Grand Canyon University's renewal application to operate as an out-of-state institution in Maryland in accordance with COMAR 13B.02.01

MARYLAND HIGHER EDUCATION COMMISSION
Application for Renewal Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an *Application for Renewal of Approval* must be submitted for that location.

PREVIOSLY APPROVED LOCATION IN MARYLAND.
Please provide the complete mailing address.
No physical location in Maryland - Offering online programs only

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PROPOSED START DATE OF CONTINUED OPERATION. 9/1/2015
Applications should be submitted at least <u>5 months prior</u> to the proposed start date.

NAME AND ADDRESS OF INSITUTION APPLYING FOR APPROVAL.

Name of Institution:	Grand Canyon University
Web Address:	www.gcu.edu
OPEID Code:	00107400

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer:	Brian Mueller
Mailing Address:	3300 W. Camelback Road, Phoenix, AZ 85017
Telephone:	602-639-6212
Email:	Brian.Mueller@gcu.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

    Name: Peter Johnson
    Title: State Compliance Administrator
    Mailing Address: 3300 W. Camelback Road, Phoenix, AZ 85017

    Telephone: 602-639-7421

    Email: Peter.Johnson1@gcu.edu

***************************** **CERTIFICATION** *****************************

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

3/31/2015	[signature]
Date	Signature of Chief Executive Officer

Please Submit All Information To:

> **Maryland Higher Education Commission**
> **Division of Planning and Academic Affairs**
> **6 N. Liberty Street, 10th Floor**
> **Baltimore, MD 21201**
> **410-767-3268**
> **acadprop@mhec.state.md.us**

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

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I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

> **If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?**
> ☐ **Yes, we wish to be approved for _____ years.**

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

☒ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

> **Have your catalogs, other institutional publications, or awards changed since they were last submitted? ☒ Yes ☐ No If yes, please submit new copies.**

☒ Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

> The institution shall submit a non-refundable application fee in the amount of (a) $7,500 for up to two degree programs and (b) an additional $850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

2

☒ Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

> Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

☒ Registration as an Out-of-State Corporation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(f)

> To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

☐ Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals) COMAR 13B.02.01.08B(4)(o)

> Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

☒ Board of Trustees Resolution of Financial Solvency (Must accompany all renewals) COMAR 13B.02.01.08B(4)(e)

> Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

☒ Advertisements   COMAR 13B.02.01.07D(3)(p)

Are there new advertisements in print format related to your programs in Maryland?
☐ **Yes** ☒ **No If yes, please provide copies of the new advertisements.**

☒ Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(q)
> Please provide the information requested on the **Student Enrollment Data Form** found at the end of this application.

☒ Teach-out Plan   (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

> The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

II. APPLICATION QUESTIONAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

1. Programs.

> **CURRENTLY OFFERED PROGRAMS.**

INSTRUCTIONS. Please enter the requested information on your CURRENTLY OFFERED PROGRAMS in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
Example: Organizational Management	*M.S.*	*Classroom*	*36 sem*	*Yes*
Example: Business Administration	*B.S.B*	*Distance Ed.*	*120 sem*	*Yes*
See Attachment A-1 Programs				

> **NEW PROGRAMS**

INSTRUCTIONS. Is the institution proposing any new programs at this location? ☒ Yes ☐ No If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
Example: Organizational Management	*M.S.*	*Classroom*	*36 sem*	*Yes*
Example: Business Administration	B.S.B	*Distance Ed.*	*120 sem*	*Yes*
English for Secondary Education	B.A.	Online	120 sem	Yes
History for Secondary Education	B.A.	Online	120 sem	Yes
Business for Secondary Education	B.A.	Online	120 sem	Yes
Mathematics for Secondary Education	B.S.	Online	120 sem	Yes
Autism Spectrum Disorders	M.A.	Online	32 sem	Yes
Reading with an emphasis in Elementary Education	M.A.	Online	32 sem	Yes
Public Health	M.P.H.	Online	46 sem	Yes

(b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

All programs are listed within the current Grand Canyon University Academic Catalog. Each new program will be offered online four times per month (weekly).

(c) Please provide a brief description of the student population to be served by the proposed new programs.

Bachelor of Arts in English for Secondary Education – 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.

Bachelor of Arts in History for Secondary Education – 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.

Bachelor of Science in Business for Secondary Education – Grand Canyon University's Bachelor of Science in Secondary Education with an Emphasis in Business 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.

Bachelor of Science in Mathematics for Secondary Education – 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. 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.

Master of Arts in Autism Spectrum Disorders - The Master of Arts in Autism Spectrum Disorders is designed for certified teachers who are interested in learning how to work more effectively with students with autism spectrum disorders (ASD). During the program of study, candidates survey the unique characteristics of students with ASD and the core challenges associated with language and communication, social skills, behavior, and processing.

Master of Arts in Reading - This 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.

Master of Public Health - The Master in Public Health program is designed to help graduates meet the challenges in the expansion of health issues in the nation as well as globally. From environmental health concerns, emerging and re-emerging diseases, socio-political factors affecting both our nation's health and health globally, to the evolving state of our current health care system, the Master of Public Health degree prepares students to take a leadership role or become subject area experts in the field of public health.

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

See Section on Educational Need

Many work the traditional 10-month school year, with a 2-month break during the summer. Although mo do not teach during the summer, some teach in summer programs. Teachers in districts with a year-round schedule typically work 8 weeks in a row, are on break for 1 week, and have a 5-week midwinter break.

http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm

(2) If the programs serve <u>societal needs</u> (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

Grand Canyon University offers the truly unique experience of a private, Christian University with the reputation of a traditional ground campus in Arizona, as well as the convenience and flexiblity of online courses for working adults or those unable to attend a traditional brick and mortar university within other states.

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

The curriculum at GCU is designed to prepare students with the skills and knowledge needed in the contemporary job market. Students are challenged to develop these tools and to push their intellectual limits in order to become successful in their careers.

In addition, the curriculum fosters personal discovery so that students realize within themselves the elements of compassion and accountability. A uniquely important element of the GCU mission statement the defining attribute of its Christian heritage. The GCU community defines its culture by the way its members reflect a committed relationship with Christ and creates the GCU experience in a manner that reflects His teachings to support students and graduates through a successful life journey.

These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning. Each element or objective of the GCU mission statement is uniquely addressed in the GCU curriculum and by the GCU culture, which shapes a rich learning environment from which students graduate with professional and life skills.
When learners graduate from GCU, our expectation is that they will be global citizens, critical thinkers, effective communicators, and responsible leaders.

Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

Grand Canyon University programs will be offered in an online modality therefore no administrative staff will be located within the state of Maryland; however, Grand Canyon University has adequate staff to oversee all areas of operation. Although no changes were made since the last renewal, Administrative Staff resumes are included on the CD attachment "A-3: Administrative Staff Changes".

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

Administrators who oversee the operation of educational activities including counseling, advising, testing, orientation, financial aid services and maintenance of academic records are included in "A-3: Administrative Staff Changes".

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

      (1) the course(s) the faculty might soon teach;

      (2) the degrees the individual holds

      (3) the degrees areas of specialization; and

      (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

See attachment "A-4: Faculty".

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

See attachment "A-5: Library Changes".

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

See attachment "A-6: Student Services".

(b)Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

Documents submitted by students, such as applications for admission, FERPA releases, transcripts from other institutions, and authorizations and miscellaneous documents are scanned into our system, where they are stored in our FileBound system. Individualized communications

created by the University are also retained in FileBound and CRM. All grade-related information, such as GPA, final grades, GCU transcript and other GCU academic history, are stored in CampusVue. Some portions of the student record, including student demographics, schedules and grades, primarily housed in CampusVue are also accessible through CRM. All disciplinary and ADA-related records are stored on a separate application, for an extra level of confidentiality. We also have student records backed up on a separate server.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students? ☒ Yes ☐ No How will it make this available to its students at the proposed instructional site?_____
If this statement is in the Catalog you submitted with the application, please indicate the page number:____
If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? ☒ Yes ☐ No If this procedure is in the Catalog you submitted with the application, please indicate the page number _____ . If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. Facilities. (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with **any changes** to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? ☐ Yes ☒ No

      (1) If yes, please provide a copy of the Certificate of Compliance.

      (2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

N/A - No physical location in the state of Maryland.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

N/A - No physical location in the state of Maryland.

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

N/A - No physical location in the state of Maryland.

8. Distance Education. "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the

instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? ☒ Yes ☐ No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application

Accreditation

Find Accredited Institutions ▶ *Institution Name*   [Go!]

Currently or Previously Affiliated Institutions - 02/12/2015

The directory of institutions provides information on institutions accredited by the Commission, those holding candidate for accreditation status, and those that previously held status, but have since closed, merged, or had their status withdrawn. It includes the Statement of Affiliation Status and Organizational Profile for each currently accredited and candidate institution, any Public Disclosure Notices that have been issued, and the most recent action letters from reaffirmations of accreditation occurring after June 2013.

Information provided on the Statement of Affiliation Status reflects the most recent actions of the Commission. The Commission has a multi-level decision process. Any institutional changes that are currently under review are not made public until final action has been taken.

During the transition to the new Pathways model for reaffirmation of accreditation, some scheduled events are not displayed on this version of the Statement of Affiliation Status. Institutions can refer to the transition maps in the Open and Standard Pathways booklets for the timing of reviews. Institutions that have questions about other scheduled events should contact their HLC staff liaison.

Grand Canyon University

3300 W. Camelback Rd.
Phoenix, AZ 85017-1097
(602) 639-7500 (Main Phone)

www.gcu.edu

Statement of Affiliation Status Click here for definitions...

Chief Executive Officer: **Mr. Brian Mueller, President**

> *Name change notes: Grand Canyon College to Grand Canyon University (1989)*

HLC Institution ID: **1005**
Current Accreditation Status: **Accredited**
Candidacy Date(s): **06/21/1961 - 03/26/1968**
Accreditation Date(s): **03/27/1968**

Summary of Commission Review

Last Reaffirmation of Accreditation: **2006 - 2007**

Next Reaffirmation of Accreditation: **2016 - 2017**

Last Date of Information Change: **01/29/2014**

Control: **Private FP**
Degrees Awarded (details below): **Associates, Bachelors, Doctors, Masters, Specialist, Certificate**

Organizational Profile Click here for definitions...

Enrollment Headcount (last updated: 11/13/2014)

	Full-Time	Part-Time
Undergraduate:	7,984	27,221
Graduate:	39	20,253
Dual enrollment (high school) programs:	487	

Degree Programs (last updated: 11/13/2014)

	Programs Offered	Degrees Awarded in Last Reported Year
Associate Degrees	6	0
Bachelors Degrees	83	5,628
Masters Degrees	43	5,356
Specialist Degrees	1	0
Doctoral Degrees	4	29

Certificate Programs (last updated: 11/13/2014)

	Programs Offered	Certificates Awarded in Last Reported Year
Certificates	5	10

Off-Campus Activities (last updated: 02/05/2015)

In-State:	Campuses:	None.
	Additional Locations:	Estrella Mountain Community College - Avondale, AZ; Abrazo Phoenix / West Valley Hospital - Goodyear, AZ; Mesa Community College - Mesa, AZ; AT Still University - Mesa, AZ; Mountain Vista Medical Center - Mesa, AZ; St. Joseph Hospital - Phoenix, AZ; Phoenix Children's Hospital - Phoenix, AZ; Mayo Clinic Hospital - Phoenix, AZ; Scottsdale Lincoln North Mountain - Phoenix, AZ; Yavapai Community College - Prescott, AZ; Scottsdale Healthcare - Shea - Scottsdale, AZ; Scottsdale Healthcare - Osborn - Scottsdale, AZ; Pima-Salt River High School - Scottsdale, AZ; GCU Scottsdale - Scottsdale, AZ; Banner Boswell - Sun City, AZ; GCU Tempe - Tempe, AZ; Tucson Medical Center - Tucson, AZ; GCU Tucson - Tucson, AZ;
Out-of-State:	Campuses:	None.
	Additional Locations:	GCU Albuquerque - Albuquerque, NM;
Out-of-U.S.:	Campuses:	None.
	Additional Locations:	None.

Course descriptions

A-1 Current List of Programs

Program \ Course Title	Degree Awarded	Mode of Instruction	Total Credit Hours (Semester)	Offered on Main Campus Yes/No
Addiction Counseling	M.S.	Online	36	No
Christian Counseling	M.S.	Online	74	Yes
Christian Counseling of Substance Abuse and Addictive Disorders	M.S.	Online	48	Yes
Counseling with Emphasis in Addiction, Chemical Dependency, and Substance Abuse	B.S.	Online	120	Yes
Curriculum and Instruction: Reading	M.Ed.	Online	32	Yes
Curriculum and Instruction: Technology	M.Ed.	Online	36	Yes
Educational Administration (IR)	M.Ed.	Online	40	Yes
Educational Leadership (non IR)	M.Ed.	Online	36	Yes
Educational Studies	B.S.	Online	120	Yes
Nursing with an Emphasis in Public Health	M.S.N.	Online	40	Yes
Nursing: Nursing Education	M.S.N.	Online	36	Yes
Nursing: Nursing Leadership in Health Care Systems	M.S.N.	Online	36	Yes
Nursing Practice	Doctorate	Online	36	No
Post-M.S.N.: Nursing Education Certificate	Certificate	Online	20	Yes
Professional Counseling	M.S.	Online	60	Yes
Special Education	M.Ed.	Online	38	Yes
Teaching English to Speakers of Other Languages	M.Ed.	Online	32	Yes
Teaching	M.A.	Online	32	Yes

Program Title	Degree Type	Program Description
Addiction Counseling	M.S.	The Master of Science in Addiction Counseling degree is designed to meet the needs of learners who wish to pursue careers as addiction counseling professionals. This degree prepares students to treat substance abuse\dependency disorders. The demand for licensed addiction counselors is expected to grow in both the public and private sectors in the foreseeable future. A Masters degree is a required step for individuals seeking the highest level of licensing and/or certification in many states. Graduates from the GCU program of study are prepared to meet the academic requirements for licensure in Arizona as a: • Licensed Associate Substance Abuse Counselor (LASAC) • Licensed Independent Substance Abuse Counselor (LISAC) Additionally, program graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state-to-state. It is the students' responsibility to check the licensing/certification requirements in their respective states.
Counseling with Emphasis in Addiction, Chemical Dependency, and Substance Abuse	B.S.	The Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse is designed to train practitioners in the field of addiction counseling, chemical dependency, and substance abuse treatment. The coursework focuses on the nature of psychopathological conditions and their impact on the physical, emotional, social, intellectual, and spiritual nature of the human being. Core courses include study of the psychopathological behavior's impact on the individual, family, and society; screening and assessment methods at the beginning of treatment; and case management during the treatment phases. Counseling skills courses and a fieldwork/practicum course complete the focused coursework list. Completion of this program may qualify graduates to meet the standards for state, national, and international certification for professional prevention specialists and treatment counselors/providers. Participants should contact the appropriate certifying body to ensure that courses meet certification requirements.
Curriculum and Instruction: Reading	M.Ed.	The Master of Education (M.Ed.) in Curriculum and Instruction: Reading with an Emphasis in Elementary Education (Not Eligible for Institutional Recommendation) program is designed for educators who wish to apply theory and educational best practices to the delivery of curriculum, instruction, and assessment in order to improve the reading abilities of their students. Applicants to this program are required to submit a copy of a current teaching certificate or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that students already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of curriculum and instruction, cognition, emergent literature, linguistics, phonics, and developmental and corrective reading processes. Courses are aligned to the International Reading Association standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 classroom to complete the practicum course and program assignments. Graduates of this program are prepared to become informed educators who meet the reading needs of schools and student populations.
Curriculum and Instruction: Technology	M.Ed.	The Master of Education (M.Ed.) in Curriculum and Instruction: Technology (Not Eligible for Institutional Recommendation) is a program designed for educators who wish to learn to use technology to improve the success of students. Applicants to this program are required to submit a copy of a current teaching certificate or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are tailored to meet the needs of adult learners and to maximize strengths that students already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of curriculum and instruction, educational applications of technology, interactive design for the classroom, and distance learning. Courses are aligned to the International Society for Technology in Education NETS for Teachers standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and hands-on experiences. It is strongly recommended that students have access to a K-12 grade environment to complete the practicum and program assignments. Graduates of this program are prepared to become informed educators who meet the technological needs of educational settings and student populations. Each course in the program requires a benchmark.
Educational Administration (IR)	M.Ed.	Grand Canyon University's Master of Education in Educational Administration (Eligible for Institutional Recommendation) program is designed for individuals interested in educational administration in the K-12 setting and seeking an administrative certificate. Applicants for this program are required to submit a copy of a current teaching certificate and provide documentation of 3 years of certified teaching experience. The Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituent Council (ELCC) standards form the foundation of this regionally accredited and Arizona-approved program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and experience in areas of school leadership, administrative foundations, organizational theory, K-12 legal issues, public school finance, curriculum development, and instructional leadership. As an opportunity to apply theory to practice, field experience/practicum hours are embedded throughout the program. The Action Inquiry process frames these experiences. Benchmark assessments within each course guide students through observation, practice, and hands-on leadership experiences. Students must be prepared to complete a 16-week administrative internship component at the end of the program. Graduates of the program are well-prepared to be informed educational administrators in public and private schools and other settings requiring an administrative credential.
Educational Leadership (non IR)	M.Ed.	Grand Canyon University's Master of Education in Educational Leadership (Not Eligible for Institutional Recommendation) program is designed for individuals interested in educational administration in the PK-12 setting and social services settings for children, but who must postpone a school site-based administrative internship or do not choose to seek a K-12 administrative certificate. The Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituent Council (ELCC) standards form the foundation of this program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and experience in areas of school 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, field experience/practicum hours are embedded throughout the program. The Action Inquiry process frames these experiences. Benchmark assessments within each course guide students through observation, practice, and hands-on leadership experiences. Graduates of the program are prepared to become educational leaders in the home, church, private schools, and other settings not requiring an administrative credential. To be admitted into this program, 3 years of teaching experience is strongly recommended. Students who complete this program and then desire to secure an administrative credential will be required to complete the program requirements of the Master of Education in Educational Administration.

Program	Degree	Description
Elementary Education (IR)	M.Ed.	The Master of Education in Elementary Education (Eligible for Institutional Recommendation) program is designed for any individual interested in the education of children in Grades K-8 who is seeking teacher certification. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with the Arizona Professional Teacher Standards, the Interstate New Teacher Support and Assessment Consortium principles, and/or the Council for Exceptional Children standards, as well as to the standards of applicable specialized professional associations. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through more than 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 16-week student teaching component. These educational settings must be state-certified environments and mentor teachers must be fully certified. Teacher candidates are responsible for contacting their state department of education for certification requirements and program approval. Furthermore, teacher candidates should consult the Academic Catalog, University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher credentialing program. Graduates of the Master of Education in Elementary Education program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential.
Nursing with an Emphasis in Public Health	M.S.N.	The demand for public health professionals is rapidly increasing as a result of health care reform, environmental health concerns, emerging and re-emerging diseases, sociopolitical factors affecting our nation's health, and expansion of health issues that are global in scope. Professionals who graduate from the Master of Science in Nursing: Public Health program may hold positions of responsibility in a variety of settings, including health care facilities, county and state health departments, social service agencies, health policy and planning organizations, universities, nongovernmental organizations, governmental agencies, international health organizations, community-based health education and health promotion settings, and the corporate world. Graduates of Grand Canyon University's Master of Science in Nursing: Public Health program can be actively involved in the coordination, planning, development, implementation, and evaluation of health programs and services. The Master of Science in Nursing: Public Health program is designed for nurses interested in disease prevention and community health. Public health professionals draw on knowledge and skills from a variety of disciplines to define, assess, and ultimately resolve public health problems. Students study theories, concepts, and principles of public health and their application. The curriculum, developed around the nursing core and national public health curriculum standards, uses a multidisciplinary approach that emphasizes psychological, behavioral, and social factors influencing population-based health disparities; principles of epidemiology and biostatistics; environmental public health concepts; public health administration systems and processes; and economic factors. It prepares students for an expanding range of professional opportunities and roles in public health and nursing. The Master of Science in Nursing: Public Health program culminates with a practicum and capstone project that students are able to design to best fit their area of specific interest.
Nursing with an Emphasis in Nursing Education	M.S.N.	The Master of Science in Nursing with an Emphasis in Nursing Education program provides an educational experience to prepare advanced-professional nurses to address the ever changing and expanding educational needs of the nursing profession. The track is designed for those students in the Master of Science in Nursing program who are interested in pursuing or advancing in a position in nursing education. Graduates of this track will be prepared for a variety of roles in nursing education, either as clinical educators or academic educators in both traditional and nontraditional settings in nursing education. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing (M.S. or M.S.-N.) degree.
Nursing with an Emphasis in Nursing Leadership in Health Care Systems	M.S.N.	The Nursing Leadership in Health Care Systems program prepares nurses for leadership roles in today's rapidly changing health care delivery systems. The program is a part-time or full-time course of study consisting of graduate nursing core courses and leadership courses taken with Master of Science Leadership (M.S.L.) program. From the graduate nursing core courses, students gain the knowledge, values, and skills needed for advanced generalist practice in an evolving health care system. The coursework in leadership provides an overview of leadership styles and the functioning of organizations with an emphasis on communication skills required to establish and maintain effective relationships.
Post-M.S.N.: Nursing Education Certificate	Certificate	The Post-Master of Science in Nursing: Nursing Education (MS-NEd) concentration prepares advanced professional nurses in the nursing role specialty of nursing education. The NEd track addresses the expanding educational needs of the nursing profession. The Nurse Educator may practice in a variety of settings. The Nurse Educator will be prepared to practice in acute or chronic care settings as a staff-educator or in a role that is responsible for planning implementing and evaluating continuing education programs. The Advanced-Professional Nurse Educator will be prepared to assume a faculty position in a traditional college of nursing or in a non-traditional program that relies on online technology as a teaching medium. Competencies of the Professional Practice Nurse Educator include utilizing assessing educational needs, planning programs to meet those needs, and evaluating the outcomes of their programs. This is accomplished in the context of an evidence-based practice model.
Professional Counseling	M.S.	The Masters of Science in Professional Counseling Degree requires 60 credit hours. The program's courses were chosen to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC) and by Arizona Board of Behavioral Health Examiners. A Masters Degree in Counseling is a required step in 48 states including Arizona for individuals seeking to become licensed as counselors. Graduates from this program of study are prepared to meet the academic requirements for licensure in Arizona as a: • Licensed Associate Counselor (LAC) • Licensed Professional Counselor (LPC) • Licensed Associate Substance Abuse Counselor (LASAC) • Licensed Independent Substance Abuse Counselor (LISAC) Additionally, graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective states.
Special Education: Certified Special Educators	M.Ed.	The Master of Education in Special Education for Certified Special Educators (Not Eligible for Institutional Recommendation) is a program designed for students interested in advanced studies in special education and who are currently certified to teach special education. Applicants are required to submit a copy of a current special education teaching certificate. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that students already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, intellectual disabilities, emotional and physical disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program will be prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs of students with special needs.

Special Education: Cross-Categorical (IR)	M.Ed.	The Master of Education in Special Education (Eligible for Institutional Recommendation) is a cross-categorical program. It is designed for any individual interested in the education of children with special needs in the K-12 setting who also wish to seek a teaching certificate. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of adult learners and to maximize strengths that teacher candidates already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with the Arizona Professional Teacher Standards, the Interstate New Teacher Support and Assessment Consortium principles, and the Council for Exceptional Children standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide teacher candidates through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have at least three of the five following disability categories represented: emotional disability, learning disability, intellectual disability, physical impairment, and/or health impairment. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program that must be completed with a certified special educator. Students/applicants are responsible for contacting their state department of education for certification 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 a teacher credentialing program.
Special Education: Cross-Categorical (Non-IR)	M.Ed.	The Master of Education in Special Education (Not Eligible for Institutional Recommendation) is a cross-categorical program. It is designed for any individual interested in the education of children with special needs in the K-12 setting who does not wish to seek a teaching certificate. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the teacher candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with the Arizona Professional Teacher Standards, the Interstate New Teacher Support and Assessment Consortium Standards, and the Council for Exceptional Children Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide teacher candidates through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have at least three of the five following disability categories represented: emotional disability, learning disability, intellectual disability, physical impairment, and/or health impairment. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the teacher candidates' various learning needs.
Teaching English to Speakers of Other Languages	M.Ed.	The Master of Education in Teaching English to Speakers of Other Languages (TESOL) (Not Eligible for Institutional Recommendation) program is designed for certified teachers or administrators with an interest in teaching ESL students in the classroom or serving as a district ESL coordinator. Applicants to this program are required to submit a copy of a current teaching certificate or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. Courses are aligned to the TESOL standards. Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in a TESOL practicum that guides students through observational and practice-based experiences. Graduates of the program are prepared to become leaders in the ESL/TESOL initiatives that districts must undertake in an ever-increasing school climate of diversity.
Teaching	M.A.	The Master of Arts in Teaching with an Emphasis in Professional Learning Communities (Not Eligible for Institutional Recommendation) program is designed for certified elementary and secondary teachers interested in advanced studies in education. Applicants to this program are required to submit a copy of a current teaching certificate or provide evidence of a minimum of one year of teaching experience. Coursework in this program may assist in a teacher's quest for National Board Certification, but does not guarantee that certification. The format and courses of this regionally accredited program are tailored to meet the needs of adult learners and to maximize strengths that students already possess. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 classroom to complete the program assignments. Graduates of this program are prepared to become informed educators who meet the needs of schools and student populations. The Master of Arts in Teaching with an Emphasis in Teacher Leadership (Not Eligible for Institutional Recommendation) program is designed for certified elementary and secondary teachers interested in advanced studies in education. Applicants to this program are required to submit a copy of a current teaching certificate or provide evidence of a minimum of one year of teaching experience. Coursework in this program may assist in a teacher's quest for National Board Certification, but does not guarantee that certification. The format and courses of this regionally accredited program are tailored to meet the needs of adult learners and to maximize strengths that students already possess. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 classroom to complete the program assignments. Graduates of this program are prepared to become informed educators who meet the needs of schools and student populations.

New Proposed Programs

A-1 List of New Proposed Programs

Program \ Course Title	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes/No
English for Secondary Education	B.A.	Online	120 sem	Yes
History for Secondary Education	B.A.	Online	120 sem	Yes
Business for Secondary Education	B.A.	Online	120 sem	Yes
Mathematics for Secondary Education	B.S.	Online	120 sem	Yes
Autism Spectrum Disorders	M.A.	Online	32 sem	Yes
Reading with an emphasis in Elementary Education	M.A.	Online	32 sem	Yes
Public Health	M.P.H.	Online	46 sem	Yes

A-1: New Programs

Program Title	Degree Type	Program Description
English for Secondary Education	B.A.	The Bachelor of Arts in English for Secondary Education provides future middle and high school teachers with skills in comprehending and interpreting texts. The curriculum emphasizes critical thinking about texts in a number of media and effectively expressing ideas orally and in written form.
History for Secondary Education	B.A.	The Bachelor of Arts in History for Secondary Education is designed to provide future middle and high school teachers with the content knowledge needed in the areas of history and social studies. While completing a solid path in the historical content, students will complete the methodological courses necessary to become certified secondary educators. The program requires 120 credit hours.
Business for Secondary Education	B.S.	The Bachelor of Science in Business for Secondary Education is designed to enroll students interested in becoming junior high or high school business teachers. The program includes preparation for initial teacher licensure.
Mathematics for Secondary Education	B.S.	The Bachelor of Science in Mathematics for Secondary Education curriculum focuses on content and pedagogical knowledge future teachers need to successfully teach mathematics. Graduates will have enhanced their critical thinking abilities and problem-solving skills in order to tackle difficult problems from any field and to teach their own students as well.
Autism Spectrum Disorders	M.A.	The Master of Arts in Autism Spectrum Disorders has been developed for certified teachers who are interested in learning how to work more effectively with students with autism spectrum disorders (ASD). During the program of study, candidates will survey the unique characteristics of students with ASD and the core challenges associated with language and communication, social skills, behavior and processing.
Reading with an emphasis in Elementary Education	M.A.	The Master of Arts in Reading is aimed at 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. The curriculum also includes foundational theory, research and developmental learning.
Public Health	M.P.H.	The Master's in Public Health is designed to help graduates meet the challenges in the expansive health issues in the nation as well as globally. From environmental health concerns, emerging and re-emerging diseases, socio-political factors affecting both our nation's health and health globally, to the evolving state of our current health care systems, the degree prepares students to take a leadership role or become subject area experts in the field of public health.

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

(Initial Program–Leads to Initial Teacher Licensure)

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

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Council of Teachers of English (NCTE). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and a Student Service Advisor (SSA) to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits
Total Secondary Education (Emphasis in English) Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in English)	**120 credits**
Total Practicum/Field Experience	120 hours

Required General Education

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

ENG-105[Δ]	English Composition I	4 credits

Secondary Education (Emphasis in English) Major

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

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

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

SED-480NA[Ω]	Student Teaching: Secondary Session A	6 credits
SED-480NB[Ω]	Student Teaching: Secondary Session B	6 credits
Secondary Education (Emphasis in English) Major		**80 credits**

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

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the Colangelo College of Business for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, and who are seeking initial teacher licensure.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the requirements of the Accreditation Council for Business Schools and Programs (ACBSP). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and a Student Service Advisor (SSA) to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits

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

Required General Education

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

MGT-240	Introduction to Management	4 credits

Secondary Education (Emphasis in Business Education) Major

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

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

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

SED-480NA[Ω]	Student Teaching: Secondary Session A	6 credits
SED-480NB[Ω]	Student Teaching: Secondary Session B	6 credits
Secondary Education (Emphasis in Business Education) Major		80 credits

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

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Humanities and Social Sciences and the College of Science, Engineering, and Technology for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, and who are seeking initial teacher licensure.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Council of Teachers of Mathematics (NCTM). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and a Student Service Advisor (SSA) to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Degree Requirements

Total General Education	34-40 credits

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

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

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

Required General Education

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

MAT-134	Applications of Algebra	4 credits

Secondary Education (Emphasis in Math) Major

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

EDU-210	Foundations of Education	4 credits
EDU-225	Instructional Technology	4 credits
SPE-226	Educating the Exceptional Learner	4 credits

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

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

SED-480NA[Ω]	Student Teaching: Secondary Session A	6 credits
SED-480NB[Ω]	Student Teaching: Secondary Session B	6 credits
Secondary Education (Emphasis in Physical Education) Major		**80 credits**

Graduate Programs

Learners are given the choice of graduate study for a Master of Education in the areas of elementary education, secondary education, early childhood education, special education, 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 Elementary Education (IP/Non-TL); Master of Education in Secondary Education (IP/Non-TL); Master of Education in Special Education (IP/Non-TL); and Master of Education in Teaching English to Speakers of Other Languages (AP/CPE).

Master of Arts in Autism Spectrum Disorders (AP/CPE)

(Advanced Program for Continuing Professional Education)
This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The Master of Arts in Autism Spectrum Disorders is designed for certified teachers who are interested in learning how to work more effectively with students with autism spectrum disorders (ASD). During the program of study, candidates survey the unique characteristics of students with ASD and the core challenges associated with language and communication, social skills, behavior, and processing. From this foundational knowledge, candidates design and implement program planning and service delivery. As a result, candidates 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, ASD specialist candidates 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
TCH-539	Introduction to Educational Research	3 credits
TCH-520	Brain-Based Learning	3 credits
SPD-505	Foundations in Autism Spectrum Disorders	3 credits
SPD-515	Methods of Assessment for Autism Spectrum Disorders	3 credits
SPD-525	Applied Behavior Analysis and Autism Spectrum Disorders	3 credits
SPD-535	Policy and Ethics in Autism Spectrum Disorders	3 credits
SPD-545	Leadership and Collaboration in Autism Spectrum Disorders	3 credits
SPD-555	Life Skills and Transitions for Autism Spectrum Disorders	3 credits
SPD-565	Communication Strategies and Assistive Technologies for Autism Spectrum Disorders	3 credits
SPD-575[Ω]	Capstone in Autism Spectrum Disorders	3 credits
Master of Arts in Autism Spectrum Disorders		**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

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

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 Reading Association (IRA) 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$^{\Omega}$	Introduction to Graduate Studies in the College of Education	2 credits
TCH-539	Introduction to Educational Research	3 credits
TCH-520	Brain-Based Learning	3 credits
REA-500	Foundations in Language and Literacy	3 credits
REA-510	Survey of Reading Assessments	3 credits
REA-515	Advanced Studies in Reading Assessment Systems	3 credits
REA-550	Literate Environments	3 credits
REA-560	Professional Learning and Leadership in Literacy	3 credits
REA-520	Introductory Instructional Methods for Elementary Reading and Writing	3 credits
REA-540	Advanced Studies in Methods for Elementary Content Reading and Writing	3 credits
REA-570$^{\Omega}$	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 Reading Association (IRA) 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$^{\Omega}$	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$^{\Omega}$	Secondary Practicum in Reading	3 credits
Master of Arts in Reading with an Emphasis in Secondary Education		32 credits

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

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Program Description

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.

This content-rich program is an ideal pathway for anyone desiring to be a middle or high school history or social studies teacher. Teacher candidates will attain a deep breadth 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.

General Education:

Competency	Requirements	Credits
University Foundations	Upon completion of Grand Canyon University's University Foundation experience, students will be able to demonstrate competency in the areas of academic skills and self-leadership. They will be able to articulate the range of resources available to assist them, explore career options related to their area of study, and have knowledge of Grand Canyon's community. Students will be able to: • Demonstrate foundational academic success skills. • Explore GCU resources (CLA, library, Career Center, ADA office, etc.). • Articulate strategies of self-leadership and self-management. • Recognize opportunities to engage in the GCU community. Students with fewer than 24 credits will fulfill the University Foundations requirement with a specified lower-division course. An upper-division selection will be made available to students who enter the university with more than 24 credits.	4
Effective Communication	Graduates of Grand Canyon University will be able to construct rhetorically effective communications appropriate to diverse audiences, purposes, and occasions (English composition, communication, critical reading, foreign language, sign language, etc.). Students are required to take 3 credits of English grammar or composition.	13-16
Christian Worldview	Graduates of Grand Canyon University will be able to express aspects of Christian heritage and worldview. Students are required to take CWV-101 or CWV-301.	4
Critical Thinking	Graduates of Grand Canyon University will be able to use various analytic	3-4

| | | 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. | |
| Global Awareness, Perspectives, and Ethics | | Graduates of Grand Canyon University will be able to demonstrate awareness and appreciation of and empathy for differences in arts and culture, values, experiences, historical perspectives, and other aspects of life (psychology, sociology, government, Christian studies, Bible, geography, anthropology, economics, political science, child and family studies, law, ethics, cross-cultural studies, history, art, music, dance, theater, applied arts, literature, health, etc.). | 10-12 |

Total General Education Credits: 34-40

History for Secondary Education Major Courses:

Course Number	Course Title	Course Description	Credits
HST-105	World History Themes	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.	4
HST-144	U.S. History Themes	This course provides an overview of the principal political, economic, and cultural, themes that shaped the United States from the Colonial period into the 20th century.	4
POS-301	Arizona and Federal Government	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.	2
EDU-210	Foundations of Education	This course is designed to provide an overview of the education profession for students who are inspired to be teachers. A brief survey of the philosophical, historical, and sociological influences upon which educational theories and practices are constructed is presented. Students explore a variety of the common issues, trends, and opportunities that professional educators face in the field. No practicum/field experience required. No Fingerprint Clearance necessary.	4
HST-350	Survey of Asian Empires	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.	4
EDU-230	Cultural Diversity in the Classroom	This course examines the relationship of cultural values to the formation of self-concept and learning styles. The roles of prejudice, stereotyping, and cultural incompatibilities in education are also evaluated. No practicum/field experience required. No Fingerprint Clearance necessary.	4
HST-255	Historical Research and Applied Methods	This 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.	4
ESL-223N	SEI English Language Teaching: Foundations and Methodologies	The historical, legal, theoretical, and sociological foundations of programs of instruction for students with non-English language backgrounds are presented. The study of models, prototypes, and methodologies for ESL instruction is included. Practicum/field experience hours: 10. Prerequisite: Fingerprint Clearance.	3

Course Number	Course Title	Course Description	Credits
HST-385	War and Revolution	This 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.	4
EDU-225	Instructional Technology	This course provides future teachers the opportunity to examine the use of technology in the 21st century classroom. In addition to studying and utilizing a variety of technologies, such as computer software and hardware, students develop a personal technology philosophy and classroom technology plan designed to enhance and shape their teaching skills and knowledge to better utilize emerging technology. No practicum/field experience required. No Fingerprint Clearance necessary.	4
HST-325	Ancient Mediterranean History	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.	4
EDU-213≠	Educational Psychology	This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored. No practicum/field experience required. No Fingerprint Clearance necessary.	4
HST-466	Southwest Borderlands	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.	4
SPE-226△	Educating the Exceptional Learner	This writing-intensive course is a survey of the unique learning needs of exceptional students. Special focus is given to the referral process appropriate instructional modifications and accommodations for exceptional students, hot topics and trends, and IDEA law. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.	4
HST-304	Methods of Teaching History in Secondary Schools	This course is designed to help secondary school teachers find their own teaching styles and recognize the different learning styles of their students in order to make appropriate decisions about all aspects of the teaching profession. Emphasis is given to teaching methodology that encourages problem solving, active participation, and assessment. Course content is strategically planned to enable participants to make informed educational decisions about student learning based on data. This course focuses on the principles and practices involved in various models of educational assessment, evaluation, and testing. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.	4

Course Number	Course Title	Course Description	Credits
SED-444	Secondary Methods and Data Driven Pedagogy	This course is designed to help teachers and prospective teachers of young adults find their own teaching styles and recognize the different learning styles of their students in order to make appropriate decisions about all aspects of the teaching profession. Emphasis is given to teaching methodology that encourages problem solving, active participation, and assessment. Course content is strategically planned to enable participants to make informed educational decisions about student learning based on data. This course focuses on the principles and practices involved in various models of educational assessment, evaluation, and testing. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.	4
SED-435	Adolescent Literacy	This course is designed to assist teacher candidates in understanding, evaluating, and implementing effective pedagogy in adolescent literacy. A graduate in adolescent literacy should be able to recognize and assess the defining elements of literacy, from decoding skills to higher level critical thinking applications. Subsequently, teachers should be able to understand, evaluate, and promote effective literacy pedagogy as it relates to the adolescent learner. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.	4
HST-450≠	U.S. History Since 1945	This course examines the principal social, political, economic, and global events that have shaped the American experience during the Cold War era.	4
EDU-450	Classroom Engagement and Management	This course is designed to allow prospective teachers the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is given to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space. No practicum/field experience required. No Fingerprint Clearance necessary. Prerequisites: EDU-230 and one of the following: 1) EDU-215; or 2) EDU-210.	4
SED-454	Reading and Learning Strategies for Middle and Secondary Schools	This course develops a broad range of reading (from decoding skills to higher level critical thinking applications), teaching, and learning strategies to effectively enhance the learning of middle and secondary school students. A major emphasis is given to utilization of these strategies in the midst of today's socially and culturally diverse classrooms. Subsequently, teachers should be able to understand, evaluate, and promote effective adolescent literacy pedagogy. Practicum/field experience hours: 30. Prerequisites: Fingerprint Clearance, EDU-230, and one of the following: 1) EDU-215; or 2) EDU-210.	4

Course Number	Course Title	Course Description	Credits
ESL-433N	Advanced Methodologies of Structured English Immersion	In this course, students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students identify strategies to promote English language development and improve student achievement. They plan, deliver, and evaluate instruction for English language learners. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance and ESL-423N or ESL-223N.	3
SED-455	Secondary Curriculum Development and Assessment	In this study of secondary school curriculum development, major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing a model curriculum. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SED-444.	4
SED-490	Student Teaching: Secondary Education	The student teaching experience includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA) or the National Evaluation Series (NES). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.	8

Total History for Secondary Education Major Credits: 92

Total General Education Credits: 34-40
(Some courses in the major are also used to satisfy General Education competencies.)
Total History for Secondary Education Major Credits: 92
Total Electives: 0
Total Bachelor of Arts in History for Secondary Education Credits: 120

Total Practicum/Field Experience Hours: (if applicable)

Faculty List*
Master of Arts in Autism Spectrum Disorders

Full Name	Course	Course Title	Highest Degree	Degree Name	Degree Emphasis	Degree Institution
McCabe, Crystal	UNV-501	Introduction to Graduate Studies in the College of Education	Masters	Master of Education	Special Education	Grand Canyon University
	TCH-539	Introduction to Educational Research		Master of Science	Professional Counseling	Grand Canyon University
	TCH-520	Brain-Based Learning				
	SPD-505	Foundations in Autism Spectrum Disorders				
Underdown, Kimberly	UNV-501	Introduction to Graduate Studies in the College of Education	Masters	Master of Arts	Teaching	Grand Canyon University
	TCH-539	Introduction to Educational Research				
	TCH-520	Brain-Based Learning		Bachelor of Arts in Education	Special Education	Arizona State University
	SPD-505	Foundations in Autism Spectrum Disorders				
Laffitte, Louis	UNV-501	Introduction to Graduate Studies in the College of Education	Doctorate	Doctor of Education	Education in Educational Leadership, Administration, and Policy	Pepperdine University
	TCH-539	Introduction to Educational Research		Master of Arts	Special Education and Rehabilitation	University of Arizona
	TCH-520	Brain-Based Learning		Bachelor of Arts in Education	Elementary Education	University of Arizona
	SPD-505	Foundations in Autism Spectrum Disorders				
	SPD-535	Policy and Ethics in Autism Spectrum Disorders				
	SPD-565	Communication Strategies and Assistive Technologies for Autism Spectrum Disorders				
	SPD-575	Action Research Capstone in Autism Spectrum Disorders				
	SPD-545	Leadership and Collaboration in Autism Spectrum Disorders				
D'Antonio-Schleich, Peggy	UNV-501	Introduction to Graduate Studies in the College of Education	Doctorate	Doctor of Education	Instructional Leadership	Argosy University
	TCH-539	Introduction to Educational Research		Master of Arts	Education/Special Education	University of Phoenix
	TCH-520	Brain-Based Learning				
	SPD-505	Foundations in Autism Spectrum Disorders				
	SPD-535	Policy and Ethics in Autism Spectrum Disorders				

Faculty List*
Master of Arts in Autism Spectrum Disorders

Name	Code	Course	Level	Degree	Program	University
	SPD-565	Communication Strategies and Assistive Technologies for Autism Spectrum Disorders				
	SPD-575	Action Research Capstone in Autism Spectrum Disorders				
	SPD-545	Leadership and Collaboration in Autism Spectrum Disorders				
Luster, Sandricia	UNV-501	Introduction to Graduate Studies in the College of Education	Doctorate	Doctor of Education	Instructional Leadership	Argosy University
	TCH-539	Introduction to Educational Research		Education Specialist	Curriculum & Instruction	Argosy University
	TCH-520	Brain-Based Learning				
	SPD-505	Foundations in Autism Spectrum Disorders				
	SPD-535	Policy and Ethics in Autism Spectrum Disorders				
	SPD-565	Communication Strategies and Assistive Technologies for Autism Spectrum Disorders				
	SPD-575	Action Research Capstone in Autism Spectrum Disorders				
	SPD-545	Leadership and Collaboration in Autism Spectrum Disorders				
Murray, Virginia	UNV-501	Introduction to Graduate Studies in the College of Education	Masters	Master of Arts	Special Education	Arizona State University
	TCH-539	Introduction to Educational Research		Bachelor of Arts in Education	Special Education	Arizona State University
	TCH-520	Brain-Based Learning				
	SPD-505	Foundations in Autism Spectrum Disorders				
	SPD-535	Policy and Ethics in Autism Spectrum Disorders				
	SPD-565	Communication Strategies and Assistive Technologies for Autism Spectrum Disorders				
	SPD-575	Action Research Capstone in Autism Spectrum Disorders				
	SPD-545	Leadership and Collaboration in Autism Spectrum Disorders				

repeated for up to four credits total per subject area unless specified otherwise in requirements for a major.

BUS-611: Financial Research and Business Modeling   4 credits

This course provides students with applied knowledge in using electronic databases to find accounting information and financial reports. Students develop the skills needed to access accounting, auditing, and taxation rules and regulations; company financial statements; and related industry data used for analyzing financial statements.

BUS-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.

BUS-630: Building Innovative Organizations   4 credits

This course introduces the challenge of balancing efficiency with the ability to innovate successfully. It examines steps to achieving successful innovation, including understanding what customers really want and having the right structure, processes, and resources to support innovation.

BUS-635: Sports Business Revenue Generation   4 credits

This course discusses the principles and strategies associated with generating revenue in the sports business industry.

BUS-637: Serving Communities   3 credits

This course brings a unique societal perspective to the decision-making process within organizations. The concept of "enlightened self-interest" is considered within the context of short- versus long-term business results. Societal business costs are defined and examined, including analysis of both sustainable environmental resources and human quality-of-life issues, which center on social responsibility and community outreach. Case studies will be used to profile and examine organizations considered as exemplary corporate citizens.

BUS-640$^\Omega$: Building Efficient Organizations   3 credits

This course examines how to streamline and drive inefficiencies out of a firm's internal processes in order to build a super lean, highly efficient organization. It also covers management structures required to support internally integrated processes, examining how to break down silos and build structures that support cross-functional coordination. The course also focuses on external processes by examining ways to achieve greater supply chain integration with suppliers and customers.

BUS-641$^\Omega$: Building Innovative Organizations   3 credits

This course introduces the challenge of balancing efficiency with the ability to innovate successfully. It examines three steps to achieving successful innovation, including understanding what customers really want and having the right structure, processes, and resources to support innovation.

BUS-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-697$^\Omega$: Internship   1 credit

The internship is the culminating course in an academic program of study. The internship provides students the opportunity to work as independent practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. Internships are strongly recommended for all academically qualified students for any discipline taught in the College of Business (COB). The College's desire is to promote an environment where students and organizations benefit from real-world application of classroom instruction. In order to arrange an internship, students should consult the COB Director of the Internships.

BUS-697A$^\Omega$: Business Internship   1 credit

The internship is the culminating course in an academic program of study. The internship provides students the opportunity to work as independent practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. Internships are strongly recommended for all academically qualified students for any discipline taught in the College of Business (COB). The College's desire is to promote an environment where students and organizations benefit from real-world application of classroom instruction. In order to arrange an internship, students should consult the Director of the Internships.

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.

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

DIS-975$^{\Omega}$: Dissertation Research Continuation   0 credit

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisite: DIS-970.

Doctor of Nursing Practice (DNP)

DNP-801$^{\Omega}$: 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 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. Prerequisite: DNP-801.

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 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.

DNP-815: 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 hours: Learners must be able to document a minimum of 50 concurrently or previously logged practice hours in association with this course.

DNP-820: Transitional 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.

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.

DNP-830: 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.

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

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^{A} Writing-intensive course | $^{\bullet}$ Fulfills General Education requirement | $^{\prime}$ Honors Major Course | $^{\Omega}$ Non-Transferable

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.

DNP-840: 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.

DNP-955$^{\Omega}$: 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, 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 and submitted for approval. 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. Prerequisites: DNP-801, DNP-805, DNP-810, DNP-815, DNP-820, DNP-825, DNP-830, DNP-835, and DNP-840.

DNP-960$^{\Omega}$: DPI Project: Part II   3 credits

Learners conduct the project approved by the Institutional Review Board (IRB). 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. Prerequisite: DNP-955.

DNP-965$^{\Omega}$: 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. Prerequisite: DNP-960.

DNP-966: 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: 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: 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-975: 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.

Early Childhood Education (ECH)

ECH-125: Foundations of Early Childhood   4 credits

This course focuses on the fundamental basis of the field of early childhood education, including historical and philosophical foundations, current practices, ethics, models of teaching, and application in early childhood settings. Professional preparation

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

issues involved in merger and acquisition activities. Students learn to critically analyze costs, risks, and potential gains of such growth strategies. Organic growth strategies will be presented along with a framework for determining when and where to pursue organic versus external growth options. Predatory versus collaborative growth strategies are also examined.

Educational Administration (EAD)

EAD-501: 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 our 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 ISLLC and ELCC standards, in addition to the code of ethics for educational leaders. Clinical 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 K-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 is 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 is required. Prerequisites: EAD-501, EAD-505, 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 is required.

EAD-523: Developing Professional Capacity   3 credits

This course prepares candidates to become effective building-level instructional leaders in the development of professional capacity. Candidates will investigate various school professional development program practices including Professional Learning Communities, Collaborative Learning Communities, beginning teacher induction, and mentor program models. Additionally, candidates will analyze theoretical models, research, and best practices for improving teaching as well as learning outcomes for all students, with a strong emphasis on data-driven, learner-centered decision-making. Practicum/field experience hours: 10. Fingerprint Clearance is required.

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 is required. Prerequisites: EAD-519, EAD-513, EAD-520, 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 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 is required.

EAD-533: Developing and Empowering Instructional Leaders 3 credits

This course prepares candidates 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. Candidates 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. Practicum/field experience hours: 10. Fingerprint Clearance is required.

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 is 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 is required. Prerequisites: EAD-529, EAD-530, EAD-533, EAD-536.

Education Administration (EDA)

EDA-534: Educational Administration Foundation and Framework 4 credits

This course orients students to the program, the field, and the six Interstate School Leaders Licensure Consortium standards guiding them. It includes an introduction to creating a professional portfolio. This course does not require embedded practicum/field experience hours.

EDA-535: Public School Finance 4 credits

Upon completion of this course, students possess knowledge and understanding of the application of school finance topics related to education at the federal, state, and local levels. The students explore basic administrative theories, processes, and techniques, as well as discuss the major challenges facing them in the daily operation of local schools. In addition, students gain an

understanding for the application of financial, organizational, and implementation challenges of integrating technology into the educational community. This course focuses on ISLLC Standards 3 and 6, and requires 15 embedded practicum/field experience hours. Prerequisite: EDA-577.

EDA-536TE: School Finance for Current Practitioners 3 credits

This course addresses issues of school finance. Concepts of taxation, sources of revenue, basic budget designs, processes, and techniques are studied. Additionally, consideration is given to the major challenges in the daily operation of local schools.

EDA-537TE: Supervision and Instructional Leadership for Current Practitioners 3 credits

This course addresses the topic of supervising instruction within several arenas of the educational environment. Students will gain knowledge and understanding for the application of the models and theories of supervision and instructional leadership.

EDA-538TE: Data-Driven Decisions for School Improvement for Current Practitioners 3 credits

This course provides participants with a wide range of strategies to facilitate the process of school improvement through evidence-based inquiry. Students utilize systematic processes to gather and analyze data while developing a school improvement plan.

EDA-551: Supervision and Instructional Leadership 4 credits

Because of the pervasive nature of supervision and instructional leadership, this course approaches the topic within several arenas of the educational environment. Upon completion of this course, students possess knowledge and understanding for the application of the models and theories of supervision and instructional leadership, the interpersonal and technical skills needed for supervision, and the tasks and functions of the supervisor. In addition, students possess an understanding for the application of financial, organizational, and implementation challenges of integrating technology into the educational community, as well as leadership strategies to integrate technology into the educational community. This course focuses primarily on ISLLC Standard 2 and requires 15 embedded practicum/field experience hours. Prerequisite: EDA-577.

EDA-555: Legal Issues in Education 4 credits

The 21st century school is a complex, ever-changing environment that poses a myriad of challenges to school leadership on a daily basis. This course explores important critical issues currently facing school principals and discusses possible strategies for meeting those issues. Upon completion of this course, educational leaders are able to apply the federal and state laws that govern the operation and conduct of their organization, so that they can achieve their vision and mission without treading upon the constitutional rights and personal freedoms of students and staff. This course addresses the Interstate Leaders Licensure Consortium (ISLLC) Standard 6 and requires 15 embedded practicum/field experience hours. Prerequisite: EDA-577.

EDA-561: Curriculum Development for School Improvement 4 credits

Upon completion of this course, educational leaders possess the skills to examine existing curriculum for gaps, strengths, and weaknesses. They also understand the variety of components necessary to build a rigorous curriculum that is also flexible

enough to adapt to a constantly changing world and can withstand personal and community bias. The essential elements of curriculum development for school—including improvement by examining goals, beliefs, and current outcomes—are also examined and discussed. In addition, students explore leadership strategies designed to integrate technology into both teaching and learning. This course responds to the Interstate Leaders Licensure Consortium (ISLLC) Standard 2 and requires 20 embedded practicum/field experience hours. Prerequisite: EDA-577.

EDA-575: Educational Leadership in a Changing World   4 credits

This course provides a new paradigm for the school leader. Students examine the fundamental concepts of organizational theories and leadership models on a macro level and relate those theories and models to the educational enterprises. Upon completion of this course, educational leaders possess an understanding of the complexity of being a school leader, with experiences ranging from the development of a vision for systemic change to the demonstration of practical skills that work to ensure smooth day-to-day operations of a school. This course is primarily germane to the Interstate School Leaders Licensure Consortium (ISLLC) Standards 1 and 3. This course does not require embedded practicum/field experience hours. Prerequisite: EDA-534.

EDA-577: Data-Driven Decisions for School Improvement   4 credits

This course provides participants with a wide range of strategies to facilitate the process of school improvement through evidence-based inquiry. Students utilize systematic processes to describe the existing environment and areas of weaknesses in order to facilitate and promote continuous and sustainable school improvement through innovation and change. This course focuses primarily on ISLLC Standards 1 and 3, and requires 15 embedded practicum/field experience hours. Prerequisites: EDA-534 and EDA-575.

EDA-585: The Principalship   4 credits

The job of a principal in today's PK-12 environment is both complex and demanding. It requires that a person be skilled in the recruitment, selection, orientation, development, compensation, and evaluation of a highly qualified staff, while also seeing to the leadership and management of the educational organization. This course will explore important critical issues currently facing school principals, including the challenge of attracting and retaining a quality work force in education, while also meeting the myriad of district and state policies and laws. This course focuses on all six of the Interstate School Leaders Licensure Consortium (ISLLC) standards and requires 20 embedded practicum/field experience hours. Prerequisites: EDA-534, EDA-575, EDA-577, EDA-555, EDA-535, EDA-551, and EDA-561.

EDA-586A$^{\Omega}$: Internship in Educational Administration I   4 credits

This is the first part of a supervised, clinical, 16-week internship that encourages a cooperative arrangement among the key stakeholders. Upon completion, students possess an understanding of the complexity of being leaders, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. All six ISLLC standards are reviewed. The two parts of this internship require a total of 270 internship hours, split between the A and B sections of the course.

EDA-586B$^{\Omega}$: Internship in Educational Administration II   4 credits

This is the second part of a supervised, clinical, 16-week internship that encourages a cooperative arrangement among the key stakeholders. Upon completion, students possess an understanding of the complexity of being leaders, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. All six ISLLC standards are reviewed. The two parts of this internship require a total of 270 internship hours, split between the A and B sections of the course.

EDA-805: Effective Schools Research   3 credits

The aim of this course is to assure that students know and understand the philosophy, core beliefs and values, and findings of the effective school beginning in the late 1960s to the present. In addition, the students will explore the effective schools research, focusing on the correlates of effective schools as they have evolved over the years. Students will learn how this large and growing body of research has come to serve as the foundational work for most of the current models for school improvement as well as most state standards and accountability programs.

EDA-810: Case Studies of Effective Schools   3 credits

Students will conduct critical reviews of various case studies of individual schools and school districts that have used the effective schools philosophy and research findings as their framework for school improvement. The course will provide students with the opportunity to examine the research and practice implications of the effective schools research in the context of different school and district types (elementary, middle, secondary, rural, and urban). Prerequisite: EDA-805.

EDA-815: Leadership for Continuous School Improvement   3 credits

Educational leaders explore a proven theory of action that will give them the knowledge and skills needed to initiate and sustain a continuous school improvement effort based on the effective schools framework. The course will present and illustrate the steps and stages necessary to design and deploy a process of continuous school improvement that is research-based and data-driven. The tools needed to support this theory of action will be provided and discussed. Prerequisite: EDA-810.

EDA-820: Leadership and Sustainable Educational Change   3 credits

Schools exist within a nested system that includes the school district and the state in which it resides. The course will focus primarily on the traditional central office roles and functions as well as school board policies that must change in order to support ongoing and continuous school improvement at the individual school level. This course will consider the various change forces that schools and districts are currently confronting. Prerequisite: EDA-815.

Instructional Leadership (EDL)

EDL-805: Training and Collaboration for Learning 3 credits

Clearly, instructional leadership today is driven to a great extent by the capacity to lead teaming and collaboration. This course will explore the leadership required to support teaming at all levels. For example, horizontal teams are required in schools today in order to be thoughtful about the instructional leadership

decisions that must be made on a consistent basis. This requires strategic grade-level collaboration that helps to ensure horizontal alignment of the curriculum and consistency in instructional practice. Furthermore, vertical collaboration includes teachers and administrators from different levels—perhaps from central office, etc.—all working together toward instituting a more comprehensive implementation of the instructional plan. This exploration will include an examination of Professional Learning Communities and the mechanisms used to make this reform model successful.

EDL-807: History and Politics of K-12 Education   3 credits

This course provides a broad, global overview of the history and politics of K-12 education and examines the political landscape and ethics surrounding K-12 education. A brief overview of governmental interventions is also presented. Prerequisite: RES-850.

EDL-810: Staff Development and Deep Organizational Learning   3 credits

Leaders today must be comprehensively cognizant of the steps they can take to lead deep organizational learning. Specifically, the evolution of brain research, adult learning theory, and the exploration of contemporary conventions on leading learning organizations have given us new insights into the tools we need to help adult learners make their learning organization as thoughtful and forward-thinking as possible. This course will, therefore, explore contemporary leadership strategies associated with adult learning theory and talk about the steps leaders can take to ensure that their school is leading the learning in the most effective way possible.

EDL-812: Governance and Structures in K-12 Education   3 credits

This course examines internal and external governance and structures in K-12 education. The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks. Prerequisite: RES-850.

EDL-815: Systematic Structures for Innovation and Change   3 credits

This course will specifically examine the change process from a systemic standpoint. Clearly, there are a number of sources for innovation, change, and growth in any school. Included in this exploration will be topics related to teacher leadership, the use of collaboration in Professional Learning Communities, and the connection between district-level strategic planning processes and the steps schools can take to lead innovation and change from the building level. Examining the points wherein these systems connect and ultimately emerge represents a major focal point of the course.

EDL-817: Building a K-12 Community   3 credits

This course examines relations with K-12 education stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff professional development, alumni relations, and the building of a learning community. Prerequisite: RES-861.

EDL-820: The Systematic Use of Data for Innovation and Change   3 credits

Data today clearly drives how we think about school improvement and change. The strategic and appropriate use of data allows us to be much more thoughtful about where we have been, our current levels of progress, and the steps we should take moving forward to continue to influence these most essential results. This course will focus on the leader's role in identifying the appropriate data sets and the mechanisms that can be put into place to consistently evaluate data streams and be thoughtful about their exploration and deep-level analysis.

EDL-822: Trends and Issues in K-12 Education   3 credits

This course examines the current and emerging leadership strategies and classroom practices in K-12 education. Topics are placed in the context of improved student outcomes. Prerequisite: RES-861.

EDL-825: Prevention and Intervention Strategies   3 credits

Throughout the instructional leadership program, learners will examine the steps leaders can take to be thoughtful about their instructional planning processes and the influencers on that process. This course focuses on what leaders must do when they identify learning challenges in the system and the steps they must take from an instructional planning standpoint to both prevent learning failure and, at times, intervene in response to failure that is happening within the delivery of the instructional plan. This is an often neglected step in the instructional process, in that schools may develop change initiatives without being thoughtful as to what they will do when a cadre of students are not successful in the process. Preventing learning failure and intervening when those failures emerge is an essential aspect of instructional leadership and will be explored in this course.

EDL-827: Strategic Planning in K-12 Education   3 credits

This course addresses the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for long-range strategic planning in K-12 education. Professional and facilities development is addressed in the context of K-12 education master planning.

EDL-861: 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. Prerequisite: RES-850.

Education (EDU)

EDU-210: Foundations of Education   4 credits

This course is designed to provide an overview of the education profession for students who are inspired to be teachers. A brief survey of the philosophical, historical, and sociological influences upon which educational theories and practices are constructed is presented. Students explore a variety of the common issues, trends, and opportunities that professional educators face in the field. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU-213[f]: Educational Psychology   4 credits

This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU-215[A]: Education Foundations and Framework 4 credits

This writing-intensive course provides a study of the historical, philosophical, and sociological influences that have shaped American education; the issues faced by educators today; and the challenges of the future that await people now entering the teaching profession. No Fingerprint Clearance necessary.

EDU-225: Instructional Technology   4 credits

This course provides future teachers the opportunity to examine the use of technology in the 21st century classroom. In addition to studying and utilizing a variety of technologies, such as computer software and hardware, students develop a personal technology philosophy and classroom technology plan designed to enhance and shape their teaching skills and knowledge to better utilize emerging technology. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU-230: Cultural Diversity in the Classroom   4 credits

This course examines the relationship of cultural values to the formation of self-concept and learning styles. The roles of prejudice, stereotyping, and cultural incompatibilities in education are also evaluated. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU-313N: Educational Psychology   3 credits

This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored. Prerequisite: No Fingerprint Clearance required.

EDU-450[f]: Classroom Engagement and Management   4 credits

This course is designed to allow prospective teachers the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is given to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space. No practicum/field experience required. No Fingerprint Clearance necessary. Prerequisites: EDU-230 and one of the following: 1) EDU-215; or 2) EDU-210.

EDU-465: Faith in Learning, Leading and Serving   4 credits

This course provides students with an opportunity to develop and implement a project or plan that synthesizes skills and resources gained while in the educational studies program. Students complete on-site work in non-traditional educational settings that allows them to integrate faith in learning, leading and serving. Prerequisites: Fingerprint clearance; successful completion of pedagogical coursework.

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: 6. No Fingerprint Clearance necessary.

EDU-535: Foundations in Special Education Graduate Studies   3 credits

Teacher candidates will 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 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. Field experience hours: 6. No Fingerprint Clearance necessary.

EDU-535TE: Classroom Management for Current Practitioners   3 credits

This course allows the learner to reflect upon and review classroom management techniques and strategies, analyze current trends for well-managed classrooms, and foster a positive classroom environment appropriate to students' developmental levels.

EDU-536: Classroom Engagement and Management   4 credits

This course is designed to allow the prospective teacher the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is given to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space.

EDU-576: Philosophical and Social Issues in Education   4 credits

This course is designed to provide an overview of the education profession for students who are inspired to be teachers. A brief survey of the philosophical, historical, and sociological influences upon which educational theories and practices are constructed is presented. Students explore a variety of the common issues, trends, and opportunities that professional educators face in the field.

EDU-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 necessary.

EDU-805: History and Politics of Higher Education 3 credits

This course provides a broad, global overview of the history and politics of higher education and examines the political landscape and ethics surrounding higher education. A brief overview of governmental interventions is also presented. Prerequisite: RES-811 or RES-850.

EDU-810: Funding and Budgetary Challenges in Higher Education   3 credits

This course examines the complex world of funding in higher education. Higher education leaders in private and public institutions must be able to strategically evaluate funding and budgetary challenges and be able to establish systemic responses to the ongoing challenge of comprehensively supporting the

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

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needs of the organization. Funding sources in higher education today include Federal Title grants, income from tuition, and the support of alumni groups and various benefactors, just to name a few. Acknowledging the management of these funding resources in relationship to annual budget goals, while simultaneously being faithful to organizational values and beliefs, are the challenges this course will explore.

EDU-812: Governance and Structures in Higher Education   3 credits

This course examines the internal and external governance and structures in higher education. The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks. Prerequisite: RES-850.

EDU-815: Curriculum Leadership and Development in Higher Education   3 credits

Clearly, higher education leadership is defined to a great extent by the influence on the academic programming. Being cognizant of those factors that influence the instructional program is essential in this process, and this course examines how leaders think about these challenges and the steps they must take to consistently and strategically lead state-of-the-art teaching and learning experiences for the higher education students the leader serves. Consideration for national curriculum standards, labor needs, and other demographic issues that influence this process will also be explored.

EDU-817: Building a Community of Scholars in Higher Education   3 credits

This course examines relations with higher education stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff professional development, alumni relations, and the building of a scholarly community. Prerequisite: RES-861.

EDU-820: Supervision and Staff Development in Higher Education   3 credits

This course examines the responsibilities a higher education leader has in supervising and developing the staff connected with the work associated with higher education. Supervision is a process that is made increasingly complex by the legal parameters associated with human resources and the steps that are required in order to provide appropriate levels of feedback throughout the supervisory process. The research has made it clear that staff development is an extremely essential aspect to helping an employee be successful on the job, and this course will explore the leader's role in creating a systemic response to the need to develop the talents and skills of those working in institutions of higher education.

EDU-822: Fiscal Management in Higher Education 3 credits

This course examines budgeting, fundraising, fiscal planning, and capital asset management in the higher education setting. Leadership skills for fiscal management and fiscal integrity are addressed. Prerequisite: RES-861.

EDU-825: Facilities Management and Continuous Renewal   3 credits

Leaders in higher education must be cognizant of the facility needs that are germane to the work of the institutions they serve. Those facility needs could include the management of the virtual networking hardware and software applications that are the

lifeblood of the organization. Leaders must also consider various space options in which to conduct their business, including the maintenance of a campus learning environment and/or consideration of other satellite learning spaces. This course will comprehensively evaluate these challenges and examine the steps a higher education leader must consider in order to thoughtfully meet the needs of the learners and to plan strategically for future programming and administrative applications.

EDU-827: Strategic Planning in Higher Education   3 credits

This course addresses the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for long-range strategic planning in higher education. Professional and facilities development is addressed in the context of higher education master planning.

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. Co-requisites 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. Co-requisites: PHY-122, PHY-122L, EEE-202.

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. Prerequisite: EEE-202 and EEE-202L. Co-requisite: 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: EEE-202 and EEE-202L. Co-requisite: EEE-213.

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: EEE-202 and EEE-202L. Co-requisite: 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, Cauer design,

NSG-401C[Ω]: Family-Centered Nursing: Clinical   3 credits

This course focuses on application of nursing principles related to health promotion and screening, client education, illness and injury prevention, cultural practices, and holistic care in specific populations such as newborns, children, adolescents, childbearing women, and families. Family theory content, pertinent to the clinical site, is applied in a variety of acute care, community, and simulated settings. Using a holistic approach, students implement nursing care including wellness, acute, and chronic care for the above populations in a variety of settings. Prerequisite: NSG-321, NSG-321C, NSG-323, NSG-323C. Co-requisite: NSG-401.

NSG-403[Ω]: Community Nursing: Theory   3 credits

Students examine public health theory, community-oriented concepts, and community-based principles to provide nursing care for individuals, families, specific aggregates, and communities. The students gain a broader understanding of health promotion and disease prevention, client education, advocacy, ethical issues, environmental impact, safety concerns, holistic care, socioeconomic factors, and cultural sensitivity. This course addresses health coaching, chronic disease management, transitional care, rehabilitation, caregiver role strain, care coordination, and palliative/end-of-life care across the lifespan in a variety of community and home settings. Topics also include disaster management and public and private health policy. This course uses current standards of nursing practice to enhance critical analysis and use of epidemiological data. Prerequisite: NSG-321, NSG-321C, NSG-323, NSG-323C. Co-requisite: NSG-403C.

NSG-403C[Ω]: Community Nursing: Clinical   3 credits

This course focuses on application of nursing principles related to health promotion and disease prevention, client education, advocacy, ethical issues, environmental impact, safety concerns, holistic care, socioeconomic factors, and cultural sensitivity for individuals, families, specific aggregates, and communities. Community theory content, pertinent to the clinical site, is applied across the lifespan in a variety of community, home, and simulated settings. Using a holistic approach, students implement wellness, acute, chronic, and end-of-life nursing care in a variety of settings. Prerequisite: NSG-321, NSG-321C, NSG-323, NSG-323C. Co-requisite: NSG-403.

NSG-421[Ω]: Transition to Professional Nursing Practice: Theory   6 credits

This course is designed as a culminating experience in the professional role development of the student nurse. Emphasis is on integrating qualities of accountability, advocacy, integrity, lifelong learning, clinical reasoning, competence, caring, and compassion, towards building confidence as the student transitions into the role of the novice nurse. The interdisciplinary approach to the safe and ethical management of quality patient-centered care across the lifespan is stressed while other topics include economic, legal, political, and social issues impacting health care. Opportunities are provided to synthesize theory, clinical practice, leadership, and management concepts. This course continues to develop the professional role, clinical reasoning, concept of caring, and competence in nursing skills using current standards of nursing practice as the holistic foundational framework. Health promotion/disease prevention, health risks, and safety concepts are mastered with emphasis on complex health issues. Clients with complex health problems and multiple comorbidities are managed using a case study approach.

Prerequisite: NSG-401, NSG-401C, NSG-403, and NSG-403C. Co-requisite: NSG-421C.

NSG-421C[Ω]: Transition to Professional Nursing Practice: Clinical   6 credits

This course is designed as a culminating experience in the professional clinical development of the student nurse incorporating current standards of nursing practice. Emphasis is on applying evidenced-based practice in the clinical setting. The student assumes responsibility for delegating, evaluating, planning, and supervising culturally sensitive nursing care in diverse environments. Clients with complex health issues and multiple comorbidities are assessed and cared for in simulated and actual clinical settings. The student builds confidence and develops competence while practicing safe, quality, patient-centered holistic care across the lifespan. Students analyze the assessment findings for management of patient care outcomes. Students use increasingly higher levels of clinical reasoning in patient-centered care. Prerequisite: NSG-401, NSG-401C, NSG-403, and NSG-403C. Co-requisite: NSG-421.

NSG-423[Ω]: Evidence-Based Capstone Project   2 credits

This course provides the learner with a means to synthesize skills and resources gained while in the nursing program. The use of evidence-based practice to improve clinical practice is discussed and a change project is proposed. Creating a capstone change project provides the student with opportunities to master the skills to assess, implement, evaluate, and integrate evidence-based practice to be an effective change agent in nursing practice. Prerequisite: NSG-325, NSG-401, NSG-401C, NSG-403 and NSG-403C.

Nursing (NUR)

NUR-498A[A]: Capstone   1 credits

This writing-intensive course integrates theories and concepts from liberal arts education into nursing practice through the formation of a clinical change project. Emphasis is on applying evidenced-based practice into the clinical setting. Prerequisites: NUR 411, NUR 412, and NUR 413.

NUR-498B[AΩ]: Practicum in Nursing   3 credits

The practicum in nursing provides a selected clinical experience to optimize the transition to a professional career. Nursing care areas are chosen according to preceptor availability and student focus. A faculty member assists in planning, implementing, and evaluating the learning experience. A writing-intensive course. Prerequisite: NUR-456.

NUR-456: Complex Care   6 credits

The focus of this course is the acute care and collaborative management of critically ill clients. Emphasis is placed on the recognition of subtle changes in assessment findings, the development of a plan of care in response to immediate and impending needs, the application of advanced nursing skills, and the nurturing of sound clinical judgment. Prerequisites: NUR 411, NUR 412, and NUR 413.

NUR-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-631: Advanced Physiology and Pathophysiology   4 credits

This course focuses on advanced physiology and pathophysiology principles. This course is used to guide the advanced nursing practice student in understanding normal function and interpreting changes in normal function that result in symptoms and diagnostic markers indicative of illness. Emphasis is placed on the following systems: cellular environment and inflammatory changes; fluids, electrolytes and acid-base balance; genetics, genetic diseases, and the role of the environment; stress, disease, and the development of neoplasms; hematology and alterations in immunity. In addition, the physiology and pathophysiology of the endocrine, pulmonary, renal, digestive and integumentary, cardiovascular and lymphatic, musculoskeletal, reproductive, and neurological systems, including mood disorders, are addressed. Prerequisite: Admission to the graduate nursing program or college approval.

NUR-632: Advanced Pharmacology for Primary Care   4 credits

This course focuses on the basic concepts and principles of pharmacokinetics and pharmacodynamics and their practical implication in clinical practice. This course also places an emphasis on the strong influence of physiological variables (age, ethnicity, or pregnancy) and pathological conditions (hepatic or renal insufficiency, cardiac dysfunction) on drugs' pharmacological response. An in-depth understanding of the relationship between patient's physiological/pathological variables and pharmacodynamics/pharmacokinetics can provide additional insight for practitioners in predicting potential drug interactions, and thus will provide additional guidance in prescribing strategies. This course also includes clinical pharmacokinetics and pharmacodynamics; principles of pediatric and geriatric pharmacotherapy; clinical toxicology; and pathology and pharmacotherapy of cardiovascular, psychiatric, endocrine, respiratory, gastrointestinal, bone and joint, infectious, reproductive, and dermatological disorders. Prerequisite: NUR-631.

NUR-633: Advanced Pharmacology for Acute Care   4 credits

This course focuses on the advanced pharmacology and therapeutic principles needed for the adult-gerontology acute care nurse practitioner (ACNP-AG) and the adult-gerontology clinical nurse specialist (CNS-AG) to safely prescribe medication therapy. Pharmacokinetic and pharmacodynamic principles of drug action are emphasized, with a focus on prescribing in a diverse patient population. Appropriate monitoring for efficacy and toxicity of prescribed therapies is highlighted. Evidence-based trials and clinical guidelines provide the basis for selecting safe, effective, and cost-efficient pharmacotherapeutic regimens for all patients. Appropriate patient education regarding prescription and nonprescription therapies is incorporated. This course covers principles of drug action, treatment of endocrine, cardiovascular disorders, gastrointestinal disorders, neurological, infectious diseases, and respiratory disorders. In addition, pain management, the patient in the intensive care unit, toxicology, medication error prevention, and medication management during transitions of care are addressed. Prerequisite: NUR-631.

NUR-634: Advanced Health Assessment and Diagnostic Reasoning With Skills Lab   4 credits

This course builds upon the student's undergraduate and clinical assessment skills, offering advanced health assessment content to provide the foundation for the advanced practice nursing role. This course addresses the completion and interpretation of a head-to-toe assessment in addition to focused assessments for chief complaints that include physical, psychosocial, spiritual, risk, and functional assessments in diverse populations and across age groups. Students learn a systematic method of diagnostic reasoning and clinical decision making to establish a differential diagnosis. An overview of appropriate protocols for performing health screenings and interpreting lab and other diagnostic data is included based on best practice consistent with resource allocations. Topics from effective communication and client teaching/counseling to eliciting clients' interpretation of their health status and perceived barriers are incorporated throughout the course. This course includes components of a SOAP note and effective interview techniques. Body systems covered include HEENT, Chest, Cardiovascular, Blood Vessels and Lymphatic, Pulmonary, Abdomen, Skin, Neurological, Musculoskeletal, Male and Female Genitalia, Psychological, and Lab and Diagnostic Findings. Corresponding assessment skills are practiced in the skills lab. Prerequisites: NUR-631, and either NUR 632 or NUR-633.

NUR-636[Ω]: ACNP-AG Didactic I   3 credits

This course focuses on evidenced-based theory and research related to adult-gerontology patients experiencing acute illnesses. Students synthesize data from a variety of health resources related to the care of the acutely ill adult-gerontology patient. Concepts involving Clinical Practice Guidelines are introduced and evaluated. Students analyze common problems seen in the acute care setting as they relate to the development of a prioritized differential diagnosis list. Students focus on ways to make clinical judgments and decisions regarding appropriate recommendations and treatments related to acute alterations in health. Prerequisites: NUR-631, NUR-633, and NUR-634. Co-requisite: NUR-636C.

NUR-636C[Ω]: ACNP-AG Practicum I   4 credits

This course focuses on integration of adult-gerontology acute care nurse practitioner didactic learning competencies with

application to clinical competencies for adult-gerontology populations seen in acute care settings. Clinical hours: 150. Prerequisites: NUR-631, NUR-633, and NUR-634. Co-requisite: NUR-636.

NUR-637$^\Omega$: ACNP-AG Didactic II   4 credits

This course continues the focus on evidenced-based theory and research related to acute illnesses in the adult-gerontology population in the acute care setting. Students continue to build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems framework, students continue work on clinical judgment and decision making regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care. Prerequisites: NUR-636 and NUR-636C. Co-requisite: NUR-637C.

NUR-637C$^\Omega$: ACNP-AG Practicum II   4 credits

This preceptored practicum experience provides comprehensive health care to complex, acute, and critically ill adult-gerontology and frail elderly patients. This course builds upon prior learning. Clinical practice affords students the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontology patients. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the adult-gerontology acute care nurse practitioner (ACNP-AG) in the diagnosis and management of acute and life-threatening health problems. Clinical hours: 200. Prerequisites: NUR-636 and NUR-636C. Co-requisite: NUR-637.

NUR-638$^\Omega$: ACNP-AG Didactic III   4 credits

This course continues the focus on evidenced-based theory and research related to care during acute, chronic, and exacerbated illnesses. Students continue to build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems-framework, students continue developing appropriate clinical judgment and decision-making skills regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care for adult-gerontology patients. Prerequisites: NUR-637 and NUR-637C. Co-requisite: NUR-638C.

NUR-638C$^\Omega$: ACNP-AG Practicum III   4 credits

This culminating, preceptored, practicum experience continues the development of knowledge, skills, and abilities in the provision of health care to complex, acute, and critically ill adult-gerontology and frail elderly patients. This course builds upon prior learning. Clinical practice affords students the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontology patients. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the adult-gerontology acute care nurse practitioner (ACNP-AG) in the diagnosis and management of chronic, exacerbated, acute, and life-threatening health problems. Clinical hours: 200. Prerequisites: NUR-637 and NUR-637C. Co-requisite: NUR-638.

NUR-641E: Advanced Pathophysiology and Pharmacology for Nurse Educators   4 credits

This course focuses on advanced physiology, pathophysiology, and pharmacologic principles. This course will guide the Nursing Education student in interpreting changes in normal function that result in symptoms indicative of illness and the effects of select pharmacologic substances on that process. Evidence-based research provides the basis for determining the safe and appropriate utilization of medications and herbal therapies on human function. Appropriate education for various prescribed pharmacologic agents is incorporated. Prerequisite: NUR-508.

NUR-645E: Advanced Health Assessment for Nurse Educators   4 credits

This course builds upon the student's previous health assessment knowledge offering more advanced health assessment content to provide the foundation for the advanced-professional nursing role of the nurse educator. This course emphasizes knowledge of health assessment, including physical, psychosocial, spiritual health assessment, risk assessment, and functional assessment in diverse populations in the promotion of health and prevention of disease. To maintain a nursing focus on patient responses to health, illness, or the threat of illness the nurse must exhibit effective communication and client teaching, which is incorporated throughout the course. The importance of effective documentation and health recordkeeping is included. Prerequisite: NUR-641E.

NUR-646: Health Promotion in Advanced Practice Nursing   3 credits

This course focuses on the advanced health promotion strategies of the nation's priority lifestyle concerns throughout the lifespan as presented in the Healthy People 2010 National Health Objectives. Detailed evidence-based health promotion information and services—such as age, development, lifestyle, geography location, spirituality and culture—are considered. Professional and client community resources and referrals are examined. Emphasis is placed on development of the advanced practice nurse-client relationship to enhance the effectiveness of client education and counseling to promote healthy lifestyle changes. The use of integrative healing (nonpharmacological) strategies in assisting clients to achieve goals of health promotion are introduced and evaluated based on evidence-based research. The course has a community-focused perspective, addressing roles in delivering care to improve the health of the entire community. Students consider the relationship between community/public health issues and social problems as they impact the health care of their clients. Prerequisite: NUR-640.

NUR-647E: Nursing Education Seminar I   4 credits

This course examines professional standards as a foundation for curriculum design in nursing education in all settings. It explores the nature of traditional academic education and nontraditional academic education, as well as continuing nursing education. This course also focuses on theories of teaching/learning, traditional and alternative instructional strategies, and nursing education in the classroom and clinical setting. The course incorporates the development of curriculum frameworks and learning activities for adult learners from diverse backgrounds. Strategies to enhance critical thinking are included.

NUR-649E: Nursing Education Seminar II   4 credits

This course incorporates technology into the educational process from the use of personal technology to institutional technology.

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

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-654: Diverse Application of Advanced Practice Concepts   3 credits

This course presents practice concepts that blend the function of the clinical nurse specialist with the family nurse practitioner (FNP) role for a futuristic vision for integration of these roles to include assessing and addressing the needs of client populations and nursing personnel across the continuum of care. Management concepts include case management, teaching of professionals, program planning, evaluation, peer review, broad-based consultation, marketing, business management, resource management, cost-effective use of formularies, and payment for services, including processing insurance claims.

NUR-655$^{\Omega}$: CNS I: Theoretical Foundations   6 credits

This course focuses on the theories, conceptual models, and research that are the basis of the adult-gerontology CNS practice. Building on advanced practice nursing theory, students engage in discussion of theoretical and empirical knowledge of illness and wellness—both of disease and nondisease etiologies—from the three spheres of influence, particularly the patient/client sphere. Advanced health assessment, advanced pharmacology, and advanced physiology and pathology principles across the adult-gerontology continuum are integrated with developmental/life stage transitions, professional/legal issues, and spirituality concepts. Content includes (1) theoretical foundations of adult-gerontology CNS practice; (2) phenomena of nursing concern; (3) design and development of integrating health promotion for the adult-gerontology patient/client; (4) design and development of innovative nursing interventions; (5) clinical inquiry/critical thinking, using advanced knowledge; (6) consultation, teaching, and coaching with focus on the individual/family/groups; (7) measurement and outcome evaluation, including cost-effectiveness and evidence-based research focused on the patient/client sphere; (8) examination of age-related genetics and genomics in terms of adult-gerontology patient/family-associated disorders. The clinical experience takes place in the student's chosen specialty area, providing experiences with a variety of adult-gerontology patients/clients and integrates the theoretical concepts covered in the didactic portion of the course. Clinical component: 3 clinical credits. Clinical hours: 150.

NUR-656: Diagnosis and Management of Acutely Ill Patients II   4 credits

This course continues the focus on evidenced-based theory and research related to acute illnesses in the adult and geriatric population in the acute care-setting. Students continue to build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems-framework, students continue work on clinical judgment and decision making regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care.

NUR-657$^{\Omega}$: CNS II: Influence Change in Health Care Systems   6 credits

This course focuses on the theories, conceptual models, and research that are the basis of the adult-gerontology CNS practice. Building on advanced practice nursing theory, students engage in discussion of theoretical and empirical knowledge of illness and wellness—both of disease and nondisease etiologies—from the three spheres of influence, particularly the patient/client and organization/system spheres. Advanced health assessment, advanced pharmacology, and advanced physiology and pathology principles across the adult-gerontology continuum are integrated with developmental/life-stage transitions, professional/legal issues, and spirituality concepts. Content includes (1) theoretical foundations of adult-gerontology CNS practice; (2) phenomena of nursing concern; (3) design and development of integrating health promotion for the adult-gerontology patient/client; (4) design and development of innovative nursing interventions; (5) clinical inquiry/critical thinking, using advanced knowledge; (6) consultation, teaching, and coaching with focus on the individual/family/groups; (7) measurement and outcome evaluation, including cost-effectiveness and evidence-based research focused on patient/client, nurses and nursing practice, and organization/system; (8) explanation of age-related genetics and genomics in terms of adult-gerontology patient/family-associated disorders. The clinical experience takes place in the student's chosen specialty area, providing experiences with a variety of adult-gerontology patients/clients, and integrates the theoretical concepts covered in the didactic portion of the course. Clinical component: 3 clinical credits. Clinical hours: 150. Prerequisite: NUR-655.

NUR-658: Scope of Practice, Documentation, and Billing   2 credits

This course focuses on professional and legal issues related to advanced practice nursing and includes adult-gerontology acute care nurse practitioner (ACNP-AG) scope of practice, inpatient and outpatient documentation, and billing. Managing the adult-gerontology patient who is highly vulnerable to complications, physiologically unstable, technologically dependent during periods of transition, such as admitting, transferring, and discharging, is also covered. This course provides a review of concepts related to collegial practice, including interprofessional and intraprofessional relationships within the health care delivery system.

NUR-659: Diagnosis and Management of Acutely Ill Patients III   4 credits

This course continues the focus on evidenced-based theory and research related to acute illnesses. Students continue to build on prior knowledge and synthesize data from a variety of health resources related to the care of the acutely ill patient. Utilizing a systems-framework, students continue developing appropriate clinical judgment and decision-making skills regarding appropriate recommendations and treatments related to alterations in different systems as they develop an evidence-based plan of care for the adult-gerontology patient. Prerequisite: NUR-656.

NUR-663$^{\Omega}$: CNS Clinical Internship   4 credits

A cumulating practicum experience, completed in person with a preceptor, provides students with experiences in the three spheres of the adult-gerontology CNS practice: patient/client, nurses and nursing practice, and organization/system within a specialty area. This clinical practice affords students the opportunity to refine

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their clinical decision-making skills related to developmental, life-stage, wellness, and illness needs that may impact patient/clients and their significant others across the entire adult-gerontology age continuum. The practicum experience also provides students an opportunity to increase their understanding of those patient/client and family needs involved in transitioning to various care settings. Additionally, students develop the CNS roles of clinical expert, leader, collaborator, consultant, educator, researcher, and change agent, and explore how their professional attributes, ethical conduct, and professional citizenship are integrated in CNS practice to affect outcomes within the spheres. This course includes the application of core content specific to CNS practice introduced in previous courses. Online case study discussions analyzed by evidence-based practice guidelines are utilized with patient/client scenarios across the adult-gerontology age continuum. Clinical component: 4 clinical credits. Clinical hours: 200. Prerequisite: NUR-657.

NUR-664C$^\Omega$: Advanced Practice Management of Geriatric Issues in Primary Care Clinical   1.5 credits

The student will collaborate with faculty members to select a community-based, gerontological health-focused, clinical site for completion of 75 clinical hours. The clinical component for NUR-664T allows the student an opportunity to provide comprehensive health care to diverse clients in late age. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Prerequisite: NUR-675. Co-requisite: NUR-664T.

NUR-664T$^\Omega$: Advanced Practice Management of Geriatric Issues in Primary Care   1.5 credits

This course focuses on the three levels of prevention and comprehensive primary care management of geriatric health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for geriatric clients. Care will include health promotion counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisite: NUR-675. Co-requisite: NUR-664C.

NUR-665E$^\Omega$: Nursing Education Practicum   4 credits

This is a culminating practicum experience completed with a nurse educator preceptor in a selected setting. This clinical practicum affords students the opportunity to refine educational expertise in their selected areas of interest (e.g., assessment of learning needs, program/curriculum planning, implementation, and assessment/evaluation in either a traditional or nontraditional setting). This course offers opportunities for students to begin

integrating the role of the nurse educator into their professional behaviors. Prerequisite: NUR-649E. This course may be taken concurrently with NUR-699.

NUR-667$^\Omega$: Advanced Practice Management of Women's Health Issues in Primary Care   1.5 credits

This course focuses on the three levels of prevention and comprehensive primary care management of women's health care issues (including care of the pregnant patient) for individuals and their families within a culturally and spiritually diverse environment, contextually within the health care delivery system. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for women. Care includes health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisites: NUR-675 and NUR-675C. Co-requisite: NUR-667C.

NUR-667C$^\Omega$: Advanced Practice Management of Women's Health Issues in Primary Care Clinical 1.5 credits

Students collaborate with faculty members to select a community-based, women's health-focused, clinical site for completion of 75 clinical hours. The clinical component for NUR-667 allows the student an opportunity to provide comprehensive health care to diverse clients across the life span. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Clinical hours: 75. Co-requisite NUR-667.

NUR-668$^\Omega$: Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care   3 credits

This course focuses on the three levels of prevention and comprehensive primary care management of pediatric and adolescent health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for pediatric and adolescent health care problems. Care includes health promotion counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and

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

pursuing appropriate follow-up. Prerequisites: NUR-675 and NUR-675C. Co-requisite NUR-668C.

NUR-668C$^\Omega$: Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care Clinical 3 credits

Students collaborate with faculty members to select a community-based pediatric or adolescent clinical site for completion of 150 clinical hours. The clinical component for NUR-668 allows the student an opportunity to provide comprehensive health care to diverse clients across the life span. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Clinical hours: 150. Co-requisite NUR-668.

NUR-669$^\Omega$: Advance Practice Management of Geriatric Issues in Primary Care 1.5 credits

This course focuses on the three levels of prevention and comprehensive primary care management of geriatric health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, health promotion and disease prevention counseling, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for geriatric clients. Care includes health promotion and disease prevention counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisite: NUR-675. Co-requisite: NUR-669C.

NUR-669C$^\Omega$: Advance Practice Management of Geriatric Issues in Primary Care Clinical 1.5 credits

Students collaborate with faculty members to select a community-based, geriatric health-focused, clinical site for completion of 75 clinical hours. The clinical component for NUR-669 allows the student an opportunity to provide comprehensive health care to diverse clients in late age. Clinical hours are completed in collaboration with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, institute health promotion and disease prevention interventions, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. Clinical hours: 75. Prerequisite: NUR-675. Co-requisite: NUR-669.

NUR-670$^\Omega$: Leadership in Health Care Organizations Practicum 4 credits

This course promotes the synthesis and application of knowledge and skills from the nursing core course and the leadership courses. Students identify a mentor and develop a relationship through which they examine the connection between theory and

practice. Students engage in leadership activities (e.g., committees, projects, staff education, and quality improvement) and, through reflection and writing, analyze and evaluate leadership behaviors and processes. Prerequisites: LDR-600, LDR-615, and LDR-620.

NUR-671$^\Omega$: Practicum I 4 credits

This course focuses on integration of adult-gerontology acute care nurse practitioner didactic learning competencies with application to clinical competencies for adult-gerontology populations seen in acute care settings. This course includes time in the skills lab. Students begin work on their capstone paper. Clinical hours: 100. Prerequisites: NUR-653, NUR-656, and NUR-658.

NUR-672$^\Omega$: Practicum II 4 credits

This practicum experience provides comprehensive health care to complex, acute, and critically ill adult-gerontology and frail elderly patients. This course builds upon prior learning. Clinical practice affords students the opportunity to work with a qualified preceptor to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adults and geriatric patients. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the ACNP in the diagnosis and management of acute and life-threatening health problems. Students complete the second portion of the capstone paper. Clinical hours: 200. Prerequisite: NUR-671.

NUR-673$^\Omega$: Practicum III 4 credits

This culminating practicum experience continues the development of knowledge, skills, and abilities in the provision of health care to complex, acute, and critically ill adult-gerontology and frail elderly patients. This course builds upon prior learning. Clinical practice affords students the opportunity to work with a qualified preceptor to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adult-gerontology patients. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the ACNP in the diagnosis and management of acute and life-threatening health problems. Students complete the capstone paper. Clinical hours: 200. Prerequisite: NUR-672.

NUR-675: Advanced Practice Management of Adult Health Care Problems in Primary Care 3 credits

This course focuses on the three levels of prevention and comprehensive primary care management of adult health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for adult health care problems. Care will include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and

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$^\Delta$ Writing-intensive course | $\blacklozenge$ Fulfills General Education requirement | $^\prime$ Honors Major Course | $^\Omega$ Non-Transferable

pursuing appropriate follow-up. Prerequisites: NUR-631, NUR-634 and either NUR-632 or NUR-633. Co-requisite: NUR-675C.

NUR-675C: Advanced Practice Management of Adult Health Care Problems in Primary Care Clinical   3 credits

The student will collaborate with faculty members to select a community-based, adult or primary care clinical site for completion of 150 clinical hours. The clinical component for NUR 675 allows the student an opportunity to provide comprehensive health care to diverse clients across the lifespan. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Prerequisites: NUR-631, NUR-634 and either NUR-632 or NUR-633. Co-Requisite: NUR-675.

NUR-682C$^\Omega$: Advanced Practice Clinical Practicum 4 credits

In this culminating practicum experience, students collaborate with faculty members to select a community-based primary or family health-focused clinical site for completion of 200 clinical hours. This clinical practice affords students the opportunity to refine their clinical-decision management of primary health problems for diverse clients across the life span. Students use the SOAP method to analyze case studies in accordance with the guidelines of evidence-based practice and current standards of care. Clinical hours: 200.

NUR-699$^\Omega$: Evidence-Based Practice Project   4 credits

This capstone course provides an opportunity for students to develop an evidence-based practice project proposal that addresses a problem, issue, or concern in professional practice. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution, evaluate its outcome(s), and disseminate the findings. Problems identified are those that are appropriate to students' specialty tracks: nursing leadership, nursing education, nursing public health, adult clinical nurse specialist, acute care nurse practitioner, and family nurse practitioner. Prerequisite: NUR-508.

Organizational 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. Prerequisite: 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. Prerequisite: OGS-600, OGS-605, OGS-610, OGS-615, OGS-620, OGS-625 and OGS-630.

Organizational Development (ORG)

ORG-805: The Nature and Dynamics of Organizations   3 credits

This course provides a broad overview of the major theoretical frameworks of organizational theory and organizational behavior. Topics include organizational structure, culture, organizational design and effectiveness, learning organizations, motivation, communication, and decision making.

ORG-807: Stakeholders: Roles in Organizations   3 credits

This course examines the roles of stakeholders in a variety of organizational structures and discusses how the type of organization may affect the role of the stakeholder. Learners

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

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 supervisor approved by the college or university. Documentation of completed contact hours is submitted directly to the college's office of field experience for verification and tracking. This course provides an opportunity to accumulate contact hours of required practicum experience, not all of which may be accomplished in this course. If students do not satisfy this requirement through this course, they must take additional practicum courses until the requirement is met. Practicum/Internship hours: Addiction Counseling students, 150 total hours; Professional Counseling students, 600 total hours. Prerequisites: PCN-622; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662B^Ω: Practicum/Internship II 2 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662A; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662C^Ω: Practicum/Internship III 2 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662B; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662D^Ω: Practicum/Internship IV 2 credits

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662C; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million, and approval by Office of Field Experience.

PCN-662E^Ω: Practicum/Internship V 1 credit

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN-662A for Addiction Counseling students; PCN-662D for Professional Counseling students; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN-662F^Ω: Practicum/Internship VI 1 credit

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.

PCN-662G^Ω: Practicum/Internship VII 1 credit

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.

PCN-662H^Ω: Practicum/Internship VIII 1 credit

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.

PCN-805: Consultation for Behavioral Health Professionals 3 credits

This course provides an overview of collaboration, consultation models, and problem-solving strategies in various behavioral health settings. The focus is on the application of professional consultation services with diverse populations.

PCN-807: Psychopathology, Behavioral Assessment, and Interventions 3 credits

This course provides a broad understanding of psychopathology and clinical pathophysiology, behavioral assessment, common medical treatments, evidence-based interventions, and best practices. The integration of medical psychology and behavioral medicine is discussed. Prerequisite: RES-850.

PCN-810: Organizational Psychology 3 credits

This course provides an overview of the effects of human behaviors, personalities, and group dynamics on relationships in various organizational settings. The focus will be on the application of organizational psychology strategies and interventions to resolve organizational issues and/or problems.

PCN-812: Behavioral Health Management 3 credits

This course proposes application of behavioral health theories to such areas as epidemiology, disease management, assessment and treatment planning, outcome management, and patient retention. Emphasis is placed on improving the quality of patient care. Prerequisite: RES-850.

PCN-815: Psychology of Motivation 3 credits

This course provides a broad understanding of theories of human motivation, including the motivations that underlie both maladaptive and adaptive behaviors. The focus will be on the understanding and application of motivation strategies and intervention with diverse populations.

PCN-820: Behavioral Health Clinical Supervision 3 credits

This course provides a broad understanding of clinical supervision in a variety of behavioral health settings. Clinical supervisory relationships, models of supervision, supervisory assessment instruments, supervisory methods, interventions, and current research are addressed. Prerequisite: RES-861.

PCN-822: Behavioral Health Entrepreneurship 3 credits

This course examines the business aspects of both the for-profit and nonprofit sectors of the behavioral health industry from an entrepreneurial perspective. Emphasis is placed on the characteristics of successful entrepreneurs, creation of business plans, venture capital and investment, laws and regulations governing behavioral health, and tools for measuring business success. Prerequisite: RES-861.

PCN-825: Ethics and Behavioral Health Leadership 3 credits

This course provides a broad understanding of professional codes of ethics, the ethics of supervision, the legal standards, and responsibilities as they relate to leadership and supervision in behavioral health settings. An important goal of this course is to help the leaders develop a high standard of ethical performance in their careers.

RDG-561TE$^{\Omega}$: Secondary Education Reading Practicum for Current Practitioners 3 credits

Participants use an informal reading inventory to diagnose and assess reading abilities. Each participant assesses a secondary education student and implements an individualized one-on-one action plan with the student based on the assessment results.

RDG-581$^{\Omega}$: Elementary Practicum 4 credits

This course provides an in-depth study of the International Reading Association (IRA) Standards by examining research-based approaches linking assessment and instruction for elementary teachers. Teachers learn to use a wide range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, instruction, and assessment. Students develop individual case studies. This course meets the following IRA Standards: 1.3, 1.4, 2.2, 3.1, 3.2, and 3.4.

RDG-585: Children and Young Adult Literature 4 credits

The course focuses on using literature within a complete developmental literacy program from the emergent stage to the adult proficiency level. Particular emphasis is dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres, including digital text, to meet specific instructional needs and literacy goals. Knowledge and skills are developed to assist students with applying the components of balanced literature-based literacy programs within their classroom or school setting. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 4.1, 4.2, 5.3.

RDG-586$^{\Omega}$: Secondary Practicum 4 credits

This course provides an in-depth study of the International Reading Association (IRA) Standards by examining research-based approaches linking assessment and instruction for secondary teachers. Teachers learn to use a wide range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, instruction, and assessment. Students develop individual case studies. This course meets the following IRA Standards: 1.3, 1.4, 2.2, 3.1, 3.2, and 3.4.

Reading (REA)

REA-500: Foundations in Language and Literacy 3 credits

Reading specialist/literacy coach 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 specialist/literacy coach candidates are introduced to ethical and professional roles. Practicum/field experience hours: 10. Fingerprint Clearance required.

REA-510: Survey of Reading Assessments 3 credits

Reading specialist/literacy coach candidates survey a variety of assessment tools and related practices. This survey prepares the reading specialist/literacy coach to plan and evaluate effective reading and writing instruction that optimizes student learning. In addition, the reading specialist/literacy coach 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 specialist/literacy coach 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 specialist/literacy coach candidates communicate assessment results to a variety of audiences. Practicum/field experience hours: 10. Fingerprint Clearance required. Prerequisite: REA 510.

REA-520: Introductory Instructional Methods for Elementary 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. Prerequisite: REA 560.

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. Prerequisite: REA 560.

REA-540: Advanced Studies in Methods for Elementary Content Reading and Writing 3 credits

Reading specialist/literacy coach candidates engage in advanced studies of instructional approaches and materials at the building and district level that support student learning in reading and writing across content areas. From this advanced study, the reading specialist/literacy coach candidates design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint Clearance required. Prerequisite: REA-520.

REA-545: Advanced Studies in Methods for Secondary Content Reading and Writing 3 credits

Reading specialist/literacy coach candidates engage in advanced studies of instructional approaches and materials at the building and district level that support secondary students' learning in reading and writing across content areas. From this advanced study, the reading specialist/literacy coach candidates design an integrated, comprehensive, and balanced curriculum. Practicum/field experience hours: 10. Fingerprint Clearance required. Prerequisite: REA 525.

REA-550: Literate Environments 3 credits

Reading specialist/literacy coach 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 Leadership in Literacy 3 credits

Reading specialist/literacy coach candidates survey professional learning and leadership models for promoting literacy. emphasizing positive dispositions, individual and collaborative

learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. From this survey, reading specialist/literacy coach candidates demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility. Practicum/field experience hours: 10. Fingerprint Clearance required. Prerequisite: REA 550.

REA-570$^\Omega$: 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$^\Omega$: Secondary 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 545.

Research (RES)

RES-811$^\Omega$: Introduction to Advanced Graduate Studies and Scholarship   3 credits

This course introduces students to the principal elements of research and scholarly writing. Learners explore approaches to synthesizing literature and the application of the major components of APA form and style, and learn to coordinate literature searches. Furthermore, they learn how to discern principal arguments, analyze research questions, and clearly identify the key scholarly attributes to journal articles and other sources of scholarly data. This course also introduces learners to the University's overarching values and beliefs regarding research and the responsibility scholars have in continuing a tradition of contributing to an ever-growing body of knowledge.

RES-850: Foundations for Research   3 credits

This course provides a broad overview of foundational elements for conducting independent, original research. Qualitative, quantitative, and mixed research methods are introduced and applied. The template for developing a research prospectus is also introduced, with emphasis on identifying a researchable topic related to the learners' degree specialization. Prerequisite: RES-811.

RES-861: Analysis of Existing Research   3 credits

This course is designed to train learners in the conduct of a systematic literature review related to their research topic. Emphasis is placed on creating structure for reading, analyzing, synthesizing, and organizing prior research necessary for drafting the first iteration (draft) of Chapter 2 of the dissertation. Learners use the research prospectus template to guide the development of their Chapter 2. Prerequisite: ORG-810, EDA-810, EDL-810, EDU-810, PCN-810, or RES-850.

RES-862: Understanding Research and Methodology   3 credits

In order to explore research findings, scholars must be clear in their explanation of the steps that were taken to gather the data. This course will examine the choices a scholar must make when choosing a methodology and the impact those approaches will have on the study and the results. The course will also review research methods and will discuss criteria to be considered in the choice of data collection methods, including the consideration of interactive methods for the collection of qualitative data (interview and focus groups), quantitative data (survey, experiment), and mixed methods. This course will provide exposure to the basic concepts and tools that leadership students and practitioners need in order to understand and analyze data and to utilize research findings in decision making and problem solving. Prerequisite: RES-861.

RES-865: Research Design and Methods   3 credits

In order to explore research findings, scholars must be clear in their explanation of the steps that were taken to gather the data. This course examines the choices a scholar must make when choosing a methodology and the impact those approaches have on the study and the results. The course also reviews research methods and discusses criteria to be considered in the choice of data collection methods, including the consideration of interactive methods for the collection of qualitative data (interview and focus groups), quantitative data (survey, experiment), and mixed methods. This course provides exposure to the basic concepts and tools that leadership students and practitioners need in order to understand and analyze data and to utilize research findings in decision making and problem solving. Prerequisite: RES-861.

RES-866: Approaches to Research Design and Data Analysis   3 credits

This course provides learners with an overview of qualitative, quantitative, and mixed methods approaches with emphasis on conceptual and practical aspects of data collection, management, and analysis. Learners use their research prospectus to align the research question(s) and variables of interest with the appropriate data collection and analytical techniques. Prerequisite: RES-861.

RES-871: Developing the Formal Proposal   3 credits

The best researchers know how to strategically define their research agenda with the necessary clarity to inform the scholarly community and to establish a blueprint for analysis and replication. In this course, learners focus on these issues by exploring development of chapter 1 of their dissertation proposal. Learners are asked to create a problem statement; identify research questions and/or hypotheses; identify the data required to answer those questions; summarize the methodology they will use to investigate the problem; and provide a discussion of the study's significance and purpose, limitations/delimitations and assumptions, operational definitions, and an introduction to the problem as well as a summary of the chapter in order to demonstrate their understanding of effective research application. The development of this knowledge will result in the formation of the learner's dissertation proposal. Prerequisites: One of the following combinations: 1) RES-862; or 2) RES-861 and RES-865.

RES-880: Formalizing the Research Prospectus   3 credits

Learners complete a cogent research prospectus as the foundation for their dissertation research proposal. Emphasis is placed on

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fully articulating a study design and methodology that is aligned with the research questions and developing the first iteration (draft) of Chapter 3 of the dissertation. The prospectus is formally approved by the College of Doctoral Studies. Prerequisite: RES-866.

RES-885: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES-880.

Residency (RSD)

RSD-851$^{\Omega}$: Residency: Dissertation 3 credits

This residency allows students to begin developing their skills as academic researchers. Residency sessions address topics such as research question development, design, item generation, subscale development and analysis, and basic hypothesis testing. Students have hands-on experience with quantitative and qualitative analysis software.

RSD-881$^{\Omega}$: Residency: Presentation of Progress or Results 3 credits

This residency prepares students to present their scholarly work and to thoughtfully critique the work of others. Students orally present papers developed in their own classes and respond to questions from colleagues. Students are further prepared to become active members in academic communities by learning how to review papers and provide comments.

Science (SCI)

SCI-492A$^{\Omega}$: Internship I 2 credits

This internship provides an opportunity for students to practice principles learned in their science major, functional area, or field of study, or to observe in an area being considered for graduate or professional school. Prerequisite: College approval.

SCI-492B$^{\Omega}$: Internship II 2 credits

This internship provides an opportunity for students to practice principles learned in their science major, functional area, or field of study, or to observe in an area being considered for graduate or professional school. Prerequisites: SCI-492A.

SCI-498$^{\Omega}$: Senior Capstone in Forensic Science 4 credits

The capstone course provides an opportunity for students to make contact with practitioners, investigate special topics or specific areas of interest in forensic science, and potentially participate in hands-on application through research or internship experiences. Students are expected to address a critical issue in evidence and forensic science. Skills in critical thinking, analysis, and application of learned material are key to success in this course. As part of the final process, students must prepare a written report and orally present their findings in an end-of-course seminar that is open to the public. Prerequisite: Senior status.

Secondary Education (SED)

SED-435: Adolescent Literacy 4 credits

This course is designed to assist teacher candidates in understanding, evaluating, and implementing effective pedagogy in adolescent literacy. A graduate in adolescent literacy should be able to recognize and assess the defining elements of literacy, from decoding skills to higher level critical thinking applications. Subsequently, teachers should be able to understand, evaluate, and promote effective literacy pedagogy as it relates to the adolescent learner. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED-444: Secondary Methods and Data Driven Pedagogy 4 credits

This course is designed to help teachers and prospective teachers of young adults find their own teaching styles and recognize the different learning styles of their students in order to make appropriate decisions about all aspects of the teaching profession. Emphasis is given to teaching methodology that encourages problem solving, active participation, and assessment. Course content is strategically planned to enable participants to make informed educational decisions about student learning based on data. This course focuses on the principles and practices involved in various models of educational assessment, evaluation, and testing. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED-454: Reading and Learning Strategies for Middle and Secondary Schools 4 credits

This course develops a broad range of reading (from decoding skills to higher level critical thinking applications), teaching, and learning strategies to effectively enhance the learning of middle and secondary school students. A major emphasis is given to utilization of these strategies in the midst of today's socially and culturally diverse classrooms. Subsequently, teachers should be able to understand, evaluate, and promote effective adolescent literacy pedagogy. Practicum/field experience hours: 30. Prerequisites: Fingerprint Clearance, EDU-230, and one of the following: 1) EDU-215; or 2) EDU-210.

SED-455: Secondary Curriculum Development and Assessment 4 credits

In this study of secondary school curriculum development, major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing a model curriculum. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SED-444.

SED-480NA$^{\Omega}$: Student Teaching: Secondary Session A 6 credits

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SED-480NB$^{\Omega}$: Student Teaching: Secondary Session B 6 credits

This session is a continuation of Session A. Prerequisite for B: SED-480NA.

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

SED-482: Methods of Teaching Mathematics in Secondary Schools 4 credits

This course is designed to develop an understanding and ability to apply the methods and principles of effective instruction using mathematics in the secondary classroom. This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective lessons that are aligned to standards and increase student achievement. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance and SED-444.

SED-483: Methods of Teaching Science in Secondary Schools 4 credits

This course is designed to acquaint the secondary teacher with the curriculum and effective pedagogical techniques for the teaching of science. Learners demonstrate understanding of key science concepts and apply research-based strategies and approaches to unit design and lesson planning, utilizing instructional models discussed in the course. This course includes laboratory experiences through field experiences. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SED-485: Methods of Teaching Social Studies in Secondary Schools 4 credits

This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective social studies lessons that are aligned to standards and increase student achievement. Adolescent-based literacy and pedagogy are used to promote social studies content knowledge. Practicum/field experience hours: 30. Prerequisites: Fingerprint Clearance and SED-444.

SED-490$^{\Omega}$: Student Teaching: Secondary Education 8 credits

The student teaching experience includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA) or the National Evaluation Series (NES). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SED-533TE: Early Adolescent Psychology in Middle School Teaching for Current Practitioners 3 credits

This course explores the physical, psychological, and socio-emotional development of adolescents in the middle-school setting. Also discussed are strategies for promoting positive habits for adolescents to enrich the health of body, mind, and emotions.

SED-534TE: Middle School Teaching Curriculum and Methods for Current Practitioners 3 credits

This course examines the developmental characteristics and needs of young adolescents and the relationship between these characteristics and middle-school practices. Age-appropriate instructional strategies are studied. Learners consider implications for middle-school curriculum and classroom instruction.

SED-5341: Early Adolescent Psychology in Middle School Teaching 3 credits

This course explores the physical, psychological, and socioemotional development of adolescents in the middle-school setting. Also discussed are strategies for promoting positive habits for adolescents to enrich the health of body, mind, and emotions.

SED-535: Adolescent Literacy 4 credits

This course is designed to assist teacher candidates in understanding, evaluating, and implementing effective pedagogy in adolescent literacy. A graduate in adolescent literacy should be able to recognize and assess the defining elements of literacy, from decoding skills to higher-level critical thinking applications. Subsequently, teachers should be able to understand, evaluate, and promote effective literacy pedagogy as it relates to the adolescent learner. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED-536TE: Methods of Teaching Mathematics in Secondary Schools for Current Practitioners 3 credits

This course is designed to develop teachers' understanding of and ability to apply the methods and principles of effective instruction in the secondary mathematics classroom. Topics discussed include the importance of planning for instruction, national principles and standards for school mathematics instruction, instructional strategies, and the integration of technology and Web resources to enhance mathematics instruction and increase student achievement.

SED-537TE: Methods of Teaching Science in Secondary Schools for Current Practitioners 3 credits

This course covers the methods of instruction, organization, and presentation of scientific content to secondary school students. Topics include curriculum, stockroom organization, lab safety and liability, visual aid preparation, computer use in the classroom, and research issues in education.

SED-538TE: Methods of Teaching Social Studies in Secondary Schools for Current Practitioners 3 credits

This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective social studies lessons that are aligned to standards and increase student achievement. Major themes, philosophical frameworks, instructional techniques, and the creation of informal, formal, and formative assessments are reviewed.

SED-541: Secondary Theory, Methods, and Data-Driven Pedagogy 4 credits

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate and data-driven decisions about all aspects of teaching. Major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem solving, active participation, and assessment. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SED-544: Secondary Curriculum Development and Assessment 4 credits

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined. Emphasis is given to understanding current structures and trends in high schools, as well as critical issues, as these relate to curriculum and assessment. Course content is strategically

planned to enable participants to make informed curriculum decisions to meet the needs of a diverse student population. Also emphasized is the alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning. This course focuses on the principles and practices involved in curriculum design. Participants develop their own curriculum unit. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SED-553: Reading and Literacy Strategies for Middle and Secondary Schools 4 credits

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. A major emphasis is given to the use of reading strategies for culturally and socially diverse classrooms, including the use of literacy-based instruction in all content areas and the understanding, evaluating, and promoting of effective pedagogy in adolescent literacy. The development and use of integrated and thematic approaches of instruction are addressed. Students are expected to observe and assist in a grade 7-12 classroom while taking this course. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED-580NA$^\Omega$: Student Teaching: Secondary Session A 6 credits

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SED-580NB$^\Omega$: Student Teaching: Secondary Session B 6 credits

This session is a continuation of Session A. Prerequisite for B: 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-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 the subject with emphasis on understanding and applying sociological research on marriage and family life to students' present and future lives. Cross-cultural and historical information is also presented.

SOC-400$^\Omega$: Social Research and Statistics 4 credits

This course provides an explanation of the various methods used by social scientists to find answers to the questions posed by their subject matter, including basic terminology and concepts and practice using methods such as surveys, experiments, field research, and evaluation research, as well as some unobtrusive methods. An introduction to analysis of data obtained from research is also included.

SOC-410^I: Social Inequality and Stratification 4 credits

This course provides an inquiry into the dynamics of hierarchies of power, wealth, and prestige within and among human social systems, with particular attention given to the causes and effects of marked inequality, especially with regard to the foundations and consequences of concentration of political and economic power.

SOC-415: American Minority Peoples 4 credits

This course provides a study of the various minority groups in the United States and their sociological significance in the history of the nation and current culture. The history and status of American immigration policy are also considered.

SOC-417^I: Sociological Theory 4 credits

This course is a survey of the major theorists whose works and thoughts have influenced and guided the academic discipline of sociology. The emphasis is placed on the founders of sociological theory from the 19th century but attention is also given to those who followed in their footsteps in the 20th and 21st centuries.

Spanish (SPA)

SPA-104: Elementary Spanish I 4 credits

This course builds a foundation in the language development skills of listening, speaking, reading, and writing. The course textbook is supported by an extensive workbook and online lab which allows students to hear Spanish spoken by native speakers. Students practice their spoken Spanish through face-to-face activities or by recorded wave files. Additionally students are prompted to growth in global awareness through participation in cultural events in their communities, reviewing movies set in Hispanic cultural settings, and reading books in English by Hispanic authors about Hispanic culture.

SPA-105: Elementary Spanish II 4 credits

This course is a continuation of SPA-104. Prerequisite: SPA-104.

SPA-201: Intermediate Spanish I 3 credits

This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings,

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and cultural activities are stressed. Prerequisite: SPA-105. Co-requisite: SPA-201L.

SPA-201L: Intermediate Spanish I Lab   1 credit

A lab course designed to complement and support the principles learned in SPA-201. Prerequisite: SPA-105. Co-requisite: SPA-201.

SPA-202: Intermediate Spanish II   3 credits

Continuation of SPA-201. Prerequisite: SPA-201.

SPA-202L: Intermediate Spanish II Lab   1 credit

A lab course designed to complement and support the principles learned in SPA-201. Prerequisite: SPA-201. Co-requisite: SPA-202.

SPA-214: Intermediate Spanish I   4 credits

This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. This course includes some study of Spanish-language cultures. Prerequisite: SPA-105.

SPA-224: Intermediate Spanish II   4 credits

This course continues to build on vocabulary, language structure, oration, and composition skills. This course includes some study of Spanish-language cultures. Prerequisite: SPA-214.

SPA-309: Spanish Conversation   4 credits

This course helps students speak with fluency and standard pronunciation, develop facility in the language, and become conversant with Spanish-language cultures, common expression, and everyday usage. Prerequisite: SPA-224.

SPA-310: Spanish Composition and Grammar   4 credits

This course helps the student express a wide range of style in writing: description, narration, persuasion, comparison/contrast, and dialogue through careful drafting and editing of content, grammar, and orthography. This course includes some study of Spanish-language cultures. This is a writing-intensive course. Prerequisite: SPA-224.

SPA-320: Contemporary Issues   4 credits

This course is designed to discuss and analyze contemporary events and issues in the Spanish-speaking world. Prerequisite: SPA-309.

SPA-341: Introduction to Literature in Spanish   4 credits

This course provides an introduction to literary concepts, terminology, and theory with application to poetic, dramatic, and prose texts. This course includes some study of Spanish-language cultures. Prerequisite: SPA-310.

Special Education (SPD)

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. Field experience hours: 6. No Fingerprint Clearance necessary. Pre-requisite: EDU-535.

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 necessary.

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. Field experience hours: 6. No Fingerprint Clearance necessary. Pre-requisite: SPD-500.

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 necessary. Prerequisite: SPD-505.

SPD-520: Collaborations and Communications in Special Education   3 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: 6. No Fingerprint Clearance necessary. Pre-requisite: SPD-500.

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 necessary. Prerequisite: SPD 515.

SPD-530: 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. Field experience hours: 6. No Fingerprint Clearance necessary. Pre-requisite: SPD-500.

[A] Writing-intensive course | [*] Fulfills General Education requirement | [I] Honors Major Course | [Ω] Non-Transferable

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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 necessary. Prerequisite: SPD 525.

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 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. Field experience hours: 9. No Fingerprint Clearance necessary. Pre-requisite: SPD-500.

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 necessary. Prerequisite: SPD 535.

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. Field experience hours: 9. No Fingerprint Clearance necessary. Pre-requisite: SPD-510.

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. No practicum/field experience required. Fingerprint Clearance necessary. Prerequisite: SPD 545.

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. Field experience hours: 9. No Fingerprint Clearance necessary. Pre-requisite: SPD-510.

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 necessary. Prerequisite: SPD 555.

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 necessary. Field experience hours: 12. Fingerprint Clearance necessary. Pre-requisite: SPD-550.

SPD-575$^{\Omega}$: Capstone in Autism Spectrum Disorders 3 credits

The capstone course provides ASD specialist candidates the opportunity to create a portfolio project that synthesizes major elements of the professional studies program. Prerequisite: SPD 565.

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. Field experience hours: 12. Fingerprint Clearance necessary. Pre-requisite: SPD-550.

SPD-590$^{\Omega}$: Student Teaching for Special Education Teacher Candidates 3 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 Teacher Work Sample (TWS). Fingerprint Clearance necessary. Pre-requisites: Fingerprint Clearance; 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 Office of Field Experience. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

Special Education (SPE)

SPE-226$^{\Delta}$: Educating the Exceptional Learner 4 credits

This writing-intensive course is a survey of the unique learning needs of exceptional students. Special focus is given to the referral process appropriate instructional modifications and accommodations for exceptional students, hot topics and trends,

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

and IDEA law. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-330: Special Education Foundations and Framework 4 credits

This course orients teacher candidates to the field of special education. The National Board for Professional Teaching Standards and Council for Exceptional Children Standards, which guide special education research practices, are also discussed. The course includes an introduction to creating a professional portfolio. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-350: Special Education Litigation and Law 4 credits

Participants examine legal issues, recent court decisions, and current law relating to special education. Special attention is given to compliance, student and parent rights, local state and district policies and procedures, and advocacy through community organizations. No Fingerprint Clearance necessary.

SPE-351: Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID 4 credits

The focus of this course is to provide the teacher candidate in special education with knowledge of intellectual disability (ID), including the history with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ID are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with ID in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with ID. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with ID. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE-226, and SPE-330.

SPE-357: Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD 4 credits

The focus of this course is to provide the special education teacher candidate with knowledge of EBD, including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with emotional and behavioral disorders. Teacher candidates investigate theories and models of emotional and behavioral disorders and related treatments. Assessment techniques and the factors involved in a diagnosis of behavior and emotional disorders are also addressed. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with EBD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the behavior management plan necessary to meet the individual needs of students with EBD. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with emotional/behavioral disabilities.

Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE-226, and SPE-330.

SPE-358: Characteristics of Students With Physical and Health Impairments and Strategies to Teach Individuals With PHI 4 credits

This course provides students with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Teacher candidates investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with physical and health impairments. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE-226, and SPE-330.

SPE-359: Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD 4 credits

The focus of this course is to provide teacher candidates in special education with knowledge of LD, including the history with attention to law and litigation, definition, causes, and characteristics of learning disabilities in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD are investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. This course teaches characteristics, uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with LD. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE-226, and SPE-330.

SPE-448NB$^{\Omega}$: Student Teaching: Cross-Categorical Session B 6 credits

This session is a continuation of Session A. Prerequisite for B: EED-480NA.

SPE-501TE: Overview of Special Education for Current Practitioners 3 credits

This course orients learners to the field of special education. The learner is introduced to the thirteen disabilities defined by Individuals with Disabilities Act (IDEA), to Individualized Education Plans (IEPs), and to instructional planning for students with Exceptional Learning Needs (ELN).

SPE-502TE: Characteristics and Strategies for Teaching Individuals with Autism for Current Practitioners 3 credits

This course reviews autism as a developmental disorder. Autism is more prevalent in our classrooms; therefore, the course focuses on strategies and technologies used to assist the learning process for children with autism.

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

SPE-503TE: Elementary Education Methods and Strategies for Gifted Students for Current Practitioners — 3 credits

This course explores gifted education at the elementary school level. Learners are introduced to the nature, level, and types of giftedness in elementary age students. Practical application is emphasized.

SPE-504TE: Gifted Education for Secondary Teachers for Current Practitioners — 3 credits

This course explores gifted education at the secondary school level. Participants learn to differentiate between high-achieving and gifted students, consider perceptions and biases regarding gifted education, and apply methods and strategies within the framework of instructional planning for gifted secondary education students.

SPE-505TE[Ω]: Gifted Education Practicum for Current Practitioners — 3 credits

This course examines the modification of lesson plans for gifted students and the evaluation of such modifications. It also provides 30 hours of practicum experience working with gifted students, five of which are one-on-one tutoring. Pre-assessment and post-assessment analyses and observations are performed.

SPE-506TE: Classroom Management for Students with Special Needs for Current Practitioners — 3 credits

This course discusses the characteristics and effective implementation of various behavior modification strategies. Positive Behavior Support (PBS) and Functional Behavioral Assessment (FBA) are discussed.

SPE-507TE: Special Education Foundation and Framework for Current Practitioners — 3 credits

This course assists practicing teachers with instructional strategies for special education students. Special education research and best practices are discussed.

SPE-509TE: Collaborative Processes in Special Education for Current Practitioners — 3 credits

Emphasis is placed on the practical application of skills and strategies needed to fulfill the roles and responsibilities of educators in meeting the needs of learners with disabilities in the general education classroom. Course content focuses on collaboration between all members of a student's education team. Collaborative models and professional roles/responsibilities are addressed.

SPE-510: Strategies to Teach Individuals With Learning Disabilities — 4 credits

The focus of this course is to provide advanced knowledge of learning disabilities (LD), including the history with attention to definitions, causes, and characteristics of LD in children and adults. The cognitive processes of students with and without LD are compared, unsubstantiated explanations and false claims relating to LD are investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-511TE: Special Education Assessment for Current Practitioners — 3 credits

This course explores the system of assessing exceptional children, focusing on the evaluation of a child's abilities, strengths, and needs. Common assessment tools used in public school special education programs are examined, with an emphasis on the legislation and diagnostic procedures involved. Test construction and score interpretation techniques are discussed, and general instructional practices and behavioral recommendations are addressed.

SPE-512: Assessment in Special Education for Certified Special Educators — 4 credits

The focus of this course centers on various types of assessment used to diagnose students with special needs. Specific focus is placed on the validity, reliability, instrumentation, and disaggregation of assessment scores to determine instruction and placement decisions. Additional focus is on assessment of culturally and/or linguistically diverse students. Current assessment trends are discussed. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-513: Strategies to Teach Individuals With Emotional/Behavioral Disabilities — 4 credits

This course familiarizes students with historical and current trends associated with emotional and behavioral disorders (EBD). Causes, assessment, and appropriate interventions for students with EBD are discussed along with current over- and under-representation across populations. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-514: Strategies to Teach Individuals With Intellectual Disability — 4 credits

The focus of this course is to provide advanced knowledge of intellectual disability (ID), including the history with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life are investigated, while assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ID are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with ID in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with ID. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-516TE: Special Education Litigation and Law for Current Practitioners — 3 credits

This course introduces learners to legal issues in special education. The evolution of special education laws, including a close examination of IDEA and its impact on stakeholders, is examined. Learners apply knowledge of special education law to case studies.

SPE-521TE: Characteristics and Strategies for Mild to Moderate Intellectual Disabilities for Current Practioners — 3 credits

This course provides teachers in special education with additional knowledge of Intellectual Disabilities (ID), with a focus on law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals

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and the necessary support systems for quality of life are examined.

SPE-522: Classroom Management for Students With Special Needs · 4 credits

This course discusses the characteristics and effective implementation of various behavior modification strategies. Positive Behavior Support (PBS) and Functional Behavioral Assessment (FBA) are discussed.

SPE-523: Special Education Program Development and Funding · 4 credits

Students demonstrate understanding of principles and processes of special education program development by designing, implementing, and evaluating programs for students with special needs. Further discussion focuses on policies, practices, and issues related to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting.

SPE-524TE: Inclusion and Collaboration Practices For Current Practitioners · 3 credits

This course focuses on the inclusion and collaboration process of students with special needs in general education classrooms. Legislation pertaining to special education programs in public schools is discussed. Students examine the strategies that enable successful mainstreaming for both the exceptional child and the general education teacher.

SPE-526: Educating Learners With Diverse Needs · 4 credits

Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-527: Inclusion and Collaborative Practices · 4 credits

This class emphasizes practical applications of skills and strategies needed to fulfill the roles and responsibilities of educators in meeting the needs of learners with disabilities in the general education classroom. Course content focuses on strategic instruction, behavior interventions, and the development and application of modifications and/or accommodations for diversity.

SPE-529N: Special Education Foundations and Framework · 3 credits

This course orients teacher candidates to the field of special education. The National Board for Professional Teaching Standards and Council for Exceptional Children Standards, which guide special education research practices, are also discussed. It includes an introduction to creating a professional portfolio. Prerequisite: No Fingerprint Clearance necessary.

SPE-530TE: Characteristics and Strategies for Mild to Moderate Learning Disabilities for Current Practitioners · 3 credits

This course provides knowledge of learning disabilities (LD), including law, definition, and causes and characteristics of LD in children and adults. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated.

SPE-531TE: Characteristics and Strategies for Severe to Profound Disabilities for Current Practitioners · 3 credits

This course is designed to provide learners with an overview of the current research, strategies, and methodologies for students with severe and profound disabilities.

SPE-532TE: Characteristics and Strategies for Mild to Moderate Emotional Disabilities for Current Practitioners · 3 credits

This course outlines issues surrounding emotional disabilities (ED), including law and litigation, definition, etiology, types, and characteristics of learners with ED. Assessment techniques and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with ED in special and regular education classes are investigated.

SPE-534TE: Characteristics and Strategies for Mild to Moderate Physical Impairments for Current Practitioners · 3 credits

This course provides teachers with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs.

SPE-536: Diagnosis and Assessment in Special Education · 4 credits

This capstone course in special education is designed to incorporate issues in collaboration and communication and to synthesize the special education process from assessment to delivery of instruction (i.e., evaluation, eligibility, placement, and instructional practice). Specific skill development includes assessing students with disabilities, completing special education forms, and conducting meetings and conferences with parents and school professionals. A school-based practicum provides participants with experiences in standardized testing and case studies, problem-solving meetings, cooperative team planning, and inclusion processes. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

SPE-537: Assistive Technology in Special Education · 4 credits

Students become skilled at applying modifications and adaptations available through various types of assistive technology. Utilization of assistive technology across the curriculum and for a variety of purposes is discussed.

SPE-539: Educational Implications for Students With Physical and Health Impairments · 4 credits

This course provides students with knowledge of physical and other health impairments with related discussions on how these disabilities impact an individual's life. Students investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications, and adaptations. Section 504 plans are discussed. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE-541TE: Assistive Technology for Current Practioners · 3 credits

This course provides teachers with knowledge of assistive technology in relation to special education. The course focuses on the legal history, purpose, and types of assistive technology.

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

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SPE-546: Management and Strategic Instruction Practices for Students With Special Needs   4 credits

This course discusses the characteristics and effective implementation of various behavior modification strategies. Positive Behavior Support (PBS) and Functional Behavioral Assessment (FBA) are discussed.

SPE-548NA$^{\Omega}$: Student Teaching: Cross-Categorical Session A   6 credits

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SPE-548NB$^{\Omega}$: Student Teaching: Cross-Categorical Session B   6 credits

This session is a continuation of Session A. Prerequisite for B: SPE-548NA.

SPE-553: Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID   4 credits

The focus of this course is to provide teacher candidates in special education with advanced knowledge of intellectual disability (ID), including the history with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life are investigated, and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ID are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with ID in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with ID. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

SPE-557: Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD   4 credits

The focus of this course is to provide teacher candidates in special education with advanced knowledge of learning disabilities (LD), including the history with attention to law and litigation, definition, causes, and characteristics of LD in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD are investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Teacher

candidates teach lessons in a class for students with LD. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

SPE-558: Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals With EBD   4 credits

The focus of this course is to provide special education teacher candidates with advanced knowledge of emotional/behavioral disabilities (EBD), including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with EBD. Teacher candidates investigate theories and models of EBD and related treatments. Assessment techniques and the factors involved in a diagnosis of EBD are also addressed. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with EBD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the behavior management plan necessary to meet the individual needs of students with EBD. Practicum /field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

SPE-573: Educational Implications for Students With Physical and Health Impairments   4 credits

This course provides teacher candidates with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Teacher candidates investigate means to enhance the quality of life of individuals through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE-522.

SPE-807: Foundations of Special Education   3 credits

This course provides a broad overview of the history and theories of special education. A brief overview of human development, educational standards, and instructional tools is also presented. Prerequisite: RES-811 or RES-850.

SPE-812: Special Education Law   3 credits

This course examines special education law and regulations as a framework for the provision of appropriate educational opportunities for all students. Law as a foundation of best practice is discussed. Prerequisite: RES-850.

SPE-817: Supervision and Administration of Special Education   3 credits

The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks for K-12 educators and students. Within these boundaries, the course addresses student assessment, internal collaboration, and professional development. Prerequisite: RES-861.

SPE-822: Fiscal Management in Special Education   3 credits

This course examines budgeting, fiscal planning, and grant writing and management in the special education setting. Leadership skills for fiscal management and fiscal integrity are addressed. Prerequisite: RES-861.

SPE-827: Perspectives in Special Education   3 credits

This course examines the current and emerging trends and issues in special education within the K-12 setting. Topics are placed in

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

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.

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: 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: 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 include electronic properties of materials as well as their thermal, mechanical, acoustic, and optical properties. Prerequisite: PHY-122, PHY-122L, CHM-113, and CHM-113L. Co-requisite: STG-242L.

STG-242L: Science of Solid Materials Lab 1 credit
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. Prerequisite: PHY-122, PHY-122L, CHM-113, and CHM-113L. Co-requisite: STG-242.

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: PHY-121 and PHY-121L.

STG-345: Thermodynamics & 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: PHY-122 and PHY-112L. Co-requisite: STG-350L.

STG-350L: Electromagnetic Fields & Optics Lab 1 credit
The laboratory section of EEE-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: PHY-122 and PHY-122L. Co-requisite: STG-350.

STG-380[/A]: 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[/A]: 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-403[Ω]: Internship I 4 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: ESG-421, ESG-435,

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[A] Writing-intensive course | ♦ Fulfills General Education requirement | [/] Honors Major Course | [Ω] Non-Transferable
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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. Prerequisite: Fingerprint Clearance.

TRE-439': Stage Direction — 4 credits

This course is a study of theories and techniques of interpreting and directing plays through lectures and demonstrations. Students are required to participate in laboratory projects in directing one-acts or scenes from full-length plays.

TRE-475: Stage Lighting and Design — 4 credits

This course concerns the art of designing lighting and scenery for the theatre. Students will actively participate in designing Grand Canyon University Theatre productions and classroom projects. Prerequisite: TRE-130.

TRE-480A$^\Omega$: Student Teaching: Elementary Theatre — 6 credits

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, and professional preparation, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. Prerequisites for A: Successful completion of all courses in POS and content area; senior status; a 3.0 GPA; successful completion of state mandated basic skills and content area exams or *Praxis I*® (Basic Skills) and *Praxis II*® (Content Area); Arizona residents will be required to take the Arizona Educator Proficiency Assessments. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

TRE-480B$^\Omega$: Student Teaching: Secondary Theatre — 6 credits

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, professional preparation, and curriculum development, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. Prerequisites: Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or *Praxis I*® (Basic Skills) and *Praxis II*® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

Teaching English to Speakers of Other Languages (TSL)

TSL-531: Foundations of Instruction for English Language Learners — 4 credits

This course provides the historical, sociological, political, and legal foundations of instructional programs for English language learners in the United States. This framework serves as a basis for understanding, comparing, and evaluating current language models and prototypes. This course also introduces students to primary theories of language learning and current methodologies and practices.

TSL-534: Methods of Teaching English and Grammar to Speakers of Other Languages — 4 credits

In this course, students are instructed in immersion strategies, English language development strategies, and numerous research-based methodologies in current practice. Students examine ways of organizing the classroom for optimal language learning, including especially cooperative learning. In the course setting, they also develop, practice, and assess language lessons that align with state and national standards for teaching English language learners.

TSL-536: English Linguistics — 4 credits

This course familiarizes students with the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language. Other topics introduced are pragmatics, semantics, sociolinguistics, historical linguistics, and first and second language acquisition. Although emphasis is placed on descriptive analysis of the English language, examples and illustrations from several language systems are used.

TSL-537: Teaching a Second Language in the Content Areas — 4 credits

The purpose of this course is to equip students with an awareness and sensitivity to the complexity and content-specific nature of language in curricular areas such as science, mathematics, and social studies. Students examine ways to integrate second language acquisition research (implications for teaching of comprehension, reading, and writing); literacy; and content area instruction in elementary, middle school, and high school settings. Students create content-based language lessons that address a variety of learner proficiencies and cultural experiences.

TSL-540: Curriculum Development and Assessment — 4 credits

Teachers must be course developers as well as designers of instruction for daily and weekly lessons. In this course, students compare Sheltered Immersion Observation Protocol (SIOP) and Understanding by Design (UbD). They also fully examine assessment for the purposes of identification, placement, and instructional delivery. They subsequently design and fully develop the materials for a language unit that aligns with the state and national standards and current assessment practices.

TSL-545: Teaching in a Pluralistic Society — 4 credits

To be an effective educator, one needs knowledge of how student diversity affects and influences instruction. This course gives attention to instructional models that have proven successful with students from diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. It presents the major

goals, principles, and concepts of multicultural education, including multiple perspectives in culture and history, as well as understanding cultural and individual differences in teaching and learning.

TSL-546: Language and Reading Acquisition Theories and Research   **4 credits**

The focus of the course is to prepare classroom teachers to critically read published research on the current, central issues in the study of child language acquisition and the teaching of reading to speakers of other languages; to integrate those findings with personal experience in order to make reflective instructional decisions; and to participate in pedagogical research and theory building. Using the knowledge acquired during the course, students develop a study team to improve instructional practices based on research findings. The study team implements strategies and provides feedback and data on the application of the research findings.

TSL-560$^\Omega$: TESOL Practicum   **4 credits**

TESOL students have direct participation and experience with English language learners—whether children or adults—at their chosen level of instruction. In a supervised classroom, they practice teaching and management skills; conduct assessments; and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community.

University Studies (UNV)

UNV-100: Developmental Writing Skills   **4 credits**

This course is for students who need to improve their foundational English writing skills and strategies. The class reviews fundamentals such as grammar, punctuation, sentence structure, and effective paragraph development. It also focuses on the basics of prewriting and revision strategies, style, and development. Students begin with simple writing tasks, but progressively increase to more complex multiparagraph essay assignments in preparation for academic writing at the college level.

UNV-103$^\Omega$: 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$^{\prime\Omega}$: 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$^\Omega$ 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$^\Omega$: University Success in the College of Education   **4 credits**

This course is designed to provide education students opportunities to develop and strengthen skills necessary to enhance their undergraduate experience. It provides positive reinforcement of successful learning strategies, assistance with adaption to the GCU academic environment, and the foundation for success in the education area of study.

UNV-112$^\Omega$: Success in Science, Engineering and Technology & Lab   **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. This course also provides a foundation for inquiry-based learning in science, engineering and technology and a review of resources and study tools to support success. The course introduces basic concepts relating science and engineering and surveys the characteristics of the STEM disciplines. It develops basic concepts in the context of real applications. The course presents illustrations of logical ways of thinking about problems and their solutions. The laboratory reinforces and expands learning of principles introduced in the lecture.

UNV-115$^\Omega$: University Chapel Services   **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-200: History of Ideas   **4 credits**

This course is an introduction to the history of Western ideas and aesthetics—from the age of Classicism, through Christianity, the Renaissance, the Reformation, the Enlightenment, Romanticism, Modernism, and Globalism—designed to provide students with a better understanding of how modern Western worldviews are informed by historical human thought and events. These views are further examined in light of the aesthetics of their ages, especially through literature, visual art, architecture, and music that reflect the thoughts and feelings of the movements.

Educational Need

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

Bachelor of Arts in English for Secondary Education -

Job Outlook:
Employment of high school teachers is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations. Overall growth is expected because of declines in student-to-teacher ratios and increases in enrollment. However, employment growth will vary by region.
From 2012 to 2022, the student-to-teacher ratio is expected to decline slightly. The student-to teacher ratio is the number of students for each teacher in school. When this ratio declines, each teacher is responsible for fewer students, so more teachers are required to instruct the same number of students. The expected decline in the student-to-teacher ratio will increase demand for high school teachers.
Over the projections period, the number of students in high schools is expected to increase, and the number of classes needed to accommodate these students will rise also. As a result, more teachers will be required to teach these additional classes of high school students.

From 2012 to 2022, a significant number of older teachers are expected to reach retirement age. These retirements will create job openings for new teachers.
In addition to overall openings, many schools report having difficulty filling teaching positions for certain subjects, including math, science (especially chemistry and physics), English as a second language, and special education. As a result, teachers with education or certifications to teach these specialties should have better job prospects. For more information about high school special education teachers, see the profile on special education teachers.
There is significant variation by region of the country and school setting. Opportunities are likely to be

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better in the South and West, where rapid enrollment growth is expected. Furthermore, opportunities should be better in urban and rural school districts than in suburban school districts.

Pay:
The median annual wage for high school teachers was $55,050 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $36,930, and the top 10 percent earned more than $85,690.
High school teachers generally work school hours, which vary from school to school. However, they often spend time in the evenings and on weekends grading papers and preparing lessons. In addition, they may meet with parents, students, and other teachers before and after school. Plus, teachers who coach sports or advise clubs generally do so before or after school.
Many work the traditional 10-month school year, with a 2-month break during the summer. Although most do not teach during the summer, some teach in summer programs. Teachers in districts with a year-round schedule typically work 8 weeks in a row, are on break for 1 week, and have a 5-week midwinter break.

Bachelor of Arts in History for Secondary Education –

Job Outlook:
Employment of high school teachers is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations. Overall growth is expected because of declines in student-to-teacher ratios and increases in enrollment. However, employment growth will vary by region.
From 2012 to 2022, the student-to-teacher ratio is expected to decline slightly. The student-to teacher ratio is the number of students for each teacher in school. When this ratio declines, each teacher is responsible for fewer students, so more teachers are required to instruct the same number of students. The expected decline in the student-to-teacher ratio will increase demand for high school teachers.
Over the projections period, the number of students in high schools is expected to increase, and the number of classes needed to accommodate these students will rise also. As a result, more teachers will be required to teach these additional classes of high school students.

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There is significant variation by region of the country and school setting. Opportunities are likely to be better in the South and West, where rapid enrollment growth is expected. Furthermore, opportunities should be better in urban and rural school districts than in suburban school districts.

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Many work the traditional 10-month school year, with a 2-month break during the summer. Although most do not teach during the summer, some teach in summer programs. Teachers in districts with a year-round schedule typically work 8 weeks in a row, are on break for 1 week, and have a 5-week midwinter break.

Bachelor of Science in Business for Secondary Education –

Job Outlook:
Employment of high school teachers is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations. Overall growth is expected because of declines in student-to-teacher ratios and

increases in enrollment. However, employment growth will vary by region.

From 2012 to 2022, the student-to-teacher ratio is expected to decline slightly. The student-to teacher ratio is the number of students for each teacher in school. When this ratio declines, each teacher is responsible for fewer students, so more teachers are required to instruct the same number of students. The expected decline in the student-to-teacher ratio will increase demand for high school teachers.

Over the projections period, the number of students in high schools is expected to increase, and the number of classes needed to accommodate these students will rise also. As a result, more teachers will be required to teach these additional classes of high school students.

From 2012 to 2022, a significant number of older teachers are expected to reach retirement age. These retirements will create job openings for new teachers.

In addition to overall openings, many schools report having difficulty filling teaching positions for certain subjects, including math, science (especially chemistry and physics), English as a second language, and special education. As a result, teachers with education or certifications to teach these specialties should have better job prospects. For more information about high school special education teachers, see the profile on special education teachers.

There is significant variation by region of the country and school setting. Opportunities are likely to be better in the South and West, where rapid enrollment growth is expected. Furthermore, opportunities should be better in urban and rural school districts than in suburban school districts.

Pay:

The median annual wage for high school teachers was $55,050 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $36,930, and the top 10 percent earned more than $85,690.

High school teachers generally work school hours, which vary from school to school. However, they often spend time in the evenings and on weekends grading papers and preparing lessons. In addition, they may meet with parents, students, and other teachers before and after school. Plus, teachers who coach sports or advise clubs generally do so before or after school.

Many work the traditional 10-month school year, with a 2-month break during the summer. Although most do not teach during the summer, some teach in summer programs. Teachers in districts with a year-round schedule typically work 8 weeks in a row, are on break for 1 week, and have a 5-week midwinter break.

Bachelor of Science in Math for Secondary Education -

Job Outlook:

Employment of high school teachers is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations. Overall growth is expected because of declines in student-to-teacher ratios and increases in enrollment. However, employment growth will vary by region.

From 2012 to 2022, the student-to-teacher ratio is expected to decline slightly. The student-to teacher ratio is the number of students for each teacher in school. When this ratio declines, each teacher is responsible for fewer students, so more teachers are required to instruct the same number of students. The expected decline in the student-to-teacher ratio will increase demand for high school teachers.

Over the projections period, the number of students in high schools is expected to increase, and the number of classes needed to accommodate these students will rise also. As a result, more teachers will be required to teach these additional classes of high school students.

From 2012 to 2022, a significant number of older teachers are expected to reach retirement age. These retirements will create job openings for new teachers.

In addition to overall openings, many schools report having difficulty filling teaching positions for certain subjects, including math, science (especially chemistry and physics), English as a second language, and special education. As a result, teachers with education or certifications to teach these specialties should have better job prospects. For more information about high school special education teachers, see the profile on special education teachers.

There is significant variation by region of the country and school setting. Opportunities are likely to be better in the South and West, where rapid enrollment growth is expected. Furthermore, opportunities should be better in urban and rural school districts than in suburban school districts.

Pay:

The median annual wage for high school teachers was $55,050 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $36,930, and the top 10 percent earned more than $85,690.

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Many work the traditional 10-month school year, with a 2-month break during the summer. Although most do not teach during the summer, some teach in summer programs. Teachers in districts with a year-round schedule typically work 8 weeks in a row, are on break for 1 week, and have a 5-week midwinter break.

Master of Arts in Autism Spectrum Disorders -

Job Outlook:

Employment of special education teachers is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations. The employment growth of special education teachers will vary by type. (See table below.) However, overall demand will be driven by increasing enrollment and continued need for special education services.

Better screening and identification of various disabilities in children are expected to increase the demand for special education services. In addition, children with disabilities are being identified earlier and enrolled into special education programs, increasing the need for special education teachers in preschool and kindergarten grades.

Compliance with laws requiring free public education for students with disabilities should result in some jobs. As school districts continue to use inclusive classrooms, special education teachers will be needed to assist general education teachers to work with students who have disabilities.

However, overall employment growth of special education teachers will depend on government funding. When state and local governments experience budget deficits, school districts may close or consolidate some schools and lay off employees, including special education teachers. As a result, employment growth will likely be limited by tight government budgets.

Many job opportunities will stem from the need to replace teachers who leave the occupation each year. Because helping students with disabilities can be quite stressful—emotionally demanding and physically draining—many schools have difficulties recruiting and retaining special education teachers. As a result, special education teachers should have good job opportunities. Job opportunities may be even better in parts of the country with higher enrollment rates, such as in the South, West, and rural areas.

Job opportunities also may be better in certain specialties, such experience with early childhood intervention and skills in working with students who have multiple disabilities, severe disabilities, or autism spectrum disorders.

Pay:

The median annual wage for special education teachers was $55,060 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $36,740, and the top 10 percent earned more than $87,390.

The median annual wages for special education teachers by grade level in May 2012 were as follows:
• $56,830 for special education teachers, secondary school
• $55,780 for special education teachers, middle school
• $53,820 for special education teachers, kindergarten and elementary school
• $52,480 for special education teachers, preschool

Special education teachers typically work school hours. They may meet with parents, students, and other teachers before and after classes. They also use this time to grade papers, complete paperwork, and prepare lessons.

Many work the traditional 10-month school year, with a 2-month break during the summer. Some teachers may work for summer programs. Teachers in districts with a year-round schedule typically work 8 weeks in a row, are on break for 1 week, and have a 5-week midwinter break.

Master of Public Health -

Job Outlook
Employment is projected to grow faster than the average. Job opportunities should be good, especially for applicants with work experience in healthcare and strong business management skills.

Employment change. Employment of medical and health services managers is expected to grow 16 percent from 2008 to 2018, faster than the average for all occupations. The healthcare industry will continue to expand and diversify, requiring managers to help ensure smooth business operations.

Managers in all settings will be needed to improve quality and efficiency of healthcare, while controlling costs, as insurance companies and Medicare demand higher levels of accountability. Managers also will be needed to oversee the computerization of patient records and to ensure their security as required by law. Additional demand for managers will stem from the need to recruit workers and increase employee retention, to comply with changing regulations, to implement new technology, and to help improve the health of their communities by emphasizing preventive care.

Hospitals will continue to employ the most medical and health services managers over the 2008–18 decade. However, the number of new jobs created is expected to increase at a slower rate in hospitals than in many other industries because of the growing use of clinics and other outpatient care sites. Despite relatively slow employment growth in hospitals, a large number of new jobs will be created because of the industry's large size.
Employment will grow fast in offices of health practitioners. Many services previously provided in hospitals will continue to shift to these settings, especially as medical technologies improve. Demand in medical group practice management will grow as medical group practices become larger and more complex.

Medical and health services managers also will be employed by healthcare management companies that provide management services to hospitals and other organizations and to specific departments such as emergency, information management systems, managed care contract negotiations, and physician recruiting.

Job prospects. Job opportunities will be good, especially for applicants with work experience in healthcare and strong business management skills. Medical and health services managers with experience in large hospital facilities will enjoy an advantage in the job market, as hospitals become larger and more complex. Competition for jobs at the highest management levels will be keen because of the high pay and prestige.

Projections Data
Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, Number	Percent	Detailed Statistics
Medical and health services managers	11-9111	283,500	328,800	45,400	16	[PDF] [XLS]

   NOTE: Data in this table are rounded. See the discussion of the employment projections table in the Handbook introductory chapter on Occupational Information Included in the Handbook.

Earnings
Median annual wages of wage and salary medical and health services managers were $80,240 in May 2008. The middle 50 percent earned between $62,170 and $104,120. The lowest 10 percent earned less than $48,300, and the highest 10 percent earned more than $137,800. Median annual wages in the industries employing the largest numbers of medical and health services managers in May 2008 were:
General medical and surgical hospitals $87,040
Outpatient care centers   74,130

Offices of physicians   74,060
Home health care services 71,450
Nursing care facilities   71,190

http://www.bls.gov/oco/ocos014.htm

Master of Arts in Reading -

Elementary Education
Job Outlook
Employment of kindergarten and elementary school teachers is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Growth is expected due to projected increases in enrollment as well as declines in student–teacher ratios. However, employment growth will vary by region.

From 2012 to 2022, the student–teacher ratio across schools is expected to decline slightly. This ratio is the number of students for each teacher in the school. A decline in the ratio means that each teacher is responsible for fewer students, and, consequently, more teachers are needed to teach the same number of students.

In addition, the number of students enrolling in kindergarten and elementary schools is expected to increase over the coming decade, and the number of classes needed to accommodate these students will also rise. As a result, more teachers will be required to teach these additional classes of kindergarten and elementary school students.

Although overall student enrollment is expected to grow, there will be some variation by region. Enrollment is expected to grow fastest in the South and West. In the Midwest, enrollment is expected to hold steady, and the Northeast is projected to have declines. As a result, employment growth for kindergarten and elementary school teachers is expected to be faster in the South and West than in the Midwest and Northeast.

However, despite expected increases in enrollment, employment growth for kindergarten and elementary school teachers will depend on state and local government budgets. When state and local governments experience budget deficits, they may lay off employees, including teachers. As a result, employment growth of kindergarten and elementary school teachers may be somewhat reduced by state and local government budget deficits.

Job Prospects
A significant number of older teachers are expected to reach retirement age between 2012 and 2022. Their retirement will create job openings for new teachers. However, many areas of the country already have a surplus of teachers who are trained to teach kindergarten and elementary school, making it more difficult for new teachers to find jobs.

Teachers of English as a second language (ESL) and special education teachers are in short supply. Kindergarten and elementary school teachers with education or certifications to teach these specialties should have better job opportunities.

Opportunities will vary by region and school setting. Job prospects should be better in the South and West, which are expected to have rapid enrollment growth. Furthermore, opportunities will be better in urban and rural school districts than in suburban school districts.

Pay
The median annual wage for kindergarten teachers was $50,120 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $32,450, and the top 10 percent earned more than $78,230.

The median annual wage for elementary school teachers was $53,400. The lowest 10 percent earned less

than $35,630, and the top 10 percent earned more than $83,160.

Kindergarten and elementary school teachers generally work during school hours when students are present. They may meet with parents, students, and other teachers before and after school. They often spend time in the evenings and on weekends grading papers and preparing lessons.

Many kindergarten and elementary school teachers work the traditional 10-month school year, with a 2-month break during the summer. Some teachers may teach summer programs. Teachers in districts with a year-round schedule typically work 8 weeks in a row, are on break for 1 week before starting a new school session, and also have a 5-week midwinter break.

http://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm

Secondary Education
Job Outlook
Employment of high school teachers is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations. Overall growth is expected because of declines in student-to-teacher ratios and increases in enrollment. However, employment growth will vary by region.
From 2012 to 2022, the student-to-teacher ratio is expected to decline slightly. The student-to teacher ratio is the number of students for each teacher in school. When this ratio declines, each teacher is responsible for fewer students, so more teachers are required to instruct the same number of students. The expected decline in the student-to-teacher ratio will increase demand for high school teachers.
Over the projections period, the number of students in high schools is expected to increase, and the number of classes needed to accommodate these students will rise also. As a result, more teachers will be required to teach these additional classes of high school students.
However, enrollment growth in high school is expected to be slower than enrollment growth in other grades. Therefore, employment of high school teachers is expected to grow more slowly than that of other education occupations.
Although overall student enrollment is expected to grow, there will be variation by region. Enrollment is expected to grow fastest in the South and West. In the Midwest, enrollment is expected to hold steady, but the Northeast is projected to have declines. As a result, employment growth for high school teachers is expected to be faster in the South and West than in the Midwest and Northeast.
Despite expected increases in enrollment, however, employment growth for public high school teachers will depend on state and local government budgets. When state and local governments experience budget deficits, school boards may lay off employees, including teachers. As a result, employment growth of high school teachers may be reduced by state and local government budget deficits.
From 2012 to 2022, a significant number of older teachers are expected to reach retirement age. These retirements will create job openings for new teachers.
In addition to overall openings, many schools report having difficulty filling teaching positions for certain subjects, including math, science (especially chemistry and physics), English as a second language, and special education. As a result, teachers with education or certifications to teach these specialties should have better job prospects. For more information about high school special education teachers, see the profile on special education teachers.
There is significant variation by region of the country and school setting. Opportunities are likely to be better in the South and West, where rapid enrollment growth is expected. Furthermore, opportunities should be better in urban and rural school districts than in suburban school districts.

Pay
The median annual wage for high school teachers was $55,050 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $36,930, and the top 10 percent earned more than $85,690.

High school teachers generally work school hours, which vary from school to school. However, they often spend time in the evenings and on weekends grading papers and preparing lessons. In addition, they may meet with parents, students, and other teachers before and after school. Plus, teachers who coach sports or advise clubs generally do so before or after school.

Many work the traditional 10-month school year, with a 2-month break during the summer. Although most do not teach during the summer, some teach in summer programs. Teachers in districts with a year-round schedule typically work 8 weeks in a row, are on break for 1 week, and have a 5-week midwinter break.

http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm

(2) If the programs serve <u>societal needs</u> (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

Grand Canyon University offers the truly unique experience of a private, Christian University with the reputation of a traditional ground campus in Arizona, as well as the convenience and flexiblity of online courses for working adults or those unable to attend a traditional brick and mortar university within other states.

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

The curriculum at GCU is designed to prepare students with the skills and knowledge needed in the contemporary job market. Students are challenged to develop these tools and to push their intellectual limits in order to become successful in their careers.

In addition, the curriculum fosters personal discovery so that students realize within themselves the elements of compassion and accountability. A uniquely important element of the GCU mission statement is the defining attribute of its Christian heritage. The GCU community defines its culture by the way its members reflect a committed relationship with Christ and creates the GCU experience in a manner that reflects His teachings to support students and graduates through a successful life journey.

These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning. Each element or objective of the GCU mission statement is uniquely addressed in the GCU curriculum and by the GCU culture, which shapes a rich learning environment from which students graduate with professional and life skills. When learners graduate from GCU, our expectation is that they will be global citizens, critical thinkers, effective communicators, and responsible leaders.

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

Bachelor of Arts in English for Secondary Education -

Washington Adventist University: Bachelors in Education Subject: English/Language Arts

- The Bachelor of Arts in English for Secondary Education is similar to this program because both programs are intended to lead to a professional teaching license in Secondary Education in English. Although both programs are intended to lead to licensure, Grand Canyon's program provides training through a Christian perspective and enables graduates to work with those within the Christian faith and other related religious organizations.

Bachelor of Arts in History for Secondary Education -

Mount St. Mary's University: Bachelors in Education Subject: History/Social Studies

- The Bachelor of Arts in History for Secondary Education is similar to this program because both

programs are intended to lead to a professional teaching license in Secondary Education in History. Although both programs are intended to lead to licensure, Grand Canyon's program provides training through a Christian perspective and enables graduates to work with those within the Christian faith and other related religious organizations.

Bachelor of Science in Business for Secondary Education -

Frostburg State University: Bachelors in Education Subject: Business

- The Bachelor of Science in Business for Secondary Education is similar to this program because both programs are intended to lead to a professional teaching license in Secondary Education in Business. Although both programs are intended to lead to licensure, Grand Canyon's program provides training through a Christian perspective and enables graduates to work with those within the Christian faith and other related religious organizations.

Bachelor of Science in Mathematics for Secondary Education -

Coppin State University: Bachelors in Education Subject: Math

- The Bachelor of Science in Mathematics for Secondary Education is similar to this program because both programs are intended to lead to a professional teaching license in Secondary Education in Mathematics. Although both programs are intended to lead to licensure, Grand Canyon's program provides training through a Christian perspective and enables graduates to work with those within the Christian faith and other related religious organizations.

Master of Arts in Autism Spectrum Disorders -

No comparable program offered in Maryland.

Master of Arts in Reading -

No comparable program offered in Maryland.

Master of Public Health -

University of Maryland

-The University of Maryland Master of Public Health program is similar to Grand Canyon University's in that they both address 3 major areas of concern: Epidemiology, Community & Population Health and Global Health. One major difference is that GCU's program is 46 credits and the University of Maryland's is 42.

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

☐ Yes ☒ No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory

Recent Approval Letter
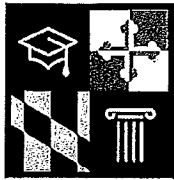
MHEC
Creating a state of achievement

October 8, 2014

Brian Mueller
President
Grand Canyon University
3300 West Camelback Road
Phoenix, AZ 85017

Dear President Mueller:

The Maryland Higher Education Commission has received an application from Grand Canyon University to offer sixteen online programs that include experiential learning components as a required part of the curriculum. I am pleased to inform you that Grand Canyon University is authorized to offer the programs as listed below until August 31, 2015. Please note that there are conditions placed on these program approvals.

Approved programs:

1. Bachelor of Science (B.S.) in Educational Studies
2. Bachelor of Science (B.S.) in Counseling
3. Doctor of Nursing Practice (D.N.P.)
4. Master of Science (M.S.) in Addiction Counseling
5. Master of Science (M.S.) in Professional Counseling
6. Master of Science (M.S.N.) in Nursing
7. Master of Arts (M.A.) in Teaching
8. Master of Education (M.Ed.) in Curriculum and Instruction: Reading
9. Master of Education (M.Ed.) in Curriculum and Instruction: Technology
10. Master of Education (M.Ed.) in Educational Administration
11. Master of Education (M.Ed.) in Educational Leadership
12. Master of Education (M.Ed.) in Special Education
13. Master of Education (M.Ed.) in Teaching English to Speakers of Other Languages
14. Master of Science (M.S.) in Christian Counseling
15. Master of Science (M.S.) in Christian Counseling of Substance Abuse and Addictive Disorders
16. Post Master's Certificate of Science in Nursing: Nursing Education

All the programs listed above are approved with the following conditions:
   (i)   Grand Canyon University shall work directly with students enrolled to secure practica opportunities, where those practica will take place in Maryland.
   (ii) Upon renewal of its certificate of approval to operate in Maryland, Grand Canyon University shall submit a list of its practica sites by program, as well as the number of students placed at those sites during the preceding year. The
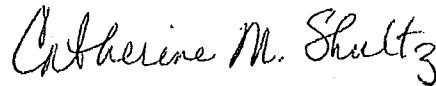
Commission may review placement sites, as well as monitor the number of students placed at those sites, in order to make future determinations regarding the use of those sites.

(iii) Grand Canyon University must explicitly articulate to students that Maryland Professional Development Schools are not obliged to accommodate practica opportunities for students enrolled in out-of-state institutions and that this may affect their ability to secure said practica.

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.state.md.us. In order to operate at the approved locations after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2015-2016. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Veterans Affairs Coordinator. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,

Catherine M. Shultz, J.D.
Acting Secretary of Higher Education

CMS:SAB:nl

C: Peter Johnson, State Compliance Administrator, Grand Canyon University

Enrollment and graduation data

Student Enrollment Data Form
Out-of-State Degree Granting Institutions Operating in Maryland

Institution: **Grand Canyon University**   Location: **Online**
Unduplicated Headcount at this location for the past academic year: September 1, **2013** to August 31, **2014**
Person Completing the Student Enrollment Data Form: **William Grandt** Telephone: **602-639-8053** Email: **Will.Grandt@gcu.edu**

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany	0	0	1	0	2
Anne Arundel	2	0	29	0	17
Baltimore County	1	0	63	0	34
Baltimore City	2	0	62	0	40
Calvert	0	0	4	0	2
Caroline	1	0	0	0	0
Carroll	0	0	7	0	3
Cecil	0	0	8	0	2
Charles	0	0	25	0	12
Dorchester	0	0	1	0	0
Frederick	1	0	14	0	8
Garrett	1	0	4	0	3
Harford	2	0	11	0	10
Howard	1	0	15	0	5
Kent	0	0	0	0	0
Montgomery	1	0	44	0	27
Prince George's	5	0	118	0	61
Queen Anne's	0	0	3	0	3
St. Mary's	0	0	5	0	6
Somerset	1	0	2	0	2
Talbot	1	0	2	0	3
Washington	0	0	7	0	5
Wicomico	1	0	7	0	2
Worchester	0	0	1	0	0
Non-Maryland Residents	0	0	3	0	3
TOTALS	20	0	436	0	456

Master of Science in Christian Counseling	0	0	0	0	0	0	0	0	0
Master of Science in Christian Counseling of Substance Abuse and Addictive Disorders	0	0	0	0	0	0	0	0	0
Undeclared/No Major	0	0	0	0	0	0	0	0	0
Total	20	5			436	69	0	0	530