defense has specific regulations that require the University to apply a proportional refund policy on tuition for students that receive Tuition Assistance (TA) benefits. Benefits are earned proportionally during an enrollment period up to 60 percent complete. Upon earning 60 percent of the benefit, no refund will be applied. Unearned TA benefits will be returned to the military department not to the student. If the returned portion creates a balance the student will be required to remit payment. Proportional amounts will be determined by days up to the following amounts. See [Appendix B](#).

State Refund Policies

Many states have regulations that require the University to apply a specific refund policy to students taking courses in these states. State refunds will be processed in two steps. The General Refund Policy will be recorded first on the account, and then the state's policy will be recorded second as a separate credit. Note that each transaction may be recorded on a separate day. The specific state refund policies are listed below.

7-Day Cancellation Notice for Alaska Residents

The following information replaces the 3-Day Cancellation Policy exclusively for Alaska residents. An Alaska resident who provides notice of cancellation within seven (7) days of signing

an enrollment agreement is entitled to a refund of all monies paid no later than 30 days of the notification. Students may contact in writing Grand Canyon University, Office of Academic Records, P.O. Box 11097, Phoenix, AZ 85061-1097 within seven (7) days after the date of original signature. Students may also contact their enrollment representative or student services counselor via email or in writing. The enrollment representative or student services counselor will then notify the Office of Academic Records to expunge the record and the school shall provide the 100% refund.

7-Day Cancellation Notice for Ohio Residents

The following information replaces the 3-Day Cancellation Policy exclusively for Ohio residents. An Ohio resident who provides notice of cancellation within seven (7) days of signing an enrollment agreement is entitled to a refund of all monies paid no later than 30 days of the notification. Students are advised to contact their University Counselor or Student Services Counselor to facilitate a complete withdrawal.

Non-Traditional Course Tuition Refund

The University will refund tuition according to the following policy unless a student attending courses online is a resident of a state that requires the University to follow different guidelines. These state policies are listed in the State Refund Policies section of the University Policy Handbook. Refer to the Official Enrollment Status Change section of the University Policy Handbook for a complete explanation of the University's Withdrawal Policy.

Nontraditional Students who drop/withdraw from a course/all courses are eligible for the following refund:

Before Week 1.....	100% tuition refund
During Week 1.....	75% tuition refund
During or after Week 2.....	No refund

Traditional Course Tuition Refund

The University will refund tuition according to the following policy unless a student attending courses online is a resident of a state that requires the University to follow different guidelines. These state policies are listed in the State Refund Policies section of The University Policy Handbook. Refer to the Enrollment Status Change section of the University Policy Handbook for a complete explanation of the University's Withdrawal Policy.

Traditional Students who drop/withdraw from 16-week courses at the ground campus in Phoenix, Arizona, are eligible for the following refund:

Before Week 1.....	100% tuition refund
During Week 1.....	90% tuition refund
During Week 2.....	75% tuition refund
During Week 3.....	50% tuition refund
During or after Week 4	No refund

With the exception of materials fees, which are non-refundable after the start of class, all instructional and ground campus-related fees (such as insurance and facilities fees) are refundable during Week 1. After Week 1, all fees are non-refundable.

Course Tuition Refund for Students Enrolled in the Nevada ABSN Program

Students in the Nevada-based ABSN program who cancel their enrollment any time before the start of the first class session will receive a full refund of all monies paid, less 10% of the tuition agreed upon in the enrollment agreement or \$100, whichever is less. A student who withdraws or is expelled by the University

after the start of the course and before the completion of more than 60% of the course will be refunded a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10% of the tuition agreed upon in the enrollment agreement or \$100, whichever is less. The completion percentage is based on the total number of calendar days in a course and the total number of calendar days completed. All refunds are made in full to the student within 15 days of the date of official withdrawal.

Sales/Use/Excise/Gross Receipts Taxes

It is the policy of the University to collect and remit sales, use, excise, and/or gross receipts taxes in compliance with state and local taxing jurisdiction regulations which require the University to remit tax where applicable. These regulations vary by student location. Please note: It is also the policy of the University to require payment of sales, use excise, and/or gross receipts tax. Payment of tax is ultimately the student's financial responsibility to the University regardless of the financing arrangements.

Per Hawaii requirements: It is hereby stated that students residing in the State of Hawaii will be charged Hawaii General Excise Tax on all transactions. Students living in the District of Oahu will be charged 4.712%. Students residing in other Hawaii districts will be charged 4.1666%.

Institutional Aid (GCU Scholarships and GCU Grants)

Traditional Campus Students

Grand Canyon University institutional aid reduces the cost of tuition, room and board, materials, and lab fees.

Institutional aid is not available for the summer semester except in certain circumstances.

Eligibility

Applicants may be required to:

1. Complete and submit a GCU Admissions Application.
2. Secondary (high school) transcript, documenting no less than 75% of the coursework needed for degree completion, with an unweighted grade point average (GPA) of 3.00 or above. Degree-bearing transcript must be submitted when conferred. If final transcript negatively impacts admissibility, acceptance status may be rescinded or modified to include specifications
3. Submit final transcripts noting high school graduation date and unweighted GPA to allow final institutional aid to be awarded by the University due date. Scholarships are locked in on the due date and cannot be increased for any transcripts or test scores received after the University due date. The due date is the end of the third week of the term for each term start.
4. Submit post-secondary (college) transcripts, if applicable
5. Submit math and reading SAT and ACT scores (writing does not need to be included. If using test scores for scholarship eligibility, a minimum 2.5 un-weighted HS GPA is required.
6. Students must be fully accepted into the University for most institutional aid programs. Students who are Accepted with Specifications ("AS") may not be eligible for institutional scholarships and will remain ineligible even if they meet full acceptance criteria after their first semester. Students who are approved for AS and have a weighted GPA that is eligible for an academic scholarship may receive the academic scholarship only and all other scholarships requiring admissibility are not eligible for this exception.
 - a. Students already receiving an employer tuition discount are not eligible for institutional aid including scholarships offered for RA positions or for participation in spiritual life

groups. If an employee or dependent chooses to rescind their employee tuition discount, their scholarship(s) may then be applied. Requests to rescind employee discount must be in writing.

- b. If an employee or dependent becomes ineligible for the employee tuition discount and they still have remaining eligibility for a previously forfeited scholarship, the employee or dependent may have their scholarships reinstated.
7. Students attending the traditional campus and eligible for scholarship aid are required to sign their scholarship memorandum of understanding (MOU) to secure their scholarship award. Students who have not signed their MOU will have their scholarship award cancelled

Institutional Aid Limits

Institutional aid can be combined up to an annual limit (commonly referred to as caps). Institutional aid limits vary by enrollment period and set as a maximum amount a student can receive in institutional scholarships per academic year. Institutional aid limits vary based on academic scholarship award type and vary based on housing selection per semester. Institutional aid programs, not including those designated for housing, are applied towards tuition and fees only.

Institutional Aid Renewal Eligibility

The following University institutional aid renewal criteria do not supersede requirements that may be specifically outlined within other GCU scholarship programs.

1. Students must maintain full-time continuous enrollment which is defined by program (typically 12 credits per semester) and meet minimum GPA requirements. Students who are not enrolled full-time will forfeit their scholarship award for that semester unless they are in their final year with GCU (less than 24 credits remaining). If students are in their final year and unable to take a full-time semester course load, their scholarship(s) will be pro-rated based on the number of credits attempted.
 - Students are typically re-evaluated at the end of the University's academic year.
2. If students become ineligible to participate in the institutional aid program, they may lose eligibility for any future institutional aid.
3. GPA for the Fall semester will be evaluated using either the previous Spring or Summer semester, whichever is later. Therefore, students may use the Summer semester to increase their GPA, if needed.
4. Institutional aid is renewable up to eight semesters for freshman students and up to six semesters for transfer students.
5. Many forms of institutional aid vary based on housing selection and are adjusted on a semester basis.
6. Students enrolled in a double major or double degree may extend their institutional aid for additional semesters if needed, but only if they were enrolled in the double major or double degree prior to their first semester
7. As of Fall 2020, when students are accepted into the clinical portion of the BS in Nursing program will no longer be eligible for institutional aid. Institutional Aid that is considered performance-based aid may be allowed, but is subject to GCU approval.

Scholarship Revocation

Students who are unable to fulfill the requirements of their institutional aid will have their award immediately revoked in the full amount for the current semester, regardless of the calendar date or amount of time spent in their program of study.

Students transitioning from Online, Evening-Satellite or Evening-Campus to the Traditional Campus may qualify for an Indirect Academic Scholarship if they have completed a minimum of 12 GCU credits and have a GCU GPA that meets the academic scholarship eligibility.

GCU reserves the right to decline institutional aid at any time. Typically, students will be re-evaluated at the end of the University's academic year.

Common Institutional Aid Awards

Following is a list of commonly awarded forms of Institutional Aid for new students who enrolled for the first time during the 2022-2023 Academic Year*. This is not a comprehensive list and excludes the Institutional Aid program requirements for prior years. For more information about the specific requirements for any Institutional Aid program not listed, please contact your Student Services Counselor.

Direct Academic Scholarships (0-23 credits)

This program is only available for freshman students attending GCU and coming directly from High School:

- Students who have fewer than 24 transfer credits.
- Students who completed college coursework while enrolled in high school are exempt from the 24 transfer credit limit. These students may choose to use their transfer GPA, if preferred. If the student chooses to use their transfer GPA, the transfer GPA will be used for In-Direct Academic Scholarship eligibility. Transfer GPA's cannot be used to determine Direct Academic Scholarship eligibility.
- This award is evaluated annually and can be renewed by maintaining satisfactory academic progress.
- Once enrolled, Maintain continuous and full-time enrollment at GCU.

Scholarship Options	Award Amount for new Freshman students
Chancellor's Scholarship	<ul style="list-style-type: none"> • \$9,300 per year (\$4,650 per Semester) • Minimum incoming 4.0 GPA (un-weighted)
President's Scholarship	<ul style="list-style-type: none"> • \$7,300 per year (\$3,650 per Semester) • Minimum incoming 3.9 GPA or SAT: 1410 / ACT: 31
Provost's Scholarship	<ul style="list-style-type: none"> • \$6,300 per year (\$3,150 per Semester) • Minimum incoming 3.6 GPA or SAT: 1295 / ACT: 27
Dean's Scholarship	<ul style="list-style-type: none"> • \$5,300 per year (\$2,650 per Semester) • Minimum incoming 3.5 GPA or SAT: 1170 / ACT: 24
Faculty Scholarship	<ul style="list-style-type: none"> • \$4,300 per year (\$2,150 per Semester) • Minimum incoming 3.2 GPA (un-weighted) or SAT: 1130/ ACT: 22
Antelope's Scholarship	<ul style="list-style-type: none"> • \$2,800 per year (\$1,400 per Semester) • Minimum incoming 3.0 GPA (un-weighted) or SAT 1000/ACT 20

*Freshman students who started prior to Fall 2022 need to contact their Student Services Counselor for award amounts and requirements.

Transfer Academic Scholarships (24 or more transfer credits) – Non- Nursing

This program is only available for transfer students who must:

1. Submit transcripts showing cumulative GPA for 24 or more college credits.
2. Submit official transcripts for all previously completed coursework by day 21 of the semester.
3. Coursework submitted that was not previously included at the time a scholarship award was given and was completed prior to attending GCU may alter the scholarship amount.
4. Maintain continuous and full-time enrollment at GCU once enrolled.
5. This award is evaluated annually and can be renewed by maintaining satisfactory academic progress.

Scholarship Options	Award Amount
Transfer President's Scholarship	<ul style="list-style-type: none"> • \$6,400 per year (\$3,200 per Semester) • Minimum incoming 3.75 GPA
Transfer Provost's Scholarship	<ul style="list-style-type: none"> • \$5,400 per year (\$2,700 per Semester) • Minimum incoming 3.5 GPA
Transfer Dean's Scholarship	<ul style="list-style-type: none"> • \$3,400 per year (\$1,700 per Semester) • Minimum incoming 3.25 GPA
Transfer Faculty Scholarship	<ul style="list-style-type: none"> • \$2,400 per year (\$1,200 per Semester) • Minimum incoming 3.0 GPA
Transfer Antelope Scholarship	<ul style="list-style-type: none"> • \$1,400 per year (\$700 per Semester) • Minimum incoming 2.25 GPA with 24+ credits; 2.75 GPA with 6-23 credits

*Transfer students who started prior to Fall 2022, need to contact their Student Services Counselor for award amounts and requirements.

Priority Registration Grant

This scholarship/grant is for new students only. Award amounts are limited to select number of student per year. The award amount per Priority Registration Grant may vary depending on when the student completes the requirements for the scholarship and their housing status, and the student must be admissible to GCU. There is no wait list for these funds.

Once awarded, student must maintain successful satisfactory academic progress and maintain continuous full-time enrollment to retain this scholarship/grant.

Tuition and Fees

Effective Fall 2023 for Traditional Campus and 7/1/22 for Non-Traditional Campus

Traditional Campus Programs	
Undergraduate Tuition	
Credits 1-11	\$687.50/credit
Block Tuition (12-18 credits)	\$8,250.00
Credits 19+ (Block +)	\$8,250.00+\$687.50/ per credit above 18 credits
Summer Traditional Undergraduate rate (except pre-licensure nursing cohorts) (Effective 8/29/16)	\$310/credit
Accelerated BSN Program (Tucson and Sun City)	\$850/credit

Traditional Campus Programs	
Traditional Campus Programs	
Graduate Tuition	
Credits 1-11	\$687.50/credit
Block Tuition (12-18 credits)	\$8,250.00
Credits 19+ (Block +)	\$8,250.00+\$687.50/ per credit above 18 credits
Credits 19+ (Block+)	\$8,250.00+\$687.50/ per credit above 18 credits

*No In-State/Out-State rates

*Traditional campus undergraduate students are required to take a minimum of 9 credits in the Traditional Campus format during the Fall and Spring semester

*Traditional campus students taking courses in the online format will be charged the regular traditional tuition rates.

Non-Traditional Campus	
Undergraduate Tuition	
Education and Science Programs	\$455/credit
Theology Programs	\$410/credit
RN-BSN Program	\$340/credit
Online and Professional Studies (all programs other than those listed above)	\$485/credit
Armed Forces - Active Duty, Active Reserve, National Guard and Spouses (Online and Professional Studies)	\$250/credit
Pre-Requisites for Accelerated BSN Program	\$425/credit
Graduate Tuition	
Education Programs	\$580/credit
MDIV Program	\$400/credit
Business Programs	\$630/credit
Advanced Practice Nursing Programs	\$715/credit
Online and Professional Studies (all programs other than those listed above)	\$565/credit
Armed Forces - Active Duty, Active Reserve, National Guard and Spouses (Online and Professional Studies)	\$400/credit
Doctoral Programs – (includes dissertation courses 966-974)	\$715/credit
Doctoral Programs: Armed Forces - Active Duty, Active Reserve, National Guard and Spouses (Online and Professional Studies)	\$617.50/credit
Continuing Education (CTE) Tuition	
Online	\$160/credit
Fees	
Canyon Connect-Undergraduate	\$110
Canyon Connect-Graduate	\$120
Canyon Connect-Doctoral	\$130

Non-Traditional Campus	
Canyon Connect for RN to BSN Program, courses with an NRS-prefix and HLT-362V	\$120/course
Canyon Connect for Advanced Practice Nursing Programs	\$450-\$500/Course
Learning Management Service Fee (New Online & Professional Studies students)	\$550
Doctoral Residencies	\$1,315/residency
Additional Doctoral Residency (Optional)	\$1,450/Residency
MDiv Residencies	\$1070/residency
Doctoral Programs –Dissertation Continuation (Optional zero credit course)	\$500
Accordance Bible Software	\$285 (one-time)
Gleim Accounting Software (Master of Science in Accounting)	\$1,150 (one-time)
Teacher Preparation Exam Testing Fee	\$50 (one-time)
Credential Evaluation (International) Basic Evaluation	\$175
Credential Evaluation (International) Course-by-Course Evaluation	\$250
Returned Check Fee-All returned checks	\$25
Transcript Fee	\$8
Graduation Fee	\$150

Traditional Campus Programs	
Fees	
Canyon Connect-Undergraduate	\$110/course
Canyon Connect for Pre-licensure Nursing Program	\$160/course
Student Activity Fee (Traditional campus students excluding students accepted into Pre-Licensure nursing program)	\$300/ semester
Technology Fee	\$75/semester
Computer Science, Computer Programming, Cybersecurity, Engineering, and Information Technology, & Software Engineering Program Premiums	\$1,000/ semester
Athletic Training Premium	\$500/semester
Worship Arts Premium (includes minors)	\$250/ semester
Teacher Preparation Exam Testing Fee	\$50 (one-time)
Student Parking Fee	\$300
Health Insurance	\$2,480 per Academic Year
Housing Application Fee	\$250
Registration Deposit (non-refundable)	\$50

Traditional Campus Programs	
Housing Pre-Payment (Returning residents only, non-refundable)	\$200
Health Fee	\$100/semester
Health Center Visit Fee (With Insurance)	\$25
Health Center Visit Fee (Without Insurance)	\$50
Graduation Fee	\$150
Global Studies Portfolio Fee	\$90
Schedule Change Fee (2 Weeks Prior to Semester Start)	\$25
Schedule Change Fee (After Semester Start-all students)	\$50
Late Payment Fee	\$25
Residence Hall Rates: (Students are required to carry at least Canyon 1350 Meal Plan)	
Triple Occupancy: Acacia / Camelback Hall / Ironwood / Sedona Hall / Saguaro Hall / Chaparral Hall / Prescott Hall / Juniper / Ocotillo Hall / Willow	\$2,100
Double Occupancy: Canyon Hall, Cypress Hall	\$2,650
Double Occupancy: Acacia, Prescott, Camelback, Sedona, Chaparral, Ironwood, Juniper, Saguaro, Ocotillo, Willow	\$3,000
Apartments Rates (Students are required to carry at least Canyon 750 Meal Plan)	
Double Occupancy: North Rim	\$3,250
Single Occupancy: North Rim	\$3,500
Single Occupancy: Papago Studio	\$3,500
Single Occupancy: Agave, Agua Fria, Antelope, Cactus, Copper, Diamondback, Encanto, Jerome, Palo Verde, Ponderosa, Roadrunner, Salt River, Santa Cruz, Sonora, Verde River	\$4,000
Summer Housing Rates	
Triple Occupancy	\$990/ semester
Double Occupancy	\$1,300/ semester
Apartment	\$1,650/ semester

Dining Dollars

All resident students are required to purchase a meal plan. New students residing in on-campus apartments are required to purchase at minimum the \$1,000 meal plan and students returning to the on-campus apartments are required to purchase at minimum the \$750 meal plan. All students residing in a residence hall are required to purchase at minimum the \$1,350 meal plan. Students residing on campus cannot purchase the Commuter Student meal plans. Commuter students may purchase any of the available meal plans.

Meal Plan (Dining Dollars) changes may be made through Week 2 of the semester. Dining Dollars may not be transferred from the purchasing student to any other individual. Dining Dollar refunds will be calculated less the actual usage and based on the

applicable refund percentage at the time of the dining option cancellation. (Week 1 – 90%, Week 2 - 75%, Week 3 – 50%). After the first three weeks of the term, there will be no Dining Dollar refunds.

Starting in Fall 2018, unused dining dollars will not expire as long as the student remains enrolled at the university. These unused dining dollars will be classified as Rollover Dining Dollars. Students continuing from spring, must be registered for the upcoming summer or fall semester no later than May 31st in order for the unused Dining Dollars to remain eligible for use. Rollover Dining Dollars are not eligible for a refund and are forfeited at the time of graduation or when the student is no longer attending the university. Rollover dining dollars that were forfeited are not available to be reinstated at any time.

Effective 2020-2021

Dining Options	Details	Price
Canyon 250 Dining Dollars (Commuter Only)		\$250/semester
Canyon 825 Dining Dollars	Exclusive to only apartment and remote housing residents. Minimum requirement for Papago and North Rim Residents.	\$825/semester
Canyon 1100	Minimum requirement for Freshmen living in apartments	\$1,100/semester
Canyon 1450 Dining Dollars	Residence Hall Minimum	\$1,450/semester
Canyon 1950 Dining Dollars		\$1,900/semester
Canyon 2250 Dining Dollars		\$2,150/semester
Canyon 2850 Dining Dollars		\$2,700/semester

Students who have special dietary needs should contact Dining Services in person or at (602) 639-6924.

Lopes Cash

Lopes Cash is a form of payment separate from Dining Dollars. Funds can be loaded to a student's campus ID card by their Student Services Counselor. Lopes Cash can be used at all dining locations, to check out resources and books from the GCU Library, and to print from computers.

At the end of the academic year, a student no longer attending the University has 30 days to request a refund of any unused Lopes Cash with their Student Services Counselor. If a request is not made by the student to the University, the Lopes Cash will be forfeited. For both attending and non-attending students, unused Lopes Cash may be used to cover any other outstanding balance the student has with University prior to a refund being issued.

Campus ID Cards

Campus ID cards are issued for accessing GCU services as well as for security on campus. Campus ID cards can be used for Dining Dollars access, to check out resources and books from the GCU Library, or discounts on, certain GCU-sponsored events (sporting events, etc.). Students may obtain a campus ID card by visiting the Enrollment Office during normal business hours. Do not give your card to another student or person to use for building

access, event admission or for meals. If a student allows another to use his or her card to access food services, both students may receive disciplinary sanctions. Students are issued one card for use during the entire time at GCU at no charge.

It is the responsibility of the student to ensure the security of their student ID card. Any ID cards that are lost or stolen will not receive a refund on any Dining Dollars or Lopes Cash that had been used during the time the card was stolen. If a card is lost or stolen, please notify your Student Services Counselor to put a hold on it for protection. There is a \$10.00 fee to replace a lost or stolen card.

Special Course Fees

Certain University classes require payment of fees or deposits for materials, breakage, and/or rental. Contact the Program Director in the pertinent College for specific information.

- Any course where digital materials are provided will be charged the course materials fee. Digital course materials include but are not limited to, simulations, multimedia content, eBooks and/or custom created content. Some courses will include electronic textbooks for which students will be charged a Canyon Connect fee.

Special Course Fees	
Course Fee (EXS-415)	\$30
Course Fee (DAN-100, DAN-101, DAN-120, DAN-130A, DAN-130B, DAN-180A, DAN-180B, DAN-200, DAN-210, DAN-250, DAN-260, DAN-270, DAN-280A, DAN-280B, DAN-300, DAN-310, DAN-312, DAN-313, DAN-350, DAN-353, DAN-360, DAN-363, DAN-370, DAN-373, DAN-380A, DAN-380B, DAN-385, DAN-390, DAN-412, DAN-413, DAN-430, DAN-435, DAN-450, DAN-453, DAN-465A, DAN-465B, DAN-470, DAN-480, HLT-665, NUR-665E, NUR-670, NSG-301, NSG-303, NSG-321, NSG-323, NSG-401, NSG-403, NSG-421, NUR-300, NUR-300N, NUR-300HN, NUR-315, NUR-316, NUR-318, NUR-320, NUR-320C, NUR-322, NUR-322C, NUR-432, NUR-432C, NUR-436, NUR-436C, NUR-442, NUR-442N, NUR-444, NUR-444N, UNV-300, DNP-801, PCN-662B, SWK-550, SWK-635, PCN-662D)	\$50
Course Fee (BUS-232, BUS-372, MKT-373, BUS-635, BUS-655, SPT-230, SPT-460)	\$60
Course Fee (MUS-130, MUS-262, MUS-326, MED-320, WSA-205, WSA-215, WSA-310)	\$75
Course Fee (Online only) (PCN-490, PCN-622, PCE-905)	\$80
Course Fee (INT-101, INT-102, INT-201, INT-202)	\$80
Laboratory Fee (BIO-181L, BIO-182L, BIO-201L, BIO-202L, BIO-205L, BIO-320L, BIO-360L, BME-356L, BME-460, CHM-101L, CHM-113L, CHM-115L, CHM-231L, CHM-232L, CHM-235L, CHM-360L, CHM-365L, CST-210, CST-211, CST-215, CST-217, CST-217HN, CST-305, CST-307,	\$100

Special Course Fees	
CST-310, CST-315, CST-320, CST-405, CST-410, CST-415, CST-416, CST-425, CST-435, CST-440, CST-452, EEE-213L, ESG-202L, ESG-250, ESG-360, ESG-435, ESG-455, EXS-200L, EXS-202L, EXS-335L, EXS-340L, EXS-455L, HIM-200, HIM-310, HIM-350, HIM-355, HIM-370, HIM-410, HIM-412, HIM-415, HIM-450, HIM-452, HIM-490, HIM-484, NSG-320C, NSG-322C, NUR-442N, PHY-111L, ITT-430, ITT-450, MEE-340L, MEE-352, MEE-460, PHY-111L, PHY-112L, PHY-121L, PHY-122L, STG-110L, STG-242L, STG-330, STG-350L, STG-430, UNV-112)	
Technology Fee (CST-105, CST-111, CST-117, CST-126, CST-135, CST-201, CST-221, CST-227, CST-235, CST-236, CST-247, CST-256, CST-323, CST-326, CST-341, CST-361, ITT-116, ITT-121, ITT-201, ITT-307, ITT-340, ITT-370)	\$100
Course Fee (ATP-310, ATP-320, ATP-330, ATP-440, ATP-450, ATP-460, BIO-440, CST-451, EEE-302, EEE-320, EEE-431, ESG-451, ESG-452, ITT-306, ITT-455, STG-451, STG-452)	\$100
Course Fee (CNL-624, FOR-515, FOR-530, FOR-540, FOR-560, FOR-575, INT-494, PCN-662A, PCN-662C, SCN-600)	\$150
Course Fee (Traditional Only) (HOS-200, HOS-440, HOS-455, HOS-460)	\$150
Course Fee (ACC-482, CNL-664A, CNL-664B, CNL-664C, HCI-655, PCE-910, PCE-911, SCN-605, SCN-615, SCN-625, SWK-480, SWK-550, SWK-620, SWK-635)	\$200
Course Fee (SWK-470, SWK-535)	\$280
Course Fee (ATP-485)	\$300
Course Fee (NRC-634)	\$350
Music & Worship Arts-Private Applied Instruction Fee (MAP-118, MAP-128, MAP-218, MAP-250, MAP-313, MAP-318, MAP-350, MAP-450, MAP-451, MBE-113, MBE-123, MBE-213, MBE-223, MBE-313, MBE-323, MBE-413, MBE-423, MEN-318, MIE-113, MIE-123, MIE-213, MIE-223, MIE-313, MIE-323, MIE-413, MIE-423, MSE-113, MSE-123, MSE-213, MSE-223, MSE-313, MSE-323, MSE-413, MSE-423, MVA-119, MVA-129, MVA-219, MVA-229, MVA-319, MVA-329, MVA-419, MVA-429, MWE-113, MWE-123, MWE-213, MWE-223, MWE-313, MWE-323, MWE-413, MWE-423, WGA-111, WGA-112, WGA-211, WGA-212, WGA-310, WGA-311, WGA-312, WKA-111, WKA-112, WKA-211, WKA-212, WPA-211, WPA-212, WPA-310, WPA-311, WPA-312, WPA-411, WVA-111, WVA-112, WVA-211, WVA-212, WVA-310, WVA-311, WVA-312)	\$300

Special Course Fees	
Music & Worship Arts-Private Applied Instruction Fee (MAP-120, MAP-130, MAP-220, MAP-230, MAP-320, MAP-330, MAP-420, MAP-430, MBE-115, MBE-125, MBE-215, MBE-225, MBE-315, MBE-325, MBE-415, MBE-425, MIE-115, MIE-125, MIE-215, MIE-225, MIE-315, MIE-325, MIE-415, MIE-425, MSE-115, MSE-125, MSE-215, MSE-225, MSE-315, MSE-325, MSE-415, MSE-425, MVA-120, MVA-130, MVA-220, MVA-230, MVA-320, MVA-330, MVA-420, MVA-430, MWE-115, MWE-125, MWE-215, MWE-225, MWE-315, MWE-325, MWE-415, MWE-425)	\$600

Student Health Insurance

All GCU students must ensure they follow the federal guidelines for insurance coverage under the Affordable Care Act. Insurance coverage must be demonstrated or secured by the first of the month prior to the semester.

Deadline	Semester
August 1	Fall
January 1	Spring
May 1	Summer

The student populations below are required to secure suitable insurance coverage while attending GCU

- All traditional campus undergraduate students taking 12 credits or more, regardless of registered credits, are required to carry health and accident insurance.
 - The University-sponsored plan is provided by Aetna Life Insurance Company. The plan provides in-and-out patient coverage up to the required limit (see current brochure for limit) of reasonable and customary charges. Insurance brochures are available in the Cooke Health and Wellness Center.
 - Annual Period: Coverage for all insured students enrolled for the Fall semester, will become effective at the start of the fall semester.
 - Fall Semester Period: Coverage for all insured students will become effective at the start of the semester and conclude at the duration of the fall semester.
 - Spring Semester (Newly Enrolled) Period: Coverage for all students first entering Grand Canyon University in the Spring semester will become effective at the start of the spring semester, and will terminate at the end of the summer semester.
 - New Enrolled Summer Semester Period: Coverage will be determined prior to the start of the Summer semester.
 - NOTE: The health insurance rate for the full academic year is \$2,480. It is \$931 for Fall semester and \$1,549 for the combined Spring and Summer semesters. The rate for students who enroll for the first time during the Spring semester is \$1,549. Insurance charges may be subject to change in Fall 2017.
- All international students with an F-1 visa (all programs of study) will be automatically enrolled into the University-sponsored plan and do not have the option of waiving.
- All student athletes (all programs of study) are required to provide proof of suitable coverage by semester deadline, or

they will be automatically enrolled into the University-sponsored plan and are required to pay the premium.

- Students in the following programs, are required to provide proof of suitable coverage by semester deadline, or they will be automatically enrolled into University-sponsored plan and are required to pay the premium. International students cannot opt out of the coverage.
 - Pre-licensure Nursing - upon entry/acceptance of Level 1 into the program
 - Athletic Training- upon entry/acceptance as a Level 1 into the program
 - Theatre Education- upon entry/acceptance as a Freshman into the program
 - Theatre and Drama- upon entry/acceptance as a Freshman into the program
 - Dance Education- upon entry/acceptance as a Freshman into the program

Waiving Insurance

Student athletes and nursing students (in their clinical portion of their program) with comparable health insurance, including coverage for acute and follow-up health care in the Phoenix area, may apply to waive the University-sponsored plan. To submit a waiver, student should visit <http://www.aetnastudenthealth.com>. Student must complete the insurance waiver process by the posted semester deadlines. No other means of acceptance will be acknowledged. A new waiver must be completed each academic year. All waivers are subject to verification and approval. The University cannot waive student health insurance later than the deadline and fees cannot be appealed

Federal Financial Aid

The purpose of financial aid is to provide funding resources to students who otherwise would be unable to pursue a postsecondary education. The primary responsibility for meeting University costs lies with students and their families.

General Eligibility Requirements

To receive federal Title IV financial assistance, all 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 [Accepted with Specification](#) are eligible for financial assistance according to the University's admission policy. According to federal regulations, financial aid recipients must be U.S. citizens or eligible non-citizens, not owe money back on a federal student grant, and cannot be in default on any federal student loans.

Financial Aid Application Process

Annually students must complete the Free Application for Federal Student Aid (FAFSA) which is the first step in determining financial need. The application can be accessed at <https://studentaid.gov/>. If a student does not have Internet access, a paper FAFSA may be obtained directly from the Department of Education. 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.

The results of the FAFSA will be sent electronically to the financial aid department. Eligibility will be determined and funds will be awarded after receipt of all required documentation. Before any federal loans can be awarded, both a Master Promissory Note (MPN) and Entrance Counseling must be

completed on the Department of Education's website, <https://studentaid.gov/>

Verification

Based on information reported on the FAFSA, the Department of Education will require certain applicants to complete the verification process before becoming eligible for TIV aid. If a student is selected for verification, the University will request that the student provide all required documentation which may include, but is not limited to:

- IRS Tax Return Transcript
- Verification of household size and number in college
- Documentation of high school completion
- Government Issued Photo Identification
- Statement of Educational Purpose

Additional documentation may be required to complete the verification process. All paperwork must be submitted as soon as possible but no later than the earlier of 120 days after the student's last day of enrollment or the end of the award year which runs through the month of September. Federal awards will not be processed until the verification process is completed.

Preference/Deadline Dates

Both new and returning students are strongly encouraged to submit initial or renewal FAFSA applications as soon as possible each year as some types of financial aid have limited funding and those students whose FAFSA applications are delayed run an increased risk of receiving reduced awards. Effective with the 17/18 award year, students will be able to complete the FAFSA as early as the preceding October of the award year. Only students who have applied for admission to Grand Canyon University will be issued a financial aid award notice through the Student Portal.

Financial Need and Expected Family Contribution (EFC)

Aid for most federal funding is awarded based on financial need. The EFC is a measure of a family's financial strength and indicates how much of students' and students' families (for dependent students) financial resources should be available to help pay educational costs.

The EFC is calculated from information reported on the FAFSA using a formula established by law. Family income and assets are considered in determining the EFC along with household size and number of family members attending a postsecondary school. The EFC can be found on the Student Aid Report (SAR) which is the document produced from the information supplied on the FAFSA.

To determine financial need for federal student aid programs the EFC is subtracted from the Cost of Attendance (COA) which is an estimated amount it will cost to attend school for an academic year. Estimated costs include tuition and fees, room and board, allowances for books, supplies, transportation, and personal expenses. Federal grants and other financial aid are used to meet financial need.

Upon completion of all required paperwork, Title IV funds will be awarded. A financial aid award letter will then be available on the student's portal.

Any changes made to original reported information on the FAFSA may result in a change in financial aid award amounts. If the FAFSA is selected for verification, any changes made during the verification process may also change financial aid award amounts.

Traditional Academic Calendar

The majority of aid for the Traditional campus is processed using the Scheduled Academic Year calendar which consists of a Fall and Spring term (semester) with aid for a Summer term optional. To receive maximum financial aid benefits, undergraduate students must be enrolled full-time (minimum 12 credits per term). Undergraduate students enrolled less than full-time may be eligible for prorated amounts of federal aid depending on the funding source. Undergraduate programs require enrollment of at least six credits per term for federal loan eligibility. Students who receive any institutional scholarships (i.e., academic, departmental, endowed, and/or merit) must maintain a continuous full-time enrollment status. Courses taken at other colleges do not count towards determining enrollment status at Grand Canyon University for financial aid/scholarship purposes.

Nontraditional Academic Calendar (Online and Cohort)

Nontraditional campus aid is processed using the Borrower-Based, Non-term academic calendar. An academic year for undergraduate programs is defined as a minimum of 24 earned credits and 30 instructional weeks. The academic year for masters programs starting July 2012 and after is defined as a minimum of 16 earned credits and 32 instructional weeks. Doctoral programs utilize an academic year definition of 12 earned credits and 32 instructional weeks.

An academic year begins with participation in the first eligible course of a degree program and ends when a student successfully completes both the credits and instructional weeks requirements. An academic year has no calendar time constraints and continues through periods of non-attendance that are less than 180 days until both the credit and weeks requirements are met.

The academic year is divided into two payment periods (terms). The first payment period consists of half of the credits and instructional weeks as defined in the academic year. The second payment period begins when a student has successfully completed the first payment period requirements and has continued on into the next scheduled course. Aid is packaged and disbursed using these definitions. Payments of financial aid awards are made in two equal disbursements following the appropriate payment period rules.

Inform the Office of Financial Aid

Students who receive additional outside assistance must report this fact to the Office of Financial Aid through their assigned Student Services Counselor. Students who have received any Title IV aid from a prior school or are currently receiving Title IV aid at another institution while attending Grand Canyon University must also notify the Office of Financial Aid through their assigned Student Services Counselor as this other source of funding may affect students' eligibility to receive maximum Title IV aid with GCU.

Student Responsibilities

All students should do the following:

- Accurately complete and return all applications, required documentation, verification forms, and any additional information that is requested by any GCU department or any other agency providing financial assistance. Errors or omissions may delay the awarding and disbursement of eligible funds.
- Read and understand all documentation and agreements that are signed and submitted to any department or agency.

- Review the award letter and all other notices issued regarding the responsibilities and conditions that must be adhered to by students receiving financial aid.
- Understand what portion of the financial aid package is need based aid (grant and scholarships that does not have to be repaid) and what portion is non-need based aid (funding that must be repaid such as student loans). If any portion of the aid is in the form of a student loan, understand the total amount of the loan, the interest rate assessed to the amount borrowed, the repayment schedule, the timeframe of the repayment schedule, and the start date of the repayment schedule.
- Notify the servicer of any changes to personal name, address, and enrollment status.
- Review and understand the amounts pertaining to the cost of attendance and the Course Tuition Refund Policy for Grand Canyon University as stated in the Financial Services section.
- Review and understand the amounts pertaining to the cost of attendance and the Course Tuition Refund Policy for Grand Canyon University as stated in the Financial Services section.
- Review and comply with all rules and regulations pertaining to academic, financial, and University conduct policies
- Understand that any intentional misrepresentation of information provided on applications or documents 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 and will be reported to the Office of Inspector General (OIG)

Disbursement of Title IV Funds for Books and Supplies

If a Pell grant eligible student meets all requirements to receive Title IV funds at least 10 days before the start of a payment period, any Title IV funds in excess of the amount owed to the school at the that time (Title IV credit balance funds) are to be made available to the student up to the amount needed to obtain books and supplies.

The school must make the Title IV credit balance funds for books and supplies available to the student by the 7th day of the payment period.

If a student has not yet established eligibility to receive Title IV funds at least 10 days before the beginning of a payment period due to outstanding verification requirements, unresolved “C” codes on the Student Aid Report (SAR), or conflicting information, this requirement does not apply.

In determining whether a Title IV credit balance exists, the school considers all Title IV funds that could be disbursed at least 10 days before the term/payment period, regardless if funds have been received by the institution. It is the student’s eligibility to receive Title IV funds at that time, rather than the school’s schedule for receiving or disbursing those funds, that determines the existence and amount of a Title IV credit balance for this purpose.

If a student requires monetary assistance with purchasing books and supplies, he should contact his Student Services Counselor to determine if he meets the qualifications listed above. If the Student Services Counselor determines that the student is eligible to receive assistance in purchasing books/supplies, the student will have a maximum of \$300 available to purchase the required books/supplies.

The student is under no obligation to take advantage of this provision.

Excess Funds - Stipend Checks

Many times students request aid in excess of the total account charges. Once funds post to the student’s account, any funds in excess of the posted charges create a credit balance on the account. In compliance with federal regulations, the University will mail an excess funds (stipend) check within 14 calendar days from the date the Title IV credit balance was created on the account.

It is University policy to mail all stipend checks to the current address on file. Students who wish to change their address must go through the Office of Academic Records, update their address on the Student Portal, or contact their SSC to make this change. Students may be subject to a \$25 charge for stop payments made after 21 business days of mailing date. Any credit balance created that is a result of a credit card payment will be returned to the credit card that was initially used or can be used to pay for charges in the next payment period. Any unrequested credit balances that are less than \$1 will be donated to the Institutions scholarship fund.

Stipend checks are processed according to federal regulations and University policies. For further details, please contact your Student Services Counselor.

Leave of Absence – Nontraditional

Leave of Absence (LOA) refers to a specific period during a program when a student is not in attendance. A student who requires a temporary break of enrollment in his program of study has the option of requesting a Leave of Absence. Breaks of up to 14 days do not require an LOA. An LOA must meet certain conditions to be counted as a temporary interruption in a student’s education rather than being counted as a withdrawal from the University. There must also be a reasonable expectation that the student will return from the LOA for the leave to be approved.

Leave of Absence Request Process

- A student wishing to request an LOA will need to initiate the process with his Student Services Counselor (SSC). The student must specify the requested start and end date of the LOA. LOAs generally start on the date following the end of a course, or the day after the Last Date of Attendance (LDA) if the LOA is taken during a course. LOAs end on the date before the next scheduled/rescheduled course.
- The SSC will explain the impact of taking the LOA on the student’s Federal Title IV awards and on the terms of the student’s loan repayment obligation.
- The final approval/ denial is generally completed within one week of the student’s LDA.
- No additional charges can be assessed to a student who returns from an approved LOA.
- An LOA request generally must be signed, dated and submitted on or before the last scheduled date of class in a course and must include the reason for the student’s request. The request must be completed on the GCU Leave of Absence form. Any request submitted after the last scheduled date of class in a course may be denied unless unforeseen circumstances prevented the student from making the request timely. An explanation of the reason for the delay must be provided.
- GCU policy allows for multiple LOAs of up to a maximum of 180 combined calendar days in any 12-month rolling period.
- Students who do not return from an approved LOA will be withdrawn from the University effective the last date of documented attendance.

- Students may return early from an LOA by contacting their SSC to reschedule their next course.
- Title IV loans cannot be disbursed to a student while on an LOA; Title IV grants already in process prior to the LOA can be disbursed to a student while on an LOA.
- If the LOA request is not approved or the student does not return as scheduled from the approved LOA, this time of nonattendance will be counted against any grace period for Title IV student loan repayment purposes.

Because of various federal requirements, a Leave of Absence at GCU is available only to the Nontraditional student population.

Federal Return of Title IV Funds Policy - Official and Unofficial Withdrawal

Any federal financial aid recipient who fails all courses in a semester (traditional campus), is terminated by the university for any policy violation (traditional and nontraditional) or withdraws from the University (traditional and nontraditional) is subject to a federal Return of Title IV Aid calculation. This calculation determines both the amount of federal aid that the school is allowed to retain as well as the amount that must be returned to the Department of Education. The R2T4 policy determines the amount of TIV funds the student has earned based on withdrawing before the completion of the period funded and is separate from the Institutional Refund Policy.

An official withdrawal occurs when a student has formally requested to be withdrawn from the University. The student must submit a Complete Withdrawal Form, available on the student portal. If a student notifies his Student Services Counselor of his intent to withdraw from the University but did not complete the Official Withdrawal form, the Student Services Counselor will notify the Office of Academic Records of the official withdrawal request.

An unofficial withdrawal for a non-traditional student occurs when the student has stopped attending any coursework for a period of 14 consecutive days or more but has not communicated a desire to officially withdraw from the University and is not on an approved Leave of Absence.

The federal refund calculation is as follows:

1. Withdrawal:
 - a. Withdrawal from the University before the first day of classes, 100% of Title IV aid must be returned.
 - b. Withdrawal from the University through 60% of the payment period will result in a prorated percentage of aid being earned. Any unearned aid due from the school will be returned to the appropriate funding source. In some instances, a portion of unearned aid may be the student's responsibility. Refunds due to any TIV loan program may be repaid based on the terms of the student's Master Promissory Note. Refunds to grants must be paid, the student should follow the directions on the R2T4 form to make arrangements for repayment. Failure to do so may impact future TIV eligibility
 - c. Withdrawal from the University after attending more than 60% of the payment period will result in 100% of the student's Title IV aid being earned. The institution will retain 100% of funding that covers institutional costs; students may retain the remainder of funding.
2. Failing All Courses in a Semester (Traditional Campus): Traditional campus students receiving failing grades in all coursework for the semester will earn 50% of Title IV aid disbursed. If validation can be obtained of a later Last Academic Activity date (LAA), that date will be used in the

calculation. The student will continue to owe tuition and fees for the entire semester and will be responsible to the University for any remaining balance on account.

3. Unofficial Withdrawal within a Term Containing Modules (Traditional Campus): Coursework taken within a term where no courses taken span the entire length of the term will be subject to modular refund rules. If the withdrawal from future courses within the term occurs after the student is no longer attending a course, Title IV aid will be earned at a 50% rate and the student will be responsible to the University for any remaining balance on account. If validation can be obtained of a later Last Academic Activity date (LAA), that date will be used in the refund calculation.
4. Students dismissed from the institution will have the refund made based on the earlier of the date the determination was made that the student was to be dismissed due to not meeting an institutional policy or the date the triggering incident occurred.

Order of Return of Title IV Funds Required to be Returned by the Institution

- Unsubsidized Direct Loans (other than Direct PLUS Loans)
- Subsidized Direct Loans
- Direct PLUS Loans (parent or graduate)
- Federal Pell Grants for which a return of Title IV funds is required
- FSEOG for which a return of Title IV funds is required
- TEACH Grants for which a return of Title IV funds is required
- Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required.

Note: returns of less than \$1.00 are not required to be made.

Timeframe for the Return of Title IV Funds

GCU will complete the R2T4 calculations within 30 days of the date of determination that the student has withdrawn. Any refunds that are the responsibility of the institution will be made as soon as possible and no later than 45 days from the date of determination that the student has withdrawn.

Timeframe and Requirements for Payment of Post Withdrawal Disbursements

As part of the R2T4 calculation, a determination will be made regarding any additional Title IV funds the student may be eligible to receive. These funds are considered post withdrawal disbursements (PWD). The student must have submitted a valid FAFSA for the period from which the withdrawal occurred and met all eligibility requirements, including the submission of any required supporting documentation.

The PWD determination must be made within 30 days of the date of determination that the student withdrew. In addition to meeting the PWD requirements, students must also meet the terms of late disbursement regulations (34 CFR 668.164(j)(2), which require GCU to receive a valid SAR/ISIR for the student from the Department of Education by the deadline dates established by the Department. Additionally, for a PWD to be made from an award of Direct Loan or TEACH Grant funds, GCU must have originated the loan or grant prior to the date the student became ineligible. For PWD's made from SEOG funds, GCU must have made the award to the student prior to the date the student became ineligible. If the student is eligible for a PWD, the notification will be included with the results of the R2T4 notification.

If the eligible PWD is from Federal Pell Grant or Federal SEOG funds, the funds will be posted to the student's account. If there is a credit balance on the account, a check will be sent to the student and a disbursement notification will be sent via email. If the

PWD is from Federal Loan funds, the student will be notified of the availability of the PWD and the student must authorize the disbursement.

Maximum Timeframe

Federal regulations require a student to complete his Program of Study within a measured maximum time frame that cannot exceed 150% of the published length of the program. The sum of the total required credits multiplied by 150% will be the maximum number of attempted credits for which a student is eligible to receive aid. If a student reaches the 150% timeframe and has not completed his program of study, he is no longer eligible for Title IV aid. The student may continue taking required coursework, but must make other payment arrangements.

Federal Funding Sources

Federal Pell Grant Awarding

A Federal Pell Grant, unlike a loan, does not have to be repaid. It is available to eligible undergraduate students who have not earned a bachelor's degree. Student and family income information that is provided when completing the Free Application for Federal Student Aid (FAFSA) determines Pell eligibility.

Effective July 2012, the Department of Education limited the number of semesters/terms to 12 in which a student may receive a Pell grant. A student's remaining Pell eligibility will be reported on the student's Institutional Student Aid Report or students may contact their Student Services Counselor for this information.

Federal Supplemental Educational Opportunity Grant

FSEOG is available to undergraduate students with exceptional financial need. Students with the lowest EFCs who also receive a Pell grant for that award year have primary consideration for FSEOG funding. FSEOG is an award that does not require repayment. This award is dependent on financial need and availability of limited funds.

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U. S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001, may be eligible to receive this grant. For more information on this grant students should contact their Student Services Counselor.

Children of Fallen Heroes

Beginning with the 2018-19 award year, a Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer is eligible to receive a maximum Pell Grant for the award year for which the determination of eligibility is made. For more information, students should contact their Student Services Counselor.

Teacher Education Assistance for College and Higher Education Grant (TEACH)

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program was established under the College Cost Reduction and Access Act (CCRAA), to benefit current and prospective teachers. This program currently provides up to \$3728 a year in grant assistance to students who plan on becoming a teacher and meet certain specific requirements.

Based on the Budget Control Act of 2011, this amount will be reduced to \$3724 in October. If a student who receives a TEACH Grant does not complete the required teaching obligation, the grant must be repaid as a Direct Unsubsidized Loan under the William D. Ford Federal Direct Loan Program.

To be eligible to receive a TEACH Grant, students must:

- Be enrolled in an eligible institution
- File an application and *Agreement To Serve*
- Have a 3.25 GPA

The *Agreement To Serve* requirements:

- Full-time teacher for 4 years within eight years of completing degree
- Teach in high need subject areas such as Math, Science, Foreign Language, Bilingual Education, Special Education, Reading Specialist, or a field as defined by the federal government as high need
- Comply with the requirements for being a highly qualified teacher

The amount of the grant will be treated as an unsubsidized Stafford loan and interest will accrue from the date of grant award if the student fails to complete the *Agreement to Serve* requirements.

For more information about this grant, students can refer to the [Financial Services](#) website.

Federal Work Study

Federal work-study provides part-time jobs for students with financial need, allowing them to earn money to help pay educational expenses. Contact Student Employment for more information.

Federal Loan Programs

Loans are often part of a financial award package as they provide students with an opportunity to defer part of their educational costs by borrowing now and paying later. Each year a student's loan eligibility is determined by completing the FAFSA. Likewise, eligibility for certain loans and loan amounts may change according to the information reported on all required documentation.

Federal Direct Loan Program

In order to receive a Federal Direct loan, a completed Master Promissory Note (MPN) is required. The MPN is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the U.S. Department of Education. It explains the terms and conditions of your loan(s), and items such as how interest is calculated, what deferment and cancellation provisions are available to you, and estimated repayment plans.

A second requirement of receiving a student loan is to complete Entrance Counseling. This is a mandatory information session which takes place before you receive your first federal student loan that explains your responsibilities and rights as a student borrower.

Upon graduation/withdrawal, Exit Counseling is also required which will reiterate your rights and responsibilities as a student loan borrower and provide useful tips and information to help manage your student loans.

All required information can be found at both [Federal Student Aid](#) and [Student Loans.Gov](#) sites.

Direct Subsidized Loans

Subsidized loans are available to undergraduate students who meet certain financial need criteria. The federal government will pay the interest on the loan while the student is attending classes on at least a half time basis and during periods when the loan is deferred.

Effective July 1, 2012, graduate and professional students are no longer eligible for this loan.

The Department of Education implemented a cap on the amount of time a student can attend an institution and continue to receive a subsidized loan. Any student who had no loan debt effective July 1, 2013 will need to complete his program of study within 150% of the published time to completion. If the student does not complete his program of study within that timeframe, he will no longer be eligible to receive additional subsidized funding. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150% limit to lose the interest subsidy on their Direct Subsidized loans

Direct Unsubsidized Loans

Unsubsidized loans are available to students regardless of financial need. Students are responsible for the interest that accrues on this loan from the date the funds are disbursed until the funds are paid back in full. The student borrower also has the option to pay the interest that is accruing while attending school or postpone payment. If payment is postponed, the interest will accrue and be capitalized (added to the principal amount of the loan).

Plus Loans

PLUS loans are available for graduate/professional students as well as parents of dependent undergraduate students. The PLUS Loan enables parents/graduate students to borrow up to the full cost of attendance less any other financial assistance awarded to the student. PLUS Loan borrowers are subject to a credit check before loan approval.

The interest rate for new loans is determined each year and is announced during the month of July. Contact your Student Services Counselor for the current interest rates.

Repayment on the principal loan balance begins six (6) months after the borrower drops below half-time enrollment status or graduates. Normally, monthly loan payments will not be less than fifty dollars (\$50) and must be repaid within the time-period specified by the terms of the borrower’s repayment contract.

Annual and Aggregate Loan Limits

There are limits on the amount of subsidized and unsubsidized loans that a student is eligible to receive each academic year (annual loan limits) and the total amounts that may be borrowed for undergraduate and graduate study (aggregate loan limits).

Annual Loan Limits			
Senior	\$5,500/\$2,000	\$ 5,000	\$12,500
Graduate		\$20,500	\$20,500

Aggregate Stafford Loan Limits	
Undergraduate Subsidized Limit	\$ 23,000
Undergraduate Combined Limit	\$ 57,500
Graduate Subsidized Limit (including all undergraduate loans)	\$ 65,500
Graduate Combined Limit (including all undergraduate loans)	\$138,500

State Grants for Arizona Residents

Arizona Leveraging Educational Assistance Partnership Program (AzLEAP)

The AZ LEAP program is a state and institutional partnership which provides student financial assistance in the form of need-based grants to low-income, undergraduate, Arizona resident students who have demonstrated substantial financial need.

Minimum Qualifications:

- Must be U.S. Citizen or an eligible non-citizen
- Must be a resident of Arizona
- Must be enrolled at least half-time as an undergraduate student
- Must have substantial financial need (be Pell eligible) as determined by the Free Application for Federal Student Aid (FAFSA)
- Must meet GCU Satisfactory Academic requirements
- Must not have concurrent enrollment in undergraduate and graduate courses

Math, Science, Special Education Teach Loan Forgiveness Program (MSSE)

The Math, Science and Special Education Teacher Loan Forgiveness Program (MSSE) is a student-centered, need-based forgivable loan designed to financially support and encourage junior or senior Arizona resident college students to enter into the teaching profession and teach in a public school in Arizona.

The maximum forgivable loan is \$7,000 per academic year for up to three years excluding all grants, scholarships and other tuition benefits (ex: tribal and military). Funds can be applied toward tuition, instructional materials and mandatory fees as documented in the student’s Cost of Attendance (COA) at their institution.

Students must enter into an agreement with the Arizona Commission for Postsecondary Education (ACPE) to teach in an Arizona public school in a term equal to the number of years of loans received plus one year. Additionally, students must sign a promissory note acknowledging the conditions of the loan and promising to repay the loan plus interest if the teaching obligation is not met.

Minimum Qualifications:

- Must be U.S. Citizen or an eligible non-citizen
- Must be a resident of Arizona for at least the previous 12 months at the time of application

Annual Loan Limits			
	Base Loan Dependent/ Independent Sub/Unsub	Additional Loan Independent Unsub	Total Loan Amount
Freshman	\$3,500/\$2,000	\$ 4,000	\$ 9,500
Sophomore	\$4,500/\$2,000	\$ 4,000	\$10,500
Junior	\$5,500/\$2,000	\$ 5,000	\$12,500

- Must be enrolled at least half-time as an undergraduate student
- Must be a junior or senior (completed at least 60 college credits) in a course of instruction with the intent to attain licensure as a teacher in math, science, special education in a public school in Arizona
- Must be seeking a first baccalaureate degree
- Must have financial need
- Must maintain satisfactory academic progress
- Must enter into an agreement with the Arizona Commission for Postsecondary Education to teach in an Arizona public school in a term equal to the number of year of loans of loan received plus one year
- Must sign a promissory note acknowledging the conditions of the loan and promising to repay the loan plus 7% interest if teaching obligations are not met.

Student Employment

Federal and Non-Federal Work Study

On campus Federal Work Study and Non-Federal Work Study employees will not be able to work without completed hiring documents. Federal and Non-Federal Work Study positions are paid bi-monthly. 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.

Students are expected to do the following:

- Report to work promptly.
- Notify supervisors in advance if they will be late or absent from work.
- Refrain from conducting personal business and schoolwork on during scheduled work hours.
- Accurately report the hours worked (sign time sheet).
- Dress appropriately according to position.
- Monitor earnings in relation to their Federal Work Study award.
- Give two weeks' notice before resigning.

International Student Employment

International students who wish to work while in the U.S. must be aware of and comply with F-1 visa employment regulations. Working illegally while in the U.S. is a serious offense that must be reported to the Department of Homeland Security (SEVIS) and can result in loss of F-1 status and benefits, and possible deportation. All international students must confer with the staff at the International Students Office before accepting or beginning any employment.

For Canadian Students: Grand Canyon University is dedicated to providing high quality service for our Canadian students. Please be advised that students are responsible for determining their eligibility for Canadian Tax Credits. Certain Grand Canyon University courses and programs may not meet certain requirements for tax credits, including but not limited to the minimum week and continuous enrollment requirements. For more information on Canadian Tax Credits, please contact The Revenue Canada Agency or visit www.cra.gc.ca.

On-Campus Employment

International students with F-1 status may be employed on campus without obtaining special permission from the U.S. Citizenship and Immigration Services (USCIS) provided they are maintaining legal immigration status. Nonetheless, international

students should check with the International Students Office to be sure the prospective job is permissible.

Off-Campus Employment

After being enrolled full-time for one academic year (two semesters), international students may be eligible for employment off-campus; however, opportunities are limited. Consult with the International Students Office for more information.

Below is a listing of the three primary types of off-campus employment that are available to international students.

- Practical Training (PT) - PT is a benefit that allows F-1 students to gain practical experience working in the US in their field of study. There are two types of PT, Optional Practical Training (OPT) and Curricular Practical Training (CPT). OPT may be taken either during or following completion of the degree program, but is most feasible following completion because of the amount of time it takes to apply. Students are allowed a total of 12 months of OPT. The International Student Coordinator in the International Students Office will determine eligibility for OPT and may recommend to USCIS that work authorization for OPT be given. Prior to submitting an application for OPT, students must have completed full-time enrollment in two semesters of the degree program, and the application must be submitted to USCIS prior to completion. USCIS will review the application and upon approval will issue an Employment Authorization Document (EAD) card as legal permission to work. Students must have the EAD in their possession before they begin to work. Students are not required to have a job offer to apply for OPT.
- CPT may be authorized for those F-1 students who have enrolled in an internship course and have an internship job (firm offer) that has been certified through the college and the International Students Office. Any time up to 12 months on full-time CPT does not detract from a student's OPT. Students who complete 12 or more months of full-time CPT, however, are not eligible for OPT.
- Employment with an International Organization: This type of employment is very limited and must fit within the guidelines of the International Organization Immunities Act. It may require a change of status that could be detrimental to the student's status.

Social Security Number

A Social Security Number (SSN) is required in order to be employed in the U.S. For F-1 students to obtain an SSN, they must have employment on-campus or have other work authorization like Curricular Practical Training or Optional Practical Training. To apply for a SSN on the basis of an on-campus job, students must provide a letter from the campus department and the International Students Office, verifying the job and eligibility.

The following documentation will be necessary to present when applying:

- Unexpired passport containing F-1 visa
- Form I-94 Arrival/Departure record
- I-20 form
- One other piece of identification – a student ID card, driver's license, etc.
- Letter of eligibility from the Center of International Education
- Letter from campus department where the student will be working

To apply on the basis of Curricular Practical Training (CPT), after approval for the internship and registration for an internship

course, the staff in International Students Office will generate a new I-20 that lists the student's work permission for that specific employment. In the case of Optional Practical Training (OPT), the student will apply for it in the last semester of study. Upon approval from U.S. Citizenship and Immigration Service (USCIS), the student will receive a card showing work authorization. Please see staff in the International Students Office for these types of employment.

After obtaining one of the above types of authorization and documentation, an international student may apply for a Social Security Number by going in person to the local Social Security Administration office. The International Students Office can direct students to the nearest Social Security Administration office.

International Student Tax-Reporting Responsibilities

International students have some responsibilities for reporting to the Internal Revenue Service each year. Students may be subject to U.S. taxation based on the source and type of income and the number of years they have been present in the U.S. Each tax year, all international students must file Form 8843. Those who earned income from a U.S. source must file Form 1040NR or 1040NR-EZ. Grants and scholarships may be subject to taxation. Generally, tax forms must be filed by April 15 for the previous tax year (January 1 – December 31).

It is students' responsibility to determine tax liabilities and file the appropriate forms in a timely manner.

The International Students Office is not trained as professional tax consultants and cannot complete and/or file any tax forms.

Evaluation of Transfer Credit

The following section outlines how Grand Canyon University evaluates transfer credit from other institutions, alternative transfer credit options, and discusses general policies.

General Policies

The University generally accepts courses from accredited, GCU-approved colleges, universities, or programs 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 Academic Registrars and Admissions Officers, is used as a general guide in determining acceptability.

If the Office of Academic Records is unable to determine specific applicability for an acceptable course, general elective credit will be granted.

Foreign Evaluation of Transfer Credits

The following policies apply to credits students have earned at foreign institutions and wish to transfer to GCU.

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.

Transferring from GCU to another Institution

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.

Transferability of Credits Earned to Institutions of the Nevada System of Higher Education

Students transferring from GCU to another educational institution within the state of Nevada 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 within the state of Nevada accept credits earned at GCU.

Baccalaureate Transfer Policies

The Office of Academic Records evaluates all prior college or university course credit through an official transfer credit evaluation. The Office of Academic Records determines how each course completed at each previous school will transfer into the University in the program of study. Based on that evaluation, some credit not applicable to the program may not transfer. Evaluations occur course-by-course and are applied toward University graduation requirements to maximize transfer credit.

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.

GCU uses the following policies to determine acceptability of courses in an undergraduate program:

- For undergraduate programs, a maximum of 90 credits, no more than 84 credits of which can be lower-division.
- Lower division credits can meet the content of upper division GCU classes, but will not fulfill the upper division requirement.
- A maximum of 30 credits, combined from the list below, can come from alternative credit options:
 - College Level Examination Program (CLEP)
 - Prometric DSST Exams (DANTES)
 - Excelsior Colleges Exams
 - Berlitz Language Evaluation
 - Advanced Placement (AP)
 - International Baccalaureate (HL)
 - American Credit Evaluation (ACE) approved credits
 - National College Credit Recommendation Service (NCCRS) approved credits
 - Lifelong Learning Assessments (8 credit maximum)
 - GCU Approved Certificates
 - Global Studies Portfolios (GSP)
- Another 30 credits maximum can come from military schools and training.
- All other transfer credits must come from accredited, GCU-approved college(s) transcripts.
- The University will not accept transfer credits from a third-party transcript. Each transfer course must be presented on the college transcript from which the course was completed.
- Courses with a grade of Pass (P) will be considered if "P" is equivalent to a C or better. This is determined by reviewing the grade scale of the institution where the course was completed.
- The University will not accept any course for credit that is described as having remedial or developmental content.
- The University will not accept any course for credit that duplicates credit already applied to a program.
- If a student disagrees with the way credit has been awarded, he or she may appeal through the appeals process as outlined in this University Policy Handbook.
- When coursework is equivalent, transfer credit from a quarter-system institution is evaluated and converted to semester credits on a 1:0.666 ratio.

Quarter Credits	Equivalency in Semester Credits
5	3.33
4	2.67
3	2.00
2	1.33
1	0.67

Below are examples of the evaluation and conversion of quarter system courses:

- Example A: If a student completed 4 quarter credits of ENG 101, the credits would be converted to 2.67 semester credits of English Composition at GCU. It would fulfill credits in the Communications requirement of the General Education; however, the student would earn only 2.67 credits toward the overall requirement of 120.
- Example B: If a student completed 3-quarter credits of ENG 101, the credits would be converted to 2.00 semester credits of English Composition at GCU. The 2 credits would count toward the overall requirement of 120 hours by fulfilling 2 credits in the Effective Communications requirement of the General Education; however, it does not fulfill the English composition requirement. The student would earn only 2.00 semester credits toward the overall requirement of 120.

Transfer Credit Application

Associate Transfer Plan

Students who complete a transfer-oriented associate degree at an accredited or GCU-approved college or university fulfill the University's General Education requirements, with the exception of the University Success, Christian Worldview, and required general education course, as defined in the Academic Catalog. Transfer-oriented associate degrees include the following:

- Associate of Arts
- Associate of Science
- Arizona General Education Curriculum (AGEC)
- California Intersegmental General Education Transfer Curriculum (IGETC).

Students enrolled in the Bachelor of Science in Nursing (RN to BSN) program need to refer to the Baccalaureate Programmatic Admission Requirements section for more information on general education requirements.

Alternative Transfer Credit Options

Students may transfer a total of 30 credits from all alternative transfer credit options combined. All alternative methods accepted are listed in this section. 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:

- High School Programs
 - Advanced Placement (AP)
 - International Baccalaureate Credit (HL)
- Alternative Testing Programs
- American Council on Education (ACE);
- Berlitz Language Evaluation
- College Level Examination Program (CLEP) of the College Entrance Examination Board;
- Excelsior College Exams
- GCU Approved Certificates
- Global Studies Portfolios (GSA)
- IT Competency Assessment
- Lifelong Learning Assessment (LLA)
- National College Credit Recommendation Service (NCCRS)
- Prometric DSST Exams (Formerly DAN TES)
- Sophia Learning

Certain restrictions apply to these programs. Credit will be given only 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.

High School Programs

Student may have earned credits through two alternative credit options during high school. These include Advanced Placement Requirements (AP) and International Baccalaureate Credit (HL). Official transcripts from AP or HL will need to be sent to the University, credit is not awarded from the high school transcript. Upon receipt of official transcripts, credit will be awarded as indicated on the official transcript received.

Alternative Testing Programs

National testing exams offer students another choice to demonstrate mastery of course content. Credit awarded is based on official transcripts.

The number of credits and grade level (lower or upper division) varies based on the recommendation listed on the official transcript. Students can verify this through the other agency. If the student needs the coursework to be upper division credits, this should also be verified through the other agency before completing the exam. The University will apply the credit as recommended on the official transcript received.

For a current list of acceptable exams, students can visit transfersearch.gcu.edu. Please be advised, course mappings will be updated as other agencies recommendations change so students are always encouraged to verify with the other agency before completing the exam.

Berlitz Language Evaluation

For assessment of languages, an evaluation of language proficiency from the Berlitz Institute may be accepted for credit. Credit will satisfy the foreign language requirements. Students can take exams for any language assessed by Berlitz. A maximum of 16 lower-division credits will be awarded using the following scale:

A minimum cumulative score rating of 70 (out of 100) must be obtained in the following areas to receive 16 credits of lower division for the following skill areas:

- Writing Proficiency (WPE)
- Speaking Proficiency (SOPI)
- Listening and Reading Proficiency (BTLR)

American Council on Education (ACE)

ACE provides credit recommendations for formal courses and examinations completed outside of a traditional classroom. GCU will apply ACE evaluated credit according to the ACE transcript, first for matching course content or general education, then to electives, up to the transfer credit limits of the degree. Content must be equivalent and equal in credit to GCU courses at the masters and doctoral levels to be applied. Certificates or an ACE transcript should be submitted to the Office of Academic Records. A transcript can be requested on the ACE website at <http://www.acenet.edu>. Students may submit certificates issued by the National Fire Academy (NFA) and Emergency Management Institute (EMI) as approved by the American Council on Education (ACE). All other certificates issued by NFA and EMI, as well as FEMA Independent Study and Gannett, will not be considered for alternative transfer credits.

National College Credit Recommendation Service (NCCRS)

NCCRS (formerly National PONS) evaluates training and education programs offered outside the traditional college classroom setting and translating them into college credit equivalencies. NCCRS-evaluated courses can be applied towards undergraduate lower-division general education requirements or toward undergraduate lower-division elective requirements. Official transcripts from the organization that sponsored the course or learning experience must be submitted to the Office of Academic Records. NCCRS does not issue transcripts. More information can be found on the [NCCRS website](#).

GCU Approved Certificates

GCU has identified a list of international and national professional certificates that students can submit for alternative transfer credits, which are listed on the [GCU Transfer Center](#). These certificates have been approved by the Colleges and can apply towards one of the following:

- Lower or upper division undergraduate general education, program major/core or elective requirements
- Limited graduate level coursework

Grand Canyon University will award alternative transfer credits based on the equivalencies listed below:

- 10 contact hours = 1 Continuing Education Units (CEU) credit
- 10 CEUs = 1 semester credit
- 100 CEU contact hours = 1 semester credit

Grand Canyon University will consider an academic appeal for certificate(s) not listed on the ACE website or GCU Transfer Center if the certificate meets the following criteria:

- Issued by an international or national organization (cannot be issued by an approved provider of a national or international organization)
- Name of attendee
- Name of Certification earned
- Documents number of CEU or contact hours completed
- Date certification was awarded

Lifelong Learning Assessment (LLA)

GCU defines 'Lifelong Learning Experiences' within the context of the LLA, and for the purposes of choosing an LLA topic and writing an LLA paper, as: "A real-life event that was experienced first-hand, has generated an extensive amount of personal and professional learning that is equivalent to college-level academic rigor and quality, and has created a significant life change in the learner (i.e., an increased capacity to live and apply the learning in new contexts). These learning experiences are most valued when they are job-based (or volunteerism), but they should involve engaging in activities for significant amounts of time (e.g., several years or more), are non-episodic (i.e., not one-time events), and are context-embedded within naturally occurring life events during the adult years of life."

In order to take advantage of this alternative credit method, students must first be approved to take the course ENG 135: Lifelong Learning Assessment, which teaches students the skills needed to submit up to 8 credits of Lifelong Learning Assessments with an additional 4 credits being earned from the course itself. Students create and submit an LLA paper by documenting adult life experience in the form of an expository essay focused on experiential learning as described in the paragraph above. Papers submitted for consideration of credit should follow the following guidelines to earn:

- 2 credits, complete 10 pages and a minimum of two academic references; 3 subtopics;
- 4 credits, complete 20 pages and a minimum of four academic references; 6 subtopics.

Students are given the opportunity to submit up to two LLA topics for approval. If approved for a second topic, an additional paper must be submitted for review that meets either the 2 credit or 4 credit requirements; ultimately, allowing the student to earn up to 12 credits. Papers should be written and documented following APA guidelines, including title and reference pages. These pages are not included in the page requirement.

Grand Canyon University will award credit to students for life experiences when the evaluator is convinced that such experiences meet the requirements as outlined in the grading rubric and LLA definition. Sample topic areas are as follows:

- Business Ownership
- Human Communications
- Introduction to Project Management
- Military Career (with deployment)
- Roles in Healthcare

Credit earned through the LLA process can only be used to fulfill undergraduate effective communication or elective requirements and these credits may not be transferable to another institution in the way credit for actual courses completed at GCU would be transferable.

The first LLA submissions must be received no later than 60 calendar days after the completion of the ENG-135 course.

Students are allowed to submit a second LLA paper after proper approval within one year of the completion of ENG-135. Late submissions will not be considered. Students should note that incomplete LLAs or LLAs with incomplete coversheets will not be reviewed and will be returned to the student. Students will be notified of the outcome of the review within 2 weeks of receipt of the LLA. Students will only have 2 attempts to receive a passing score on their LLA paper. Completed LLA papers are submitted through the [GCU LLA site](#).

IT Competency Assessment

Students who have experience in a course that cannot be awarded credit through a course transfer from another educational institution or approved certification may be eligible to complete a competency assessment to be awarded transfer credit. Not all courses are available for competency assessments and students can obtain a list of available competency assessments through their SSC or UC. Students must pass the competency assessment with a grade of 70% or better and scores will not be rounded. Students must take the competency assessment prior to becoming active in the course for which transfer credit may be granted. There is no cost to the student to attempt the assessment. Students may attempt the competency assessment two times.

Global Studies Portfolio (GSP)

Traditional Campus Students

The Global Studies Portfolio program will provide international opportunities for students to integrate experiential learning, personal development, disciplinary knowledge, and spiritual growth through active involvement in mission trip experiences through the Department of Spiritual Life. This program strives to prepare students to be responsible leaders and global citizens who participate in a values-based curriculum from the context of our Christian heritage.

GSPs submitted for consideration of credit should follow the following guidelines to earn:

- 2 credits, submit 10 of the pre-determined artifacts and a minimum of two academic references. Mandatory artifact assignments include G1.9 and G3.3.
- 4 credits, submit 20 of the pre-determined artifacts and a minimum of four academic references.
- Each artifact has a detailed assignment description.

Papers should be written and documented following APA guidelines, including title and reference pages. These pages are not included in the page requirement.

Grand Canyon University will award credit to students for a Global Studies Portfolio (GSP) when the student demonstrates that such experiences meet the requirements as outlined in the grading rubric and GSP definition.

Credit earned through the GSP process can only be used to fulfill lower division elective credit requirements. These credits may not be transferable to another institution in the way credit for actual courses completed at GCU would be transferable. Credits are repeatable up to 8 total elective credits.

Students should note that incomplete GSPs with incomplete coversheets will not be reviewed and will be returned to the student. Learning will be evaluated based on content, presentation and mechanics of the portfolio. Students will be notified of the outcome of the review within 2 weeks of receipt of the GSP. Students are notified through their GCU e-mail account. Students will only have 2 attempts to receive a passing score on their GSP.

Completed GSPs are submitted to StudyAbroad@gcu.edu within 90 days of the conclusion of the GCU Mission Trip. A \$90 processing fee must be submitted prior to evaluation of the GSP. Payment should be delivered to the Study Abroad Office.

Credit for Military Training and Experience

In addition to the alternative transfer credit option policy, Grand Canyon University will award additional credits for military training and experience as included on the Army/ACE Registry Transcript System (AARTS), Sailor/Marine/ACE Registry Transcript (SMART), Air University/Community College of the Air Force (CCAF), Coast Guard Institute (CGI) or Joint Services Transcript (JST). If used in conjunction with the alternative transfer credit option, a military student can transfer in 60 credits using these two options. The student can transfer up to 30 alternative credits maximum and no more than 60 credits total between military and alternative credit. Credits earned above 60 credits must come from transfer coursework up to 90 credits, of which a maximum of 84 lower-division credits would be accepted. AARTS, SMART, JST, CCAF, and CGI transcripts track all of a service member's or veteran's military training and coursework. Created by the Army, Navy, and Marine Corps in partnership with ACE and similar in format to college transfer transcripts, the documents list personal student data, courses, and occupations evaluated by ACE, including descriptions, learning outcomes, and equivalent college credit recommendations, as well as national college-level exam results. In lieu of the AARTS, SMART or JST documentation, GCU also will accept the DD Form 295, Application for the Evaluation of Learning Experiences during Military Service and DD Form 214, Certificate of Release or Discharge from Active Duty. Air University/Community College of the Air Force (CCAF) are not included in this total and are treated as standard transfer coursework.

More information is available regarding these transcripts at <http://www.acenet.edu/higher-education/topics/Pages/Transcript-Services.aspx>.

Credit Evaluation Policy for VA Funded Students

This institution will inquire about each veteran or veteran benefits eligible person's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated and credit will be granted, as appropriate. Students will be made aware of the final decision.

Master Degree Transfer Policies

The University generally accepts courses from accredited, GCU-approved colleges, universities, and programs, provided the work is equivalent to a Grand Canyon University graduate-level course, has been earned in conjunction with the completion of a graduate level course, and a grade of B or better was earned. The University will accept up to 12 credits or 1/3 of the total program requirements in transfer (whichever is less).

College Transfer Restriction

The first course of the graduate program of study cannot be satisfied by transferred credits.

Master Degree Programmatic Transfer Policies

College of Nursing and Health Care Professions

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

Advanced pharmacology, advanced pathophysiology and advanced health assessment are non-transferrable courses. If, however, these courses are taken within one year of the program start date, an appeal can be submitted for review.

** Exception: If a Certified Nurse Practitioner who is active and current in clinical practice, applies to Post-Masters Nurse Practitioner program, they may be able to transfer in courses

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

Advanced pharmacology, advanced pathophysiology and advanced health assessment are non-transferrable courses. If, however, these courses are taken within one year of the program start date, an appeal can be submitted for review.

- A Post-Master applicant who holds a current, active, unencumbered license as a nurse practitioner (NP) who have been approved for transfer credit will be required to take the 3P exam at the time they apply for the APRN program. Exception: GCU Alumni who have graduated from an APRN program and passed the 3P exam within the last 5 years from the date of degree conference.
- A score of 67% or greater, results in progression to clinical with no other requirements.
- A score of less than 67%, will require enrollment in the NRC-634 remediation course, re-take of the 3P exam, and a passing score of 67% or greater before proceeding to the first clinical course.

- If the 2nd attempt in NRC-634 is a successful pass of 67% or higher, progression to clinical will occur with no other requirements.
- If the student fails the 2nd attempt, they will take a 16 week survey course as a non-degree student of NUR-631 (Advanced Pathophysiology) NUR-635 (Advanced Pharmacology), and NUR-634 (Advanced Physical Assessment) content.
- The 3rd attempt of the 3P exam will occur at the end of the survey course.
- Students who do not successfully pass the required 3P exam after three attempts will no longer be allowed to progress into any of the APRN programs. Students can transfer to a non-APRN program.

** Exception: If a Certified Nurse Practitioner who is active and current in clinical practice, applies to Post-Masters Nurse Practitioner program, they may be able to transfer in courses.

Undergraduate Certificate of Completion Transfer Policies

The University generally accepts courses from accredited, GCU approved colleges, universities, or programs provided the work is equivalent to the required course within the undergraduate certificate and a grade of C or better is earned. Transfer Credit Practices of Designated Educational Institutions, published by the American Association of Collegiate Academic Registrars and Admissions Officers, is used as a general guide in determining acceptability. The University will accept up to ½ (half) of the total program requirements in transfer

Graduate Certificate of Completion Transfer Policies

The University generally accepts courses from accredited, GCU-approved colleges, universities, and programs, provided the work is equivalent to a Grand Canyon University graduate-level course, has been earned in conjunction with the completion of a graduate level course, and a grade of B or better was earned. The University will accept one course of the total certificate requirements in transfer. This includes credits completed from a master's degree previously earned through Grand Canyon University.

Post-Master Certificates requiring 30 or more credits for completion fall under the Master Degree Transfer Policies section.

Doctoral Degree Transfer Policies

The University generally accepts doctoral-level courses from regionally accredited colleges and universities, provided the content is equivalent to a Grand Canyon University doctoral-level course, and a grade of B or better was earned. For programs that do not match current College of Doctoral Studies Degrees, the University will accept up to nine credits into the program. Coursework transferred into GCU's doctoral program must have been completed within ten years prior to transfer.

Due to the dissertation or practice improvement components integrated throughout courses in GCU's doctoral programs, the following courses are not eligible for transfer and must be completed at GCU:

- All research courses: RES, PSY-801, PSY-815, PSY-825, PSY-850
- All residency (RSD) courses
- All assessment and statistics courses: PSY-843, PSY-845, PSY-870
- All dissertation courses RES-871, PSY-885, and all 900 level courses
- All DNP and DNP-Ed courses, with the exception of DNP-825. With transfer approval of DNP-825, 50 immersion hours may need to be completed in association with DNP-825 course objectives as independent study hours prior to completion of the program. An extension course may be required if hours are not acquired during the course of the program.

For the transfer of doctoral credits from the same type of degree (EdD, PhD etc.) and content (Organizational Leadership, Business Administration, etc.), the University will employ a bulk transfer process. Up to 27 credits may be transferred (30 for the PhD CES) WITHOUT course by course evaluation, so long as these credits:

- Are from an accredited institution
- Are from courses where the student has earned a B or better
- Are not more than 10 years old.

Students using this process will enter a cut-down version of the program with a specific course sequence that matches the number of credits they have remaining. The Doctor of Nursing Practice does not fall under this transfer policy.

Graduation Requirements

The completion of the required minimum of 120 semester credits for a baccalaureate degree usually requires four years of 30 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 General Education (GE) requirements, major and minor subjects, and elective courses. Students completing a graduate program must meet the curricular requirements per the Program of Study.

A Student Services Counselor 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.

Designation of Academic Catalog

University and college programmatic requirements may change. A degree candidate is required to meet the requirements for graduation as outlined in the Academic Catalog in effect at the time he/she begins classes or those of any subsequent changes in the University Policy Handbook, provided the student has remained in continuous enrollment at Grand Canyon University. These requirements are also contained in the student's signed Enrollment Agreement.

Nontraditional Student

Continuous enrollment is defined as being in attendance continuously, with no break in attendance longer than 14 days.

Traditional Campus Student

Continuous enrollment is defined as consecutive semesters; enrollment in the Summer session is not relevant for the traditional campus student.

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 Academic 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 or Academic Expulsion.

Students who complete one degree program and then wish to pursue a second degree do not do so under the same Academic Catalog as their first degree. These students must meet the Academic Catalog requirements in effect at the time they begin work toward the second degree, unless they remained in continuous enrollment for both degrees and both degrees will be posted at the same time.

Baccalaureate Graduation Requirements

Students are considered complete once all degree requirements are fulfilled and grades have been posted. Students are eligible for graduation upon submission of the [Graduation Application](#), graduation fee, and clearance of financial responsibilities. All degrees will be posted (formally placed on the student's transcript) approximately 30 days after degree requirements are fulfilled and grades are posted. Students wishing to participate in Commencement will have additional requirements to complete. Please refer to the Commencement section for further details.

Program Credit Requirement

The minimum number of semester credits required for a baccalaureate degree is 120. Students lacking the required minimum 120 credits to graduate from their program, usually due to transfer credit may take one of the University's Service Learning courses to complete the difference in credits either in

the major or elective category. Service Learning courses cannot be used to fulfill credits in the general education category. Students are required to meet the program graduation requirements of their degree including meeting the required coursework and any capstone requirements.

Traditional Campus Student

Traditional campus students who have transferred in a minimum of 24 college level credits and have a 3.0 GPA or higher can waive the University Foundations course (i.e. UNV-103, UNV-303, etc.).

Minimum GPA Requirements

Undergraduate students must have at least an enrollment cumulative 2.0 GPA for their program of study.

- **Major Grade Point Average:** Undergraduate students must also have at least a cumulative 2.0 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 2.0 GPA in their minors and are not permitted to count any course with a grade below C toward their minors.

Residency Requirement

Undergraduate students must complete at least 30 semester credits of course work in a Grand Canyon University program to satisfy residency requirements.

Upper Division Credit Requirement

For a baccalaureate degree, a student must earn a minimum of 36 semester credits in upper division (300 or above) courses.

Writing Intensive Course Credit

As a graduation requirement for all baccalaureate programs of study, students must successfully complete a minimum of three courses that have been designated as Writing Intensive. These courses must include ENG-105 (or its equivalent) and two courses in the major, one of which must be upper-division. Writing-Intensive courses are designed to provide students with a structured format, within which to learn and to demonstrate mastery of content through effective, discipline-appropriate written assignments. A designated writing-intensive assignment involves multiple submissions that include the following essential elements:

- Research (appropriate source selection, integration, acknowledgment, and citation)
- Pre-writing and Review (may include brainstorming, outlining, annotated bibliographies, peer-review, faculty feedback)
- Revision and Final submission

To ensure a shared focus on content, as well as style, a minimum of 30% of the final writing-assignment grade is based upon

mechanics and organization. In all cases, revision is required, and the culminating writing-intensive assignment(s) comprise a minimum of 30% of the course grade.

The University has always accepted comparable courses from other accredited, GCU-approved institutions that, in the judgment of the faculty, meet the intent of the requirements as specified. The faculty teaching a specific discipline will be consulted when the Office of Academic Records cannot establish whether or not a particular transferred course is substantially similar to the GE requirement.

Major/Core

Undergraduate students are required to select one subject area, a major, in which they must earn at least 36 semester hours of acceptable credit. At least 36 credits of the major must be upper division. Courses with a grade of D or below (2.0 GPA) are not permitted to count toward the major.

Double Major

Traditional campus student

Students wishing to pursue two majors under a single degree (e.g., Bachelor of Arts in Communications and Bachelor of Arts in History or Master of Science in Leadership and Master of Science in Psychology):

- Must meet the admission criteria for that degree.
- Must submit request form to their Student Services Counselor of the primary major and the desire to seek a secondary major.
- Must fulfill the General Education requirements (for undergraduate programs) and all degree requirements for each major sought.
- Will have a single GPA for the purpose of determining graduation honors (undergraduate programs only).
- 24 semester credits must be unduplicated within each major for the completion of both majors if pursuing a second major.
- Will use the catalog year of the primary major to determine the secondary major requirements.
- Must file a Graduation Application with the Office of Academic Records that notes each major sought.
- Will receive a single diploma with the degree, primary major and secondary major. The secondary major will also be indicated upon the transcript.

Dual Major

Traditional campus student

- Dual major programs are specifically designed sets of University curriculum and clearly outlined in the Academic Catalog as predetermined by the University (e.g., Bachelor of Science in Elementary Education and Special Education).
- Fulfill the General Education requirements, degree prerequisites and requirements, and all other University requirements for the dual-major program.
- Will have a single GPA for the purpose of determining graduation honors.
- Will receive a single diploma with the degree, primary major and secondary major. This will also be indicated upon the transcript.

Minors (Undergraduate Programs)

Traditional campus student

Students wishing to pursue an additional minor under a single degree:

- Minors are a minimum of 16 semester credits, with a minimum of 12 semester credits being unduplicated.
- Must submit request form to their Student Services Counselor of their desire to seek a minor.
- Must fulfill the prerequisites and requirements for the minor sought.
- Will use the catalog year of the primary major to determine requirements.
- Will have the additional minors indicated upon their transcripts. Minors will not be listed on the diploma.

Double Degree

Traditional campus student

An undergraduate student wishing to pursue two degrees simultaneously from Grand Canyon University must meet the following requirements: (e.g.: Bachelor of Science in Psychology and Bachelor of Arts in Christian Studies)

- Must meet the admission criteria for each degree.
- Must submit request form to their Student Services Counselor of the primary degree and the desire to seek a second degree.
- Complete a minimum of 30 credit hours at Grand Canyon University beyond the requirements for the first degree (e.g., a minimum of 150 credit hours if the requirements, for the first degree were completed after 120 hours).
- Must fulfill the General Education requirements, all degree prerequisites and requirements, and all other University requirements for each degree sought.
- 24 semester credits must be unduplicated within each degree for the completion of both degrees if pursuing a second degree.
- Will use the catalog year of the primary degree to determine the secondary degree requirements.
- Must file a Graduation Application with the Office of Academic Records that notes each degree sought.
- Will receive a single diploma for each degree earned. The secondary degree will also be indicated upon the transcript.
- The student will have a single GPA for the purpose of determining graduation honors.

Second Degree

- A student who has earned a baccalaureate degree from an accredited, GCU-approved college, university, or program may be granted an additional baccalaureate degree from Grand Canyon University upon completion of the following:
- Meet the admission criteria for that degree.
- Select a major field not used as a major for the previous degree (see specific major for number of hours required).
- 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.)
- File a Graduation Application with the Office of Academic Records for the degree sought.

Internal Transfer between GCU Degrees and/or Graduate Certificates of Completion

- Students who have completed a Grand Canyon University master's degree or post-master certificate that required 30 or more credits can apply the lesser of 12 credits, or 1/3 of the total program-credit requirements, to a second master's degree at GCU. All credits earned in graduate certificates of completion that require fewer than 30 credits can be applied towards a master's degree at Grand Canyon University.

- If students are found to have taken a course equivalent to a GCU course of differing credit, the student will still need to meet the total program credit requirements in order to graduate.

Baccalaureate Programmatic Graduation Requirements

Colangelo College of Business

Bachelor of Science in Hospitality Management

Students are required to accumulate 600 hours of paid or unpaid experience in the hospitality industry throughout their program of study. Experience may be in any aspect of the hospitality industry, subject to the Colangelo College of Business approval.

Bachelor of Science in Sports and Entertainment Management

Students are required to accumulate 300 hours of paid or unpaid experience in the sports or entertainment industry throughout their program of study. Experience may be in any aspect of the sports and entertainment industry, subject to the Colangelo College of Business approval.

Master Graduation Requirements

Students are considered complete once all degree requirements are fulfilled and grades have been posted. Students are eligible for graduation upon submission of the [Graduation Application](#), graduation fee, and clearance of financial responsibilities. All degrees will be posted (formally placed on the student's transcript) approximately 30 days after degree requirements are fulfilled and grades are posted. Students wishing to participate in Commencement will have additional requirements to complete. Please refer to the Commencement section for further details.

- Graduate students must meet the degree requirements of the degree in which they graduate.
- Requirements include earning the total number of credits required by the program, meeting content requirements, and submitting any capstone activities. If students fail to meet any of the program requirements, a degree will not be conferred until the requirements are met.
- Graduate students must also have at least a cumulative 3.0 GPA, with no grade lower than a C.
- Students lacking the required minimum credits to graduate from their program, usually due to transfer credit may take one of the University's Service Learning courses. Students are required to meet the program graduation requirements of their degree including meeting the required coursework and any capstone requirements.

Dual-Degree Programs

Dual-degree programs are specifically designed sets of University curriculum that will convey two separate degrees (e.g., M.B.A. and M.S.) upon completion of a set of unified curriculum. Dual-degree programs are clearly outlined in the Academic Catalog and predetermined by the University.

A student wishing to pursue a dual degree:

- Must meet the admission criteria for that dual-degree program
- Must complete the requirements for both degrees before being granted either degree.
- Must file a Graduation Application with the Office of Academic Records that notes each degree sought.

- Will receive two separate diplomas, one for each degree in the dual-degree program.

Additional Emphases

Students wishing to pursue an additional emphasis under a single degree:

- An Additional Emphasis is a minimum of 8 semester credits, with a minimum of 8 semester credits being unduplicated. Graduate students have the option of completing up to two emphasis areas as part of their degree.
- Must submit request form to their Student Services Counselor of their desire to seek an additional emphasis.
- Must fulfill the prerequisites and requirements for the emphasis sought.
- Will use the catalog year of the primary major to determine requirements.
- Will have the additional emphasis indicated upon their transcripts.
- Will receive a single diploma with the degree, primary emphasis and secondary emphasis.

Doctoral Graduation Requirements

Students are considered complete once all degree requirements are fulfilled and grades have been posted. Students are eligible for graduation upon submission of the [Graduation Application](#), graduation fee, and clearance of financial responsibilities. All degrees will be posted (formally placed on the student's transcript) approximately 30 days after degree requirements are fulfilled and grades are posted. Students wishing to participate in Commencement will have additional requirements to complete. Please refer to the Commencement section for further details.

- Doctoral learners must meet the degree requirements of the degree in which they graduate.
- Requirements include earning the total number of credits required by the program, meeting content requirements, and
- For CDS: Approval of a dissertation by the committee and the Dean as demonstrated by a signed D-80 document (See Appendix A)
- Graduation requirements for the DNP program include completion of the Quality Improvement (QI) or Internal Review Board (IRB) process, Academic Quality Review (AQR) 1 and 2 completion, chair and content expert approval and have met the minimum of 1000 Practice Immersion Hours prior to meeting eligibility. DNP Learners that are deficient hours or have a final manuscript deemed "not ready" for Dean review at the end of the program may require additional extension courses to meet programmatic requirements prior to Dean approval.
- If learners fail to meet any of the program requirements, a degree will not be conferred until the requirements are met.
- Doctoral learners must also have at least a cumulative 3.0 GPA.

Posthumous Degrees

In the unfortunate event that a student passes away prior to earning his or her degree, GCU may, if the student qualifies, grant the student's degree posthumously. The qualifications include:

Baccalaureate Students

- Student was in good academic standing (as measured by GPA) at the time of his or her death.
- The student completed at least 90 credits toward a 120 credit degree; including completion of at least half the credits in the student's major
- A deceased student's cause of death was not due to any unlawful activity on the part of the student.

Master's/Post Master's Students

- Student was in good academic standing (as measured by GPA) at the time of his or her death.
- The student completed more than 75% of the program
- A deceased student's cause of death was not due to any unlawful activity on the part of the student.

Doctoral Students

- Student was in good academic standing (as measured by GPA) at the time of his or her death.
- The student completed more than 75% of the program
- Student's Dissertation or DPI Project Proposal had been approved by the University.
- A deceased student's cause of death was not due to any unlawful activity on the part of the student.

Commencement

Eligibility to Participate in Commencement

A candidate for graduation must meet the criteria listed below for one of the two commencement exercises.

Fall

Non Traditional Ceremonies

- Students expected to complete their degree by between 7/1 - 12/31
 - Degree posted or registered through completion with end date of final course ending on or before 12/31

*Note: The College of Doctoral Studies requires the Dean's signature on the completed committee-approved Dissertation with a signed GCU D-80 form by close of business 60 days prior to the date of the graduation ceremonies.

The College of Nursing and Health Care Professions requires the Dean's signature on the completed committee-approved Direct Practice Improvement Project with a signed project sheet by close of business 60 days prior to the date of the graduation ceremonies and have documented in Typhon a minimum of 1000 Practice Immersion Hours. DNP Learners that are deficient hours or have a final manuscript deemed "not ready" for Dean review at the end of the program may require additional extension courses to meet programmatic requirements prior to Dean approval

Winter

Traditional Ceremony

- Expected Fall graduates
 - Degree posted or registered through completion with end date of final course being on or before end of Fall Semester

Spring

Traditional Ceremony

- Expected Spring & Summer graduates
 - Degree posted or registered through completion with end date of final course being on or before end of Summer Semester

Non Traditional Ceremony

- Students expected to complete their degree between 1/1 - 6/30
 - Degree posted or registered through completion with end date of final course ending on or before 6/30

*Note: The College of Doctoral Studies requires the Dean's signature on the completed committee-approved Dissertation with a signed GCU D-80 form by close of business 60 days prior to the date of the graduation ceremonies.

The College of Nursing and Health Care Professions requires the Dean's signature on the completed committee-approved Direct Practice Improvement Project with a signed project sheet by close of business 60 days prior to the date of the graduation ceremonies and have documented in Typhon a minimum of 1000 Practice Immersion Hours.

Attendance at Commencement

A candidate for graduation is invited to attend public commencement exercises that are held in the Fall (Non-traditional/Cohort students only), Winter (Traditional students only) and Spring (Non-traditional /Cohort and Traditional students). Information regarding the commencement exercise is available at [GCU Commencement Resource Page](#).

Academic Regalia for Commencement

Candidates for graduation participating in the commencement exercises are required to wear the prescribed academic regalia, which consist of a black gown and hood. The gown has distinguished sleeves to indicate the level of academic achievement earned.

- Undergraduate students: pointed sleeves
- Graduate students: oblong sleeves
- Doctoral students: bell-shaped sleeves

The academic colleges are represented by the color of the tassels which hang from the cap. While not an exhaustive list, the following are some of the colors that may be seen on the graduates' hoods:

- Arts, Letters, Humanities - white
- Business - drab
- Education - light blue
- Math and Sciences - gold
- Music - pink
- Nursing - apricot
- Physical Education - sage green
- Public Health – salmon pink
- Religion – scarlet
- Science – golden yellow

Those who hold the Ph.D. degree may choose either the color of their discipline or Ph.D. blue, a royal blue. American Council on Education (2012). Academic Regalia. Retrieved from: <http://www.acenet.edu/news-room/Pages/Academic-Costume-Code.aspx>

Graduation with Academic Recognition

Ray-Maben Scholars

This recognition represents the highest scholarship honor awarded by Grand Canyon University each year at graduation. Established by the faculty, the criteria consist of a cumulative and Grand Canyon University GPA of at least 3.9, with no more than 12 transferable semester credits.

Latin Honors

Undergraduate students who have earned at least 60 credits 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.

Second bachelor degree and graduate students are not eligible for honors. In academe, being admitted and completing a graduate degree is considered an honor.

For walking purposes for commencement ceremonies or exercises, honor candidates will be decided by using the GPA at the time commencement registration closes for each scheduled commencement ceremonies or exercises. Walking honors does not guarantee actual honors will be granted and displayed on the student's transcript or diploma. True honors will be determined at

the time of the posting of the degree and will be displayed on the student's transcript and diploma.

University Honors

Undergraduate students who have completed less than 60 semester credits at Grand Canyon University may be eligible for University Honors. Students, who complete their degree with a cumulative grade point average of 3.5 or higher for credits earned at Grand Canyon University, will be awarded University Honors at Graduation. Honors will be displayed on the student's transcript.

Honors College

Students who complete the Honors program will be given special recognition, which will be determined at the time of the degree posting and will be displayed on the students' transcript.

Academic Services and Resources

The following section highlights some of the academic services and resources available to students, both traditional and nontraditional. The University strives to provide and introduce additional support for students to achieve their educational goals. As new services are introduced, they will be included in this section of the University Policy Handbook.

Academic & Career Excellence

Academic & Career Excellence provides academic support through peer-to-peer Learning Advocates (LEADs) and academic workshops, along with career development including resume writing, interviewing, networking, professionalism, etc. Additionally, various career fairs, events, workshops, and employer information sessions are offered throughout the year in an effort to connect students with employers and various full-time, part-time, and internship opportunities.

Academic Excellence

Academic Excellence offer the following:

- One-on-one/group study sessions with Academic or FYE LEADs (Learning Advocates)
- After Dark series (content/course-specific academic workshops from 8pm-11pm)
- Explore Mores
- Academic success strategies
- First Year Experience (FYE)

Career Excellence

Career Excellence offer the following:

- One-on-one appointments with ACE Advisors and Career LEADs (Learning Advocates)
- Resume writing
- Interview coaching
- Mock interviews
- Career readiness
- Career coaching/major exploration
- Career assessment
- Purpose Plan (yearly checklist)
- Career Connections – online job board, document library, resume builder, mock interviews, career events and workshops, etc.
- Employer networking
- Employment opportunities

Phone: 602-639-8901

Email: ACE@gcu.edu

Website: <https://students.gcu.edu/student-resources/student-success/ace-centers.php>

GCU Library

The Grand Canyon University Library supports the University's mission, vision, and values by providing quality resources and innovative services to support and enrich academic success, scholarship, and lifelong learning. RESEARCH YOUR PURPOSE! The GCU Library connects people with resources by providing personalized, on-demand research assistance that enriches the learning experience and supports intellectual inquiry and discovery.

- Ask A Librarian: Ask the GCU Library staff directly for research assistance. Contact us via phone, email or chat. We can help with personalized assistance with creating effective search strategies for research topics, basic database navigation,

using the resource tools, including RefWorks & EndNote Web, personalized database accounts, RSS feeds, search alerts, APA formatting, persistent links, and more!

- GCU Library Databases & Resources: Search for journal articles, eBooks and physical books, dissertations, streaming video and streaming music, using our extensive collection of databases and resources. Organize and manage your citations with bibliographic management software tools RefWorks or EndNote Web.
- Help & Tutorials: Find general library, database, and technical support tutorials on the GCU Library's web site: <http://library.gcu.edu>. Sign-up for the GCU Library: Introduction webinar, where you will receive a guided tour of how to access and use the GCU Library's resources:
- Interlibrary Loan (ILL): Need materials the GCU Library does not own? Request an ILL on the GCU Library's web site: <http://library.gcu.edu>.

Library Contact Information & Hours:

<https://library.gcu.edu>

Campus Computer Center

There are two computer labs on campus (GCU Library and the College of Theology building). All labs are equipped with up-to-date computers and monitors. The computer labs offer Internet access and a host of applications for use outside of the classroom. In addition to the lab computer resources, wireless Internet access is available for students at various points on campus.

Faculty Information

A current list of GCU's full-time faculty is available at

<https://www.gcu.edu/faculty-list>.

GCU Institutional Review Board

Grand Canyon University (GCU) is committed to quality research, scholarship, and service. All systematic research undertaken by GCU personnel or learners in which human subjects participate is subject to review under the Institutional Review Board (IRB) policy and procedures for protection of human subjects in research. The federal definition for research is "a systematic investigation, including research development, testing and evaluation, designed to develop and contribute to generalizable knowledge (Federal Regulations 45 CFR 46)." This definition includes any surveys, tests, observations of people, or experiments which involve systematic data collection that could result in knowledge reported in dissertations, publications and professional meetings.

The GCU Institutional Review Board operates under federal policies and procedures mandated by the U.S. Department of Health and Human Services and the Office for Human Research Protections www.hhs.gov/ohrp/. Policies governing academic scholarship and research activities conducted at GCU are available on the DC Research Center (<http://dc.gcu.edu/irb>) and the GCU website (<http://www.gcu.edu/College-of-Doctoral-Studies/Institutional-Review-Board.php>) apply to all research conducted at or sponsored by Grand Canyon University.

- All research projects directed by GCU faculty, staff, or learners must receive IRB approval prior to collecting data.
- GCU researchers must complete required training in research ethics CITI Training (<http://www.citiprogram.org>) and adhere to the principles of respect for persons, beneficence, and justice embodied in the Belmont Report.
- Individuals from external institutions who wish to conduct research using GCU data, learners or personnel as participants must submit an application for site authorization to the Office of Academic Research, provide proof of IRB approval from their home institution, and receive approval from the GCU IRB and the Provost.
- Classroom curriculum projects, workshop evaluations, and administrative projects do not need IRB approval if they are not research. If the results will not be distributed outside the classroom, institutional setting, or if they are used solely for program review or evaluation, IRB review is not required. However, if such projects lead to generalizable information, through publication or dissemination of results external to GCU, they must undergo review. Regardless of whether the project is subject to review, all GCU faculty, staff and learners must adhere to ethical guidelines when conducting class or institutional projects with human participants.

Research activities or exercises conducted as part of curriculum for coursework are considered exempt from IRB review when the following criteria are met:

- There is minimal risk, and
- The planned classroom exercise does not involve members of vulnerable populations, and
- Information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to subjects, and
- The information will not be made public in the form of presentation or publication outside of the classroom or education setting.

International Students Office

The International Students Office, or ISO, is housed on campus in Building 18, Room 104 and houses the International Student Coordinator's office. The ISO contains an international students' lounge, which students may use as a meeting place, study space, or area to relax between classes.

The ISO is the storehouse and archive of F-1 student documents. The International Student Coordinator manages F-1 student documents and SEVIS records, issues I-20s, and is the advisor on matters related to maintaining F-1 status.

Maintaining F-1 Status

International F-1 students are responsible for knowing the rules to maintain their F-1 status. In order to learn the obligations and privileges of being an F-1 student, they may consult with the International Student Coordinator or acquire information from the [Homeland Security's website "Study in the States"](#).

Change of Address

Students are required to report a change of residence within 10 days of your move. Contact the staff of the International Students Office, so the University can officially update the SEVIS record.

Authorization to Work

See the [International Student Employment](#) section of the University Policy Handbook.

Maintain Full Course of Study

Per federal regulations, International (F-1) students are required to pursue a full course of study; the minimum for an undergraduate is 12 credits per semester and one online class may be taken to satisfy the 12 credit minimum. The minimum for a graduate student's full course of study follows general campus policy noted above and is verified by the International Student Coordinator.

Securing a Validating Signature

Students, who need a validating signature for an I-20, should take it to the International Students Office for processing several days before the planned departure.

Immigration Documents

Students must keep immigration documents valid at all times.

Passport

Students must know passport expiration date. Do not allow the passport to expire. Students are required to have a valid passport with an expiration date that is no less than six months hence, except in those cases where the student's home country has an agreement with the U.S. To find out how to extend the validity of your passport, contact your country's consulate in the U.S. A list of foreign consular offices in the U.S. may be found at <https://www.state.gov/s/cpr/fco/>

F-1 Visa

The visa is a permit which allows individuals to apply for entry to the U.S. at the port of entry. It shows immigration status (should be F-1), the number of times an individual may enter the U.S. (shown as single, double, or multiple entry), and the last day on which he or she can enter the country. It does not show how long the student may stay in the U.S. While it is not illegal to be in the U.S. with an expired visa, a new visa will be required to leave and re-enter the U.S. (Exception: If a student travels to Canada, Mexico, or any of the islands in the Caribbean except Cuba and return within 30 days, and he or she has a valid passport, an unexpired I-20 and an I-94 card, the student may enter with an expired visa.) It is not possible to obtain a visa in the U.S. If a student will be traveling outside the US and wishes to re-enter after the visa has expired, he or she should plan to visit a U.S. consulate to apply for a new visa.

Form I-20

The I-20 authorizes individuals to attend Grand Canyon University (GCU). International students are required to read the I-20 and indicate acceptance of its terms by endorsing the document.

Form I-94 Arrival and Departure Record

The I-94 demonstrates that the students have been lawfully admitted to the US. The I-94 is distributed on the airplane prior to landing. When the student passes through the immigration check station at the port of entry, the border agent will make a notation of the date of entry and visa status, and will usually staple the form into your passport. In most cases a notation of "D/S" (duration of status) will be marked on the card, indicating that the student may stay in the U.S. until the student has finished the academic program, as long as the student maintains an acceptable status. If a specific date is noted on this form instead of D/S, notify the staff of the International Students Office because the student must either exit the country by that time or file an extension. Do not lose the I-94. Only one will be issued and

replacements are expensive and take a long time to receive. When the student travels overseas, the student must surrender the card at the airport. Few exceptions exist to this requirement, including travel to Mexico, Canada, or the Caribbean Islands (verify this information with the International Students Office). When the student re-enters the U.S., the student will be issued a new I-94.

Safeguarding Immigration Documents

Do not lose or destroy any documents received from the U.S. government or school officials. Keep all issued documents in a safe and accessible place in the event it is necessary to show them to the authorities.

Travel in F-1 Status

Always consult with the Principal Designated School Official (PDSO) in the Center of International Education before planning travel abroad. Since the circumstances of each student will differ, the information in this section is meant to provide general guidelines for students. It may not be all inclusive of the things that the student needs to determine whether or not it is appropriate to travel or whether or not the student will be readmitted to the United States. Please remember that the U.S. Customs and Border Protection (CBP) officer at the Port of Entry (POE) decides whether or not a person is admissible to the United States. This decision is based upon the facts and circumstances presented at the time that the student applies to enter, therefore it is important to know the situation and carry the proper documentation.

Inside the U.S.

On and near campus

While students are on-campus or in the surrounding area, they do not need to have their passport or I-20 with them. Keep the documents safely stored, however, and know where to get them quickly, if necessary.

Away from the campus in the Phoenix area

Students should carry their passport, I-94 card and I-20 with them in case authorities ask for proof of identity.

Outside the U.S.

Students who travel abroad must show proper documentation to re-enter the U.S. They must not have been gone from the U.S.

more than 5 months for the following guidelines. At the port of entry, present:

- Valid passport with expiration date at least six months from the date of entry. For exceptions, see the Passport agreement list below for countries with agreements with the US for shorter expiration dates.
- Valid F-1 visa stamp in passport
- I-20 that has been endorsed by the PDSO in the International Students Office within the last 6 months. (Technically, the signature is valid for one year, but many agents at the port of entry prefer to see the endorsement from the school more frequently.)
- Other recommended documents: Financial guarantee documents showing the student have funds to pay for your educational and living expenses while here, copy of recent transcripts, letter from CIE verifying student status at GCU.
- Exceptions to the travel documentation above apply to travel to Canada, Mexico or adjacent islands with the exception of Cuba. If the student plans to travel to one of these locations for fewer than 30 days, retain your I-94 card. Even if the visa is expired, a student may be readmitted based on an automatic revalidation of the visa.

Study Abroad and International Programs

Study Abroad programs may involve relationships with other colleges, universities, organizations, or countries. Students should contact the Study Abroad Office for more information by emailing StudyAbroad@gcu.edu. Weekly group information sessions as well as individual appointments are available. 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 Student Services Counselor how study abroad courses will apply to Grand Canyon University's requirements.

Due to the attendance taking requirements of financial aid processed for cohort and online students at Grand Canyon University, the University is unable to process financial aid if students were to choose to participate in a study abroad option. Students using financial aid would take a leave of absence, processed through a student's Student Services Advisor, for the duration they are studying abroad, and their financial aid status would be reinstated upon return.

Drug-Free Campus and Workplace Policy

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 Act of 1989.

The sale, offer to sell, purchase, use, transfer, possession and/or manufacture of illegal drugs, including marijuana (medical or otherwise) and alcohol, are strictly prohibited on University premises including parking lots, cafeterias, and other non-work related areas. Employees may not unlawfully possess, consume or be under the influence of alcohol while working, participating in Grand Canyon University events, or present on University Premises (including parking lots, cafeterias, and other non-work related areas), unless pre-authorized by senior management.

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

The following are descriptions of dangerous drugs:

- 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. 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. 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.
- 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 heartbeat, 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 in coordination. 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 heartbeat, 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.

Drug and Alcohol Counseling

More information about alcohol and drugs and the risks they pose to health is available in the GCU Cooke Health & Wellness 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 and Drug Abuse Hotline: 800-444-9999
- Alcohol and Drug Abuse: 602-258-7714
- Alcohol and Drug Recovery Center: 800-247-2322
- Drug and Alcohol Treatment Institute: 602-275-3233
- Crossroads (Drug and Alcohol Recovery): 602-279-2585
- Teen Challenge: 602-271-4081
- Terros, Inc.: 602-249-1749

Institutional Sanctions

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.

Campus Policies & Other Information

This section is designed to help students settle into their new home at Grand Canyon University. It contains information regarding many aspects of Residence Life, Housing Operations, and other campus policies related to both residents and commuters. The [Academic Catalog](#), [Housing Operations](#), [Residence Life and Housing Operations](#), and Housing Contract provide a more complete understanding of GCU policies and guidelines.

Campus Hours

Given that non-resident students do not live on campus, it is expected that they will return to their residence at night when they are done utilizing the campus for their daily activities. Campus hours vary by day, but it is generally expected that non-resident students will depart campus when normal campus activities have ended, such as the closing of the library or commuter lounge or the completion of club sports or public events. Anyone present in a non-residential area of campus after these time periods should understand that, for the safety of our campus community, Public Safety officials may stop them and ask for identification and the nature of their activities on campus at that time. Absent unique circumstances, if it is after hours, residential students will be allowed to remain on campus and non-residential students will be asked to depart campus and may be subject to being trespassed and submitted to Code of Conduct. Anyone who is not a student and is not associated with a resident may be trespassed and precluded from visiting campus in the future if they are present on campus after hours.

Housing and Residence Life Policies

Policies

See the Housing and Residence Life websites at <https://students.gcu.edu/student-affairs> for polices including but not limited to:

- Abandonment – Personal Property
- Alterations
- Appliances and Furniture
- Bed Bug Protocol
- Charges and Fines
- Fire Safety
- Health and Safety Inspections
- Housing Eligibility
- Housing Eviction
- Housing Appeals
- Housing Application Fee and Prepayment
- Accommodation Requests
- Maintenance, Preservations, and Repairs
- Mercury
- Moisture and Mold
- Movies – Group Rental
- Personal Property
- Pets
- Roommate Privacy
- Room Switches
- Smoking
- Waitlists
- Housing Cancellation and Reimbursement
- Meal Plan Cancellation and Refund
- Early Move-in and Extended Stay
- Break Housing Closures
- Sales/Solicitation

Eligibility – Traditional Housing

Student Housing Eligibility

Student housing eligibility is as follows:

- Admitted ground traditional undergraduate student at GCU
- Be in good standing with the university
- Must be at least 17 years old and younger than 26 years old at the start of the term
- Meets residential course load requirement (see below)

- To ensure the health of the student population living on campus, Grand Canyon University requires students to submit documentation that they have received the Measles, Mumps and Rubella (MMR) vaccine or proof of immunity, and Meningococcal A vaccine prior to registering for student housing. Students can obtain additional information regarding this requirement on the Canyon Health and Wellness Center website

Individuals who pose a clear and present danger to other residents including, but not limited to, registered sex offenders are not eligible to live in university housing. Individuals with felonies on their record are required to disclose details of the felony. GCU retains the right to not offer housing to a student on a case-by-case basis at the sole discretion of GCU's Housing Background Check Committee.

GCU employees, other than student workers, are not eligible to reside in student housing.

Residential Course Load Requirement

For up-to-date course load requirements, students should refer to the Housing Policies document.

Eligibility – Graduate Housing

Graduate Student Housing Eligibility

Graduate student housing eligibility is as follows:

- Admitted graduate student at GCU, granted permission to live in the specified graduate housing location.
- In good standing with the university.
- At least 17 years old and younger than 26 years old at the start of the contract term.
- Meets residential course load requirement (see below).
- To ensure the health of the student population living on campus, Grand Canyon University requires students to submit documentation that they have received the Measles, Mumps and Rubella (MMR) vaccine or proof of immunity, and Meningococcal A vaccine prior to registering for student housing. Students can obtain additional information regarding this requirement on the Canyon Health and Wellness Center website

Individuals who pose a clear and present danger to other residents including but not limited to registered sex offenders, are not eligible to live in university housing. Individuals with felonies on their record are required to disclose details of the felony. GCU retains the right to not offer housing to a student on a case-by-case basis at the sole discretion of GCU's Housing Background Check Committee.

GCU employees, other than student workers, are not eligible to reside in student housing.

Exceptions to housing eligibility may be granted for specific populations or upon Housing Exception approval. Students should refer to the Housing Policies document for Housing procedures and expectations.

Entering Students' Rooms and Room Searches

Students can expect reasonable privacy of their rooms and personal property. However, under specific guidelines, rooms may be entered and inspected by university staff members without permission. These guidelines include, but are not limited to, emergency cases, need or request for repairs, health/safety inspections, and reasonable suspicion to believe that a violation of university regulations or federal, state or local laws may be taking place, or has taken place, in the room. Prohibited items will be collected and disposed of by University staff.

Entrance policy for staff members includes knocking on the door, stating who they are and why they are entering the room, and allowing approximately 20 seconds for a response before keying into the room or apartment. In case of an extreme or emergency situation, it is the discretion of Residence Life or Public Safety staff to use a "no knock" entrance policy. Students who submit a work request automatically give staff permission to enter their room without notice. For unplanned service or work that has not been requested, staff will attempt to notify students 24 hours in advance. Depending on the severity of the issue and the staff's ability to reach the student, advance notice cannot be guaranteed.

Personal Property Searches

In cases of reasonable suspicion, the university reserves the right to search a student's personal belongings that are on university property. Such belongings include, but are not limited to, articles of clothing, purses, briefcases, bags and backpacks. Prohibited items will be collected and disposed of by University staff.

Vehicle Searches

Students can expect reasonable privacy of their vehicles and personal property contained therein when they park on campus. However, Public Safety officers may access and inspect student vehicles without permission when reasonable suspicion exists that a violation of university regulations or federal, state or local laws may be taking place, or has taken place, in the vehicle, or during emergency situations. Prohibited items will be collected and disposed of by University staff.

Background Checks for Student Leaders

To ensure that student leaders are qualified to perform the tasks they are assigned, student leaders may be required to successfully complete a background check through a third-party vendor at the University's expense. Screening may take place on a pre-scholarship basis as well as after selection. Students undergoing a background check will be given a copy of the background disclosure and authorization form. Failure to complete the form will preclude a student from consideration. Based on results obtained, the respective

Student Affairs Department will utilize a Background Check Review Committee to make determinations about scholarships being withdrawn.

Club Sports

Grand Canyon University Club Sports provides approved programs for participation by active, enrolled GCU traditional students. Club Sports athletes engage in competitive intercollegiate competition, semi-rigorous practice schedules, and travel regionally. Students must be currently enrolled in on-ground programs and able to attend practice and events held by the club.

Certain Club Sports programs may have requirements for participation, including eligibility criteria, health evaluations or try-outs. Additionally, clubs may have specific conference eligibility criteria for maintaining membership such as GPA, age, and full time status etc. While the aforementioned examples are non-exhaustive and actual eligibility and maintenance requirements may differ, Club Sports follow the University's non-discrimination policy.

A list of student clubs is available at <https://clubsports.gcu.edu>. For more information on clubs please see Student Engagement.

Department of Student Care

The Department of Student Care provides services to all traditional students. Additionally, master's students participating in University-sponsored activities, such as musical and theatrical performances, athletic competitions may also utilize the Office of Student Care.

Student status, such as a traditional student, or as a student participating in authorized University-sponsored activities, will be verified prior to a student's first appointment.

Student Clubs

Grand Canyon University provides and approves clubs for participation by active, enrolled GCU students or GCU alumni. Club missions vary, but many clubs provide opportunities for residential, commuter, cohort, and online students to participate. Students must be currently enrolled and active in a program and able to attend meetings and events held by the club.

Certain clubs may have requirements for participation, including program of study or criteria that require academic honors or try-outs. Additionally, clubs may have eligibility criteria for maintaining membership such as GPA, club attendance, etc. While the aforementioned examples are non-exhaustive and actual eligibility and maintenance requirements may differ, clubs follow the University's non-discrimination policy.

A list of student clubs is available at <https://students.gcu.edu/student-life/student-engagement.php>. For more information on clubs please see Student Engagement.

Immunization Requirement

Immunization Requirement for GCU Residents

To ensure the health of the student population living on campus, Grand Canyon University requires students to submit documentation that they have received the Measles, Mumps and Rubella (MMR) vaccine or proof of immunity, and Meningococcal A vaccine prior to registering for student housing. Students can obtain additional information regarding this requirement on the [Canyon Health and Wellness Center website](#)

Immunization Requirement for Programs

Immunization requirements for the University may differ from the immunization requirements for certain programs of study and their associated placement and/or employment opportunities, (e.g., externships, internships, student teaching, clinical, practica, lab opportunities, school district positions). Students may be required to submit immunization documentation to various third-party agencies and are, therefore, responsible for ensuring they meet their respective requirements.

GCU requires students in the following programs to provide immunization records. Students can waive this requirement by following the guidelines published in the Undergraduate/Graduate Field Experience Manuals; however, students who live on campus are not eligible to waive this requirement unless a medical waiver is provided and signed by a medical provider.

- Bachelor of Science in Athletic Training
- Bachelor of Science in Nursing (Pre-Licensure)
- Bridge to Master of Science in Nursing: Acute Care Nurse Practitioner
- Bridge to Master of Science in Nursing: Family Nurse Practitioner
- Bridge to Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems
- Bridge to Master of Science in Nursing with an Emphasis in Nursing Education
- Bridge to Master of Science in Nursing with an Emphasis in Public Health
- Master of Science in Nursing: Acute Care Nurse Practitioner
- Master of Science in Nursing: Family Nurse Practitioner
- Master of Science in Nursing with an Emphasis in Nursing Education
- Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems

- Master of Science in Nursing with an Emphasis in Public Health
- Master of Public Health
- Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate
- Post-Master of Science in Nursing: Family Nurse Practitioner Certificate
- Post-Master of Science in Nursing: Nursing Education Certificate
- Doctor of Nursing Practice

Community Standards for Ground Campus

Grand Canyon University is first and foremost a Christian University and as such upholds a commitment to maintaining an atmosphere on campus that honors God. While students do not have to sign a Statement of Faith or be a Christian to attend GCU, they are expected to abide by the Community Standards. The Community Standards uphold certain University values that are believed to enhance the overall moral fabric of the community.

The Community Standards identify essential values that GCU students are expected to show mutual respect and courtesy to one another, faculty and staff. Our expectation is that students would reflect what is known as the “fruit of the Spirit” in their behavior. This includes demonstrating: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Our vision is that students would strive to treat others as they would want to be treated.

Our goal is to develop a community based on the Biblical principles of respect and honor. We as community members will strive to encourage one another, respect one another’s differences, speak truthfully, and create lasting relationships. We understand that these actions are most possible as a result of choosing to put others above ourselves and to look out for the interests of others. To help accomplish this, campus residents will be required to complete a Roommate Agreement, which is designed to proactively facilitate a conversation between roommates at the beginning of each semester. Students may contact their RA for more information.

Applicability of the University Policy Handbook as it applies to the Community Standards

- The University Policy Handbook as outlined in the Community Standards applies principally to conduct outside the classroom that occurs on University property or at University-related activities or facilities (in-class conduct is addressed in the [University Policy Handbook](#)).
- Likewise, conduct engaged through electronic communication systems, including but not limited to, social media, e-mail and text messaging, is subject to the University Policy Handbook as outlined in the Community Standards section.
- Off-campus behavior may also cause a student to go through the Student Conduct Process or other appropriate administrative action when it is reasonably perceived to pose an imminent threat of harm to the safety of the student or others, adversely affects the University Community and/or the pursuits of its objectives. The Dean of Students or his/her designee will decide whether the Community Standards will be applied to conduct occurring off campus, on a case by case scenario, in his/her sole discretion. This includes, but is not limited to, remote University Housing.
- Each student will be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree and/or the end of the student’s housing contract, whichever comes last. Each student is responsible for their conduct even though conduct may occur before classes begin or after the classes end, as well as during the academic year and during periods between terms of actual enrollment.

- The University Policy Handbook as outlined in the Community Standards will apply to a student’s conduct even if the student withdraws from school while a conduct matter is pending.
- The University Policy Handbook as outlined in the Community Standards applies to commuter students as well. It is expected that they are aware of the University policies.
- Any violation of the University Policy Handbook as outlined in the Community Standards will remain on the student’s conduct record for the duration of his/her GCU academic career and will provide context for any future violations.

Community Standards

Students are held responsible to the following standards and if found in violation will go through the Student Conduct Process. See Sanctions for Conduct Violations for possible sanctions:

Alcohol

GCU maintains a dry campus and as such alcohol and/or alcohol paraphernalia are not permitted on GCU property, unless in University-designated areas permitted by state law and for patrons 21 years and older. GCU Dining Dollars/Lopes Cash may not be used to purchase alcohol. In any circumstance, students are not permitted to have alcohol outside these areas regardless of age.

Violations of the alcohol policy will be taken seriously and consequences include University-approved sanctions up to and including police involvement, suspension or expulsion from the University. Any alcohol-related offense could be grounds for expedited sanctions that could result in suspension or expulsion from the University. Being under the influence of alcohol does not diminish or excuse a violation to the Community Standards. Violations of the alcohol policy include, but are not limited to:

- Consuming and/or possessing alcohol on campus. Alcohol bottles or containers will be treated as alcohol, opened or sealed, even if empty.
- Engaging in underage drinking.
- Providing alcohol to others underage.
- Driving while under the influence of alcohol.
- Public intoxication is the use of alcohol (even off-campus), that leads to public or obvious intoxication on campus. This includes, but is not limited to, slurred speech, difficulty walking, needing medical assistance, violent behavior, any other behavior that is a disruption to the campus community and/or any behavior that requires a University response.
- Refusal to take or successfully complete a breathalyzer test. When University personnel reasonably suspect a student of consuming or possessing alcohol on campus and/or when a student is believed to be intoxicated on campus, the student may be required to take a breathalyzer test.

- Students present where alcohol is actively being consumed will be in violation of the alcohol policy for not immediately leaving the immediate area or reporting the violation to a University official.
- Students with knowledge of the presence of alcohol on campus may be considered in violation of the alcohol policy for not reporting the violation to a University official.

Arizona Revised Statutes make it unlawful:

1. For a person under the age of twenty-one years, to buy, receive, have in possession or consume spirituous liquor. A.R.S. 4-241.
2. For a person to buy for resale, sell or deal in spirituous liquors in this state without first having procured a license duly issued by the Arizona State Liquor Board. A.R.S. 4-244(1).
3. To consume spirituous liquor in a public place, thoroughfare or gathering as set forth in A.R.S. 4-244(20).
4. For any person to serve or to furnish spirituous liquor to an intoxicated or disorderly person, or for any person to allow or to permit an intoxicated or disorderly person to come into or to remain at an event where spirituous liquor is being served or consumed. A.R.S. 4-244(14).
5. For a person to operate a motor vehicle on any highway while consuming spirituous liquor. A.R.S. 4-244(21).
6. To conduct drinking contests, or to sell or provide to a person an unlimited number of spirituous liquor beverages during any set period of time for a fixed price or to provide more than two spirituous liquor beverages to one person at one time for that person's consumption as set forth in A.R.S. 4-244(23).
7. To sell or give liquor to underage person; illegally obtaining liquor by underage person; violation; classification; definitions A.R.S. 4-241

Alcohol Paraphernalia

Possession of alcohol paraphernalia is not permitted on campus. Alcohol paraphernalia is defined as any product whose primary function is for containing alcohol, drinking alcohol, or advertising or promoting alcohol (paraphernalia is not actual alcohol bottles or containers). This includes, but is not limited to, beer bong, funnels, flasks, shot glasses, and decorative alcohol displays.

Civility, Respect, and Nondiscrimination

It is expected that all students demonstrate mutual respect and courtesy to one another, faculty, staff, administration, and the general public. GCU also affirms that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength. Further, the University acknowledges its on-going responsibility to foster fairness and respect, to create and maintain a positive working and learning environment, and to promote anti-discriminatory behaviors. Physical abuse, verbal abuse, bullying, threats, intimidation, harassment, coercion, retaliation, discrimination including social media, and/or other conduct which threatens or endangers the health or safety of any person and/or causes a disruption to the campus community will not be tolerated.

"Discrimination" means any act or failure to act that is based upon an individual or group's actual or perceived status/class (sex, gender identity, race, color, age, creed, national or ethnic origin, physical or mental disability, veterans status, pregnancy status, religion, or sexual origin, or other protected status/class) that is sufficiently severe that it influences, limits, or denies the

ability to participate in or benefit from the University education program(s) or activities

"Harassment" means conduct that is directed at a specific person(s) and that would cause a reasonable person to be seriously alarmed, annoyed or pressured and the conduct does in fact seriously alarm, annoy, or harass the person.

Arizona Revised Statutes states that a person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:

1. Anonymously or otherwise contacts, communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses.
2. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.
3. Repeatedly commits an act or acts that harass another person.
4. Surveils or causes another person to surveil a person for no legitimate purpose.
5. On more than one occasion makes a false report to a law enforcement, credit or social service agency.
6. Interferes with the delivery of any public or regulated utility to a person.

For more information:

<https://www.azleg.gov/ars/13/02921.htm>

Title IX

Title IX regulations require non-discrimination on the basis of sex or gender. Prohibited sex discrimination includes sexual harassment, sexual misconduct, including sexual assault, domestic/dating violence, stalking, and other misconduct offenses when sex or gender is the foundation. All reports of sex or gender-based discrimination are reviewed and resolved using the process outlined in the Title IX and Non-Discrimination Policy.

Student Involved Engagements

GCU recognizes the rights of current students to dissent as long as it does not limit the freedom of others, damage University property, or delay the opportunity of the student body, faculty or staff to proceed regularly with their work, schooling or scheduled activities. When a rally or other such gathering requires building space or public areas, clearance must be obtained 48 hours in advanced from the Dean of Students.

GCU reserves the right to make reasonable restrictions of location, time or format of such events, using the following guidelines in order to:

1. Alleviate potential problems with safety or potential disruption of University activities.
2. Facilitate a free exchange of ideas consistent with the academic environment and the University mission.
3. Comply with federal, state, university, or local laws or ordinances.

Grand Canyon University reserves the right to review, cancel, alter or restrict events, demonstrations, speakers or groups whose nature or presentation is contrary to or inconsistent with the University mission or Christ-centered character. Off campus groups, individuals, churches, ministries, former students, or individuals not connected to the University as a current employee or student will not be permitted to use University owned or operated property for demonstrations and may not, at the University's discretion, participate in them.

Disorderly and Disruptive Conduct

Disorderly and disruptive conduct is the unreasonable or irresponsible behavior by an individual or group that includes, but is not limited to:

- Creating a potentially unsafe situation for members of the community or damages property.
- Disrupting the peace or interfering with the normal operation of the University or University-sponsored events.
- Infringing on the rights of others, including when other students are prevented from taking advantage of their academic experience.
- Behavior that is disruptive, lewd, or indecent, regardless of intent, which breaches the peace and/or safety of the community.
- The unauthorized use of electronic or other devices to make an audio or video record of any person where the audio or video recordings is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, living area, or restroom.
- Behavior that may be part of more severe roommate conflict.

Drugs

GCU is committed to maintaining a drug-free community. Illegal drugs, including marijuana, are not permitted on campus or at University-sanctioned events. Violations of the drug policy will be taken seriously. Any drug-related violation may be referred to law enforcement and be grounds for expedited sanctions that result in immediate suspension or expulsion from campus housing and the University. Being under the influence of drugs or substances does not diminish or excuse a violation to the Community Standards.

Illegal drugs are defined as a drug or substance whose use, possession, or distribution is controlled under state or federal law and/or GCU policy. The drug policy applies to students primarily when, but not exclusively, on-campus and those attending University-sanctioned events.

GCU wishes to ensure that students at medical risk as a result of drug use will receive prompt and appropriate medical attention. Members of the GCU community, specifically students, have an ethical responsibility to contact a Residence Life staff member or the Office of Public Safety when they believe that assistance for an intoxicated student is needed. Failure to report may result in being held responsible for violating the drug policy

Violations to the drug policy include, but are not limited to:

- Possessing drugs.
- Using drugs.
- Being under the influence of drugs.
- Possessing drug paraphernalia. Drug paraphernalia is defined as any equipment, product, or accessory that is intended or modified for making, using, storing, or concealing drugs. This includes, but is not limited to, the use or possession of glass smoking pipes or items altered to assist in making, using, or concealing drugs, including the scent of drugs.
- Manufacturing drugs.
- Distribution of drugs including, but not limited to, the intent or ability to distribute. Distribution also applies to the delivery, transfer, or gift of drugs.
- Being in the presence of drugs and/or paraphernalia and not immediately leaving the immediate area or reporting the violation to a University official.
- Students present where drugs are actively being used will be in violation of the drug policy for not immediately leaving the

immediate area or reporting the violation to a University official.

- Students with knowledge of the presence of drugs and/or paraphernalia on campus may be considered in violation of the drug policy for not reporting the violation to a University official.

Marijuana

Although the State of Arizona has statutes in place allowing possession and use of marijuana, medical marijuana, and THC-infused products, the United States Government does not currently recognize those statutes. The “Drug Free Schools and Communities Act of 1986 (20 U.S.C. 1145g)” prohibits possession of controlled substances on the campus of institutions of higher education that receive Title IV funding. As GCU is one such institution, the drug policy fully applies to marijuana, medical marijuana, THC-infused products, synthetic marijuana, and related paraphernalia.

Un-Prescribed and Over-the-Counter Medications

Violations of the drug policy also include, but are not limited to:

- Possessing prescription medication not prescribed to the student.
- Abusing one’s own prescription medication in a manner not consistent with dosage instructions.
- Distributing one’s own prescription medication.
- Being in the presence of unprescribed medication and not reporting the violation to a University official.
- Using over-the-counter medication in a manner not consistent with dosage instructions.

Electronic and Other Smoking Devices

The possession of e-cigarettes, vapes, and accessories (including but not limited to juices, chargers, and cartridges) and/or other legal smoking devices are allowed in designated areas on campus, but not in residential living areas. These items are not permitted in any living area.

Falsification of Information

Students will be held to a standard of honesty and are not permitted to falsify (verbal or written) information.

Failure to Comply

Failure to Comply is deliberate non-compliance with reasonable directions of GCU Officials, professional staff, or Public Safety Officers acting in performance of their duties, including failure to properly identify oneself to these persons when requested to do so. This would include, but is not limited to, all Public Safety staff, Student Conduct, Housing Operations, Residence Life staff, and Resident Assistants (RA’s).

Fire Alarms

Students are not allowed to tamper with or adjust the fire alarm/smoke detector in any way. All students and their guests are expected to immediately evacuate any living space once a fire alarm is sounded.

In addition, any students who has non-approved items (including, but not limited to, appliances, candles, humidifiers, electronic smoking devices, or accessories such as a vape and/or vape paraphernalia) in the room when the smoke detector is triggered, will be subject to University-level sanctions.

Good Samaritan Policy

The overall health and safety of our students is of paramount concern to all members of Grand Canyon University. All

community members are expected to act out of concern for themselves and others. Recognizing that there are times when students of the community find themselves in positions where medical assistance is needed to ensure the proper care of a person, the University has established this Good Samaritan Policy.

Grand Canyon University wishes to ensure that students at medical risk as a result of alcohol or drug use will receive prompt and appropriate medical attention. Members of the Grand Canyon University community, specifically students, have an ethical responsibility to contact a Residence Life staff member or the Office of Public Safety when they believe that assistance for an intoxicated student is needed.

Students who seek assistance from these sources and the individual(s) assisted, should not fear disciplinary action should they seek help for a friend or themselves who has had too much to drink or impaired. Instead, under the guidelines of this policy, these violations will be dealt with through health and safety education initiatives instead of disciplinary action with respect to the alcohol and drug policies. Students will be considered for a one-time acceptance under the guidelines of the policy through a review of the sequence of events that occurred during their incident. This policy would only apply to a student with no prior alcohol or drug violations.

The Office of Residence Life and Public Safety will record the name(s) of intoxicated or impaired student(s) and any other information that may enable any follow-up deemed necessary to ensure students' overall well-being. In order for this policy to apply, the intoxicated or impaired student(s) must agree to meet with a Student Conduct Officer to discuss the incident and understand the guidelines, process, and expectations. The student(s) will also agree to a timely completion of all the educational sanctions.

Students who fail to complete any of the requirements assigned will be subject to action under the Community Standards for failure to complete those initiatives. Furthermore, community members who demonstrate a consistent and repeated pattern of behavior after appropriate intervention and education from the University will not be considered under this policy.

This policy does not preclude the University from taking disciplinary action regarding other violations of the Community Standards. Students should also be aware that this University policy does not prevent action by local, state and federal authorities.

The spirit of the Good Samaritan Policy is that there is an ethical responsibility to help people in need. This policy is designed to save lives. It is an expectation that our students will take active steps to protect the health and safety and well-being of the community and one another.

Guest Privileges

Visitation Policy

GCU strives to cultivate a living and learning community of respect and courtesy for all students. For this reason, residential students of the opposite sex and/or significant others are allowed to visit during specified hours listed below and in the living room. Refer to the Guest Privileges section for guidelines related to off-campus guests and GCU-commuter student guests.

- In all living areas, visitation hours are 10:00 AM to 12:00 AM (midnight), seven days a week.
- In both apartments and residence halls, guests of the opposite sex and/or significant others are required to stay in the common living area of the apartment or dorm suite – they may

not enter the bedroom (except for Studio Single Occupancy units in Papago 47).

- The door to the dorm suite as well as the freshmen and transfer apartments must be propped open at 90 degrees for the entirety of the visit.
- Students may continue their visitation with the opposite sex in the main lobby on the first floor of the living area, but not in the lobby, hall, stairwell, or study room of each floor.
- Intent to spend the night, sexual activity, or being in a room past hall hours may escalate to a fourth (4th) visitation violation of the sanction process.
- Residence Life reserves the right to alter the visitation policy and hours as needed.

Examples of visitation violations include, but are not limited to:

- Suite door is closed
- Visitation hours are over which includes the study rooms or floor lobbies
- Being in the bedroom (suite door open or closed)
- Past hours as determined by the Residence Life Staff
- The intent to spend the night
- Spending the night
- Sexual activity as determined by Residence Life or Student Conduct.

Guest Policy

The Guest Privileges Policy applies to students hosting off-campus and/or GCU commuter students in the apartment/dorm during guest hours. For policy related to having GCU residential students as guests, please see the Visitation Privileges section.

Students in campus housing are allowed to have guests in their apartment or dorm. Students are expected to observe the following standards:

- Guests are the responsibility of the student who is hosting them, whether the guest is a GCU commuter student or an off-campus guest. The actions of the guests are the actions of the student hosting them. For example, if a student's guest brings drugs into the apartment or dorm suite, the student host will assume all responsibility and sanctions for the violation.
- Guests are required to abide by all the policies and rules of the University.
- Residents are required to meet their guests at a University gate. Guests will not be permitted on campus without their student host present.
- Guests, whether off-campus guests or GCU commuter students, must sign in and out of the Guest Log found at the RA Desk in the lobby of the halls/apartments and the Hub of the North Rim Apartments.
- Guests must be at least 15-years old or accompanied by their parent or legal guardian.
- In all living areas, guests of the opposite sex and/or significant others are required to stay in the common living area of the apartment or residence hall suite – they may not enter the bedroom (except for the Studio Single Occupancy units in Papago 47). The door to the residence hall suite must be propped open at 90 degrees for the entirety of the visit.
- Guests must depart all living areas when guest/visitation hours end.

Overnight Guests in Campus Housing

Students living in campus housing are permitted to have guests (on or off-campus guests including GCU commuter students) spend the night with them on campus. Overnight guests must be of the same sex and not significant others. Overnight guests are not permitted during these periods: early move-in, Christmas

Break, and spring extension. The same standards for Guest Privileges (see above) apply to the overnight guest plus these additional guidelines:

- All overnight guests are required to complete a Guest Registration Form found at the RA Desk in the lobby of the living areas and the Hub of the North Rim apartments.
- Overnight guests are only permitted to stay no more than six (6) nights per semester in campus housing, regardless of which student they stay with.
- Students are only permitted to have overnight guests no more than six (6) nights per semester in campus housing.

Hazing

Any and all forms of hazing and initiation are illegal whether voluntary or involuntary. The University takes very seriously any alleged forms of hazing and strictly prohibits this behavior.

Hazing includes, but is not limited to:

- All forms of physical activity deemed dangerous or harmful.
- The application of foreign substances to the body.
- Scavenger hunts involving illegal activities, kidnapping, or ditching a member of the community.
- Depriving students of sleep.
- Not providing decent and edible foods.
- Depriving student's means of maintaining personal hygiene.
- Forcing, coercing, pressuring, or requiring a student to consume alcohol, or foreign or unusual amounts of substances.
- Nudity or forcing a student to dress in a degrading manner.
- Psychological hazing: any act which is likely to compromise the dignity of a student; cause embarrassment or shame to a student; cause a student to be the object of ridicule or malicious amusement; or inflict psychological or emotional harm.

Housing Guidelines

- Students, including GCU commuter students, who are found residing in other on-campus housing units other than is listed in their StarRez housing profile more than six nights, will be considered as a squatter and may be held liable for the prorated charge for semester housing.
- Students are not permitted to loan out their keys and passpoint, Student ID, or Parking Permit to another individual, even if it is a fellow GCU student.
- Students and/or their guests may not enter/exit a dorm room or apartment through a window.
- Students may not prop and/or use emergency exits during a non-emergency as defined by GCU.
- Students are expected to treat others with respect when discussing future housing assignments. Violations can include housing-related harassment where an initial request to move has been declined. This could be between future or potential future roommates, students wanting to move into a specific room, or students attempting to "save" a bed for a student not scheduled to be in the room.

Modesty

Modesty is showing the maturity to act and dress in a manner that reflects a person's maturity and faith, does not inhibit an atmosphere of learning and shows respect and professionalism. The University chooses not to define what constitutes modest dress but expects all student to dress appropriately for a learning and living community.

Inappropriate Language

Students are expected to avoid the use of inappropriate language (profanity and vulgarity).

Pets

Pets, other than fish or turtles in a small aquarium, are not allowed in residential facilities or on adjacent grounds. Aquariums may not be larger than 10 gallons and can be used only for fish or turtles.

Residents having pets for any length of time on campus will be subject to disciplinary action and a contract violation fine.

Pets of visitors are not permitted on campus. The same rules apply regardless of pet ownership. It is the resident's responsibility to make sure guests are aware of the rules and policies of the University.

Students who need a service animal should contact the Student Disability Services Office to arrange for accommodations.

Violating the pet policy may result in prolonging the approval of an emotional support animal on campus.

Pranks

Participating in any activity on or off campus that threatens and intimidates and/or endangers the health, physical, or emotional well-being of a community member; results in damage; malicious or non-malicious vandalism, or general disregard for University or private property; or involves a violation of University policy is strictly prohibited.

Public Displays

Students residing in University housing may not publicly display signs, banners, flags, posters, or other similar items. Placement of any displays on the windows is prohibited. Such items may be placed inside University housing rooms so long as the displays contain no offensive, demeaning, prohibited, or sexual content. This includes, but is not limited to, items containing vulgar language, symbols, obscenities, alcohol, and/or drug related items. This policy shall be enforced at the discretion of University staff. Refusal to comply with a staff removal request and/or multiple violations of this policy may result in being referred to the Student Conduct Process.

Quiet Hours

In all living areas, quiet hours are from 10:00 PM to 10:00 AM, seven days a week.

Roommate Conflict Resolution

GCU has a specific, educationally-minded conflict resolution process. Students can refer to the website for the most updated conflict resolution process here: <https://pages.gcu.edu/res/roommate-conflict-resolution.php>.

Conflict between suitemates/roommates must be addressed in a healthy manner and a timely fashion within a 24-48 hour time period. If an agreement cannot be made without assistance, the residents should contact their RA. It is expected that all residents follow the process to address conflict with suitemates.

Complying with the conflict resolution process includes but is not limited to:

- Full participation in any mediation, which includes:
 - Completing the roommate agreement.
 - Coming prepared to briefly discuss (in 5 minutes or less) what has brought them to the conflict resolution meeting and what their needs and interests are in the conflict

- Coming prepared with solutions for the conflicts being discussed and displaying flexibility/willingness to compromise
- Complying with action items created at any step in the mediation process while living in assigned room
- Willingness to practice action items for allotted time as determined by Resident Director
- Communicate honestly and promptly (within 24 hours) about roommate conflict with all parties involved (roommates/suitemates, Resident Assistant, and/or Resident Director)
- Respond within 24-48 hours to a Resident Assistant or Resident Director communication regarding roommate conflict (via face-to-face communication, phone, and/or GCU email)

At any time, Residence Life reserves the right to relocate a student as deemed necessary. If a student is found to be a participant in repeated roommate conflict or causes disruption to the community due to conflict(s), the student may be asked, at the sole discretion of Residence Life, to move off-campus without reimbursement of housing expenses.

Smoking

Smoking is permitted in designated areas only. No smoking is permitted in any building, including all living areas including apartment balconies. Violators are subject to University sanctions.

Theft and Vandalism

Attempted or actual theft of and/or damage to property of the University community or other personal or public property, on or off campus will be considered a violation of the Community Standards.

Weapons

Weapons as defined by GCU's Weapons-Free Campus Policy and hazardous materials are not allowed on campus. Banned weapons include, but are not limited to, firearms, live ammunition, BB guns, water-balloon launchers, paintball guns, airsoft guns, bows and arrows, blowguns and hunting or pocket knives longer than four inches when open.

Wheels on Campus

GCU students using "Wheels" (as defined below) on campus are expected to do so in a safe and responsible manner, consistent with good judgment and common sense, and in compliance with University policies and applicable laws and ordinances.

"Wheels" are defined to include recreational transportation items such as bicycles, skateboards, inline skates, scooters, and other wheeled devices (whether self-propelled or human powered), designed or used for personal transportation purposes on campus. For purposes of this policy, "Wheels" exclude devices that require a license to operate or registration under local law (e.g., cars/trucks, motorcycles, mopeds, golf carts, etc.), the operation of which is prohibited on campus pathways, sidewalks, and other non-streets by students, unless specifically authorized by University officials.

1. The expectation for safe and responsible use of Wheels on campus requires the exercise of due care under the circumstances and includes, but is not limited to: travelling at a reasonable and safe speed and in a controlled and predictable manner; yielding to pedestrians; following posted signs (including traffic signs and signs designating Wheels-free zones); refraining from use of Wheels indoors; abiding by other policies regulating Wheels in campus buildings;

adjusting or refraining from use of Wheels in light of circumstances and surroundings (e.g., at night, during inclement weather, where pedestrian traffic is elevated, etc.); refraining from use of Wheels when impaired/under the influence; ensuring appropriate parking/storing of Wheels in a manner that does not obstruct or impede pedestrian traffic or otherwise create a safety hazard; and complying with applicable laws, regulations, and city codes (including Phoenix City Code § 36-64) relating to Wheels.

2. Students are solely responsible for any injury to themselves or others, and for any property damage, incurred by, or resulting from, students' use of Wheels on campus. Use of helmets and other protective equipment while operating Wheels is strongly encouraged.
3. The University is not responsible for the loss, theft, or damage of Wheels.
4. Failure to abide by the requirements of this policy may result in revocation of the privilege of using Wheels on campus, temporary confiscation/impoundment of Wheels, and/or discipline under the Student Conduct and/or Code of Conduct Processes, in addition to any sanction that may be imposed by law enforcement or other governmental agencies.

Student Conduct Process

As a Christian University, GCU strives to offer loving accountability and to be redemptive in its approach to students who have violated the Community Standards. Every situation is handled on a case-by-case basis. The Dean of Students or designee may expedite and refer serious violations to the Code of Conduct Committee for suspension or expulsion from the University.

Student Conduct Process Overview

The Student Conduct Process abides by the following:

- Students going through the Student Conduct Process can be referred to one of a number of different processes. The Director of Student Conduct or designee will determine which process is appropriate for the student. Depending on the situation, Student Conduct reserves the right to refer the incident to a Student Conduct Hearing Board, even in the middle of using a different process.
- The Director of Student Conduct or designee will develop policies for the administration of various conduct processes that are not inconsistent with the provisions of the Student Conduct Process.
- Students will be notified of the date, time, and place of their meeting through email and/or text at least 24 hours prior to the meeting. Student Conduct reserves the right to expedite the process as needed.
- Email communication to students will only be to their GCU student email address. Emails sent to such email address will be presumed to have been received and read by the student. Any text notification will be sent to the phone number provided to GCU.
- Meetings are generally scheduled based on the student's class schedule and during regular business hours.
- The Director of Student Conduct or designee will determine the composition of any Student-led Community Conferences and Student Conduct Hearing Boards. Any student serving on these is bound by a strict confidentiality agreement.
- Students are not permitted to be accompanied by third parties (e.g., parents, legal guardians, attorneys) and may not document the meeting or hearing by the use of a recording device. This applies to virtual meetings as well.

- If a student fails to appear for their scheduled meeting, the absent student will be given the same sanctions as other students who were involved in the same or similar incident.
- The decision to hold a student responsible for violating a Community Standard is made on the basis of whether it is more likely than not that the student committed the violation.
- The technical rules of evidence, process, and procedure used in a civil or criminal court will not apply.
- Decisions made during the Student Conduct Process will be final, pending the normal appeal process.
- Any question of interpretation or application of the Community Standards and the Student Conduct Process will be referred to the Dean of Students or designee for final determination.

Conduct Decision Process

Students who may have violated a Community Standard will be referred to one of the following processes:

- Meet with a Resident Director (RD).
- Go through the visitation violation process for first and second visitation violations.
 - The student will generally be emailed their sanctions for the first two violations. This is due to their minor nature.
 - The student may make an appointment with Student Conduct to discuss the incident and sanctions. This must be done within five calendar days after receiving the emailed sanction letter.
 - If necessary, due to multiple and/or escalated violations, the student will be required to meet with Student Conduct.
- Meet with a student-led Community Conference.
- Participate in a group meeting.
 - For incidents involving multiple individuals, students could be required to meet with a group of other students.
 - An example of this includes, but is not limited to, student failing to evacuate during a fire drill.
- Meet with Student Conduct staff.
 - No shows may be rescheduled within 24 hours at the sole discretion of Student Conduct.
 - Only one reschedule may be permitted per incident.
- Meet with the Student Conduct Hearing Board.
 - No shows will not be rescheduled.
 - The University will record the hearing and the recording will be University property.
 - Students are introduced to the Board members and informed of the hearing’s agenda. The students will then have a chance to speak about the incident, give their account for the incident, and accept or deny responsibility for the incident.
 - Students then will be asked any pertinent questions that the Board may have.
 - Before the student is dismissed, the student is informed of a timeline when they can expect to hear the Board’s decision and to meet with Student Conduct for a follow-up meeting to pick up their sanction letter, if applicable.
- Meet with the Code of Conduct Committee.
 - If Student Conduct deems it appropriate based on the circumstances, a student can be referred to the Code of Conduct Committee for suspension or expulsion from the University.
 - The referral may or may not result from meeting with the Student Conduct Hearing Board.

Appeals of Student Conduct Sanctions

Appeals of sanctions assigned during the Student Conduct Process are only accepted within 72 hours of when the student is informed of the decision in writing (except for situations noted

below). Appeals are not accepted after this time. There are only two levels of appeals, with the second being the final level.

Appeals will only be accepted for the following reasons:

- There was a procedural error in the Student Conduct Process that unfairly and materially affected the outcome of the decision.
- Evidence has been discovered that was not reasonably available at the time of the meeting.
- The sanctions that were assigned were substantially disproportionate to similar violations.

If a student wishes to appeal sanctions, the link is found in the sanction letter.

Reason for Appeal	Time to Appeal	1st Appeal Level	2nd Appeal Level
1st and 2nd Visitation	5 days	Student Conduct staff or designee	Director of Student Conduct or designee
Community Conferences, incl. 3rd visitation	72 hours	Student Conduct staff or designee	Director of Student Conduct or designee
Student Conduct staff/ RD decision	72 hours	Res. Life Mgr. or designee	Dean of Students or designee
Group Meeting	72 hours	Res. Life Mgr. or designee	Dean of Students or designee
Student Conduct Hearing Board	72 hours	Res. Life Mgr. or designee	Dean of Students or designee
Fine/charge given by Dept. of Residence Life	30 days	Residence Life Appeals Committee	Residence Life Manager or designee

Student who Fail to Complete Sanctions

Students generally have up to six weeks to complete their assigned sanctions. Based on the type of violation and sanction, dates for completion may be expedited and assigned to be due earlier than the standard six weeks (e.g., housing removal).

If a student fails to complete an assigned sanction by the given deadline as outlined in the sanction letter, additional (Level 2) sanctions will be assigned and holds will be placed on the student’s academic and housing accounts. These additional sanctions may include: \$150 fine, and sanctions that are focused on the student’s knowledge, wellbeing, reflection, and restoration. Students will have an additional six weeks to complete the Level 2 sanctions.

The academic and housing holds will remain on the student’s account until all sanctions (initial and any additional) are satisfactorily completed and received by Student Conduct. Making changes to a student’s schedule or their ability to choose housing will not be permitted until the sanctions have been completed.

Students Who Seek Retaliation after Receiving Sanctions

Students who seek retaliation after receiving their sanctions may be considered in violation and receive additional consequences.

Abuse of the Student Conduct Process

Abuse of the Student Conduct Process is strictly prohibited and includes, but is not limited to:

- Failure to obey the notice from Student Conduct to attend a meeting as part of the Student Conduct Process.
- Falsification, distortion, or misrepresentation of information before a Student Conduct Board or Residence Life staff member.
- Disruption or interference with the orderly conduct of the Student Conduct Process.
- Attempting to discourage an individual's proper participating in, or use of, the Student Conduct Process.
- Harassment (verbal, physical, social media) and/or intimidation of a member of a Student Conduct prior to, during, and/or after a Student Conduct meeting.

Sanctions for Conduct Violations

Every conduct situation is handled on a case-by-case basis. The sanctions assigned are generally focused on the student's knowledge, wellbeing, reflection, and restoration. Sanctions (consequences) can be enhanced all the way up through being banned from housing and, if the Student Conduct Board deems it appropriate based on the circumstances, being referred to the Code of Conduct Committee for suspension or expulsion from the University. If a student is held to multiple violations in a short timeframe as determined by Student Conduct, sanctions can be escalated to possible removal of housing or referral to Code of Conduct for possible suspension or expulsion.

In situations resulting in a removal or ban from campus housing, students will be given 72 hours to move out of their room with their belongings. In serious situations, the deadline for moving out will be the same day. Re-entry to campus housing following a housing removal is possible with pre-conditions that may include, but are not limited to, meeting with Student Conduct and completing sanctions that are focused on the student's knowledge, wellbeing, reflection, and restoration. Housing bans are permanent.

The following are examples of sample sanctions that may be given to the student found to have violated the Community Standards.

Alcohol

First Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions that are focused on the student's knowledge, wellbeing, reflection, and restoration.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.

Second Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine

- If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.

Third Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- The student will lose campus housing privileges and will be prohibited from all residential areas on campus.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.
- Any additional violations may result in being referred to the Code of Conduct Committee for suspension or expulsion from the University.

Driving Under the Influence

In addition to legal consequences, any student found to be driving under the influence will result in an alcohol violation and may result in increased and accelerated sanctions, which may include loss of housing and/or referral to Code of Conduct for suspension or expulsion from the University.

Providing Alcohol to those Underage

In addition to being held to an alcohol violation, any student of legal age providing alcohol to underage students may receive increased sanctions up to, and including, loss of housing and/or referral to Code of Conduct.

Civility, Respect, and Nondiscrimination

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration
- \$150 fine.
- Written warning
- Relocation to a different room.
- Loss of campus housing.
- Potential referral to Code of Conduct Committee for suspension or expulsion from the University

Physical Violence/One-on-One Fight

In addition to legal and/or criminal consequences, sanctions may include, but are not limited to:

- Up to \$150 fine.
- Community Service Hours
- Referral to Student Care
- Relocation
- Removal from Housing
- Possible recommendation to the Code of Conduct Committee for suspension or expulsion from the University.

Extreme Physical Fight

This applies to students involved in an extreme physical fight which includes, but is not limited to, multiple people vs. one person fight and hate crimes. In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on student's knowledge, wellbeing, reflection, and restoration.
- \$300 fine
- Removal or ban from campus housing
- Referral to the Code of Conduct Committee for suspension for expulsion from the University

Disorderly and Disruptive Conduct

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine
- Relocation to a different room.
- Removal from campus housing
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University.

Drugs

Being under the influence of drugs and/or alcohol does not diminish or excuse a violation to the Community Standards. Every situation involving a violation to the drug policy is handled on a case-by-case basis. Sanctions can be expedited and enhanced all the way up through being banned from housing and, if Student Conduct deems it appropriate based on the circumstances, being referred to Code of Conduct for suspension or expulsion from the University.

Selling/Distribution of Illegal and Un-prescribed Drugs

In addition to legal consequences, sanctions include, but are not limited to:

- Student will be immediately removed from campus housing.
- Student will be referred to Code of Conduct for suspension or expulsion from the University.

Marijuana: First Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.

Marijuana: Second Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with a Student Conduct or designee regarding the incident.

Marijuana: Third Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- The student will lose campus housing privileges and will be prohibited from all residential areas on campus.
- Possible referral to the Code of Conduct Committee for suspension from the University.
- Any additional violations may result in being referred to the Code of Conduct Committee for suspension or expulsion from the University.

Non-Marijuana Drug Violation

Due to the wide variety of possible violations to the Drug Policy, Student Conduct will take these violations on a case-by-case basis. In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.

- If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.
- Removal or ban from campus housing and being prohibited from all residential areas on campus.
- Referral to the Code of Conduct Committee for suspension or expulsion from the University.

Electronic and Other Smoking Devices

Students in possession of electronic or other smoking devices in living areas may be sent through the Student Conduct Process. Minimum sanctions may include, but are not limited to:

- Confiscation and destruction of devices and related paraphernalia by Public Safety.
- At the sole discretion of the Student Conduct Officers these items may be viewed as drug paraphernalia and treated as such. (See Drug Policy).

Failure to Comply

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine
- Relocation to a different room.
- Removal from campus housing
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University

Falsification of Identification

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine
- Relocation to a different room.
- Removal from campus housing
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University.

Fire Alarms

For the following violations, sanctions may include, but are not limited to:

- Failure to evacuate: sanctions focused on the student's knowledge, wellbeing, reflection, and restoration; \$250-400 fine; and/or removal from campus housing.
- Tampering with smoke detector: \$250 fine; sanctions focused on the student's knowledge, wellbeing, reflection, and restoration; and/or removal from campus housing.
- Prohibited items found in room where alarm was triggered: \$250-500 fine; sanctions focused on the student's knowledge, wellbeing, reflection, and restoration; and/or removal from campus housing.

Guest Privileges

Visitation Policy

Sanctions may include, but are not limited to:

- 1st violation: Recorded incident
- 2nd violation: Community Standards Class
- 3rd violation: Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- 4th violation: Meet with a Student Conduct Coordinator and receive sanctions that may include but not limited to:

- Sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration
- Loss of visitation privileges
- 5th violation: Loss of visitation privileges and possible removal from campus housing
- 6th violation: Removal from housing

Intent to spend the night, sexual activity, or being in a room significantly past hall hours will result in an escalation of violations. If student has not previously been held responsible for a visitation violation, this will escalate to a third violation. If student has previously been held responsible for a visitation violation, student will be escalated two levels. For example, a student who has one visitation violation and spends the night will be held to a third violation.

Guest Policy

Violations of the Guest Policy may result in sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration, and a \$50 fine to the student’s account.

Guest-Overnight in Campus Housing

Violations of the Overnight-Guest Policy may result in sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration, and a \$50 per night/per guest fine to the student’s account.

Hazing

Sanctions for hazing include, but are not limited to:

- Sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration.
- \$150 fine
- Possible removal from campus housing.
- Possible referral to Code of Conduct Committee for suspension or expulsion from the University.

Housing Guidelines

Sanctions may include, but are not limited to:

- Sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration.
- Cancellation of housing booking.
- Possible removal from campus housing
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University.
- \$150 fine up to the pro-rated charge for semester housing

Pets

Sanctions may include, but are not limited to:

- Sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration.
- \$150 fine plus damages.
- Possible delay in any pending SDS accommodation approval, as the issue will be referred to the Code of Conduct Committee process for review.

Pranks

Sanctions may include but are not limited to:

- Sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration.
- \$150 fine and/or damages.
- Possible removal from campus housing
- Possible referral to Code of Conduct Committee for suspension or expulsion from the University.

Public Displays

Sanctions may include, but are not limited to:

- Public display will need to be removed.
- See “Failure to Comply” section in sanctions for conduct violations.

Roommate Conflict Resolution

Sanctions may include, but are not limited to:

- Sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration.
- Written warning.
- \$150 fine
- Relocation to a different room.
- Removal from campus housing.

Smoking

Smoking in undesignated areas may result in a verbal warning and/or a \$50 fine. Student may also have to pay cleaning and damage fines if they have smoked in their room/apartment. Triggering a fire alarm due to smoking in a living area will result in a \$500 fine and \$750 for the second offense

Theft and Vandalism

In addition to legal consequences the sanctions may include, but are not limited to:

- Sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration.
- \$150 fine.
- Repayment of stolen and/or damaged goods.
- Possible removal from campus housing.
- The student may be referred to Code of Conduct Committee for suspension or expulsion from the University.
- Any additional offenses may result in being referred to Code of Conduct for suspension or expulsion from the University.

Weapons

Students possessing weapons on campus in violation of GCU’s Weapons-Free Campus Policy may face sanctions up to and including referral to Code of Conduct and/or the Threat Assessment Team for possible suspension or expulsion from the University. Students possessing a firearm on campus are subject to immediate expulsion from the University.

Violation of the Weapons Policy (non-firearm) may result in:

- Sanctions focused on the student’s knowledge, wellbeing, reflection, and restoration.
- Verbal Warning
- Fine.
- Confiscation of weapon or ammunition.

Behavioral Intervention and Threat Assessment

The University’s Behavioral Intervention and Threat Assessment Teams are dedicated to a proactive and coordinated approach to the identification, prevention, assessment, management, and reduction of interpersonal and behavioral threats, in order to support student success and to assist in protecting the health, safety, and welfare of the GCU community. The teams are comprised of University personnel with expertise in law enforcement, threat assessment, University policy and

compliance, mental health knowledge, disability laws, and student affairs.

Behavioral Intervention Team (BIT)

BIT utilizes various reporting methods to gather information regarding concerning or disruptive behaviors, including but not limited to Wellness Checks, staff and faculty reporting, and incidents that are reported through the GCU Residence Life or Public Safety offices. The reports are reviewed in conjunction with the student's academic and conduct history to determine an appropriate response and intervention. Based on the reports, BIT may:

- Perform initial assessment of risk and develop a support plan, within existing University policies, to promote student well-being and success.
- Coordinate follow-up with the student to ensure compliance with recommended or required support and resources.
- Monitor for ongoing concerning or disruptive behaviors to gauge whether additional follow-up is needed.
- Refer the student to the University Student Conduct Process if the student's behavior has violated any rules, policies or procedures.

The team may utilize a crisis line or mobile unit to efficiently determine the student's current risk to self or others, which may include a clinical recommendation for the appropriate level of treatment or working with the student to develop a safety plan.

Threat Assessment Team (TAT)

Reports of harmful, escalating, or threatening behavior are reviewed by the Threat Assessment Team, including, but not limited to:

- Individuals in the enrollment process: Disciplinary or behavioral concerns in misalignment with the University mission and standards of conduct may be reviewed in order to assess suitability for admission.
- Student behavior that may pose an apparent danger to the health or safety of members of the University community or the public or involves serious disruption of normal University operations.

- Weapons or firearms on campus: Students possessing a firearm on campus are subject to immediate expulsion from the University, and the expulsion is not subject to appeal. Law Enforcement Officers, on or off duty, are exempt from this provision.
- Other situations as deemed appropriate by University officials.

Emergency Mental Health Policy

There are limits to the University's ability to care for students with serious psychological conditions and the University reserves the right to decide, in certain circumstances, when it cannot provide educational and/or other services to a particular student who creates an emergency situation. In emergency situations, the University reserves the right to do any or all of the following:

- Consult with the student and refer her/him to a GCU-Approved mental healthcare facility or provider (GCU Counseling Services, an area hospital, licensed mental health or healthcare professional, or Urgent Psychiatric Care Center) for a mental health evaluation. The cost for any off-campus referral will be at the expense of the student.
- In a non-emergency situation, if a student experiences serious psychological difficulties that become chronic, dangerous, or excessively disruptive the student may require to be assessed by a GCU-Approved Mental Health Provider.

If the Threat Assessment Team determines a student is ineligible to return to campus housing, upon request, GCU will refund prorated housing costs for the time the student is not permitted to live in the residential facilities. On a case-by-case basis, Student Disability Services will work with the student and faculty to offer the student the ability to continue in his or her Traditional campus classes online, where available, at no additional cost. If the student is enrolled in classes which are not available online, the student will be dropped from the course(s) and the student may submit an appeal to receive a refund for the portion of the class(es) not completed.

Emergency Contact

GCU will attempt to notify the student's Emergency Contact if required.

Glossary

The following is a glossary of commonly used terms:

Borrower-based Academic Year: A financial aid year based on each student's enrollment. The year for undergraduate programs is defined as a minimum of 24 earned credits and 30 instructional weeks. The academic year for graduate programs is defined as a minimum of 16 earned credits and 32 instructional weeks. The academic year for doctoral programs is defined as a minimum of 12 earned credits and 32 instructional weeks. All nontraditional students use this type of financial aid year.

Doctoral student: A learner who is currently taking courses that has not yet earned a doctoral degree, but already holds a master's degree.

Enrollment: A student's program of study

Enrollment Cumulative GPA: GPA earned on a program of study or enrollment

Masters student: A student who is currently taking courses that has not yet earned a master's degree, but already holds a baccalaureate degree.

Nontraditional Student: Any student who is not attending campus courses. This includes online and professional studies students.

Satisfactory Academic Progress: Students are required to maintain two measurements of satisfactory academic program, GPA and % progression as measured by attempted versus completed courses. If either of these are not maintained, a student is said to not be making satisfactory academic progress.

Semester-based Academic Year: A financial aid year based on terms, specifically the semester. All traditional campus students use this type of financial aid year.

Traditional Campus Student: Any student who is taking courses on GCU's traditional campus.

Undergraduate Student: A student who is currently taking courses that has not yet earned a baccalaureate degree.

Unencumbered license: A license that is in good standing. The formal rule definition is that " 'good standing' " means that the license or certificate is not presently subject to any disciplinary action, consent order, or settlement agreement". This means that the nurse is not under current discipline (does not include Decree of Censure as once the nurse signs, the decree is in the past). Would not include "under investigation" because there is no PRESENT disciplinary action--may be one in the future but not in the present.

Appendix A

Dissertation Milestone Table

Review Levels and Final Approval	Learner Submitted Document(s) for Review	GCU Dissertation Form Required	Reviewing and/or Approval Authority	Optimal Progression Point	Minimum Progression Point
Level 1 Review: Prospectus Review and Recommendation	<ul style="list-style-type: none"> 10 Strategic Points Research Prospectus 	No Form Required, just consensus with committee.	Chair and Methodologist	RES-885 PSY-825 RES-871	DIS-955 PSY-955 DBA-955 TLC-955 PCE-955 DHA-955
Level 2: Proposal Review and Recommendation by Academic Quality Review (AQR) Reviewer for Proposal Defense Conference Call	<ul style="list-style-type: none"> Committee Reviewed Dissertation Proposal (Chapters 1-3) with Scored Criteria Tables 	No Form: Email sent with AQR Reviewer's approval for Defense Call	Chair loads required documents to initiate this review. Dissertation Committee AQR Reviewer	DIS-955 PSY-955 DBA-955 TLC-955 PCE-955 DHA-955	DIS-969E PSY-969E DBA-969E TLC-969 PCE-969 DHA-969
Level 3 Review: Proposal Defense and Dissertation Committee Approval of Proposal	<ul style="list-style-type: none"> Level 2 AQR Approved Dissertation Proposal (Chapters 1-3) Updated 10 Strategic Points document Dissertation Proposal PowerPoint Presentation for Defense Call 	D-35 - AQR Dissertation Proposal Approval	Dissertation Committee	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960	DIS-969E PSY-969E DBA-969E TLC-969 PCE-969 DHA-969
Level 4 Review: Institutional Review Board (IRB) Review and Approval	<ul style="list-style-type: none"> Completed GCU D-35 Form Approved Research Prospectus Updated 10 Strategic Points document Committee Approved Dissertation Proposal (Chapters 1-3) Clean Copy Data Collection Instruments Site Approvals Final IRB documents (updated from Level 2/3 reviews by the Learner/approved by Chair if applicable) 	D-50 – Approval to Conduct Research	IRB Director Learner loads required documents into IRB system. Chair approves and submits documents from IRB system to initiate this review.	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960	DIS-970E PSY-970E DBA-970E TLC-970 PCE-970 DHA-970

Review Levels and Final Approval	Learner Submitted Document(s) for Review	GCU Dissertation Form Required	Reviewing and/or Approval Authority	Optimal Progression Point	Minimum Progression Point
Level 5 Review: AQR Review of Dissertation Manuscript	<ul style="list-style-type: none"> Committee Reviewed Dissertation Manuscript (Chapters 1-5) with Scored Criteria Tables 	No Form	Chair loads required documents to initiate this review. Dissertation Committee AQR Reviewer	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-90	DIS-973E PSY-973E DBA-973E TLC-973 PCE-973 DHA-973
Level 6 Review: Dissertation Review and Recommendation by Full Committee for Level 7 Review	<ul style="list-style-type: none"> Level 5 AQR Approved Dissertation Manuscript (Chapters 1-5) Dissertation PowerPoint Presentation 	D-65 – AQR Dissertation Defense Approval	Dissertation Committee	DIS-965 PSY-965 DBA-965 TLC-965 PCE-965 DHA-965	DIS-974E PSY-974E DBA-974E TLC-974 PCE-974 DHA-974
Level 7 Review: Form/ Format Review & Approval Recommendation of Dissertation for Level 8 Review	<ul style="list-style-type: none"> Committee and AQR Approved) Dissertation with all final editing and revisions from Dissertation Defense completed and approved by Chair Form and Format Checklist Completed by Learner and Reviewed/Signed by Chair IRB Closeout Form 	D-75 – Form and Format Approval of Dissertation	Chair loads required documents to initiate this review. Form & Format Reviewer	DIS-965 PSY-965 DBA-965 TLC-965 PCE-965 DHA-965	DIS-974E PSY-974E DBA-974E TLC-974 PCE-974 DHA-974
Level 8 Review: Dean's and Final Approval of Dissertation	<ul style="list-style-type: none"> Final Dissertation Manuscript for Dean's Approval and Signature 	D-80 – Final Approval and Dean's Signature on Manuscript	Chair submits required documents for Dean's Review to initiate this review Dean, College of Doctoral Studies Director, Office of Academic Research	DIS-965 PSY-965 DBA-965 TLC-965 PCE-965 DHA-965 Or After courses completed.	DIS-974E PSY-974E DBA-974E TLC-974 PCE-974 DHA-974 Or After courses completed.
ProQuest Publication & Library Archive	<ul style="list-style-type: none"> PDF of Dean Signed Dissertation Manuscript with Signature Page Inserted 		CDS administrative staff	After courses completed.	After courses completed.

Appendix B

Military Refund Table

# Weeks	Prior to Start	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
1	100%	No Refund															
2	100%	50%	No Refund														
3	100%	67%	33%	No Refund													
4	100%	75%	50%	25%	No Refund												
5	100%	80%	60%	40%	No Refund	No Refund											
6	100%	83%	67%	50%	43%	No Refund	No Refund										
7	100%	86%	71%	57%	43%	No Refund	No Refund	No Refund									
8	100%	88%	75%	63%	50%	38%	No Refund	No Refund	No Refund								
10	100%	90%	80%	70%	60%	50%	40%	No Refund	No Refund	No Refund	No Refund						
15	100%	93%	87%	80%	73%	67%	60%	53%	47%	40%	No Refund	No Refund	No Refund	No Refund	No Refund	No Refund	No Refund
16	100%	94%	88%	81%	75%	69%	63%	56%	50%	44%	38%	No Refund	No Refund	No Refund	No Refund	No Refund	No Refund

Appendix C

DNP Direct and Indirect Hours and Activities

No Transfer Hours

For DNP learners who transfer in 500 hours (APRN's-please ensure you verify these hours and they are in LopesTracker by DNP-805A)- You will need to meet the minimum hours required in order to ensure you have achieved the additional 500 hours required to graduate with 1,000 hours.

For DNP learners who transfer in 500 hours (APRN's-please ensure you verify these hours and they are in LopesTracker by DNP-805A)- You will need to meet the minimum hours required in order to ensure you have achieved the additional 500 hours required to graduate with 1,000 hours

DNP Course	No Transfer Hours Indirect Immersion Hours Course Assignment	No Transfer Hours Direct Immersion Hours At the project site with mentor developing, implementing, and evaluating the project
815A	Maximum 50 <i>Minimum Hours Required</i> <i>25 Indirect</i>	Maximum 50 <i>Minimum Hours Required</i> <i>25 Direct</i>
840A	Maximum 50 <i>Minimum Hours Required</i> <i>25 Indirect</i>	Maximum 50 <i>Minimum Hours Required</i> <i>25 Direct</i>
830A	Maximum 50 <i>Minimum Hours Required</i> <i>25 Indirect</i>	Maximum 75 <i>Minimum Hours Required</i> <i>25 Direct</i>
955A	Maximum 100 <i>Minimum Hours Required</i> <i>50 Indirect</i>	Maximum 125 <i>Minimum Hours Required</i> <i>75 Direct</i>
960A	Maximum 100 <i>Minimum Hours Required</i> <i>50 Indirect</i>	Maximum 125 <i>Minimum Hours Required</i> <i>75 Direct</i>
965A	Maximum 100 <i>Minimum Hours Required</i> <i>50 Indirect</i>	Maximum 125 <i>Minimum Hours Required</i> <i>50 Direct</i>

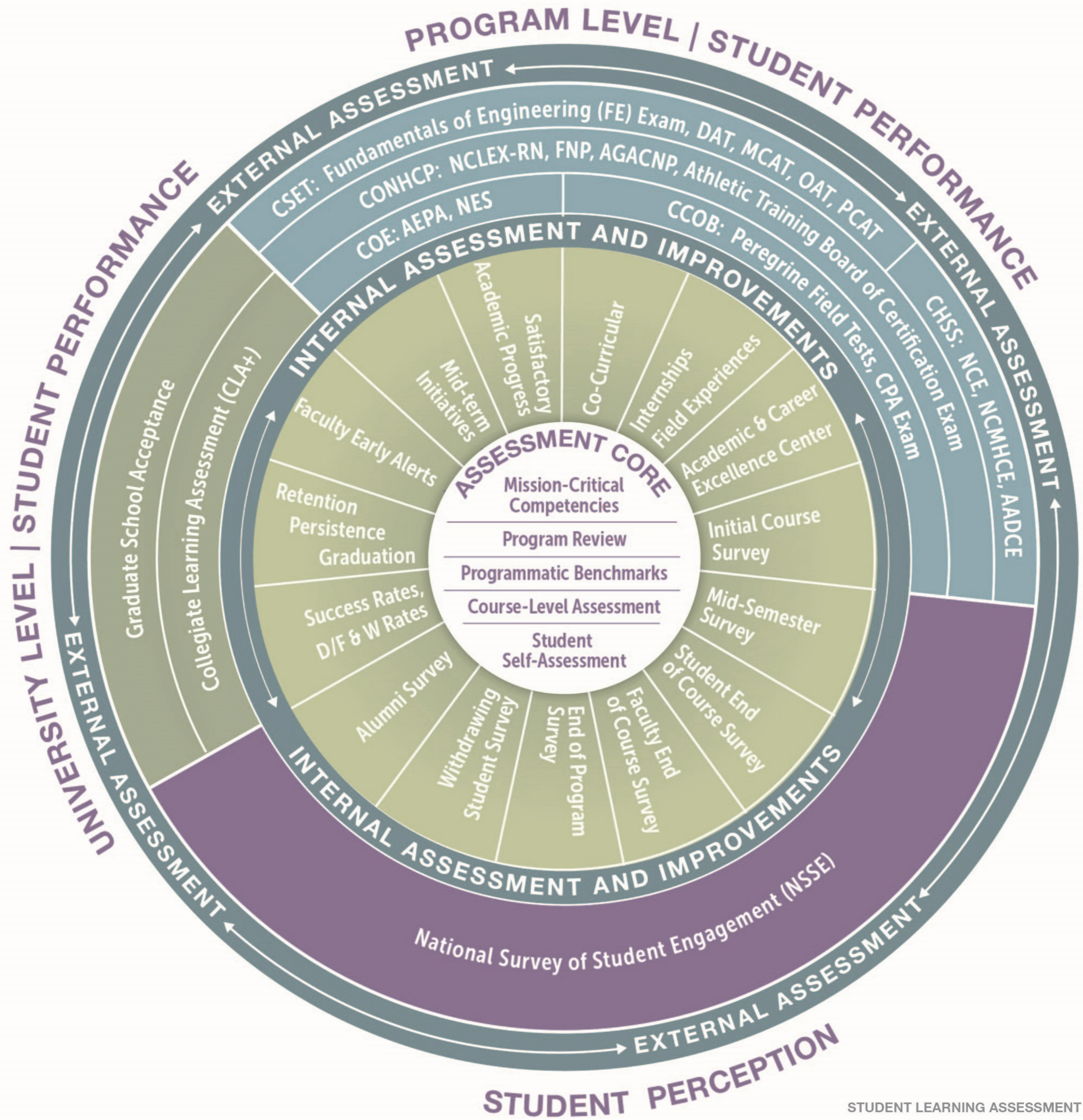
- All learners will be required to log their direct and indirect hours in LopesTracker.

- The minimum required hours must be substantively logged, the mentor has signed off in Lopes Activity Tracker, and the course faculty have validated the entry for course grading.
- *Learners who do not meet the minimum required hours, logged, signed off, and approved will not pass the course.
- While there may be up to 50 hours in “indirect hours,” not all assignments will take 10 hours
- Indirect hours cannot be more than 10 hours in a day and be substantively posted and not duplicated in other courses
- Direct hours cannot be more than 12 hours in a day and be substantively posted and not repeated in other courses
- All learners are responsible for ensuring the proper planning of the required immersion hours towards graduation. Failure to do so may result in extension courses and additional work to acquire those hours needed to meet the 1,000 required.



Appendix G: Student Learning Assessment Model

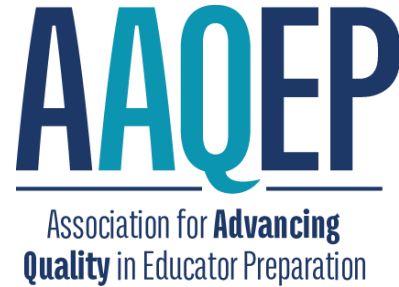
The following document is a copy of Grand Canyon University's Student Learning Assessment Model.





Appendix H: 2021 AAQEP Annual Report for Advanced Programs

The following document is a copy of Grand Canyon University's 2021 AAQEP Annual Report for Advanced Programs.



AAQEP Annual Report for 2021

For instructions on how to complete this report, who should complete which sections, and how to submit the final report, please refer to [this guidance document](#).

Provider/Program Name: Grand Canyon University – Advanced Programs

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): 6/30/2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

Grand Canyon University

Grand Canyon University (GCU) was founded in 1949 as a small Southern Baptist university, located in Prescott, Arizona. After relocating to Phoenix, the University maintained its small and denominational affiliation; however, it fell into financially difficult times. With the help of some innovative investors in 2004, the University became a for-profit institution and began to both build its online learning and grow its traditional campus. Moving away from the Baptist roots and toward a non-denominational Christian university, GCU continued to grow and develop. Growth in the traditional campus, including becoming Division 1 level in sports, continued as well as its non-traditional online community. On July 1, 2018, after having applied to HLC to return to its non-profit status, GCU was granted the request and became, once again, a non-profit Christian university.

Today, GCU is a large, interdenominational University, located in the heart of Phoenix, Arizona, still committed to distinctively Christian beliefs, values, and practices in accord with its mission and vision. This strong sense of mission, along with a commitment to developing, supporting, and improving the community has led candidates, faculty, and staff to invest efforts into improving the surrounding community, regardless of whether the community is local to Phoenix, to communities across the country, and even in communities around the world. This desire to uplift communities is an example of the commitment to living out the University's Christian faith within the context of a missional community.

College of Education

The College of Education at Grand Canyon University is part of a rich heritage of service to the community. For over 60 years, the College of Education has proudly maintained its place as a prestigious teaching college, ensuring programs continue to meet the changing, diverse needs in education and in local communities, and provide opportunities that create meaningful learning experiences for the candidates. The College places great importance on the development of meaningful and authentic partnerships from practicum through student teaching. This work goes from embedded partnerships in the greater Phoenix area to affiliation agreements across the country. With each, knowing what schools and districts value and what our candidates need to have the best learning experiences remain at the forefront of the College's clinical work.

Learning, Leading, and Serving are the foundational components of the College of Education's conceptual framework. These words symbolize the College's diverse learning opportunities where faculty and administrative staff work diligently to create a culture of mutual respect, fellowship, and servant leadership within the educational community. GCU's placement of candidates directly reflects GCU's commitment to promoting servant leadership in educational communities.

The mission of the College of Education is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities; and engage a diverse and global community of learners with purpose and passion. The College of Education develops educators who are classroom ready through programs and processes that exemplify excellence in pedagogy, scholarship, and service while engaging a diverse and global community of learners. The desire is to prepare purposeful and passionate educators who strive to deliver quality education and enrich lives across a variety of school and community settings.

As a Christian university, GCU and COE take a proactive approach to developing students' servant leadership skills and ensuring the success of our alumni in educational settings. While the college's accredited programs are designed to equip students for a career in education, our faculty, staff and college leaders understand the unique challenges a career in education might occasionally present.

We promise to actively assist all COE graduates who need support in an educational setting. Since 1984, we have upheld this promise to provide additional support. To honor this promise, we ask graduates to pledge to uphold a high level of excellence in an educational setting.

College of Education Pledge:

I pledge to:

- Be fully prepared every day.
- Inspire all students to achieve their greatest potential.
- Support unique learning needs.
- Model integrity and professional ethics.
- Be a lifelong learner.
- Learn, lead, and serve.

AAQEP Accredited Programs

Advanced Degree Programs – Reading and TESOL

The College of Education has three AAQEP accredited advanced degree programs. Included in this list are Reading – Elementary Education, Reading – Secondary Education, and Teaching English to Speakers of Other Languages (TESOL).

Public Posting URL

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

<https://www.gcu.edu/academics/accreditation/college-of-education>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

AAQEP Accredited Advanced Degree Programs			
Degree or Certificate granted by the institution/organization	AZ State Certificate, License, Endorsement, or Other Credential (AZ approved programs)	Number of Candidates in 2020-2021	Number of Completers in 2020-2021
Master of Arts in Reading with an Emphasis in Elementary Education	Does not lead to endorsement	408	670
Master of Arts in Reading with an Emphasis in Secondary Education	Does not lead to endorsement	39	78
Master of Arts in Teaching English to Speakers of Other Languages	Does not lead to endorsement	157	222
	TOTALS:	604	970

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Retired Programs

No AAQEP-accredited advanced degree programs were retired in the 2020-2021 year.

New Programs

No new advanced degree programs launched in the 2020-2021 year.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>				
<p>During the 2020-2021 year, there were 604 candidates enrolled in our AAQEP-accredited advanced programs.</p>				
<p>2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>				
<p>During the 2020-2021 year, there were 969 unique graduates from our AAQEP-accredited advanced programs.</p>				
<p>3. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>				
<p>Not applicable.</p>				
<p>4. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.</p>				
<p>The cohort completion rates below reflect cohorts with expected graduates in the 2020-2021 year.</p> <p>Of the programs with cohort completion rates, the expected completion timeframes are as follows:</p> <ul style="list-style-type: none"> 17 months for AAQEP-accredited advanced degree programs. <p>Completion rates that have fallen below the average rate for comparable AAQEP accredited programs are reviewed annually along with other program data to determine the need for review prior to the scheduled program review cycle.</p>				
<p><u>AAQEP Accredited Advanced Degree Programs:</u></p>				
Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
Master of Arts in Reading with an Emphasis in Elementary Education	17	72.29%	12.10%	84.39%
Master of Arts in Reading with an Emphasis in Secondary Education	17	49.21%	19.05%	68.25%
Master of Arts in Teaching English to Speakers of Other Languages	17	62.38%	15.84%	78.22%
Advanced Degree Program Total		68.42%	13.44%	81.86%

5. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

There are no state licensure exams for our AAQEP-accredited advanced degree programs.

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Evidence available from program completers is compiled using highlighted information from the GCU End of Program (EOP) Survey and the College of Education Alumni Survey. End of Program Survey results from 2020 indicate our advanced degree program completers rate their program satisfaction above 90%.

An alumni survey that included more AAQEP and program aligned questions was deployed in 2021 to gather additional information from our 2019 advanced degree program completers. Selected responses from this piloted version of the College of Education Alumni Survey demonstrate how program completers rate their impact on student learning and how their program prepared them to be culturally responsive. In terms of impact on student learning, over 94%* of advanced program respondents report that their program prepared them to impact student learning. The advanced degree program graduates cited evidence from a variety of student achievement data (standardized tests, formative and summative assessments, etc.). When asked how their program prepared them to become culturally responsive educators, over 94%* of advanced program graduates felt their program prepared them. We will continue to gather additional data to review and determine expected outcomes and next steps.

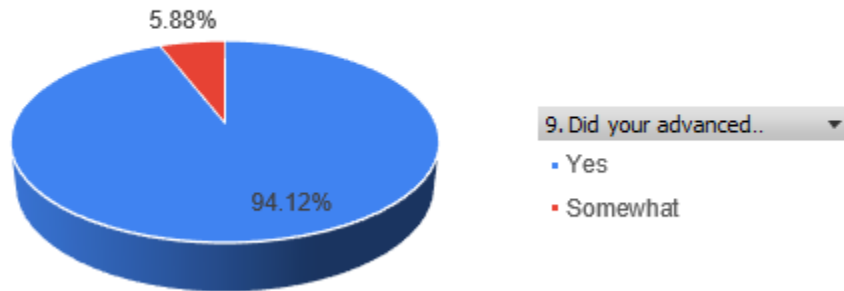
Advanced Degree Programs

1) Results from the 2020 GCU End of Program (EOP) survey indicate a 91.14% program satisfaction.

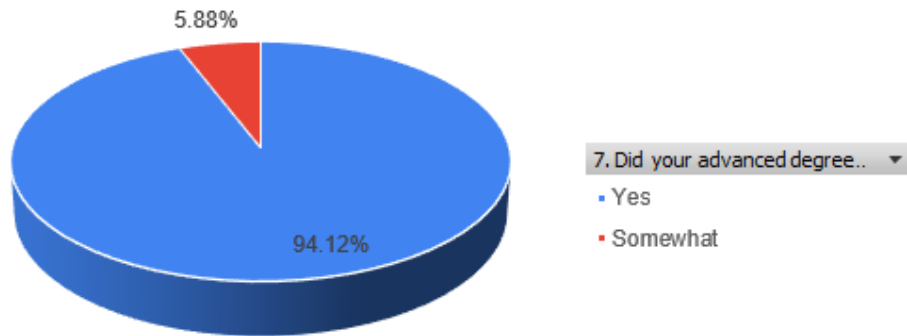
ProgramType	OverallSatisfactionResponseCnt	OverallSatisfaction
TRADITIONAL		
NONTRADITIONAL	597	91.14%
Total	597	91.14%

2) Selected responses from the 2019 Graduation Year - College of Education Alumni Survey – Advanced Degree Programs

Did your advanced degree program prepare you to impact student learning?



Did your advanced degree program prepare you to be a culturally inclusive and responsive educator able to address diverse learner's needs?



**Preliminary responses from the 2019 College of Education Alumni Survey.*

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The College of Education gathers formal and informal information on their graduates from the following sources – survey/interviews with local and Arizona principals and district officials, and targeted national principal survey on a rotating cycle. At this time, the State of Arizona does not do any survey of principals or districts for any information on candidates or graduates. The results and findings from these sources demonstrate that the GCU graduates in general are in high demand for jobs, are prepared for the demands of teaching, are professionals with good character and values, and are responsive to student needs. The findings are similar from both local and national perspectives. While the College of Education is always on a path of continuous improvement, we do take note that our graduates appear to be learning, leading, and serving in their communities.

Examples of Evidence Available from Employers of Program Completers:

Lopes Leap to Teach and Lead is a biannual event hosted by the College for schools and districts to build relationships with our candidates and graduates for potential placement in their schools. Surveys and interviews are conducted at each event to gather information regarding our graduates and ways to better serve the communities. Due to continued COVID-19 restrictions, the spring 2021 event was held virtually. The fall 21 event was held on November 16, 2021. Forty-four employers were in attendance. Seventeen respondents representing schools and districts in Arizona were interviewed.

- **Question 1 - “Do you currently have GCU candidates or alumni at your school?”**
 - 17 responded they had candidates and graduates in their schools in the following ways:
 - Practicum/field experiences and/or student teaching (11)
 - Contracted employees (15) (Some sites have both current students and contracted employees.)

- **Question 3 – “What qualities do GCU students/alumni possess that other students/graduates do not?”**
 - Responses included – “compassionate and a heart that understands education is a calling,” “appreciative of the opportunity to intern,” “knowledge of their content area and technology skills,” “strong work ethic, reliability and professionalism,” “good understanding of the community and area they serve”

- **Question 4 – “How could the College of Education help you in both preparing teachers and filling the different needs at your school?”**

- Responses included – “more preparation on lesson planning,” “additional theology background,” “focus on challenges specific to Arizona – familiarity with the school’s family community and diverse backgrounds,” “continued events and ways to connect with candidates,” “increased and stronger partnerships”

National Survey Data

COE previously worked with Eduventures to collect employer survey data for completers of our advanced programs. As the pandemic moved us into a transitional period, we moved away from utilizing the resources of Eduventures, and have strategized with our internal partners and resources to move towards innovative solutions for obtaining this type of data. We plan to expand our collection of advanced program employer data in 2022 including, but not limited to, resources from our Alumni Office to retrieve data from Linked In, surveys to alumni, and contacting advanced program employers.

8. Employment (and/or more schooling) rates for the immediate prior year’s completers, if known.

Advanced Programs

GCU End of Program (EOP) survey data from the 2020 graduation year shows a 98% employment and graduate school rate for our advanced degree programs at the time of program completion.

GCU Alumni Survey data from the 2019 graduation year shows a 96% employment and graduate school rate for graduates of our AAQEP accredited advanced degree programs.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

<i>Standard 1: Advanced Degree Programs</i>		
Provider Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation

Benchmark Assessment Data and Data Dialogue

To begin to measure the overall program effectiveness, two main sources of data are used that are common to all COE advanced degree programs:

- 1) The Digital Classroom allows for the collection of candidate benchmark assessment data down to the rubric line level. The College uses the data collection tool Rubric Reader to assess candidate learning at the competency level, by modality, by program of study, as well as by academic year.

AAQEP 1.c: Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning

The 2020-2021 data for graduate-level courses REA-540, REA-545, REA-550, and TSL-567 demonstrated a positive outcome from benchmark assessment data, candidate success data, and candidate/faculty survey data shown below by meeting the requisite thresholds for satisfactory results.

Benchmark Assessment Data:

During the 2020-2021 academic year, benchmark assessment data collected for the select courses were related to diversity and equity, which aligns to AAQEP standard 1.c. Candidates completing these advanced degree programs explored foundational theories to support diversity, equity, and culturally responsive instructional practices. Candidate benchmark assessment averages ranged between 4.37 and 4.81 out of a total score of 5.

Advanced Degree Program Benchmark Assessment Data

Program	GCU Domain/Competency	Course	Average Rubric Score (Out of 5)
MA Reading - Elementary	4.1	REA-540	4.78
	4.2	REA-540	4.81
	4.3	REA-550	4.75
	4.4	REA-540	4.73

Program	GCU Domain/Competency	Course	Average Rubric Score (Out of 5)
MA Reading – Secondary	4.1	REA-545	4.60
	4.2	REA-545	4.70
	4.3	REA-550	4.70
	4.4	REA-545	4.72

Program	GCU Domain/Competency	Course	Average Rubric Score (Out of 5)
MA TESOL	2.1	TSL-567	4.56
	3.3	TSL-567	4.37
	4.3	TSL-567	4.61

Data Dialogue

EOCS and Success Rates: REA-540

2) The Data Dialogue, a college-developed metric system, merges data from three separate sources (Academic Metrics & Trends, student End of Course Surveys (EOCS), and Faculty End of Course Surveys (FEOCS) at the course level to inform course and program improvements.

The College of Education has set a level of success for Benchmark Assessment Data and all areas within the Data Dialogue, other than success rates, at a minimum threshold of 4.00 for satisfactory results. For success rates within the End of Course Surveys (EOCS) for the Data Dialogue process, the minimum threshold for satisfactory results is 90%.

				Curricular			Instructional		Success Rate
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2020	Q3	196	146	4.26	4.53	4.31	4.55	4.45	98.0%
	Q4	141	107	4.39	4.59	4.33	4.56	4.50	94.3%
2021	Q1	180	149	4.24	4.45	4.16	4.47	4.37	98.9%
	Q2	186	146	4.47	4.65	4.42	4.58	4.60	97.8%

FEOCS: REA-540							
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	13	6	4.83	5.00	4.50	4.83
	Q4	10	5	4.20	4.80	4.75	4.80
2021	Q1	11	3	5.00	5.00	5.00	5.00
	Q2	11	5	4.80	5.00	5.00	5.00

EOCS and Success Rates: REA-545									
				Curricular			Instructional		Success Rate
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2020	Q3	20	17	4.24	4.59	4.47	4.76	4.65	90.0%
	Q4	16	12	4.50	4.67	4.50	4.42	4.17	100.0%
2021	Q1	30	25	4.12	4.52	4.24	4.68	4.64	96.7%
	Q2	14	12	3.83	4.33	4.25	3.83	3.50	100.0%

FEOCS: REA-545							
		Sections	Responses	The assignment	The assignments	The materials	The syllabus

				directions were clear	cover objectives	are free of errors	and course material are up to date
2020	Q3	4	2	4.50	4.50	4.50	4.50
	Q4	3	1	5.00	5.00	5.00	5.00
2021	Q1	5	2	4.50	4.50	4.50	4.50
	Q2	2	1	4.00	4.00	4.00	4.00

		EOCS and Success Rates: REA-550							Success Rate
		Curricular			Instructional			Success Rate	
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2020	Q3	238	203	4.39	4.54	4.30	4.47	4.42	98.7%
	Q4	204	167	4.32	4.43	4.18	4.40	4.34	96.1%
2021	Q1	231	185	4.36	4.50	4.17	4.55	4.51	98.3%
	Q2	154	124	4.52	4.60	4.43	4.60	4.52	97.4%

		FEOCS: REA-550					
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	14	7	4.86	5.00	5.00	4.57
	Q4	12	4	5.00	5.00	5.00	5.00
2021	Q1	14	8	5.00	5.00	5.00	5.00
	Q2	12	2	5.00	4.50	5.00	4.50

		EOCS and Success Rates: TSL-567							Success Rate
		Curricular			Instructional			Success Rate	
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2020	Q3	61	56	4.64	4.75	4.55	4.77	4.71	98.4%

	Q4	65	50	4.32	4.58	4.28	4.52	4.38	96.9%
2021	Q1	61	47	4.43	4.66	4.45	4.67	4.55	95.1%
	Q2	100	84	4.36	4.54	4.26	4.60	4.55	97.0%
FEOCS: TSL-567									
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The syllabus and course material are up to date	The materials are free of errors		
2020	Q3	4	3	4.67	4.67	4.67	4.67		
	Q4	5	2	4.50	4.50	4.50	4.50		
2021	Q1	4	1	4.00	4.00	4.00	4.00		
	Q2	7	4	5.00	5.00	5.00	5.00		
<p>In alignment with the College of Education’s ongoing path towards continuous improvement, culturally responsive practices were an area reviewed for improvement and transparency. As part of a recent program revision, culturally responsive and inclusive practices were embedded in both REA-540 and REA-545 to support instructional practices related to culturally responsive and inclusive practices needed to teach reading content area and literacy skills. Assignments were constructed to address culturally responsive learning in the classroom, which included best practices incorporated within instruction. More specifically, the focus of culturally responsive teaching practices is embedded throughout assignments as well as current topic materials supporting the candidate’s knowledge for learning purposes. For TSL-567, further development of culturally responsive practices specific to intersectionality of race, ethnicity, class gender identity and expression, and sexual identity will be incorporated into this advanced program’s upcoming revision in progress and scheduled to be completed in 2022.</p>									

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Standard 2: Advanced Degree Programs		
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation

Benchmark Assessment Data and Data Dialogue

To begin to measure the overall program effectiveness, two main sources of data are used that are common to all COE advanced degree programs:

- 1) The Digital Classroom allows for the collection of candidate benchmark assessment data down to the rubric line level. The College uses the data collection tool Rubric Reader to assess candidate learning at the competency level, by modality, by program of study, as well as by academic year.
- 2) The Data Dialogue, a college-developed metric system, merges data from three separate sources (Academic Metrics & Trends, student End of Course Surveys (EOCS), and Faculty End of Course Surveys (FEOCS) at the course level to inform course and program improvements.

AAQEP 2.a: Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities

Standard 2.a focuses on the awareness of school, community, and families as a collaborative team to support student learning. The 2020-2021 data was aligned to competencies focused on collaborative efforts between schools and families to support student learning. Data during the 2020-2021 academic years revealed successful outcomes in student performance. For example, the average assessment score for REA-550 ranges from 4.60 to 4.91 out of a total of 5. This confirms candidates' knowledge related to understanding of how to engage with schools and communities, ultimately to support student learning.

Benchmark Assessment Data

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
MA in Reading Elementary Ed	4.1	REA-540	4.78
	4.2	REA-540	4.81
	4.3	REA-550	4.75
	4.4	REA-540	4.73
MA in Reading Secondary Ed	4.1	REA-545	4.60
	4.2	REA-545	4.70
	4.3	REA-550	4.70
	4.4	REA-545	4.72

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
MA in Reading Elementary Ed	5.1	REA-510	4.90
	5.2	REA-550	4.85
	5.3	REA-550	4.88
	5.4	REA-560	4.84
MA in Reading Secondary Ed	5.1	REA-510	4.72
	5.2	REA-550	4.78
	5.3	REA-550	4.91
	5.4	REA-560	4.75

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
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The College of Education has set a level of success for Benchmark Assessment Data and all areas within the Data Dialogue, other than success rates, at a minimum threshold of 4.00 for satisfactory results. For success rates within the End of Course Surveys (EOCS) for the Data Dialogue process, the minimum threshold for satisfactory results is 90%.

MA in TESOL

1.4	TSL-552	4.68
5.2	TSL-552	4.77

Results from the College’s Data Dialogue indicate that the End of Course Surveys (EOCS) and faculty End of Course Surveys (FEOCS) trend above the GCU threshold scores of 4.00 in most areas. EOCS during the 2020-2021 academic year indicated candidates were satisfied with the curriculum in REA-540, REA-545, REA-550, and TSL-552 with reflective scores ranging from 4.0-5.0. For the secondary reading program, REA-545 EOCS scores slightly dipped below the threshold in Quarter 2 in 2021. Although there was a small student response rate in for REA-545, COE has continued to monitor student feedback in Q3 and Q4 related to this course.

FEOCS scores in REA-540, REA-545, REA-550 and TSL-552 exemplified the satisfaction of faculty. In all courses, the overall scores ranged from 4.0 to 5.0 with 5.0 being the highest rating allowed. As seen in the data, faculty felt confident with the assignment instructions as well as the content represented in the assignments. In assessing our candidates’ performance related to this standard, the College examines our overall success rates. As seen below, the COE is trending above GCU’s threshold of a 90% success rate.

Data Dialogue

		EOCS and Success Rates: REA- 540							
		Curricular			Instructional			Success Rate	
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2020	Q3	196	146	4.26	4.53	4.31	4.55	4.44	98.0%
	Q4	141	107	4.39	4.59	4.33	4.56	4.45	94.3%
2021	Q1	180	149	4.24	4.45	4.16	4.47	4.40	98.9%
	Q2	186	146	4.47	4.65	4.42	4.58	4.55	97.8%

FEOCS: REA-540						
	Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course

							material are up to date
2020	Q3	13	6	4.83	5.00	4.50	4.83
	Q4	10	5	4.20	4.80	4.75	4.80
2021	Q1	11	3	5.00	5.00	5.00	5.00
	Q2	11	5	4.80	5.00	5.00	5.00

		EOCS and Success Rates: REA-545							
		Curricular			Instructional			Success Rate	
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2020	Q3	20	17	4.24	4.59	4.47	4.76	4.59	90.0%
	Q4	16	12	4.50	4.67	4.50	4.42	4.25	100.0%
2021	Q1	30	25	4.12	4.52	4.24	4.68	4.40	96.7%
	Q2	14	12	3.83	4.33	4.25	3.83	3.58	100.0%

		FEOCS: REA-545					
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	4	2	4.50	4.50	4.50	4.50
	Q4	3	1	5.00	5.00	5.00	5.00
2021	Q1	5	2	4.50	4.50	4.50	4.50
	Q2	2	1	4.00	4.00	4.00	4.00

EOCS and Success Rates: REA-550		
Curricular	Instructional	Success rate

		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2020	Q3	238	203	4.39	4.54	4.30	4.47	4.41	98.7%
	Q4	204	167	4.32	4.43	4.18	4.40	4.38	96.1%
2021	Q1	231	185	4.36	4.50	4.17	4.55	4.48	98.3%
	Q2	154	124	4.52	4.60	4.43	4.60	4.53	97.4%

FEOCS: REA-550							
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	14	7	4.86	5.00	5.00	4.57
	Q4	12	4	5.00	5.00	5.00	5.00
2021	Q1	14	8	5.00	5.00	5.00	5.00
	Q2	12	2	5.00	4.50	5.00	4.50

EOCS and Success Rates: TSL-552									
		Curricular				Instructional			Success Rate
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2020	Q3	71	59	4.31	4.59	4.47	4.49	4.47	98.6%
	Q4	61	51	4.31	4.53	4.47	4.41	4.49	95.1%
2021	Q1	66	55	4.36	4.53	4.43	4.56	4.51	98.5%
	Q2	52	36	4.75	4.86	4.69	4.86	4.94	94.2%

FEOCS: TSL-552

		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	4	1	4.00	5.00	5.00	5.00
	Q4	4	0	-	-	-	-
2021	Q1	4	0	-	-	-	-
	Q2	4	1	4.00	5.00	5.00	5.00

During the recent revision of the Master of Arts in Reading with an emphasis in Elementary Education and Secondary Education changes were made to the assignments in REA-550 integrating more of an emphasis on cultural communities. Candidates are exposed via the recent revision to the importance for advocating for equity in the schools, district, and at the community level. REA-540 and REA-545 have included modifications to prepare candidates for a deeper understanding of reading as a method for learning. As part of the revision, community and family connections were embedded as valuable stakeholders utilized in promoting reading and writing across content areas. Candidates are called upon to research community support, community resources, and family involvement and how it benefits reading instruction in the learning environment. GCU continues to uphold standards for the field of teaching that prepares candidates to be effective teachers that demonstrates the benefit of the relationship between schools and the community.

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

Program Accomplishments

An analysis of the data related to both Reading programs reveals that COE students in the Master of Arts in Reading with an Emphasis in Elementary and Secondary Education programs are mastering a significant portion of the International Literacy Association (ILA) and InTASC standards at an ideal rate. The overall success of the program indicates students are meeting the learning expectations and demonstrating expertise in reading through high success with benchmark assignments aligned to the ILA and InTASC standards. These findings imply that the programs are effectively designed to scaffold learning in reading instruction and present material appropriately to prepare future reading specialists or coaches in the field of education.

A recent analysis of the Master of Arts in TESOL program showed that program students exceeded the acceptable target rate in assessing program competencies aligned to the TESOL and InTASC standards. Additionally, the average course success rate in the MA TESOL program was 96%, while 94% of students reported satisfaction with their program. This data showcases that the MA TESOL program is successful in multiple aspects, including student success rates and student satisfaction.

Due to the COVID-19 pandemic, the College continues to collaborate with stakeholders, external partners, and internal departments to develop solutions, specifically with regards to field experience. School districts and educational organizations nationwide have varying specifications for visitors, creating challenges for our candidates, who span the United States, to complete their practicum/field experiences. This has included the collection and use of high-quality instructional videos and additional partnerships with organizations and districts. The College understands in-person field experiences typically offer the most impactful learning opportunities for students. Therefore, the College prioritizes finding opportunities for traditional field experience opportunities. Furthermore, the College understands the need for flexibility as school sites determine appropriate formats, including virtual, hybrid, and rotating schedules. As such, the COE supports students in mirroring mentor teacher roles in these various modalities.

Efforts to Address Challenges

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program has been identified as a program in need of revision to ensure the program design and coursework are aligned to the updated 2018 TESOL standards. This program has been identified in conjunction with a larger GCU project regarding program development and revision. Once ample research is compiled for this university project, which will ensure that the revised MA TESOL program addresses learners' and certification needs in multiple states, a program revision will ensue.

To assist our practicum candidates with completing their programmatic requirements, the College of Education created a video library of relevant supplemental videos for candidates to watch in lieu of observing an in-person classroom. Candidates were encouraged to seek out alternative settings when possible to have an in-person experience such as before/after school care centers, tutoring centers, churches, etc. In addition,

monthly communications for both candidates and faculty are sent to provide regular updates on the expectations for completing field experiences. In addition to the challenge of securing placements, some schools/districts are requiring site-specific affiliation agreements. COE has a standard affiliation agreement that many schools/districts accept; however, we have had to revise to meet certain needs based on COVID-19 protocols and new site-specific requirements.

To streamline our fingerprint clearance policy for progression into practicum/field experience courses, the College worked with the State Compliance and Legal departments to update our fingerprint clearance policy which helps to ensure compliance with states' requirements for field experiences and clear for counselors to follow. This was a challenging process as the College of Education has candidates in states across the nation with varying state and federal requirements and processes for proper clearances.

Current Priorities

The College has determined the need of creating a Master of Arts in Reading K-12 program. This program is designed for current teaching professionals who would like to become reading specialists or literacy coaches to increase the educational success of K-12 students by working with them to develop their reading abilities. The courses will focus on literacy coaching, methods for teaching reading instruction, reading and writing curriculum and assessment, intervention strategies and the diagnosis and remediation process in the area of reading. Once all courses are complete, this program will serve as the priority for reading education, as it will cover the span of K-12 rather than our current offering of Elementary K-8 and Secondary 6-12. The aim will be to help grow the pipelines of reading/literacy specialists and their responsibilities in states across the country.

Innovations in Progress

The College collaborates with the State Compliance team to complete crosswalks for each offered program. The crosswalks detail state and territory requirements for licensure or endorsement which can be compared to a program's courses. By completing the crosswalks, State Compliance and the College can determine areas where licensure or endorsement will be accepted based on the approved program. Additionally, the crosswalks indicate deficiencies that can be addressed through the creation of continuing education courses or in upcoming revisions, enabling the College to offer the program to students' different states and territories.

The College also was successful in continuing its scholarship and presentation opportunities, even despite COVID-19. Multiple faculty and staff collaborated, attended, and presented at state, regional and national conferences. The COE believes it is critical for faculty and staff of advanced programs to extend their knowledge in the field to ensure high-quality instruction occurs in the classrooms. Sample scholarship below:

- Blair, J., Farkas, E., Hollis II, N. (2021, December). Growing through the Virtues: An Overview of The Building Blocks of Character.
 - Presented at the Building Virtues: Character Education Conference.
- Hollis II, N., & Palomino, N. (2021, April). Building an Equity Force in Higher Education to Enhance Student Success.
 - Presented at the virtual 2021 Higher Learning Commission (HLC) Annual Conference
- Hollis II, N., Martin, J., Norwood, L., & Hannafin, S. (2021, April). Addressing Diversity, Equity, and Inclusion, and Systemic Racism.

- Presented at the 2021 Arizona Professors of Education Leadership (APEL) Conference, *Breaking the Mold: Challenges of Preparing School Leaders for Supporting Transformative Teaching and Learning Environments in a Post-COVID World*.
- Juarez, B. (2021, August). Arizona Department of Education. AASA and Az SCI Community Review Committee
 - AZ Dept. of Ed. state director of K-12 assessment, community members, and Pearson representatives. Committee critiqued, revised, and provided support regarding bias for the new AASA and AzSCI K-12 assessments.
- Long, K. (2021, July). Canyon Professional Development
 - SEL Developmental Benchmarks and Conceptual Understanding in Math for 35 K-3 teachers at an elementary school in Phoenix.
- Long, K (2021, September). Canyon Professional Development
 - SEL Strategies for the Classroom for 35 K-3 teachers virtually for an elementary school in Phoenix.
- McCabe, C., & Nilsen, S. (2021, December). *Trauma-Informed Teaching: Helping Every Child Flourish*
 - Presented at the Building Virtues: Character Education Conference.

The College has worked to disseminate the expertise of GCU faculty and community leaders on educational topics of relevance to current and up and coming educators through the virtual platform of a blog, podcast, and social media campaign. The weekly blog posts were tagged with “Teaching Tuesday” and promoted on the College’s social media platforms. In addition, the College recorded and deployed episodes through its highly rated podcast, *Top of the Class*, in areas such as culturally responsive teaching, educational technology, and more. Finally, the College has implemented a social media campaign to assist in uplifting the field of education by helping to put a face to the teaching profession. The social media campaign includes highlights and stories from key events, opportunities in the field, as well as spotlights on faculty, staff, and alumni. For example, one continuing story highlight on the College’s Instagram, “Life of Shay”, includes a continued story following one recent graduate in her first year of teaching 6th grade. As a result, the College has seen a 400% increase in engagement on the social media account. The purpose behind the College’s use of these virtual platforms is to highlight both faculty and students and help build relationships and connections beyond the course walls.

The College of Education continues to offer Explore More Sessions. Explore More sessions help candidates in our advanced degree programs get the most out of their academic experience by providing support from faculty and staff on a variety of topics related to the field of education. For example, a video for both sets of populations focused on principles of lesson planning has 3,320 views as of December 21, 2021. Further, these sessions have been pre-recorded and posted to our Student Success Center (a GCU student resource website) to expand the reach of these sessions to a broad range of College of Education candidates.

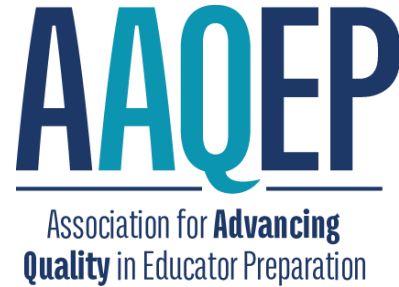
To aid in offering the highest quality programs for our students, the review of College assessment and program data is an ongoing priority for the College. In addition to GCU’s annual assessment processes and quarterly Provost Assessment Summits, the College offered its own Assessment Summit in Fall 2021. The summit brought together over 50 faculty, staff, and College leaders to review our programmatic assessment results, Assessment of Student Learning results, and to develop program specific Improvement Action Plans for the upcoming academic year.





Appendix I: 2021 AAQEP Annual Report for Initial Programs

The following document is a copy of Grand Canyon University's 2021 AAQEP Annual Report for Initial Programs.



AAQEP Annual Report for 2021

For instructions on how to complete this report, who should complete which sections, and how to submit the final report, please refer to [this guidance document](#).

Provider/Program Name: Grand Canyon University – Initial Teacher Licensure Programs

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): 6/30/2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

Grand Canyon University

Grand Canyon University (GCU) was founded in 1949 as a small Southern Baptist university, located in Prescott, Arizona. After relocating to Phoenix, the University maintained its small and denominational affiliation; however, it fell into financially difficult times. With the help of some innovative investors in 2004, the University became a for-profit institution and began to both build its online learning and grow its traditional campus. Moving away from the Baptist roots and toward a non-denominational Christian university, GCU continued to grow and develop. Growth in the traditional campus, including becoming Division 1 level in sports, continued as well as its non-traditional online community. On July 1, 2018, after having applied to HLC to return to its non-profit status, GCU was granted the request and became, once again, a non-profit Christian university.

Today, GCU is a large, interdenominational University, located in the heart of Phoenix, Arizona, still committed to distinctively Christian beliefs, values, and practices in accord with its mission and vision. This strong sense of mission, along with a commitment to developing, supporting, and improving the community has led candidates, faculty, and staff to invest efforts into improving the surrounding community, regardless of whether the community is local to Phoenix, to communities across the country, and even in communities around the world. This desire to uplift communities is an example of the commitment to living out the University's Christian faith within the context of a missional community.

College of Education

The College of Education at Grand Canyon University is part of a rich heritage of service to the community. For over 60 years, the College of Education has proudly maintained its place as a prestigious teaching college, ensuring programs continue to meet the changing, diverse needs in education and in local communities, and provide opportunities that create meaningful learning experiences for the candidates. The College places great importance on the development of meaningful and authentic partnerships from practicum through student teaching. This work goes from embedded partnerships in the greater Phoenix area to affiliation agreements across the country. With each, knowing what schools and districts value and what our candidates need to have the best learning experiences remain at the forefront of the College's clinical work.

Learning, Leading, and Serving are the foundational components of the College of Education's conceptual framework. These words symbolize the College's diverse learning opportunities where faculty and administrative staff work diligently to create a culture of mutual respect, fellowship, and servant leadership within the educational community. GCU's placement of candidates directly reflects GCU's commitment to promoting servant leadership in educational communities.

The mission of the College of Education is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities; and engage a diverse and global community of learners with purpose and passion. The College of Education develops educators who are classroom ready through programs and processes that exemplify excellence in pedagogy, scholarship, and service while engaging a diverse and global community of learners. The desire is to prepare purposeful and passionate educators who strive to deliver quality education and enrich lives across a variety of school and community settings.

As a Christian university, GCU and COE take a proactive approach to developing students' servant leadership skills and ensuring the success of our alumni in educational settings. While the college's accredited programs are designed to equip students for a career in education, our faculty, staff and college leaders understand the unique challenges a career in education might occasionally present. We promise to actively assist all COE graduates who need support in an educational setting. Since 1984, we

have upheld this promise to provide additional support. To honor this promise, we ask graduates to pledge to uphold a high level of excellence in the educational setting.

College of Education Pledge

I pledge to:

- Be fully prepared every day.
- Inspire all students to achieve their greatest potential.
- Support unique learning needs.
- Model integrity and professional ethics.
- Be a lifelong learner.
- Learn, lead, and serve.

AAQEP Accredited Programs

Undergraduate Initial Licensure Programs

The College of Education currently offers five undergraduate initial teacher licensure programs, some with various emphasis areas. The initial teacher licensure programs fall under the categories of early childhood education, a dual degree in early childhood education and early childhood special education, elementary education, a dual degree in elementary education and special education, and secondary education. The College of Education collaborates and shares the secondary and K-12 education programs with other GCU colleges that are aligned with the specific content areas. These content areas include English, History, Mathematics, Chemistry, Biology, Physical Education, Business, Music, Theatre, and Dance.

Graduate Initial Licensure Programs

At the graduate level, the College supports candidates in five initial teacher licensure programs, including early childhood education, a dual degree in early childhood and early childhood special education, elementary education, secondary education, and special education.

Public Posting URL

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

<https://www.gcu.edu/academics/accreditation/college-of-education>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

AAQEP Accredited Initial Teacher Licensure Programs			
Degree or Certificate granted by the institution/organization	AZ State Certificate, License, Endorsement, or Other Credential (AZ approved programs, unless otherwise noted)	Number of Candidates in 2020-21	Number of Completers in 2020-21
Bachelor of Arts in Dance Education (Leads to Initial Teacher Licensure)	Dance Education, PreK-12	6	5
Bachelor of Arts in Dance for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	5	-
Bachelor of Arts in English for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	451	70
Bachelor of Arts in History for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	624	53
Bachelor of Arts in Music Education-Choral: Voice (Leads to Initial Teacher Licensure)	Music Education, PreK-12	9	2
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings (Leads to Initial Teacher Licensure)	Music Education, PreK-12	9	2
Bachelor of Arts in Music Education-Instrumental: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	1	1
Bachelor of Arts in Theatre Education (Leads to Initial Teacher Licensure)	Theatre Education, PreK-12	8	3
Bachelor of Arts in Theatre for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	6	-
Bachelor of Science in Biology for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	21	7
Bachelor of Science in Business for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	36	5
Bachelor of Science in Chemistry for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	6	1
Bachelor of Science in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	1,297	179

Bachelor of Science in Early Childhood Education and Early Childhood Special Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	905	69
Bachelor of Science in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	3,306	879
Bachelor of Science in Elementary Education and Special Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	2,499	373
Bachelor of Science in Elementary Education with an Emphasis in Christian Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	74	10
Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language (Leads to Initial Teacher Licensure)	Elementary Education, K-8	179	37
Bachelor of Science in Elementary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Elementary Education, K-8	74	-
Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading (Leads to Initial Teacher Licensure)	Elementary Education, K-8	54	-
Bachelor of Science in Mathematics for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	261	53
Bachelor of Science in Physical Education (Leads to Initial Teacher Licensure)	Physical Education, PreK – 12	25	5
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	508	197
Master of Education in Early Childhood Education (Nevada ARL)(Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 2 (Nevada)	1	-
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	420	139
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	1,426	823
Master of Education in Elementary Education (Nevada ARL)(Leads to Initial Teacher Licensure)	Elementary Education, K-8 (Nevada)	7	4
Master of Education in Elementary Education and Special Education (Leads to Initial Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	76	-
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	53	627
Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	546	13
Master of Education in Secondary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	361	16
Master of Education in Secondary Humanities Education (Nevada ARL)	Secondary Education, 7-12 (Nevada)	6	2

(Leads to Initial Teacher Licensure)			
Master of Education in Secondary STEM Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Secondary Education, 7-12 (Nevada)	5	1
Master of Education in Special Education (Leads to Initial Teacher Licensure)	Mild/Moderate Disabilities, K-12	1,471	1,015
Master of Education in Special Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Generalist (Mild to Moderate), K-12 (Nevada)	7	5
Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)	Moderate/Severe Disabilities, K-12	108	-
	TOTALS:	14,851	4,596

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Retired Programs

There were no retired initial teacher licensure programs during the 2020-2021 year.

New Programs

The following programs are new programs that have launched in 2020-2021

Degree or Certificate granted by the institution/organization	AZ State Certificate, License, Endorsement, or Other Credential (AZ approved programs, unless otherwise noted)
Master of Education in Elementary Education and Special Education (Leads to Initial Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12
Graduate Certificate of Completion in L.E.A.P. to Teach Elementary Education (Leads to Initial Licensure)	Elementary Education, K-8
Graduate Certificate of Completion in L.E.A.P. to Teach Secondary Education (Leads to Initial Licensure)	Secondary Education, 6-12

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
<p>During the 2020-2021 year, there were 14,851 unique candidates enrolled in our AAQEP-accredited initial teacher licensure programs.</p>
<p>2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
<p>During the 2020-2021 year, there were 4,596 unique graduates from our AAQEP-accredited initial teacher licensure programs.</p>
<p>3. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>In the 2020-2021 year, there were 4,596* initial teacher licensure graduates recommended for certification. Of those graduates, 581* graduates were recommended for certification in more than one area as a result of graduating from a dual licensure program.</p> <p><i>*Not all states require recommendations and not all candidates request recommendations.</i></p>
<p>4. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.</p>
<p>The cohort completion rates below reflect cohorts with expected graduates in the 2020-2021 year. Newer program versions will have cohort completion rates once cohorts reach their expected graduation dates.</p> <p>Of the programs with cohort completion rates, the expected completion timeframes are as follows:</p> <ul style="list-style-type: none">• 54 months for undergraduate initial teacher licensure programs.• Between 25-30 months for graduate initial teacher licensure programs. See the table below for the expected timeframes for each program. <p>Completion rates that have fallen below the average rate for comparable AAQEP accredited programs are reviewed annually along with other program data to determine the need for review prior to the scheduled program review cycle.</p>

AAQEP Accredited Initial Teacher Licensure Programs:

Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
Bachelor of Arts in Dance Education**	54	22.22%	3.70%	25.93%
Bachelor of Arts in History for Secondary Education	54	6.45%	3.23%	9.68%
Bachelor of Arts in Music Education-Choral: Voice	54	11.11%	0.00%	11.11%
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings	54	43.75%	6.25%	50.00%
Bachelor of Arts in Music Education-Instrumental: Piano	54	*	*	*
Bachelor of Arts in Theatre Education**	54	8.33%	0.00%	8.33%
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	27	44.50%	8.95%	53.45%
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	25	11.06%	29.33%	40.38%
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	30	47.26%	8.59%	55.85%
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)	26	41.55%	7.88%	49.43%
Master of Education in Secondary STEM Education (Nevada ARL)	29	*	*	*
Master of Education in Special Education (Leads to Initial Teacher Licensure)	30	48.35%	9.78%	58.14%
Initial Teacher Licensure Program Total		42.98%	9.86%	52.85%

*No cohort completion rate. Completion rates are only calculated for programs with 10 or more students in the cohort.

** Program retired in the 2019-2020 year.

5. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

All College of Education initial teacher licensure programs are approved by the Arizona State Board of Education. The state of Arizona has utilized the Pearson National Evaluation System (NES) series of content and professional knowledge tests since 2013, except for early childhood testing, which uses the Pearson Arizona Educator Proficiency Assessments (AEPA).

The most recent content knowledge and professional knowledge pass rates from the 2021 Title II Report are listed below. Data below is based on program completers from the 2019-2020 year.

2019-2020 Title II Pass Rates

Test Type	Assessment Code	Assessment Name	Takers	Passers	Pass Rate
Content Knowledge	001	Elementary Education	*	*	*

	036	Early Childhood Education	145	136	94
	NT102	Elementary Education (Subtests I)	657	604	92
	NT103	Elementary Education (Subtests II)	646	561	87
	NT301	English Language Arts	29	29	100
	NT302	History	17	16	94
	NT304	Mathematics	17	14	82
	NT305	Biology	*	*	*
	NT306	Chemistry	*	*	*
	NT309	Business Education	*	*	*
	NT504	Music	*	*	*
	NT506	Physical Education	*	*	*
Professional Knowledge	093	Professional Knowledge: Early Childhood	100	84	84
	NT051	Professional Knowledge: Elementary	495	481	97
	NT052	Professional Knowledge: Secondary	202	201	100
	083	Special Ed.: Early Childhood	36	20	56
	**NT601	Special Education	339	312	92

***Pass rates are not calculated for exams with less than 10 test takers.*

***The **Bachelor of Science in Early Childhood Education and Early Childhood Special Education** and **Master of Education in Early Childhood Education and Early Childhood Special Education** programs are currently under revision based on the results from recent Program Reviews. With the revision, steps will be taken to address student and completer preparedness for the AZ083 Special Ed.: Early Childhood exam.*

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Evidence available from program completers is compiled using highlighted information from the GCU End of Program (EOP) Survey and the College of Education Alumni Survey. End of Program Survey results from 2020 indicate our initial teacher licensure program completers rate their program satisfaction above 90%.

An alumni survey that included more AAQEP and program aligned questions was deployed in 2021 to gather additional information from our 2019 initial program completers. Selected responses from this piloted version of the College of Education Alumni Survey demonstrate how program completers rate their impact on student learning and how their program prepared them to be culturally responsive. In terms of impact on student learning, 83.3%* of initial teacher licensure respondents report that their program prepared them to impact student learning. Completers cited evidence from a variety of student achievement data (standardized tests, formative and summative assessments, etc.). When asked how their program prepared them to become culturally responsive educators, 83.3%* of initial teacher licensure graduates felt their program prepared them. We will continue to gather additional data to review and determine expected outcomes and next steps.

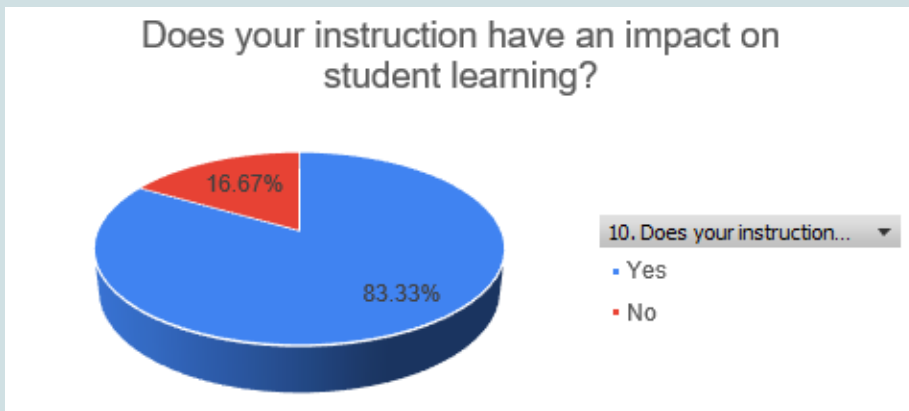
**Preliminary feedback from the 2019 College of Education Alumni Survey*

Initial Teacher Licensure Programs

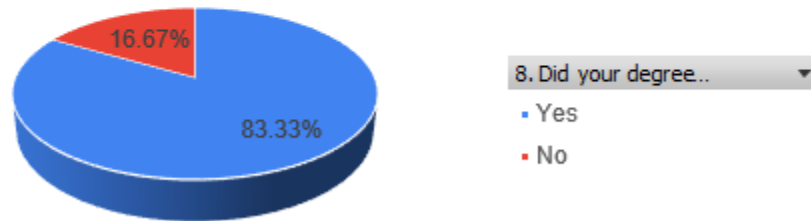
1) GCU End of Program (EOP) Survey results from 2020 indicate a 91.22% program satisfaction rating.

ProgramType	OverallSatisfactionResponseCnt	OverallSatisfaction
TRADITIONAL	206	90.05%
NONTRADITIONAL	1,294	91.40%
Total	1,500	91.22%

2) Preliminary responses from the 2019 Graduation Year - College of Education Alumni Survey - Initial Teacher Licensure Programs



Did your degree program prepare you to be a culturally inclusive and responsive teacher able to address diverse learner's needs?



7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The College of Education gathers formal and informal information on their graduates from three primary sources – survey/interviews with local and Arizona principals and district officials, information from partnership projects, and targeted national principal survey on a rotating cycle. At this time, the State of Arizona does not do any survey of principals or districts for any information on candidates or graduates. The results and findings from these sources demonstrate that the GCU graduates in general are in high demand for jobs, are prepared for the demands of teaching, are professionals with good character and values, and are responsive to student needs. The findings are similar from both local and national perspectives. While the College of Education is always on a path of continuous improvement, we do take note that our graduates appear to be learning, leading, and serving in their communities.

Examples of Evidence Available from Employers of Program Completers:

Lopes Leap to Teach and Lead is a biannual event hosted by the College for schools and districts to build relationships with our candidates and graduates for potential placement in their schools. Surveys and interviews are conducted at each event to gather information regarding our graduates and ways to better serve the communities. Due to continued COVID-19 restrictions, the spring 2021 event was held virtually. The fall 21 event was held on November 16, 2021. Forty-four employers and 200 students were in attendance. Seventeen respondents representing schools and districts in Arizona were interviewed.

- **Question 1 - “Do you currently have GCU candidates or alumni at your school?”**

17 responded they had candidates and graduates in their schools in the following ways:

- Practicum/field experiences and/or student teaching (11)
 - Contracted employees (15) (Some sites have both current students and contracted employees.)
- **Question 3 – “What qualities do GCU students/alumni possess that other students/graduates do not?”**
 - Responses included – “compassionate and a heart that understands education is a calling,” “appreciative of the opportunity to intern,” “knowledge of their content area and technology skills,” “strong work ethic, reliability and professionalism,” “good understanding of the community and area they serve”
 - **Question 4 – “How could the College of Education help you in both preparing teachers and filling the different needs at your school?”**
 - Responses included – “more preparation on lesson planning,” “additional theology background,” “focus on challenges specific to Arizona – familiarity with the school’s family community and diverse backgrounds,” “continued events and ways to connect with candidates,” “increased and stronger partnerships”

Student Teaching Intern Certificate – GCU worked with local districts and other state entities to meet the needs of the local teacher shortage to develop a Student Teaching Intern Certificate that allows certain candidates to fill open positions in local schools, provided they meet certain requirements and fulfill the requirements of their institution of higher education. Since Fall 2017, 197 GCU Student Teaching Intern candidates have filled these positions in local schools. This includes 42 candidates in the 2020-2021 school year.

Canyon L.E.A.P. to Teach – Due to the successes of the GCU candidates and graduates in the field, local districts asked to partner with us to create a local alternative pathway to teaching for GCU candidates. Implemented in late Fall 2020, 6 local districts have partnered with the College of Education to create the Canyon **Local Education Agency Pathway (L.E.A.P.) to Teach** program. The pilot has been completed and 14 graduates have completed the program. We are now offering graduate certificate program pathways.

Local School Embedded Partnership – The College of Education’s conceptual framework heralds learning, leading, and serving. As such, intentional partnerships with local schools and districts are critical. These partnerships are typically grown from a need that local schools or districts have that they believe the College of Education programs and their graduates could help fill. The embedded partnership model the COE established many years ago continues to be a successful addition to local school communities. In one example, fulltime faculty member, Dr. Jim Mostofo, helped lead this initiative by providing regular support to Empower College Prep and its teachers. Dr. Mostofo has observed and delivered feedback to eight individual teachers, including five first year teachers. The feedback was implemented, and a follow-up observation continued the support and progress. In addition, ongoing discussions with Dr. Mostofo and school administration leadership revealed school-wide needs, which were addressed through two professional development sessions led by Dr. Mostofo.

Emergency Substitution Partnership – In 2021, a new partnership was established with the Phoenix Elementary School District and the Murphy School District. Organized and led by fulltime faculty member, Claudia Coleman, GCU students collaborated with district administrators to complete training and documentation necessary to receive an emergency substitute certification through the Arizona Department of Education. Claudia Coleman observed the GCU students in the classroom during the first three days of substitute teaching. She provided feedback and resources to the COE students. Currently, there is one student with an emergency substitute teaching certificate participating in this opportunity with Phoenix Elementary School District. There are five students awaiting their certificate to begin subbing positions in January. There are nine students awaiting their certificates to begin teaching with Murphy School District in January.

National Survey Data

The most recent national data collected was from a survey conducted by the national educational research firm Eduventures for the College of Education. The survey informed the College of how completers have engaged in their relevant professional practice and what strategies learned in their program were used in the classroom. In the survey, principals were asked about College of Education graduates, and some of their primary findings included GCU graduates excel at “making learners feel valued, taking responsibility for learners’ growth, observing thoughtfully, using technology, and collaborating with families and communities.” Our next cycle for a national survey of principals would have been conducted in Spring 2020, but due to COVID-19, has been rescheduled for late 2022.

8. Employment (and/or more schooling) rates for the immediate prior year’s completers, if known.

Initial Teacher Licensure Programs

GCU End of Program (EOP) survey data from the 2020 graduation year shows a 72% employment and graduate school rate for our initial teacher licensure programs at the time of program completion.

Additionally, GCU alumni survey data from the 2019 graduation year shows a 90% employment and graduate school rate for graduates of our AAQEP-accredited initial teacher licensure programs.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Standard 1: Initial Teacher Licensure Programs							
Provider Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation					
Content and Professional Knowledge Testing	All College of Education initial teacher licensure programs are approved by the Arizona State Board of Education. The state of Arizona has utilized the Pearson National Evaluation System (NES) series of content and professional knowledge tests since 2013, except for early childhood testing, which uses the Pearson Arizona Educator Proficiency	As provided from the 2021 Title II report, completers from GCU's initial teacher licensure programs have an overall content exam pass rate of 90% and an overall professional knowledge pass rate of 94%. While these overall pass rates meet the expectation, the College of Education continues to develop resources for our candidates to enhance their SUCCESS.					
		2021 Title II Report Pass Rates (completers from the 2019-2020 year)					
		Test Type	Assessment Code	Assessment Name	Takers	Passers	Pass Rate
		Content Knowledge	001	Elementary Education	*	*	*
			036	Early Childhood Education	145	136	94
			NT102	Elementary Education (Subtests I)	657	604	92
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			NT301	English Language Arts	29	29	100
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			NT304	Mathematics	17	14	82
			NT305	Biology	*	*	*
			NT306	Chemistry	*	*	*
			NT309	Business Education	*	*	*
		NT504	Music	*	*	*	
		NT506	Physical Education	*	*	*	
Professional Knowledge	093	Professional Knowledge: Early Childhood	100	84	84		
	NT051	Professional Knowledge: Elementary	495	481	97		
	NT052	Professional Knowledge: Secondary	202	201	100		

	<p>Assessments (AEPA).</p> <p>Content knowledge and professional knowledge pass rates for 2020-2021 program completers are provided from the 2021 Title II Report.</p> <p>The College of Education uses an average pass rate of 80% as the benchmark for the two types of tests, which matches the industry pass rates.</p>	<table border="1" data-bbox="436 175 1740 245"> <tr> <td>083</td> <td>Special Ed.: Early Childhood</td> <td>36</td> <td>20</td> <td>56**</td> </tr> <tr> <td>NT601</td> <td>Special Education</td> <td>339</td> <td>312</td> <td>92</td> </tr> </table> <p><i>*Pass rates are not calculated for exams with less than 10 test takers.</i></p> <p><i>**The Bachelor of Science in Early Childhood Education and Early Childhood Special Education and Master of Education in Early Childhood Education and Early Childhood Special Education programs are currently under revision based on the results from recent Program Reviews. With the revision, steps will be taken to address student and completer preparedness for the AZ083 Special Ed.: Early Childhood exam.</i></p> <p>As part of our commitment to continuous improvement, several test preparation efforts have been put in place commencing in the 2020-2021 year including:</p> <ul style="list-style-type: none"> The College of Education continues to offer Explore More Sessions. Explore More sessions help candidates get the most out of their academic experience by providing support from faculty and staff on a variety of topics related to the field of education. For example, test preparation Explore More topics include general test preparation and content area preparation in the areas of early childhood education, elementary education, and special education. As recently as 2020, these sessions have been pre-recorded and posted to our Student Success Center (a GCU student resource website) to expand the reach of these sessions to a broad range of College of Education candidates. The Explore More test preparation videos are well viewed. For example, as of December 21, 2021, the NES Elementary Exam Explore More video had 504 views. In partnership with McGraw-Hill, the College of Education created the Teacher Certification Preparation (TCP) offering designed to help candidates prepare for the elementary Math, Science, and the Arts, Health and Fitness portions of teacher certification subject knowledge tests. This offering includes a variety of subject knowledge questions aligned to teacher certification test competencies as well as pre- and post-exams to help candidates track individual progress. This offering is provided to all candidates enrolled in academic programs centered around elementary education and has been available since August of 2021. The College of Education shares our undergraduate secondary programs with other GCU colleges who have created content support and resources in a variety of secondary content areas. Content workshops have been offered and planning discussions are taking place to create additional content support in areas such as English, Math, and History, similar to the Teacher Certification Preparation offering. 	083	Special Ed.: Early Childhood	36	20	56**	NT601	Special Education	339	312	92
083	Special Ed.: Early Childhood	36	20	56**								
NT601	Special Education	339	312	92								
<p>Student Teaching Evaluation of Performance (STEP)</p>	<p>GCU's Student Teaching Evaluation of Performance (STEP) assignment is utilized during the student</p>	<p>In the 2020-2021 year, candidates scored above the 90% College of Education threshold in all areas of the STEP.</p> <table border="1" data-bbox="436 1344 1759 1463"> <thead> <tr> <th>Student Teaching Evaluation of Performance (STEP)</th> <th>Fall 2020</th> <th>Spring 2021</th> </tr> </thead> <tbody> <tr> <td>STEP Standard 1 - Contextual Factors: Knowing Your School and Community</td> <td>95.42%</td> <td>95.26%</td> </tr> </tbody> </table>	Student Teaching Evaluation of Performance (STEP)	Fall 2020	Spring 2021	STEP Standard 1 - Contextual Factors: Knowing Your School and Community	95.42%	95.26%				
Student Teaching Evaluation of Performance (STEP)	Fall 2020	Spring 2021										
STEP Standard 1 - Contextual Factors: Knowing Your School and Community	95.42%	95.26%										

	<p>teaching course as a final demonstration of teaching for the candidate.</p> <p>The STEP serves as a work sample that is aligned to standards and acts as a demonstration of teaching by the teacher candidate. Evaluation of each standard within the STEP is completed by the course instructor.</p> <p>The College of Education has set a minimum threshold for level of success at 90% for all Student Teaching Evaluation of Performance (STEP) standards.</p>	<table border="1"> <tr> <td data-bbox="428 168 1438 228">STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal</td> <td data-bbox="1438 168 1589 228">92.60%</td> <td data-bbox="1589 168 1753 228">92.80%</td> </tr> <tr> <td data-bbox="428 228 1438 277">STEP Standard 3 - Assessment and Data Literacy</td> <td data-bbox="1438 228 1589 277">93.43%</td> <td data-bbox="1589 228 1753 277">94.40%</td> </tr> <tr> <td data-bbox="428 277 1438 326">STEP Standard 4 - Unit and Lesson Planning</td> <td data-bbox="1438 277 1589 326">94.13%</td> <td data-bbox="1589 277 1753 326">93.47%</td> </tr> <tr> <td data-bbox="428 326 1438 375">STEP Standard 5 - Implementation of Instructional Unit</td> <td data-bbox="1438 326 1589 375">90.88%</td> <td data-bbox="1589 326 1753 375">92.03%</td> </tr> <tr> <td data-bbox="428 375 1438 423">STEP Standard 6 - Analysis of Student Learning</td> <td data-bbox="1438 375 1589 423">97.07%</td> <td data-bbox="1589 375 1753 423">96.63%</td> </tr> <tr> <td data-bbox="428 423 1438 472">STEP Standard 7 – Reflecting on Instruction to Improve Student Progress</td> <td data-bbox="1438 423 1589 472">96.90%</td> <td data-bbox="1589 423 1753 472">96.32%</td> </tr> <tr> <td data-bbox="428 472 1438 521">Grand Total</td> <td data-bbox="1438 472 1589 521">95.11%</td> <td data-bbox="1589 472 1753 521">94.93%</td> </tr> </table>	STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal	92.60%	92.80%	STEP Standard 3 - Assessment and Data Literacy	93.43%	94.40%	STEP Standard 4 - Unit and Lesson Planning	94.13%	93.47%	STEP Standard 5 - Implementation of Instructional Unit	90.88%	92.03%	STEP Standard 6 - Analysis of Student Learning	97.07%	96.63%	STEP Standard 7 – Reflecting on Instruction to Improve Student Progress	96.90%	96.32%	Grand Total	95.11%	94.93%	
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STEP Standard 6 - Analysis of Student Learning	97.07%	96.63%																						
STEP Standard 7 – Reflecting on Instruction to Improve Student Progress	96.90%	96.32%																						
Grand Total	95.11%	94.93%																						
Clinical Practice Evaluations	The student teaching evaluations, aligned to InTASC standards, are one measure of teacher candidate content, pedagogy, and	<p>During the fourth and final Clinical Practice Evaluation during the student teaching experience, the GCU Faculty Supervisor evaluates the teacher candidate on the InTASC standards. This allows for better understanding of teacher candidate performance in the field directly correlated to key areas needed for effective teaching.</p> <p><i>AAQEP 1.a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</i></p> <p>Clinical Practice Evaluation – InTASC Standards 4 and 5</p>																						

professionalism. Each teacher candidate has a GCU faculty supervisor assigned who performs four evaluations in collaboration with their cooperating teacher. Clinical Practice Evaluation 4 provides a summative measure of candidate performance on the InTASC standards.

The College of Education has set a minimum threshold for level of success at 90% for all evaluation InTASC standards.

InTASC Standards 4 and 5 (Content Knowledge and Application of Content) within the Clinical Practice Evaluation provide one measure of candidates' content and pedagogical knowledge, specifically candidates' understanding and ability to apply the central concepts and structures of the content area or areas. The College of Education closely assesses the performance of its teacher candidates on these standards. Data in the table below shows the average performance of our teacher candidate related to Content Knowledge and Application of Content by semester. The minimum threshold for these standards is set at 90% and have been met with increased performance semester over semester.

Clinical Practice Evaluation 4 InTASC Standards 4 & 5		Content Knowledge			Application of Content	
Semester	Total Score	InTASC 4.1	InTASC 4.2	InTASC 4.3	InTASC 5.1	InTASC 5.2
Fall 2020	94.50	94.58	94.72	94.55	93.75	93.57
Spring 2021	94.80	94.65	94.80	94.63	94.09	93.84
Grand Total	94.65	94.62	94.76	94.59	93.92	93.70

AAQEP 1.b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory

Clinical Practice Evaluation – InTASC Standards 1 and 2

A central way the College of Education measures learners' knowledge, learning theory, and the application of learning theory in its teacher candidates is through the assessment of InTASC Standards 1 and 2 (Student Development and Learning Differences) within the Clinical Practice Evaluation, specifically examining candidates' understanding of students' unique developmental processes and social, emotional, and academic needs.

Data in the table below shows the average performance of our teacher candidate related to Student Development and Learning Differences by semester. The minimum threshold for these standards is set at 90% and have been met with increased performance semester over semester, as shown below.

Clinical Practice Evaluation 4 InTASC Standards 1 & 2		Student Development		Learning Differences		
Semester	Total Score	InTASC 1.1	InTASC 1.2	InTASC 2.1	InTASC 2.2	InTASC 2.3
Fall 2020	94.50	94.51	94.56	93.99	93.75	93.97
Spring 2021	94.80	94.71	94.63	94.47	94.23	94.37
Grand Total	94.65	94.61	94.60	94.23	93.99	94.17

AAQEP 1.d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice

The College of Education measures its teacher candidates' understanding of assessment of and for student learning, assessment and data literacy, and the use of data to inform practice through the assessment of InTASC Standard 6 (Assessment) in the Clinical Practice Evaluation, which focuses on multiple means of assessing student learning, monitoring growth, and adjusting instruction as a result of assessment data.

Data shown in the table below shows the average performance of our teacher candidate related to Assessment by semester. The minimum threshold for these standards is set at 90% and have been met with increased performance semester over semester, as shown below.

Clinical Practice Evaluation 4 InTASC Standard 6		Assessment		
Semester	Total Score	InTASC 6.1	InTASC 6.2	InTASC 6.3
Fall 2020	94.50	93.65	93.67	93.58
Spring 2021	94.80	94.13	94.18	94.10
Grand Total	94.65	93.89	93.92	93.84

AAQEP 1.e. Creation and development of positive learning and work environments

InTASC Standard 3 emphasizes building learning environments that are engaging, positive, and focused on self-motivation. Clinical Practice Evaluation 4 specifically asks the GCU Faculty Supervisor to evaluate the teacher candidate on Learning Environments via InTASC Standard 3, including both subsets in Standard 3. The following summarizes assessment results for InTASC Standard 3 for both semesters of academic year 2020-2021. The results show steady improvement semester over semester.

Clinical Practice Evaluation 4 InTASC Standard 3		Learning Environments	
Semester	Total Score	InTASC 3.1	InTASC 3.2
Fall 2020	94.50	94.78	95.06
Spring 2021	94.80	94.89	95.13
Grand Total	94.65	94.84	95.09

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Standard 2: Initial Teacher Licensure Programs																				
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																		
<p>GCU College of Education Teacher Preparation Program Questionnaire</p>	<p>The College of Education piloted the GCU College of Education Teacher Preparation Program Questionnaire to gather data on Teacher Candidate's perceived level of preparedness upon completing the student teaching experience and entering the classroom.</p> <p>In alignment with AAQEP standard 2.d, and in an effort to understand how our teacher candidates, influence international and global perspectives in their classrooms, question 7 asks <i>"I feel prepared to facilitate students' ability to develop diverse social and cultural perspectives."</i></p> <p>We will continue to collect survey data and additional evidence in future semester which will be used to develop performance expectations in this area.</p>	<p>In the Fall 2020 and Spring 2021 semesters, completers were asked to provide information on how prepared they were to facilitate their students' ability to develop diverse social and cultural perspectives. In the Fall 2020, 96.74% of respondents felt prepared or highly prepared in this area. In Spring 2021, 96.33% of respondents felt prepared or highly prepared.</p> <p>The College of Education will continue to review the results of the questionnaire during the upcoming semesters to evaluate additional action steps needed to broaden Teacher Candidate's international and global perspectives.</p> <table border="1" data-bbox="751 828 1558 998"> <thead> <tr> <th>Response to Question 7</th> <th>Fall 2020</th> <th>Spring 2021</th> </tr> </thead> <tbody> <tr> <td>Highly prepared</td> <td>58.47%</td> <td>59.16%</td> </tr> <tr> <td>Prepared</td> <td>38.27%</td> <td>37.17%</td> </tr> <tr> <td>Somewhat prepared</td> <td>3.21%</td> <td>3.55%</td> </tr> <tr> <td>Unprepared</td> <td>0.05%</td> <td>0.11%</td> </tr> <tr> <td>Grand Total</td> <td>100.00%</td> <td>100.00%</td> </tr> </tbody> </table>	Response to Question 7	Fall 2020	Spring 2021	Highly prepared	58.47%	59.16%	Prepared	38.27%	37.17%	Somewhat prepared	3.21%	3.55%	Unprepared	0.05%	0.11%	Grand Total	100.00%	100.00%
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Unprepared	0.05%	0.11%																		
Grand Total	100.00%	100.00%																		
<p>COE Pilot Alumni Survey</p>	<p>The College of Education piloted the College of Education Alumni Survey to gather data on how their teacher preparation program has impacted various aspects of their instruction and preparedness to teach.</p> <p>In alignment with AAQEP standard 2.c, creating productive</p>	<p>In an effort to gather completer feedback in the area of creating productive learning environments, completers were questioned on a range of topics, but the survey concluded with <i>"does your instruction have an impact on student learning?"</i></p> <p>Of the respondents to the 2019 College of Education Alumni Survey, 83.3%* reported having an impact on student learning citing evidence such as standardized test scores, formative and summative assessments, etc.</p>																		

	<p>learning environments, the College of Education gathered pilot completer survey data to see how candidates were impacting student learning in the field.</p> <p>We will continue to collect survey data and additional evidence in future semesters which will be used to develop performance expectations in this area.</p>	<p>To collect additional information in this area, the 2020 graduate year College of Education Alumni Survey is planned for Spring 2022. The College is currently collaborating with the University's Alumni Relations department to strengthen deployment of surveys and survey response rates. Additionally, the COE will be piloting alumni focus groups within to gather additional information on how our completers are impacting student learning.</p> <p><i>*Preliminary feedback from the 2019 College of Education Alumni Survey</i></p>
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5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

Program Accomplishments

Due to the COVID-19 pandemic, the College continued to collaborate with stakeholders, external partners, and internal departments to develop solutions, specifically with regards to field experience. School districts and educational organizations nationwide have varying specifications for visitors, creating challenges for our teacher candidates, who span the United States, to complete their practicum/field experiences. This has included the collection and use of high-quality instructional videos and additional partnerships with organizations and districts. The College understands in-person field experiences typically offer the most impactful learning opportunities for students. Therefore, the College prioritizes finding opportunities for traditional field experience opportunities. Furthermore, the College understands the need for flexibility as school sites determine appropriate formats, including virtual, hybrid, and rotating schedules. As such, the COE supports students in mirroring mentor teacher roles in these various modalities.

The College revised the Clinical Practice Attempt (CPA) meeting in which a committee meets to review situations of teacher candidates who have had an unsuccessful attempt at student teaching. The newly named Professional Practices Committee (PPC) is more aligned to university-wide process followed by the other internal colleges. An integral part of the PPC is a support process called the Personal Improvement Plan (PIP), which was developed to provide more targeted remediation with supports and reflections facilitated by GCU Faculty. See *Innovations in Progress* section for further detail.

The College implemented regularly monthly trainings with Field Experience and Teacher Placement Counselors to further clarify and emphasize key programmatic expectations and counselor guidance to best support candidates at the beginning, middle and end of their program. See *New Program Development* section for further detail.

The College worked with the State Compliance and Legal departments to revise and improve our fingerprint clearance policy to ensure compliance with states' requirements for field experiences and clear for counselors to follow. This policy change entailed collaborating with several stakeholders, completing the policy change through the thorough committee review process, as well as deploying multiple communications and conducting trainings for stakeholders. The goal with the revision and improvement to our fingerprint clearance policy was to support student success in our initial licensure programs. More specifically, our students are located around the United States, and the COE aims to provide ample support to students in their pursuit of initial licensure.

The College prioritized revising how the GCU Faculty Supervisors are evaluated based on certain performance criteria. The College will continue to regularly review evaluations completed by Supervisors with a revised rubric which allows for more in-depth analysis of supervisor performance, feedback, and communications with teacher candidates. See *Current Priorities* section for further detail.

The College continues to produce highly qualified teachers and leaders each year. In fall 2020-spring 2021, the College successfully supported over 4,500 student teachers in our initial teacher licensure programs. As there is an extremely high need for educators in the field, the College aims to assist in addressing the teacher shortage by preparing an ample quantity of quality new teacher candidates across the nation to support the needs of the field of education and fill job openings in schools and districts.

Efforts to Address Challenges

COVID-19 created challenges with course practicum requirements as well as the student teaching components for all initial licensure programs. The College worked with a variety of stakeholders to create alternative assignments following health and safety protocols for students, faculty, and schools. These alternative assignments included video viewings supporting various classroom instructional strategies, management strategies, and meeting the diverse needs of students in the classroom. These carefully crafted alternative assignments require candidates to complete a written assessment demonstrating knowledge and learning for future practices.

Due to the COVID-19 pandemic, it continues to be a challenge to secure placements for practicum and student teaching candidates. In an effort to protect the safety of their students and staff, many schools around the country remained closed to outside persons. More specifically, the courses requiring 60 practicum hours in the early childhood special education programs have presented many challenges for placement. The College has worked to identify partners nationwide that have been willing to accept students during the current pandemic climate. The efforts to locate placement, support COVID-19 health and safety precautions, and meet Arizona Department of Education certification requirements have been a challenge over the past few semesters. The collaboration efforts between the COE departments, the Faculty Training and Development department, as well as faculty have innovatively created a process that has provided effective experiences for students in either an in-person classroom, a virtual classroom, or alternative assignments that would benefit the knowledge needed for effective teachers.

To assist with our practicum candidates completing their programmatic requirements, the College of Education created a video library of relevant supplemental videos for candidates to watch in lieu of observing an in-person classroom. Candidates were encouraged to seek out alternative settings when possible to have an in-person experience such as before/after school care centers, tutoring centers, churches, etc. In addition, monthly communications for both candidates and faculty are sent to provide regular updates on the expectations for completing field experiences. Student teachers were able to be placed with an in person or synchronous virtual setting. In addition to the challenge of securing placements, some schools/districts are requiring site-specific affiliation agreements. COE has a standard affiliation agreement that many schools/districts accept; however, we have had to revise to meet certain needs based on COVID-19 protocols and new site-specific requirements.

To streamline our fingerprint clearance policy for progression into practicum/field experience courses, the College worked with the State Compliance and Legal departments to update our fingerprint clearance policy which helps to ensure compliance with states' requirements for field experiences and clear for counselors to follow. This was a challenging process as the College of Education has candidates in states across the nation with varying state and federal requirements and processes for proper clearances.

Part of teacher certification requirements for many states is the passing of various tests including content exams. COVID-19 created a challenge for some teacher candidates to complete the content exams due to testing site closures and lack of available appointment times. The College of Education created additional support to help teacher candidates prepare for the exams. In addition, a one-time exception was offered to submit a Student Petition Form outlining evidence of teacher candidate's attempts to schedule exams with an acknowledgement that without passing

content exam(s), teacher candidates may have an unsuccessful attempt at student teaching and understanding that it is required for many states for initial teacher certification.

Current Priorities

Developing high-quality academic programs is an ongoing priority for the College of Education. New programs are developed through collaboration and partnerships with State Compliance, Curriculum Design and Development, Clinical Practice, subject matter experts, counselors, and the Programs Team. The College identifies areas of need in education to determine program viability within the state of Arizona as well as nationally. For example, during the 2020-2021 academic year, several graduate certificate programs were developed for alternative routes to licensure, unique areas of special education, and virtual learning strategies and engagement. These programs are awaiting approval from the State Board before the College can begin offering to current and prospective students. The College is also in the initial stages of revising existing programs to meet a wider range of students through licensure and endorsement requirements with the intention of furthering the reach of GCU teacher preparation programs nationally.

In addition to new programs, the College prioritizes the revisions of existing programs to maintain a high standard of efficacy. Through collaboration of the same partners that support new program development, the College identifies necessary updates to national standards, state specific requirements, and current trends in education. Additionally, faculty and student feedback through End of Course Surveys is analyzed to identify potential areas of growth. The College identifies specific programs to revise with consideration of need and Arizona Department of Education submission requirements. Since the College prioritizes the implementation of highly effective educator preparation programs, this is a continuous initiative.

Due to the COVID-19 pandemic, schools have adjusted structures and policies that effect student teaching and practicum practices. To provide teacher candidates with the necessary experience for licensure, the College is revisiting policies and procedures related to field experience. For instance, the COE is prioritizing revising how the GCU Faculty Supervisors are evaluated based on certain performance criteria. The GCU Faculty Supervisors play an integral role in supporting teacher candidates through their student teaching experience. Our Clinical Field Experience Specialists will continue to regularly review evaluations completed by Supervisors with a revised rubric which allows for more in-depth analysis of supervisor performance, feedback and communications with teacher candidates. This updated process provides additional opportunities for our Clinical Field Experience Specialists to provide targeted suggestions and feedback for GCU Faculty Supervisors to improve their practice. In addition, a cohort of lead supervisors was created to establish norms, assess expectations, and collaborate on areas of continuous improvement. The College has also offered virtual practicum options when teacher candidates are unable to partner with schools in person. Additionally, the College allows students to engage in various student teaching modalities, including traditional in-person, hybrid, and virtual teaching experiences. Since school modalities differ across districts and states, the College works with teaching candidates and student teaching supervisors to adapt to school-specific and state-specific requirements. Since the College believes that in-person field experiences typically provide the most beneficial learning opportunity, it is a current priority of the College to partner with local organizations and districts that will accept on-campus student teachers. Furthermore, the College collaborates with State Compliance to determine state requirements in regard to field experience placements to support teacher candidates in pursuit of licensure.

In the 2020-2021 academic year, the Arizona Department of Education has mandated state institutions to provide a suicide prevention training for education initial licensure programs as required by the Mitch Warnock Act. Although GCU does not fall under this mandate as it is a private

institution, the College prioritizes best practices and current trends in education. Therefore, the College is collaborating internally and externally to develop an initiative that will meet the requirements of the Mitch Warnock Act. Additional details are provided in section 9.

Innovations in Progress

With COVID-19 still causing institutes of higher education to pivot across the nation, opportunities for the College to think creatively and shift our approach in preparing our teacher candidates was at the forefront of our efforts. As there were still states and schools with limited to no access to classrooms to apply the knowledge learned, the College piloted approaches for teacher candidates to showcase their growth and development. Hybrid models for instruction were applied to support our teacher candidates and faculty. Faculty applied a variety of tech tools and resources to keep students engaged, such as utilizing Padlet to promote conversation and brainstorming. In addition, faculty promoted both in-person and virtual office hours to meet the needs of their students. Virtual applications to provide collaborative feedback, like GoReact was piloted in our elementary programs' method courses. During the Fall 2021 semester, the GoReact program was piloted in conjunction with an LMS migration, for all EDU-330 sections. The EDU-330 course is included in all eight secondary education programs at the bachelor's level, early childhood education, early childhood special education, educational studies, elementary education, and both K-12 education programs. Due to the positive feedback from both faculty and staff, the College will be incorporating GoReact into all four of the methodology courses within the Elementary Education program in the next phase of this innovation. Additional virtual supports created to support our teacher candidates, faculty, and staff include course revisions to fit the learning and applications required; library for resources to support virtual learning; collaboration with site supervisors and our LEA partners to allow for these evaluation visits to be completed virtually; and providing a space for faculty and students to create content for a virtual format in COE's new Maker's Space.

Teacher candidates who are in College of Education's Alternative Teaching Special Education program are unique in that they are teachers as well as students. To address their unique needs the College of Education created a pilot program to support them in a scaffolded manner which promoted equity and student success. These candidates had an opportunity to meet virtually throughout the year with representatives from these two teams along with special education faculty and other professionals in the field on topics such as compliance, instructional strategies, professional organizations, and community support, as well as self-care and mindfulness.

The College also recognized the need for additional alternative pathways to support the recruitment and retention of teachers here in Arizona. COE launched various modules within a new platform called Comevo. Comevo allows for documents, links, videos, and other content to be added to a self-paced online tool for students to complete for areas including testing support, orientations, remediation support, and other training options. The Programs Team also worked to develop virtual trainings to support our enrollment team since these meetings were no longer able to be held in person. The team developed a guided handout to provide information on all program offerings as well as a short video and slide presentation to highlight each program.

The College also was successful in continuing its scholarship and presentation opportunities, even despite COVID-19. Multiple faculty and staff collaborated, attended, and presented at state, regional and national conferences. Sample scholarship below:

- Blair, J., Farkas, E., Hollis II, N. (2021, December). Growing through the Virtues: An Overview of The Building Blocks of Character.
 - Presented at the Building Virtues: Character Education Conference.

- Hollis II, N., & Palomino, N. (2021, April). Building an Equity Force in Higher Education to Enhance Student Success.
 - Presented at the virtual 2021 Higher Learning Commission (HLC) Annual Conference
- Hollis II, N., Martin, J., Norwood, L., & Hannafin, S. (2021, April). Addressing Diversity, Equity, and Inclusion, and Systemic Racism.
 - Presented at the 2021 Arizona Professors of Education Leadership (APEL) Conference, Breaking the Mold: Challenges of Preparing School Leaders for Supporting Transformative Teaching and Learning Environments in a Post-COVID World.
- Juarez, B. (2021, August). Arizona Department of Education. AASA and Az SCI Community Review Committee
 - AZ Dept. of Ed. state director of K-12 assessment, community members, and Pearson representatives. Committee critiqued, revised, and provided support regarding bias for the new AASA and AzSCI K-12 assessments.
- Long, K. (2021, July). Canyon Professional Development
 - SEL Developmental Benchmarks and Conceptual Understanding in Math for 35 K-3 teachers at an elementary school in Phoenix.
- Long, K (2021, September). Canyon Professional Development
 - SEL Strategies for the Classroom for 35 K-3 teachers virtually for an elementary school in Phoenix.
- McCabe, C., & Nilsen, S. (2021, December). Trauma-Informed Teaching: Helping Every Child Flourish
 - Presented at the Building Virtues: Character Education Conference.

The College has worked to disseminate the expertise of GCU faculty and community leaders on educational topics of relevance to current and up and coming educators through the virtual platform of a blog, podcast, and social media campaign. The weekly blog posts were tagged with “Teaching Tuesday” and promoted on the College’s social media platforms. In addition, the College recorded and deployed episodes through its highly rated podcast, *Top of the Class*, in areas such as culturally responsive teaching, educational technology, and more. Finally, the College has implemented a social media campaign to assist in uplifting the field of education by helping to put a face to the teaching profession. The social media campaign includes highlights and stories from key events, opportunities in the field, as well as spotlights on faculty, staff, and alumni. For example, one continuing story highlight on the College’s Instagram, “Life of Shay”, includes a continued story following one recent graduate in her first year of teaching 6th grade. As a result, the College has seen a 400% increase in engagement on the social media account. The purpose behind the College’s use of these virtual platforms is to highlight both faculty and students and help build relationships and connections beyond the course walls.

The College has developed innovations in the areas of testing regarding the national teacher shortage. In collaboration with the Programs Team and Counselors, clearly defined testing pathways have been developed to support teacher candidates progressing in their program while concurrently preparing them for the required content exams. The preferred pathway for testing is for teacher candidates to attempt and pass the required content exams. At times, candidates do not pass on their first attempt and need additional practice and support to be content prepared. With an attempt on file for each required exam without a passing score, candidates may complete other pathway such as the new Teacher Certification Preparation (TCP) offering or one of the newly developed Teacher Support Plan (TSP) content modules. Teacher Certification Preparation Exam (TCP) may be completed as many times as needed to demonstrate content preparedness. The TCP is available for all

candidates in our elementary and dual special education programs with plans to grow this for additional programs upon assessing current implementation. Lastly, candidates may complete the alternative Testing Support Plan (TSP) option. The TSP is currently available for the elementary, secondary, early childhood, and special education programs through modules that provide testing supports and resources. Part of the TSP innovation was using a new technology platform, Comevo. The Comevo platform allows for the College of Education to create streamlined modules that can embed required videos, quizzes, and certificates of completion. The College of Education is in the process of moving many current trainings and modules to Comevo for consistency and ease of use for students as well as creating new modules to further support candidates.

The College of Education also revised the Clinical Practice Attempt (CPA) meeting in which a committee meets to review situations of teacher candidates who have had an unsuccessful attempt at student teaching. The newly named Professional Practices Committee (PPC) is more aligned to university-wide process followed by the other internal colleges. In the new PPC committee, voting members include staff from the Office of Clinical Practice, Programs Team, and faculty. The process, bylaws, and remediation have been revised to better support teacher candidates in the second and final attempt at student teaching. An integral part of the PPC is a support process called the Personal Improvement Plan (PIP), which was developed to provide more targeted remediation with supports and reflections facilitated by GCU Faculty. The PIP is a 4-week plan in which candidates meet weekly with the PIP Faculty Facilitator to discuss reflections, progress, and next steps. Upon completion of the PIP, candidates will be scheduled for their second and final attempt at student teaching. This new process demonstrates our commitment to supporting our candidates with successful program completion as well as preparation for the classroom. Changes include a thorough review process within the PPC meeting by a formal committee, targeted approach to remediation in which the supports are tailored to the deficiencies outlined by cooperating teachers and school administration at the placement site, and remediation is now facilitated by faculty.

To continue to serve as educational advocates by addressing the teacher shortage, the College of Education has developed the Canyon L.E.A.P. to Teach program, described in more depth in section 3. This program is an accelerated program to help current teachers of record without teacher licensure to complete graduate coursework that meets Arizona Department of Education requirements for alternative pathway for initial teacher certification. Candidates complete mandatory professional development sessions, (2) 15-week courses that include supervision and evaluation by a GCU Faculty Supervisor, and (4) teacher education courses. The hope is that this program will help retain highly qualified teachers in the field and provide alternative options to licensure.

To aid in offering the highest quality programs for our students, the review of assessment and program data is an ongoing priority for the College. In addition to GCU's annual assessment processes and quarterly Provost Assessment Summits, the College offered its own Assessment Summit in Fall 2021. The summit brought together over 50 faculty, staff, and College leaders to review our programmatic assessment results, Assessment of Student Learning results, and to develop program specific Improvement Action Plans for the upcoming academic year.